

Specification

BTEC Specialist qualifications

**Edexcel BTEC Level 2 Award/Certificate/Diploma in Fire and
Rescue Services in the Community (QCF)**

For first teaching April 2011

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BTEC Specialist qualification titles covered by this specification

Edexcel BTEC Level 2 Award in Fire and Rescue Services in the Community (QCF)

Edexcel BTEC Level 2 Certificate in Fire and Rescue Services in the Community (QCF)

Edexcel BTEC Level 2 Diploma in Fire and Rescue Services in the Community (QCF)

These qualifications have been accredited to the Qualifications and Credit Framework (QCF) and are eligible for public funding as determined by the Department for Education (DfE) under Sections 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 www.education.gov.uk/. The QCF Qualification Number (QN) should be used by centres when they wish to seek public funding for their learners. Each unit within a qualification will also have a QCF unit code.

The QCF qualification and unit codes will appear on learners' final certification documentation.

The Qualification Numbers for the qualifications in this publication are:

Edexcel BTEC Level 2 Award in Fire and Rescue Services in the Community (QCF)	600/1084/8
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Edexcel BTEC Level 2 Certificate in Fire and Rescue Services in the Community (QCF)	600/1085/X
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Edexcel BTEC Level 2 Diploma in Fire and Rescue Services in the Community (QCF)	600/1089/7
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These qualification titles will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

Welcome to the BTEC Level 2 Award/Certificate/Diploma in Fire and Rescue Services in the Community (QCF)

We are delighted to introduce our new qualifications, available for teaching from April 2011. These qualifications have been revised and conform with the requirements of the new QCF (Qualifications and Credit Framework).

Focusing on the BTEC Level 2 Award/Certificate/Diploma in Fire and Rescue Services in the Community (QCF)

These qualifications have been designed to provide:

- education and training for learners interested in the work of the fire and rescue services. These qualifications relate closely to the 14-19 strategy and learners may be able to use the learning gained in this qualification to progress to a Diploma.
- opportunities for learners to achieve a nationally-recognised Level 2 vocationally-specific qualification which provides an insight into the work of the fire and rescue services or to progress to further vocational qualifications such as the BTEC First Certificate in Public Services or BTEC National Diploma in Public Services.
- an introduction to the skills knowledge and understanding learners would need if they wanted to work in the fire and rescue service
- opportunities for learners to focus on the development of the major key skills and the wider key skills, such as improving own learning and performance, problem solving and working with others, in a Fire and Rescue Service context
- opportunities for learners to develop a range of skills and techniques, personal qualities and attributes essential for successful performance in working life.

Straightforward to implement, teach and assess

Implementing BTECs couldn't be easier. They are designed to easily fit into your curriculum and can be studied independently or alongside existing qualifications, to suit the interests and aspirations of learners. The clarity of assessment makes grading learner attainment simpler.

Engaging for everyone

Learners of all abilities flourish when they can apply their own knowledge, skills and enthusiasm to a subject. BTEC qualifications make explicit the link between theoretical learning and the world of work by giving learners the opportunity to apply their research, skills and knowledge to work-related contexts and case studies. These applied and practical BTEC approaches give all learners the impetus they need to achieve and the skills they require for workplace or education progression.

Recognition

BTECs are understood and recognised by a large number of organisations in a wide range of sectors. BTEC qualifications are developed with key industry representatives and Sector Skills Councils (SSC) to ensure that they meet employer and learner needs – **in this case Skills for Justice**. Many industry and professional bodies offer successful BTEC learners exemptions for their own accredited qualifications.

All you need to get started

To help you off to a flying start, we've developed an enhanced specification that gives you all the information you need to start teaching BTEC. This includes:

- a framework of equivalencies, so you can see how this qualification compares with other Edexcel vocational qualifications
- information on rules of combination, structures and quality assurance, so you can deliver the qualification with confidence
- explanations of the content's relationship with the learning outcomes
- guidance on assessment, and what the learner must produce to achieve the unit.

Don't forget that we're always here to offer curriculum and qualification updates, local training and network opportunities, advice, guidance and support.

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What are BTEC Level 2 Specialist qualifications?

BTEC Specialist qualifications are qualifications at Entry Level to Level 3 in the Qualifications and Credit Framework (QCF) and are designed to provide specialist work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. The qualifications also provide career development opportunities for those already in work. Consequently they provide a course of study for full-time or part-time learners in schools, colleges and training centres.

BTEC Specialist qualifications provide much of the underpinning knowledge and understanding for the National Occupational Standards for the sector, where these are appropriate. They are supported by the relevant Standards Setting Body (SSB) or Sector Skills Council (SSC). A number of BTEC Specialist qualifications are recognised as the knowledge components of Apprenticeships Frameworks.

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

Care needs to be exercised when registering learners as the titling conventions and titles for the revised QCF versions of the BTEC Level 2 Firsts and BTEC Level 3 Nationals have changed.

The QCF is a framework which awards credit for qualifications and units and aims to present qualifications in a way that is easy to understand and measure. It enables learners to gain qualifications at their own pace along flexible routes.

There are three sizes of qualifications in the QCF:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above).

Every unit and qualification in the framework will have a credit value.

The credit value of a unit specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit.

The credit value of a unit is based on:

- one credit for those learning outcomes achievable in 10 hours of learning
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.

The credit value of the unit will remain constant in all contexts, regardless of the assessment method used for the qualification(s) to which it contributes.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Edexcel BTEC Level 2 Award

The Edexcel BTEC Level 2 Award provides an introduction to the skills, qualities and knowledge that may be required for employment in a particular vocational sector.

Edexcel BTEC Level 2 Certificate

The Edexcel BTEC Level 2 Certificate extends the work-related focus from the Edexcel BTEC Level 2 Award (QCF) and covers some of the knowledge and practical skills required for a particular vocational sector.

The Edexcel BTEC Level 2 Certificate offers an engaging programme for those who are clear about the vocational area they want to learn more about. These learners may wish to extend their programme through the study of a related GCSE, a complementary NVQ or other related vocational or personal and social development qualification. These learning programmes can be developed to allow learners to study complementary qualifications without duplication of content.

For adult learners the Edexcel BTEC Level 2 Certificate can extend their knowledge and understanding of work in a particular sector. It is a suitable qualification for those wishing to change career or move into a particular area of employment following a career break.

Edexcel BTEC Level 2 Diploma

The Edexcel BTEC Level 2 Diploma extends the work-related focus from the Edexcel BTEC Level 2 Certificate. There is potential for the qualification to prepare learners for employment in a particular vocational sector and it is suitable for those who have decided that they wish to enter a specific area of work.

Key features of the Edexcel BTEC Level 2 qualifications in Fire and Rescue Services in the Community (QCF)

The Edexcel BTEC Level 2 qualifications in Fire and Rescue Services in the Community (QCF) have been developed to give learners the opportunity to:

- engage actively with children and young people.
- prevent and reduce fire crime and firesetting.
- divert children and young people from fire crime and anti-social behaviour.
- educate children and young people in fire safety skills and citizenship.
- ensure they are effective and professional.
- share good practice within the fire and rescue services and externally to partner agencies.
- gain education and training in the work of the fire and rescue services. These qualifications relate closely to the 14-19 strategy and learners may be able to use the learning gained in this qualification to progress to a Diploma.
- achieve a nationally-recognised Level 2 vocationally-specific qualification which provides an insight into the work of the fire and rescue services or to progress to further vocational qualifications such as the BTEC First Certificate in Public Services or BTEC National Diploma in Public Services.
- an introduction to the skills knowledge and understanding learners would need if they wanted to work in the fire and rescue service.

- opportunities for learners to focus on the development of the major key skills and the wider key skills, such as improving own learning and performance, problem solving and working with others, in a Fire and Rescue Service context.
- opportunities for learners to develop a range of skills and techniques, personal qualities and attributes essential for successful performance in working life.

National Occupational Standards

Where relevant, Edexcel BTEC Level 2 qualifications are designed to provide some of the underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work and possible achievement of NVQs in due course. NOS form the basis of National Vocational Qualifications (NVQs). Edexcel BTEC Level 2 (QCF) qualifications do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

Each unit in the specification identifies links to elements of the NOS in *Annexe C*.

The Edexcel BTEC Level 2 Award, Certificate and Diploma in Fire and Rescue Services in the Community (QCF) relate to the following NOS:

National Occupational Standards for Fire Safety

National Occupational Standards for Fire Services Operations in the Community

Rules of combination

The rules of combination specify the credits that need to be achieved, through the completion of particular units, for the qualification to be awarded. All accredited qualifications within the QCF have rules of combination.

Rules of combination for the Edexcel BTEC Level 2 qualifications

When combining units for an Edexcel BTEC Level 2 qualification in Fire and Rescue Services in the Community (QCF), it is the centre's responsibility to ensure that the following rules of combination are adhered to.

Edexcel BTEC Level 2 Award in Fire and Rescue Services in the Community (QCF)

- 1 Qualification credit value: a minimum of 4 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 4 credits.
- 3 All credits must be achieved from the units listed in this specification.

Edexcel BTEC Level 2 Certificate in Fire and Rescue Services in the Community (QCF)

- 1 Qualification credit value: a minimum of 13 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 13 credits.
- 3 All credits must be achieved from the units listed in this specification.

Edexcel BTEC Level 2 Diploma in Fire and Rescue Services in the Community (QCF)

- 1 Qualification credit value: a minimum of 37 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 37 credits.
- 3 All credits must be achieved from the units listed in this specification.

Edexcel BTEC Level 2 Award in Fire and Rescue Services in the Community (QCF)

The Edexcel BTEC Level 2 Award in Fire and Rescue Services in the Community (QCF) is a 4 credit and 30 guided learning hour (GLH) qualification that consists of one mandatory unit.

Edexcel BTEC Level 2 Award in Fire and Rescue Services in the Community (QCF)			
Unit	Mandatory unit	Credit	Level
1	Functions and Responsibilities of the Fire and Rescue Services in the Community	4	2

Edexcel BTEC Level 2 Certificate in Fire and Rescue Services in the Community (QCF)

The Edexcel BTEC Level 2 Certificate in Fire and Rescue Services in the Community (QCF) is a 13 credit and a minimum of 80 and a maximum of 120 guided learning hours (GLH) qualification that consists of one mandatory unit **plus** optional units that provide for a combined total of 13 credits.

Edexcel BTEC Level 2 Certificate in Fire and Rescue Services in the Community (QCF)			
Unit	Mandatory unit	Credit	Level
1	Functions and Responsibilities of the Fire and Rescue Services in the Community	4	2
Unit	Optional units		
2	Emergency Services Community	1	2
3	History and Changing Functions of the Fire and Rescue Service	2	2
4	Using Fire and Rescue Service Hoses, Lines and Associated Equipment	2	2
5	Pumping Appliances Used by the Fire and Rescue Services	2	2
6	Special Appliances Used by the Fire and Rescue Services	1	2
7	Operation and Use of Ladders in the Fire and Rescue Service	2	2
8	Breathing Apparatus Equipment and Procedures	2	2
9	Casualty Extrication in the Fire and Rescue Service	2	2
10	Resource Management in the Fire and Rescue Service	1	2
11	Team and Leadership Skills Used in the Emergency Services	1	2
12	Effective Communication in the Fire and Rescue Service	1	2
13	Community Safety	1	2
14	Citizenship and Community Project in the Fire and Rescue Service	2	2
15	Healthy Living for Working in the Fire and Rescue Service	1	2
16	Careers Related to the Fire and Rescue Service	1	2
17	Preservation of Artefacts in the Fire and Rescue Service	1	2
18	Navigation Skills Used in the Fire and Rescue Service	1	2
19	Planning, Participating in and Reviewing Residential Excursion	2	2
20	Respond to Fire and Rescue Service Exercise Ground Scenarios	2	2
21	Science of Fire	1	2
22	Fire Investigation in the Fire and Rescue Service	1	2
23	Water Safety and Water Rescue Techniques Used by the Fire and Rescue Service	1	2

Edexcel BTEC Level 2 Diploma in Fire and Rescue Services in the Community (QCF)

The Edexcel BTEC Level 2 Diploma in Fire and Rescue Services in the Community (QCF) is a 37 credit and a minimum of 300 and a maximum of 320 guided learning hours (GLH) qualification that consists of one mandatory unit **plus** optional units that provide for a combined total of 37 credits.

Edexcel BTEC Level 2 Diploma in Fire and Rescue Services in the Community (QCF)			
Unit	Mandatory unit	Credit	Level
1	Functions and Responsibilities of the Fire and Rescue Services in the Community	4	2
Unit	Optional units		
2	Emergency Services Community	1	2
3	History and Changing Functions of the Fire and Rescue Service	2	2
4	Using Fire and Rescue Service Hoses, Lines and Associated Equipment	2	2
5	Pumping Appliances Used by the Fire and Rescue Services	2	2
6	Special Appliances Used by the Fire and Rescue Services	1	2
7	Operation and Use of Ladders in the Fire and Rescue Service	2	2
8	Breathing Apparatus Equipment and Procedures	2	2
9	Casualty Extrication in the Fire and Rescue Service	2	2
10	Resource Management in the Fire and Rescue Service	1	2
11	Team and Leadership Skills Used in the Emergency Services	1	2
12	Effective Communication in the Fire and Rescue Service	1	2
13	Community Safety	1	2
14	Citizenship and Community Project in the Fire and Rescue Service	2	2
15	Healthy Living for Working in the Fire and Rescue Service	1	2
16	Careers Related to the Fire and Rescue Service	1	2
17	Preservation of Artefacts in the Fire and Rescue Service	1	2
18	Navigation Skills used in the Fire and Rescue Service	1	2
19	Planning, Participating in and Reviewing Residential Excursion	2	2

Edexcel BTEC Level 2 Diploma in Fire and Rescue Services in the Community (QCF)			
Unit	Optional units	Credit	Level
20	Respond to Fire and Rescue Service Exercise Ground Scenarios	2	2
21	Science of Fire	1	2
22	Fire Investigation in the Fire and Rescue Service	1	2
23	Water Safety and Water Rescue Techniques used by the Fire and Rescue Service	1	2
24*	Working as a Volunteer	2	2
25*	Developing Personal Skills for Leadership	2	2
26*	Practising Leadership Skills with Others	2	2

*Please note: these WorkSkills units are currently being reviewed and subject to change.

Assessment

All units within these qualifications are internally assessed. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' a learner must have successfully passed **all** the assessment criteria.

Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the standard determined by the assessment criteria and
- achieve the learning outcomes.

All the assignments created by centres should be reliable and fit for purpose, and should be built on the unit assessment criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of different forms, including performance observation, presentations and posters, along with projects, or time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities. The creation of assignments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

The assessment criteria must be clearly indicated in the assignments briefs. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment criteria.

When designing assignments briefs, centres are encouraged to identify common topics and themes. A central feature of vocational assessment is that it allows for assessment to be:

- current, ie to reflect the most recent developments and issues
- local, ie to reflect the employment context of the delivering centre
- flexible to reflect learner needs, ie at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

Qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade.

In the Edexcel BTEC Level 2 Specialist qualifications each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

- one credit for those learning outcomes achievable in 10 hours of learning time
- learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria
- the credit value of the unit remaining constant regardless of the method of assessment used or the qualification to which it contributes.

Quality assurance of centres

Edexcel BTEC Level 2 qualifications provide a flexible structure for learners enabling programmes of varying credits and combining different levels. For the purposes of quality assurance, all individual qualifications and units are considered as a whole.

Centres delivering the Edexcel BTEC Level 2 qualifications must be committed to ensuring the quality of the units and qualifications they deliver, through effective standardisation of assessors and verification of assessor decisions. Centre quality assurance and assessment is monitored and guaranteed by Edexcel.

The Edexcel quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for BTEC qualifications
- approval for the Edexcel BTEC Level 2 qualifications and units
- **compulsory** Edexcel-provided training and standardisation for internal verifiers and assessors leading to the accreditation of lead internal verifiers via the OSCA system
- quality review of the centre verification practice
- centre risk assessment by Edexcel of overarching processes and quality standards
- remedial training and/or assessment sampling for centres identified through standardisation or risk assessment activities as having inadequate quality, assessment or internal verification processes.

Approval

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

Centres already holding BTEC approval are able to gain qualification approval online. New centres must complete a centre approval application.

Quality Assurance Guidance

Details of quality assurance for the Edexcel BTEC Level 2 qualifications are set out in centre guidance which is published on our website (www.edexcel.com).

Programme design and delivery

Mode of delivery

Edexcel does not normally define the mode of delivery for Edexcel BTEC Entry to Level 3 qualifications. Centres are free to offer the qualifications using any mode of delivery (such as full-time, part-time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

Resources

Edexcel BTEC Level 2 qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Edexcel.

Where specific resources are required these have been indicated in individual units in the *Essential resources* sections.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of Edexcel BTEC Level 2 qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of learners' experience.

Additional and specialist learning

Additional and Specialist Learning (ASL) consists of accredited qualifications at the same level as, or one level above a 14-19 Diploma course of study, which have been approved under Section 96 of the Learning and Skills Act 2000. The ASL may include BTEC qualifications which are also available to learners not following a 14-19 Diploma course of study.

ASL qualifications are listed on the 14-19 Diploma Catalogue which is available on the Register of Regulated Qualifications (www.ofqual.gov.uk). The catalogue will expand over time as more qualifications are accredited and approved.

Centres undertaking, or preparing to undertake, ASL should refer regularly to the Edexcel website for information regarding additions and the 14-19 Diploma Catalogue for the latest information.

Access and recruitment

Edexcel's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement 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.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification.

Restrictions on learner entry

The Edexcel BTEC Level 2 qualifications in Fire and Rescue Services in the Community (QCF) are accredited on the QCF for learners aged 14 and above.

Access arrangements and special considerations

Edexcel's policy on access arrangements and special considerations for BTEC and Edexcel NVQ 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.

Further details are given in the policy document *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications*, which can be found on the Edexcel website (www.edexcel.com). This policy replaces the previous Edexcel policy (Assessment of Vocationally Related Qualifications: Regulations and Guidance Relating to Learners with Special Requirements, 2002) concerning learners with particular requirements.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Edexcel encourages centres to recognise learners' previous achievements and experiences whether at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Unit format

All units in the Edexcel BTEC Level 2 Specialist qualifications have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit has 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

Each unit is assigned a QCF unit code that appears with the unit title on the National Database of Accredited Qualifications.

QCF level

All units and qualifications within the QCF will 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 benchmarks.

Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.

Guided learning hours

Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.

Unit aim and purpose

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Learning outcomes

The learning outcomes of a unit set out what a learner is expected to know, understand or be able to do as the result of a process of learning.

Assessment criteria

The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. The learning outcomes and assessment criteria clearly articulate the learning achievement for which the credit will be awarded at the level assigned to the unit.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS), where relevant. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the unit.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

Relationship between content and assessment criteria

The learner should have the opportunity to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment criteria.

Content structure and terminology

The information below shows the unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is shown in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.
- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.

- Brackets contain amplification of content which must be covered in the delivery of the unit.
- 'eg' is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Edexcel to offer the qualification.
- *Indicative resource materials* – gives a list of learner resource material that benchmarks the level of study.

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Unit 1: Functions and Responsibilities of the Fire and Rescue Service in the Community

Unit code:	J/502/7610
QCF Level 2:	BTEC Specialist
Credit value:	4
Guided learning hours:	30

Unit aim

The aim of this unit is to enable learners to understand the functions and responsibilities of the fire and rescue services including their structure and how they fit into the broader emergency services community. Learners will gain the skills needed to work in fire and rescue service situations.

Unit introduction

Learners will gain an insight into the fire and rescue services, their various operational techniques and community safety initiatives. The unit enables learners to develop an understanding of the range of required team and personal skills and knowledge and understanding along with the associated hazards and risks that are regular aspects of the work of the fire and rescue service community.

Working in the fire and rescue service requires high level teamwork and communication skills to enable it to meet the diverse needs of its communities.

This will be achieved through learners participating in a variety of different activities which will culminate in them having the ability to demonstrate a broad range of skills, knowledge and understanding of the fire and rescue service and its role within the community.

This unit should be delivered first in the programme as an introduction to the qualification. Learners can further develop their skills, knowledge and understanding through the specialist units within the qualification.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the functions and responsibilities of the fire and rescue service	1.1 Describe the structure, functions and responsibilities of the fire and rescue service 1.2 Describe how anti-social behaviour can affect the fire and rescue community 1.3 Identify hazards and risks associated with fire and rescue work 1.4 Describe safety control measures in place to reduce risks 1.5 Identify appliances and equipment used in the fire and rescue service
2 Be able to demonstrate basic skills needed to work in fire and rescue service situations	2.1 Use appropriate communication methods in different situations confirming understanding 2.2 Use problem solving skills to inform decision making 2.3 Implement action plans to achieve identified outcomes 2.4 Treat people with respect and consideration 2.5 Review own performance

Unit content

1 Know the functions and responsibilities of the fire and rescue service

Functions and responsibilities: main functions of the fire and rescue services including prevention, protection and response using appliances and equipment; responsibilities including community safety, statutory fire safety; attending incidents; health, safety and welfare of self and others

Organisation and structure: structure of fire and rescue service; how the fire and rescue service fits into the broader emergency services community

Prevention: building safer communities including what is meant by the local community; ways in which the local community can be improved

Cause and effect of own and other people's actions: consequences of own and other people's actions in relation to personal safety and impact on the community ie anti-social behaviour including hoax calls, arson and vehicle crime

Protection: why there is statutory fire safety; what applies to places of work eg shops, hotels, offices, factories

Response: how the service responds including receiving emergency calls and types of incidents attended; operational preparedness; exercise ground procedure; how to undertake tasks on the drill ground as instructed; the operation and use of fire and rescue service appliances and equipment, search and rescue techniques; hazards, risks and safety control measures

2 Be able to demonstrate basic skills needed to work in fire and rescue service situations

Teamwork: work effectively as a member of a team; support others to achieve team objectives using appliances and equipment

Communication skills: effective communication methods in different situations

Problem solving: know how to collect relevant information to make informed decisions; planning, briefing and reviewing to achieve effective outcomes; alternative strategies; risk assessment

Diversity and equality: definitions of diversity and equality; know how to treat people with respect, consideration and understanding

Essential guidance for tutors

Delivery

It is recommended that this mandatory unit be delivered as the first unit in the programme. It should be mainly practical, with consideration of suitable and sufficient risk assessments of activities, giving learners the opportunity to demonstrate teamwork and interpersonal skills. Learners will need the opportunity to participate in a range of teamwork/team-building activities. They will also need to be given appropriate underpinning knowledge to help them identify and develop these skills.

Learners will need to be given the opportunity to develop a range of personal skills reflecting those required in the fire and rescue service. Particular consideration should be given to communication, teamwork, problem-solving and self-management skills within.

A number of different approaches can be considered when developing learner understanding of the functions of the fire and rescue service and community and how these interact. This may include local and national safety initiatives appropriate to the community. Scenario-based simulations with discussion, personal research or delivery based both inside and outside the immediate learning environment, or any combination of the above could be used. The methods used should reflect the learning strategy and learners' development needs.

Learners will need to be given the opportunity to participate in a range of fire and rescue service operational activities. Learners must be given the appropriate underpinning knowledge and understanding before any involvement in practical activities. The health and safety of all participants is paramount.

Assessment

A number of assessment activities can be used in this unit. The primary assessment should be practical using direct observations of performance. Other forms of assessment include oral or written question and answers activities and simulation. Assessment activities will be conducted using assignment briefs

Evidence could be in the form of witness testimony, a portfolio, research projects, presentations and multimedia, sources in most units.

Learners should be made aware that their performance is being assessed and then should be given supportive and constructive feedback on their performance and development needs. All evidence, especially multimedia evidence, should have written feedback attached and be suitably referenced for each learner and activity.

Learners should describe the structure, functions and responsibilities of the fire and rescue service. They could include detail on preventative measures taken to reduce the number of incidents, and operational responses to different types of incidents.

A task could be given which requires learners to review the impact of an incident of anti-social behaviour that has been reported by the local media. Alternatively, a scenario-based simulation with discussion could be given to learners to explain the impact that anti-social behaviour has had on the fire and rescue service in the community.

Learners will be expected to identify at least three main risks and hazards associated with working within the fire and rescue service. Learners should describe the safety control measures used to reduce these risks, for example protective clothing is designed to reduce the possibility of burns and other injuries.

Learners must identify at least three items of equipment, for example standpipe, key and bar, pump. They must demonstrate how each piece of equipment is used. (Illustrations of different types of equipment could be provided for learners to identify items.) Opportunities must be provided for learners to complete this task using real equipment. A checklist could be designed for recording purposes and the assessor would sign the checklist when the learner had satisfied the requirements of the assessment criterion.

This criterion could be assessed throughout delivery of this unit. Learners must be able to show that they are an effective member of the team, have good communication and problem-solving skills and respect others. Performance could be recorded through, for example, observation checklists, references, peer assessment.

Essential resources

Learning resources should be available from fire and rescue services to support learners. A variety of appliances and equipment will need to be available.

Access to outdoor facilities is essential for the development of skills and unit delivery.

Tutors must be qualified to the relevant level to lead practical sessions.

Fire Service Manuals/Circulars

Fire Services Youth Training Association Fire and Rescue Service Manual Youth Training and Development (Stationery Office, August 2004) ISBN 0113412932

Related fire services circulars, such as *FSC1/89 – Breathing Apparatus*. Where these have been superseded, consideration should be given to documents within your organisation.

Indicative resource materials

Websites

- www.crimereduction.gov.uk
- www.crimeconcern.org.uk
- www.direct.gov.uk/firekills
- www.disability.gov.uk
- www.equalityhumanrights.com
- www.fireservice.co.uk
- www.frstoolkit.odpm.gov.uk
- www.fire.gov.uk
- www.fsyta.org.uk
- www.homeoffice.gov.uk/crime-victims
- www.staywise.co.uk

Unit 2: Emergency Services Community

Unit code:	Y/502/7613
QCF Level 2:	BTEC Specialist
Credit value:	1
Guided learning hours:	10

Unit aim

The aim of this unit is to enable learners to gain an understanding of the functions and responsibilities of other emergency services and how the fire and rescue service works with these services in dealing with incidents.

Unit introduction

This unit expands on learners' knowledge of the different roles and functions within the fire and rescue service and introduces them to the work of other emergency services. The unit will enable learners to develop knowledge of all the emergency services and an understanding of how they work together. Learners will gain an insight into how the fire and rescue service works with the other emergency service to help keep the community safe. This will be achieved through participation in a variety of activities, which will culminate in learners demonstrating a broad range of knowledge and understanding of the emergency services community.

In this unit learners will have the opportunity to identify the different functions and responsibilities within the fire and rescue service and other emergency services. It is essential that emergency service providers work together to plan for and resolve operational incidents and other non-emergency activities.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the functions and responsibilities of emergency services	1.1 Describe the functions and responsibilities of other emergency service providers
2 Understand how the fire and rescue service works with other emergency service providers	2.1 Identify when the fire and rescue service works with other emergency service providers 2.2 Explain how other emergency service providers work with the fire and rescue service at incidents

Unit content

1 Know the functions and responsibilities of emergency services

Fire service: community safety eg youth engagement, education, home fire safety; regulatory fire safety functions eg building planning, inspections and fire prevention methods including fire alarms, sprinklers, escape routes, responses to operational incidents eg fires, road traffic collisions, chemical biological radiological and nuclear events (CBRN); responsibilities eg community fire safety, fighting fires, dealing with road traffic accidents, responding to other emergencies such as flooding

Police: crime prevention, responses to incidents, specialist sections eg traffic police, police community support officer, accident investigation

Ambulance: first aid training, responses to incident, different vehicle functions, specialist sections, first aid, St John Ambulance and the Red Cross; responsibilities eg saving life, protect the health, safety and welfare of all health on site service personnel, coordinate the NHS communications on site, alert main receiving hospitals for the receipt of the injured, instigate a triage process when required, treat casualties, transport casualties to hospital, mobilise the UK national reserve stock, maintain adequate emergency cover throughout other parts of the ambulance service's area, alert and coordinate the work of the voluntary aid societies

Other emergency services: eg mountain rescue, cave rescue, coastguard

2 Understand how the fire and rescue service works with other emergency service providers

Combined working: eg arson, juvenile crime reduction activities, community events, road safety, training

Major incidents: eg terrorist attack, train crash, CBRN; identification of high risk in the local area; planning coordinated responses; combined rehearsals for major incidents

Road traffic collisions (RTC): coordinated response to vehicle and multiple vehicle collisions

Essential guidance for tutors

Delivery

Although this unit may appear to be predominantly knowledge based, it is intended that delivery should be practical.

Learners should be given the opportunity to meet and work with representatives of the fire and rescue service and other emergency services, ideally in the appropriate work setting. Visits to police stations, ambulance stations, etc would make this learning more valid. Representatives from St John Ambulance or the Red Cross could be invited to speak to learners about their work. Some learners may already undertake voluntary work with these organisations and might be willing to share their experiences with the other members of the group.

Learners should be given a broad overview of when the fire and rescue service work with other emergency services. It is not intended that detailed information should be given at this stage. Learners could access information from websites, for example they could consider what type of incidents they are likely to work on with other emergency services including major incidents, Road Traffic Collision (RTC) and combined working.

If learners want to study this area in more detail they could consider undertaking the Edexcel BTEC First Qualifications in Public Services.

Assessment

A number of assessment activities can be used in this unit. The primary assessment should be practical using direct observations of performance. Other forms of assessment include oral or written questions and answers and simulation.

Evidence may be in the form of witness testimony, a portfolio, research projects, presentations and multimedia, sources, etc. An example could be records of when learners interacted with members of emergency services and a description of their roles and responsibilities within their organisation. Learners' interactions with others from within the emergency service community could be recorded on video.

Learners should be made aware that their performance is being assessed and be provided with supportive and constructive feedback on their performance and development needs. All evidence, especially multimedia, should have written feedback attached and be suitably referenced for each learner and activity.

For this unit, learners need to describe the functions and responsibilities of at least two emergency services in addition to the fire and rescue service. Learners will also be expected to identify at least three different circumstances when the fire and rescue service works with other emergency services. They should describe where they may work together, for example when dealing with different types of major incidents. Examples should reflect those given in the unit content.

Essential resources

Sufficient resources should be available from fire and rescue services and other emergency service providers to support learners in this unit. A variety of personnel from each of the emergency services, along with appliances and equipment, will need to be available.

Fire Service manuals/circulars

Fire Services Youth Training Association Fire and Rescue Service Manual Youth Training and Development (Stationery Office, August 2004) ISBN 0113412932

Indicative resource materials

Websites

Local emergency service provider websites for fire, police, ambulance etc.

www.communities.gov.uk

www.direct.gov.org

www.firekills.direct.gov.uk/index.html

www.fireservice.co.uk

www.fsyta.org.uk

www.mcga.gov.uk

www.nhscareers.nhs.uk/cgi-site/index.cgi

www.policecouldyou.co.uk

www.preparingforemergencies.co.uk

www.staywise.co.uk

Unit 3:**History and Changing Functions
of the Fire and Rescue Service****Unit code:** H/502/7615**QCF Level 2:** BTEC Specialist**Credit value:** 2**Guided learning hours:** 10**Unit aim**

The aim of this unit is to enable learners to gain knowledge of the history of the fire and rescue service and to find out how their work has changed over time. Learners will also look at how the equipment used by the services has changed over time.

Unit introduction

The unit will enable learners to understand how the fire and rescue service was organised and operated in the past and how some aspects have changed over time.

The fire and rescue service has undergone great change it from its early beginnings to present day. The type of incidents responded to and, the appliances, equipment and techniques used in these responses have changed dramatically, even in recent years.

Knowledge of the history and development of the fire and rescue service will help learners understand how the modernised service operates in its present form.

This will be achieved through participation in a variety of activities resulting in learners being able to demonstrate a broad knowledge and understanding of the history of the fire and rescue service and its role within the community.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the history of the fire and rescue service	1.1 Outline the history of the fire and rescue service nationally and locally
2 Understand how fire and rescue service work has changed over time	2.1 Describe how the functions of the fire and rescue service have changed over time
3 Know how equipment has changed over time	3.1 Describe how fire and rescue service equipment has changed over time

Unit content

1 Know the history of the fire and rescue service

Historical timeline: why and how fire brigades were formed; timelines of when different organisations had responsibility for fire brigades; the structure of current UK and international fire and rescue services

Local fire and rescue service history: the history of the formation of local Fire and Rescue Services; interaction and involvement with the local community; significant local incidents

Key people and events: key local and national people; key events local, national international; key influences on fire and rescue services

Recording history: different methods of recording history; visit and recognise the importance of museums

2 Understand how fire and rescue service work has changed over time

Role of fire and rescue service: comparison of current and historical role; local, national and international influences; alterations in communication methods in different working environments

3 Know how equipment has changed over time

Advances in equipment: developments in operational equipment; technological advances in fire detection and prevention

Essential guidance for tutors

Delivery

A number of different approaches can be considered when developing learners knowledge and understanding of the history of the fire and rescue service and how its history influences its current role. Development could be project based or through personal research, both inside and outside the immediate learning environment.

Firefighters who have worked for the service for a considerable period of time could be invited to describe the changes that they have experienced. Learners could research the changes that have occurred at their local fire station using archive materials. The Health and Safety of all learners should be paramount.

This unit should be mainly research based. Learners will need the opportunity to research projects using a variety of methods incorporating teamwork/team-building activities. Learners will also need to be given appropriate underpinning knowledge to help them identify and develop these skills.

Use of the internet will be invaluable when learners are researching the changing nature of equipment over time. Learners could work in small groups to carry out these tasks.

Assessment

A number of assessment activities can be used in this unit. The primary assessment should be practical using direct observations of performance. Other forms of assessment can include oral or written question and answers and scenario based-simulation and discussion.

Evidence may be in the form of witness testimony, a portfolio, research projects, presentations and multimedia sources.

Learners should be made aware that their performance is being assessed and be given supportive and constructive feedback on their performance and development needs. All evidence, especially multimedia evidence, should have written feedback attached and be suitably referenced for each learner and activity.

Learners' work could be presented as a group presentation, however it is essential that the work undertaken by each learner is identified clearly.

Learners are expected to outline the key milestones in the fire and rescue service's history, for example the first organised firefighting service, the impact of the fire of London, the first authority to have a fire service in Edinburgh, the introduction of London brigades, the changing of power from local authority county control and vice versa. Learners should provide a brief history of their local fire and rescue service, for example when it started, how big it was, what its main functions were. Learners could give this information as an oral or written presentation. Written work could be in the form of illustrations with short notes against each picture or it could be presented as a poster or in booklet/leaflet format.

Learners should describe how the functions of the fire and rescue service have changed over time, for example from predominantly emergency response to work within the community, preventative measures, liaising with other emergency services. Learners could choose a station and describe how its equipment has changed over time. Annotated illustrations or a presentation may be used to show the differences over this period of time.

Learners could present this work as a group. However, it is essential that the work undertaken by each learner is identified clearly.

Essential resources

Indicative resource materials

Websites

www.communities.gov.uk
www.direct.gov.uk
www.fire.gov.uk
www.staywise.co.uk

Local fire and rescue service websites such as:

www.cheshirefire.co.uk
www.dorsetfire.co.uk
www.hantsfire.gov.uk
www.merseyfire.gov.uk/pages
www.twfire.co.uk/about/history

This website provides a timeline of significant events in the fire and rescue service:

www.fireservice.co.uk/history

Unit 4:**Using Fire and Rescue Service
Hoses, Lines, and Associated
Equipment**

Unit code:	T/502/7618
QCF Level 2:	BTEC Specialist
Credit value:	2
Guided learning hours:	20

Unit aim

The aim of this unit is to enable learners to gain knowledge and understanding of the types of operational hoses, lines and equipment used in the fire and rescue service. Learners will understand the hazards, risks and safety control measures relating to their use and also be able to use the hoses, lines and equipment.

Unit introduction

In this unit learners will gain an insight into the various hoses, lines, equipment and fittings in operational use within the fire and rescue service. The unit will enable learners to develop and demonstrate knowledge of and use the different types of hose fittings and associated equipment and their use within the fire and rescue services.

In order to achieve this unit it is essential that learners observe and participate in the identification, assembly, use and make up of the appropriate equipment, both individually and as part of a team.

This will be achieved through participation in a variety of activities, resulting in learners being able to demonstrate a broad range of skills, knowledge and understanding relating to operational uses of hoses, fittings and associated equipment within the fire and rescue service.

The health and safety of participants is paramount throughout this unit.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know types of operational hoses and associated equipment used in the fire and rescue service	1.1 Identify types of operational hoses and associated equipment 1.2 Describe how and where types of operational hoses are used
2 Know lines and their locations on appliances	2.1 Identify lines 2.2 Identify where lines are located on appliances
3 Know hazards, risk and safety control measures relating to the use of hoses, lines and equipment	3.1 Describe hazards, risk and safety control measures when working with pressurised hoses, lines and associated equipment
4 Be able to use hoses and associated equipment	4.1 Set up hoses and associated equipment to operate with pumping appliances
5 Be able to use fire and rescue service knots and lines	5.1 Identify the characteristics of a good knot 5.2 Use fire and rescue service lines 5.3 Tie knots used regularly in the fire and rescue service

Unit content

1 Know types of operational hoses and associated equipment used in the fire and rescue service

Operational hose: eg suction hose, hose reel, delivery hose

Types of couplings: eg instantaneous; hermaphrodite; screw thread; Macdonald Quick Action

Equipment: eg standpipe; key and bar; hose Becket; strainer baskets; branches; collecting head; breechings; line; rope access equipment; fire extinguishers

Firefighting equipment: eg branches, hose reels, hydrants, water-based fire retardant foam concentrate; fire extinguishers; fire blanket; sprinklers

2 Know lines and their locations on appliances

Lines: eg general purpose line; personal line; guide line; guy line

Appliance stowage: lockers; cab; roof

3 Know hazards, risk and safety control measures relating to the use of hoses, lines and equipment

Hazards, risk and safety control measures: main hazards, risks and safety control measures required when working with hoses, lines and equipment eg delivery hose, hose reel, lines, equipment and fittings; personal protective equipment (PPE) used when working with hose and associated equipment; main causes of damage to hose and equipment; control measures used to prevent damage

4 Be able to use hoses and associated equipment

Hose exercises: running out; under running and making up lengths of delivery hose; connecting hose and using a standpipe on a hydrant; how to extend a length of hose reel; correct operation of a controlled branch; using a hose reel from a pumping appliance; connecting and removing a collecting head

Working with pressurised hose: holding and operating a selection of hand controlled branches; safety control measures required when working aloft with a jet; moving with a charged length of hose and operating a branch; make and respond to hose drill signals and orders

5 Be able to use fire and rescue service knots and lines

Lines: personal line; general purpose line; guide line; guy line

Uses of lines: hauling aloft; lowering by line; securing equipment; laying a guide line

Knots: general principles of knots and their characteristics; tying knots

Types of knot: eg bowline, clove hitch, half hitch, sheet bend, round turn and two half hitches; use of knots

Essential guidance for tutors

Delivery

This unit should be mainly practical with suitable and sufficient risk assessments of activities, giving learners the opportunity to demonstrate their skills, knowledge and understanding of hoses, lines and associated equipment. The health and safety of participants is paramount.

Learners will need to identify a range of different types of hoses and their couplings used within the fire and rescue service. Where possible, learners should be given the opportunity to work with actual equipment, however illustrations can be used.

Learners will need to know where equipment may be found on a particular appliance. Working on an appliance would be valuable, but if this is not possible, illustrations can be used. Simple games could be used to reinforce learning, for example illustrations of hoses to be mapped against their uses.

Health and safety is an essential element of the work of the firefighter; this should be reinforced when delivering learning outcome 3. Risk assessments and possible control measures should be considered when working with hoses, hose reels and other related equipment.

Learners should be given the opportunity to participate in hose exercises. These activities must be supervised at all times and learners should not be put at risk.

Identifying and tying different types of knots should be carried out as a practical activity. Learners should be given sufficient time to practise this to ensure that they can meet the learning outcome. Learners should also know and understand when to use different types of knots.

Assessment

A number of assessment activities can be used. The primary assessment should be practical using direct observations of performance. Other forms of assessment include oral or written questions and answers and simulation.

Evidence may be in the form of witness testimony, a portfolio, research projects, presentations and multimedia, sources.

Learners should be made aware that their performance is being assessed and be provided with supportive and constructive feedback on their performance and development needs. All evidence, especially multimedia, should be supported with written feedback and be suitably referenced for each learner and activity.

Learners should identify at least three types of fire and rescue service hose and associated equipment and where they are used. This can be assessed through a practical demonstration or a visual/oral presentation. Learners should identify at least three types of lines used within the fire and rescue service and describe their appropriate use. This can be assessed through a practical demonstration.

Examples of a risk and its associated control measure should be given. It could be through a verbal, visual, or written presentation or a demonstration.

Learners are also expected to demonstrate getting a hose to work from a pumping appliance. This could be assessed through a practical demonstration.

Learners should also be able to tie at least three knots used regularly in the fire and rescue service. Learners should identify the characteristics of a good knot. This can be assessed through a practical demonstration and discussion.

Indicative resource materials

Websites

www.communities.gov.uk
www.direct.gov.uk/firekills
www.fire.gov.uk
www.fsyta.org.uk
www.staywise.co.uk

Unit 5: Pumping Appliances Used by the Fire and Rescue Service

Unit code:	A/502/7667
QCF Level 2:	BTEC Specialist
Credit value:	2
Guided learning hours:	20

Unit aim

This unit enables learners to gain knowledge of the basic principles and limitations of fire and rescue service pumps. Learners will understand the function of pumps at operational incidents and be able to operate them.

Unit introduction

This unit enables learners to gain an insight into the fire and rescue services' various pumping appliances. In this unit learners will develop a range of skills, knowledge and understanding relating to the different types of pumping appliances and their various uses within fire and rescue services. Learners will develop knowledge and understanding of the basic principles of a pump and the ability to operate different pumping appliances.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the basic principles and limitations of fire and rescue service pumps	1.1 Describe the basic principles of pumps 1.2 Identify pumps and pumping appliances used within the fire and rescue service 1.3 Describe the limitations of pumps as used within the fire and rescue service
2 Understand the function of pumps and pumping appliances at operational incidents	2.1 Describe the function of pumps and pumping appliances at operational incidents
3 Be able to operate fire and rescue service pumps	3.1 Describe hazards, risks and safety control measures when working with pumps and pumping appliances 3.2 Demonstrate how to operate pumps

Unit content

1 Know the basic principles and limitations of fire and rescue service pumps

Pump types: eg high volume pumps; ultra lightweight pumps; light portable pumps; appliance pumps; specialist foam-making pumps; stirrup pump; centrifugal pump

Basic principles: eg pumping; priming; external drive methods

Limitations: eg practical lift capacity; maximum outputs; sustainable external drive power

2 Understand the function of pumps and pumping appliances at operational incidents

Function of pumps and pumping appliances: supplying water, removing water, pressurising water

Types of incident: fire, eg building, vehicle, rubbish, waste ground, derelict buildings; floods; road traffic collisions (RTCs); chemical incidents

3 Be able to operate fire and rescue service pumps

How pumps operate: eg pump priming, centrifugal pump; difference between high and low pressure; impellers; Venturi principle

Using pumps: hazards, risks and associated control measures; water delivery exercises

Essential guidance for tutors

Delivery

This unit should be mainly practical, with suitable and sufficient risk assessment of activities, giving learners the opportunity to demonstrate teamwork and interpersonal skills. Learners will need the opportunity to participate in a range of teamwork/team-building activities. Learners will also need appropriate underpinning knowledge to help them identify and develop these skills.

Learners will need the opportunity to use a variety of fire and rescue service pumps. Particular consideration should be given to communication, teamwork, problem-solving and self-management skills in this.

A number of different approaches can be considered when developing learners' understanding of pumping appliances. For example scenario-based simulation with discussion, personal research or delivery based both inside and outside the immediate learning environment, or any combination of the above. The methods used should reflect the learning strategy and learners' development needs.

Learners will need the opportunity to participate in a range of fire and rescue service operational activities. Learners must have the appropriate underpinning knowledge and understanding before involvement in any practical activity. The health and safety of participants is paramount.

Assessment

A number of assessment activities can be used in this unit. The primary assessment should be practical using direct observations of performance. Other suitable forms of assessment include oral or written, question and answer and scenario-based simulation with discussion.

Evidence could be in the form of witness testimony, a portfolio, research projects, presentations and multimedia sources.

Learners should be made aware that their performance is being assessed and then should be given supportive and constructive feedback on their performance and development needs. All evidence, especially multimedia, should have written feedback attached and be suitably referenced for each learner and activity.

Learners should identify pumps and pumping appliances used within the fire and rescue services, describing their function at operational incidents and their basic principles and limitations. They should include detail on the internal workings of pumps, how a variety of pumps work and their limitations.

Learners need to provide at least three examples of the different types of risks and hazards and associated control measures to be considered when using fire and rescue service pumps. It could be through a verbal, visual, or written presentation or demonstration.

Learners should operate pumps and pumping appliances. It could be assessed through direct observation, discussion or electronic testing. Alternatively, a written description could be given.

Essential resources

Sufficient learning resources should be available from fire and rescue services to support learners in this unit, including pumping appliances and equipment. Access to sufficient outdoor facilities is essential for the development of skills and unit delivery. Tutors must be qualified to the relevant level to lead practical sessions.

Fire Service manuals/circulars

Fire Services Youth Training Association Fire and Rescue Service Manual Youth Training and Development (Stationery Office, August 2004) ISBN 0113412932

Related Fire Services circulars (Where these have been superseded consideration should be given to documents within your organisation.)

Indicative resource materials

Websites

www.communities.gov.uk

www.direct.gov.uk

www.fire-engine-photos.com

www.fsyta.org.uk

www.staywise.co.uk

Unit 6: Special Appliances Used by the Fire and Rescue Service

Unit code:	M/502/7665
QCF Level 2:	BTEC Specialist
Credit value:	1
Guided learning hours:	10

Unit aim

The aim of this unit is to enable learners to develop knowledge of the special appliances and ancillary equipment used by the fire and rescue services and an understanding of their functions at incidents.

Unit introduction

Learners need to familiarise themselves with the various special appliances and associated equipment used by the fire and rescue service. The unit will enable learners to develop skills, knowledge and understanding of the special appliances used within their local fire and rescue service and gives them an understanding of their importance and function.

Participation in presentations on and demonstrations of special appliances and associated equipment enables learners to demonstrate a broad knowledge and understanding of special appliances used in the fire and rescue service.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know special appliances and their ancillary equipment	1.1 Identify special appliances and ancillary equipment used by the fire and rescue service 1.2 Explain how special appliances and ancillary equipment are used by the fire and rescue service 1.3 Describe the main risks and safety features when working with special appliances and ancillary equipment
2 Understand the function special appliances perform at incidents	2.1 Identify different incidents where special appliances are used 2.2 Explain the function of special appliances at incidents

Unit content

1 Know special appliances and their ancillary equipment

Special appliances: broad categories eg aerial appliances, command appliances, chemical biological radiological and nuclear appliances, major incident support appliances, rescue appliances and water craft; other special appliances for specific risks

Ancillary equipment: equipment associated with and used alongside special appliances at incidents

Hazards, risks and safety measures: *when*: eg working at height, working near water

2 Understand the function special appliances perform at incidents

Incidents: eg large road, rail or air traffic collisions; large building fires, biological and chemical incidents; terrorist attacks; high-rise fires; oil refinery, natural disasters eg flooding; land slips, earthquakes, collapsed buildings

Function of special appliances: eg pumping; mass decontamination; search and rescue, damage limitation, environmental protection, supporting fire crews, heavy cutting and lifting equipment; investigation; securing hazardous materials; associated risks and safety features

Essential guidance for tutors

Delivery

This unit should be mainly practical, with consideration of suitable and sufficient risk assessment of activities, giving learners the opportunity to demonstrate teamwork and interpersonal skills. Learners will need the opportunity to participate in a range of teamwork/team-building activities. Learners will also need the appropriate underpinning knowledge to help them identify and develop these skills. Learners will need the opportunity to develop a range of personal skills reflecting those required within the fire and rescue service. Particular consideration should be given to communication, teamwork, problem-solving and self-management skills within all activities in this unit.

A number of different approaches can be considered when developing learners understanding of special appliances. These could be scenario-based simulation with discussion, personal research or delivery based both inside and outside the immediate learning environment, or a combination. The methods used should reflect the learning strategy and development needs of the learner.

Learners will need the opportunity to participate in a range of fire and rescue service operational activities. Learners must have the appropriate underpinning knowledge and understanding before involvement in practical activities. The health and safety of participants is paramount.

Assessment

A number of assessment activities can be used in this unit. The primary assessment should be practical using direct observations of performance. Other forms of assessment include oral or written questions and answers and simulation.

Evidence may be in the form of witness testimony, a portfolio, research projects, presentations and multimedia sources.

Learners should be made aware that their performance is being assessed and be provided with supportive and constructive feedback on their performance and development needs. All evidence, especially multimedia evidence, should have written feedback attached and be suitably referenced for each learner and activity.

Learners are expected to identify different special appliances and ancillary equipment and explain how they are used by the fire and rescue services. This should be assessed through discussion, a written project, a verbal presentation or an electronic quiz. Learners should focus on up to three different appliances. They should also be able to describe the main risks and safety features associated with the appliances. It could be assessed through scenario-based simulation with discussion, or a presentation. During assessment learners should adhere to risk assessments and demonstrate safe working practices.

Learners should demonstrate understanding of the functions specific special appliances perform at different types of incidents. This could be done through an oral, visual or written presentation.

Essential resources

Learning resources should be available from fire and rescue services to support learners in this unit, including a variety of special appliances and equipment. Access to sufficient outdoor facilities is essential for the development of skills and unit delivery. Tutors must be qualified to the relevant level to lead practical sessions.

Fire Service manuals/circulars

Fire Services Youth Training Association Fire and Rescue Service Manual Youth Training and Development (Stationery Office, August 2004) ISBN 0113412932

Related Fire Services Circulars. (Where these have been superseded consideration should be given to documents within your organisation.)

Indicative resource materials

Websites

www.communities.gov.uk

www.direct.gov.uk

www.fire-engine-photos.com

www.fsyta.org.uk

www.staywise.co.uk

Unit 7: Operation and Use of Ladders in the Fire and Rescue Service

Unit code:	D/502/7662
QCF Level 2:	BTEC Specialist
Credit value:	2
Guided learning hours:	10

Unit aim

The aim of this unit is to enable learners to understand the use of and safe working techniques related to fire and rescue service ladders. Learners will demonstrate the main uses of fire and rescue service ladders.

Unit introduction

Learners will need to familiarise themselves with a variety of ladders used in the fire and rescue service and develop the skills, knowledge and understanding needed to use these ladders correctly and safely. The unit will also enable learners to develop teamworking skills.

Ladders are essential pieces of equipment used within the fire and rescue services for a variety of purposes. This unit will introduce learners to a range of ladders and enable them to develop skills, knowledge and understanding to select and use an appropriate ladder for a given task. Learners will gain an understanding of ladder construction, use and versatility.

Using ladders will allow learners to work as part of a team. This unit will enable learners to develop their team, leadership, communication and practical skills, all of which are essential for safe, effective ladder work within the fire and rescue service.

The health, safety and welfare of learners is essential when working with ladders. Learners will identify the hazards, risks and control measures associated with working with different types of ladders.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the use of fire and rescue service ladders	1.1 Identify fire and rescue service ladders 1.2 Define the features of fire and rescue service ladders
2 Know safe techniques for working with ladders	2.1 Describe safe techniques for working with ladders
3 Be able to demonstrate the main uses of fire and rescue service ladders	3.1 Demonstrate how to use standard operating techniques to operate fire and rescue service ladders 3.2 Use ladder terminology appropriately when using ladders

Unit content

1 Know the use of fire and rescue service ladders

Features of a ladder: including head, heel, round, string, jack beam

Types of ladder: eg 13.5 metre, 5.5 metre, triple extension ladder, roof ladder

Use of fire and rescue service ladders: gain access at height; other uses eg improvised dam, improvised stretcher, bridging, improvised ground monitor

2 Know safe techniques for working with ladders

Standard safe operating techniques: eg working off a ladder; working aloft; risks and safety control measures when operating a ladder; safe working practices when using ladders eg leg lock, three points of contact when mounting and dismounting from the head or heel of a ladder; safety words of command

3 Be able to demonstrate the main uses of fire and rescue service ladders

Operating procedures: lifting and moving with ladders, sitting and extending ladders; mounting, ascending, descending and dismounting ladders; housing and storing ladders

Terminology: eg stand by to slip, slip, under-run, head/heel to building

Essential guidance for tutors

Delivery

The health and safety of all participants is paramount. The unit should be mainly practical, with suitable and sufficient risk assessments of activities, giving learners the opportunity to demonstrate aspects of working with fire and rescue service ladders. It is recognised that not all learners will be able to demonstrate the use of all ladders used in the fire and rescue service. Ladders that are suitable for the situation should be available.

Learners will need the opportunity to participate in a range of activities based around the use of fire and rescue service ladders. They will also need an explanation and demonstration of the operation and main parts of a variety of ladders.

Learners will need the opportunity to develop a range of team, leadership, communication and practical skills reflecting those required within the fire and rescue service. Particular consideration should be given to working as a member of a crew, and problem-solving and self-management skills within all activities in this unit.

A number of different approaches can be considered when developing learners' understanding of ladders and their uses. These could be scenario-based simulation, personal research or delivery based both inside and outside the immediate learning environment, or a combination. The methods used should reflect the learning strategy and learners' development needs.

Learners will need the opportunity to participate in a range of fire and rescue service operational activities. Learners must have the appropriate underpinning knowledge and understanding before involvement in practical activities.

Assessment

A number of assessment activities can be in this unit. The primary assessment should be practical using direct observations of performance. Other forms of assessment include oral or written questions and answers and scenario-based simulation.

Evidence can be in the form of witness testimony, a portfolio, research projects, presentations and multimedia sources.

Learners should be made aware that their performance is being assessed and be provided with supportive and constructive feedback on their performance and development needs. All evidence, especially multimedia, should have written feedback attached and be suitably referenced for each learner and activity.

Learners should identify at least three different types of ladders that are used by the fire and rescue service defining their special features and describing how each ladder may be used. Learners would also describe the safe working techniques to be adapted when using ladders. This could be assessed through direct observation or through a written or oral presentation.

Learners need to demonstrate the use of ladders using standard operating techniques and communicate correctly the meaning of at least four examples of terminology that are used when working with fire and rescue service ladders. This could be written or through an oral presentation. A checklist may be a useful tool for recording performance.

Essential resources

Sufficient learning resources should be available from fire and rescue services to support learners in this unit, including a variety of ladders. Access to sufficient outdoor facilities is essential for the development of skills and unit delivery. Tutors must be qualified to the relevant level to lead practical sessions.

Fire Service manuals/circulars

Fire Services Youth Training Association Fire and Rescue Service Manual Youth Training and Development (Stationery Office, August 2004) ISBN 0113412932

Related Fire Services Circulars (Where these have been superseded consideration should be given to these documents within your organisation.)

Indicative resource materials

Websites

www.communities.gov.uk

www.fire-engine-photos.com

www.fsyta.org.uk

www.staywise.co.uk

Unit 8: Breathing Apparatus Equipment and Procedures

Unit code:	F/502/7752
QCF Level 2:	BTEC Specialist
Credit value:	2
Guided learning hours:	20

Unit aim

The aim of this unit is to enable learners to develop an understanding of breathing apparatus equipment and procedures and how they are used in the fire and rescue services. Learners will demonstrate the use of breathing apparatus and rescue techniques.

Unit introduction

In this unit learners will develop their understanding of breathing apparatus equipment and procedures and the techniques that must be implemented when using this equipment. The unit enables learners to understand the variety of scenarios where breathing apparatus equipment may be used and the importance of ensuring their health and safety and that of their crew at all times

Breathing apparatus is an essential piece of equipment for those working within the fire and rescue service. Personnel must be able to identify different types of breathing apparatus equipment and know when to use it and how to use it safely. Teamwork and effective communication are critical to ensure the safety of all those using breathing apparatus and ancillary equipment.

This unit focuses on breathing apparatus, how and when it is used. A variety of search and rescue techniques will be explored, resulting in learners developing the ability to use their skills in a range of different circumstances.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the use of breathing apparatus and ancillary equipment	1.1 Identify breathing apparatus and ancillary equipment used in the fire and rescue service 1.2 Explain how breathing apparatus and ancillary equipment are used in the fire and rescue service
2 Understand breathing apparatus procedures	2.1 Describe breathing apparatus general checks 2.2 Describe breathing apparatus start-up procedures
3 Be able to demonstrate the use of breathing apparatus search and rescue techniques	3.1 Identify the hazards, risks and control measures when working with breathing apparatus 3.2 Use breathing apparatus search and rescue techniques to achieve team objectives

Unit content

1 Understand the use of breathing apparatus and ancillary equipment

Breathing apparatus: main components ie back plates, cylinder and face masks; capabilities and limitations

Ancillary equipment: eg personal lines, distress signal units, torch; communication equipment and breathing apparatus; entry control recording equipment

2 Understand breathing apparatus procedures

Testing and checks: to the breathing apparatus set and ancillary equipment, the responsibilities of a breathing apparatus wearer

Breathing apparatus procedures: identification and selection of breathing apparatus set, start-up checks eg acceptance test; wearing a breathing apparatus set, removing a breathing apparatus set, general checks eg fitting and adjustment of breathing apparatus set, personal line procedures; guideline procedures, entry control officer procedures

3 Be able to demonstrate the use of breathing apparatus search and rescue techniques

Hazards, risks and control measures involved when using breathing apparatus: eg breathing apparatus set cylinder, entry control boards, guidelines, torch, personal line, automatic distress signal unit

Standard operating techniques: hazards risks and control measures involved when using breathing apparatus eg breathing apparatus set cylinder, entry control boards, guidelines, torch, personal line, automatic distress signal unit

Search and rescue techniques: within a compartment and in open spaces including working off a guideline; hazards, risks and control measures required when using search and rescue techniques; left or right hand lay procedures; working in different sized teams, safety crew

Essential guidance for tutors

Delivery

Health and safety and teamwork are critical when working with breathing apparatus and ancillary equipment. Throughout the unit, learners should become increasingly aware of the importance of health and safety issues, the need for following procedures and working together as a team. It could be achieved through group practical activities-using different breathing apparatus.

Learners need to name and describe different types of breathing apparatus. Ideally, this should be a 'hands on' activity, however research could be carried out on the internet or illustrations could be provided.

Learners should also identify the risks of working with breathing apparatus and describe the safety features on different pieces of equipment.

Helping learners to understand the importance of following operational procedures could be achieved through the use of practical activities or role play. Video clips of real-life situations could also be used which would illustrate the need for procedures to be followed and the potential consequences if they are not followed.

Learners will need the opportunity to participate in a range of fire and rescue service operational activities. Learners must have the appropriate underpinning knowledge and understanding before involvement in any practical activity. The health and safety of participants is paramount.

Assessment

A number of assessment activities can be used in this unit. Primary assessment should be practical using direct observations of performance. Other forms of assessment include oral or written questions and answers and simulation.

Evidence can be in the form of witness testimony, a portfolio, research projects, presentations and multimedia sources.

Learners should be made aware that their performance is being assessed and be provided with supportive and constructive feedback on their performance and development needs. All evidence, especially multimedia evidence, should have written feedback attached and be suitably referenced for each learner and activity.

Learners should identify breathing apparatus and explain its use by the fire and rescue service. It could be assessed through an observed scenario-based simulation with discussion or a presentation.

Learners would need to demonstrate their understanding of the procedures to be adopted when working with breathing apparatus, including checks and start-up procedures. They should be able to identify the main risks and safety features when working with breathing apparatus. It could be assessed through an observed scenario-based simulation with discussion or a presentation utilising a breathing apparatus set.

Learners should have the opportunity to use breathing apparatus search and rescue techniques. Assessment should include a practical activity using the actual equipment. Through discussion learners should demonstrate an understanding of how to operate breathing apparatus and ancillary equipment.

Learners are expected to demonstrate the use of breathing apparatus identifying the main risks and safety measures. Assessment should include a practical activity using the actual equipment. Through discussion learners should demonstrate an understanding of how to operate breathing apparatus and ancillary equipment. This could be through an observed scenario-based simulation with discussion or a presentation utilising a breathing apparatus set.

Learners need to demonstrate the skills required to be part of a search and rescue team. This can be assessed through a scenario-based simulation with discussion or a verbal presentation.

Essential resources

Sufficient learning resources should be available from fire and rescue services to support learners in this unit. If breathing apparatus is used access to sufficient outdoor facilities will be essential. Tutors must be qualified to the relevant level to lead practical sessions.

Fire Service manuals/charters

Fire Services Youth Training Association Fire and Rescue Service Manual Youth Training and Development (Stationery Office, August 2004) ISBN 0113412932

Related Fire Services Circulars, eg *TB1/97 – Breathing Apparatus* (Where these have been superseded consideration should be given to documents within your organisation.)

Indicative resource materials

Websites

www.communities.gov.uk

www.direct.gov.uk

www.fsyta.org.uk

www.staywise.co.uk

Unit 9: Casualty Extrication in the Fire and Rescue Service

Unit code:	J/502/7753
QCF Level 2:	BTEC Specialist
Credit value:	2
Guided learning hours:	10

Unit aim

The aim of this unit is to enable learners to understand standard operating procedures applied by the fire and rescue services when attending incidents. Learners will assess and extricate casualties at incidents using fire and rescue service techniques and equipment.

Unit introduction

This unit familiarises learners with the casualty extrication procedures used by the fire and rescue service. It develops learners' skills, knowledge and understanding relating to scene management, extrication methods, equipment used and the health and safety considerations at these types of incidents.

This will be achieved through participation in a variety of activities, which will culminate in learners having the ability to demonstrate their skills, knowledge and understanding across a range of scenarios using a variety of equipment.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand standard operational procedures applied by the fire and rescue service when attending rescue incidents	1.1 Explain incident assessment procedures 1.2 Explain scene management procedures
2 Be able to assess casualties at incidents	2.1 Demonstrate casualty assessment using fire and rescue service techniques
3 Be able to extricate casualties using fire and rescue service techniques and equipment	3.1 Demonstrate casualty extrication using fire and rescue service equipment 3.2 Demonstrate how to maintain the health and safety of casualties during extrication at fire and rescue service incidents

Unit content

1 Understand standard operational procedures applied by the fire and rescue service when attending rescue incidents

Incident assessment: prioritising activities; dealing with incidents where people are trapped; dealing with other hazards; taking note of special risk eg fuel sources/chemical hazards; organising and directing personnel; assessing which special equipment might be needed; assessing if casualty should be moved; liaison with police and other emergency services

Scene management: risk assessment and appropriate control measures; safety of personnel and equipment including the correct positioning of fire appliances, signboards and marker cones; protective clothing eg high visibility jacket, eye-wear and gloves

2 Be able to assess casualties at incidents

Casualty assessment: initial assessment eg ensure open airway, check breathing, check for circulation/blood loss

Casualty stabilisation: preliminaries eg restoration of breathing; serious bleeding control; broken bones; protecting the casualty eg heat, vibration, sound; moving the casualty, preparation eg stretcher; splints, dressings; lifting including to the standing position, to the lifting position, to the stretcher; use of blankets to lift; special circumstances eg snatch rescue; casualty care

3 Be able to extricate casualties using fire and rescue service techniques and equipment

Extrication methods: evacuation eg passenger doors, escape slides, emergency stairs; forced entry with little damage eg obvious points of entry such as doors; forced entry with considerable damage eg removal of door, roof, breaking through different materials; space creation; dashboard roll; cutting eg removing roof/door/safety straps

Fire and rescue service equipment and techniques: eg special appliances; ladders; lowering lines; guy lines; rapid intervention set; step blocks; blocks and wedges; break glass tools; glass cutter; tape; dust masks; blankets; slings and stretchers

Casualty health and safety: scene stabilisation eg vehicle, building, glass management; air bag stabilisation; sharps protection; use of casualty shields; casualty handling

Essential guidance for tutors

Delivery

This unit introduces learners to the different extrication techniques used by the fire and rescue services. Practical demonstrations of these techniques would be an ideal learning tool, however this may not always be possible. Alternative methods of delivery could include presentations by guest speakers (uniformed personnel) and/or the use of video clips. Quizzes, worksheets or role play may be used to support learning in this area.

The safety of all personnel working at any incident is crucial. Learners could discuss the potential risks and any control measures that may be put in place to ensure safety at the incident. Illustrations of incidents or video clips can be used to enable learners to identify risks. They should then recommend or demonstrate appropriate control measures that could be taken to ensure safety.

Learners will need the opportunity to participate in a range of teamwork/team-building activities. Learners will also need an appropriate understanding and underpinning knowledge to help them identify and develop these skills. The health and safety of all participants is paramount.

Assessment

A number of assessment activities can be used to measure the achievement of learning outcomes in this unit. The primary assessment should be practical using direct observations of performance. Other forms of assessment include oral or written questions and answers and simulation.

Evidence may be in the form of witness testimony, a portfolio, research projects, presentations and multimedia sources.

Learners should be made aware that their performance is being assessed and be provided with supportive and constructive feedback on their performance and development needs. All evidence, especially multimedia evidence, should have written feedback attached and be suitably referenced for each learner and activity.

Learners should provide two examples of incident assessment and scene management applied by the fire and rescue service when attending an operational incident. This could be assessed through direct observation of a practical demonstration or a verbal, visual or written presentation. Three examples should be provided of the different types of risks and their associated control measures. Examples could be through a verbal, visual, written presentation or demonstration.

Learners should provide an example of a relevant casualty extrication method using at least one piece of equipment used by fire and rescue services. Learners could demonstrate knowledge and understanding through an oral presentation, prepared and delivered to the group. Alternatively, a written description could be provided. This can also be assessed through direct observation of a practical demonstration.

Learners should provide at least one example of casualty care stabilisation and health and safety consideration during extrication. Learners could provide an oral description of their knowledge and understanding followed by a practical application of skills using either a dummy or role play.

Essential resources

Sufficient learning resources should be available from fire and rescue services to support learners in this unit including a variety of appliances and equipment. Access to sufficient outdoor facilities is essential for the development of skills and unit delivery. Tutors must be qualified to the relevant level to lead practical sessions.

Fire Service manuals/circulars

Fire Services Youth Training Association Fire and Rescue Service Manual Youth Training and Development (Stationery Office, August 2004) ISBN 0113412932

Related Fire Services Circulars (Where these have been superseded consideration should be given to documents within your organisation.)

Indicative resource materials

Websites

www.communities.gov.uk

www.direct.gov.uk/firekills

www.direct.gov.uk/firekills (key stage 4 education pack)

www.dft.gov.uk

www.firstaidquiz.com

www.fsyta.org.uk

www.redcross.org.uk/firstaid

www.ROSPA.co.uk

www.staywise.co.uk

www.surestart.gov.uk

www.thinkroadsafety.gov.uk

Unit 10:**Resource Management in the Fire and Rescue Service**

Unit code:	J/502/7669
QCF Level 2:	BTEC Specialist
Credit value:	1
Guided learning hours:	10

Unit aim

The aim of this unit is to enable learners to understand the importance of resource management and how resources are managed within the fire and rescue services. Learners will use their knowledge to manage resources for a planned activity.

Unit introduction

Fire and Rescue Fire Services rely on the effective management of the vast number of resources in order to support the delivery of services to the community.

Learners need to familiarise themselves with the resources the fire and rescue service use and how use of those resources is planned and allocated efficiently to deliver an effective service to the public. The unit also involves learners applying the same principles to the effective management of their own resources including personal money, equipment etc.

Learners will achieve this unit through participation in a variety of activities resulting in them being able to demonstrate their skills in and knowledge of resource management.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the importance of resource management within the fire and rescue service	1.1 Explain the importance of resource management in the fire and rescue service
2 Understand how resources are managed within the fire and rescue service	2.1 Identify resources used in the fire and rescue service 2.2 Describe how to obtain fire and rescue service resources 2.3 Describe how to maintain fire and rescue service resources
3 Be able to manage resources for planned activities	3.1 Obtain resources for planned activities 3.2 Maintain resources for planned activities 3.3 Use resources during planned activities

Unit content

1 Understand the importance of resource management within the fire and rescue service

Resources: the meaning of the term 'resources'; types of resources available within the fire and rescue service – financial, human, information and communications technology (ICT) and physical eg vehicles, equipment and property; importance of resource management eg limited budget, appropriate use of staff, ensuring quality and efficiency

Resource management: reasons for managing resources eg meeting present and future needs, managing change and development

2 Understand how resources are managed within the fire and rescue service

Financial: fire and rescue service funding sources eg public money, grants and charity events; budgets; petty cash

Human: fire service staff eg managing human resources including ensuring operational coverage; shift systems; individual needs, team needs, task needs, equality and diversity considerations, training and development

Physical: vehicles eg reasons for placement of different appliances and support vehicles; planning for vehicle maintenance including using reserve appliances; equipment eg provision of technical equipment, programming repair and maintenance of operational equipment; equipment testing procedures; property eg repair and maintenance of premises

Information and communications technology (ICT): ICT used by the fire and rescue service eg computers, radios, pagers, mobile phones, email

3 Be able to manage resources for planned activities

Obtain resources: eg identify, locate, acquire

Maintaining: eg test, examine, check, store

Planned activities: eg graduation, open days, charity events, community fire safety event

Essential guidance for tutors

Delivery

A wide range of resources is used within the fire and rescue service. Learners will gain an understanding of how these resources are managed but a detailed knowledge is not expected. Initially, learners will find out about the meaning of the term 'resource' and then relate it to the fire and rescue service. It is likely that learners will already have a good understanding of different resources if they have achieved other specialist units, for example vehicles, personnel, property. Learners will also find out about the importance of managing resources effectively. Role-play situations could be used to help explain this concept, for example learners could be asked to organise the personnel shifts for the coming week.

Ideally, learners will have the opportunity to observe how resources are managed first hand. If this is not possible, scenario-based simulations could be provided which would act as stimuli for discussion, for example the scenario could be based on an actual fire station and descriptions of how different resources are managed could be given out to learners.

In this unit, learners have the opportunity to manage their own personal resources. They could research the different types of bank accounts that are available and compare them to find the most effective account. Facilitators should be aware that some learners may not have money of their own and any tasks should take this into consideration.

To help learners understand how to manage resources, they should carry out one activity, as part of a group, or manage a resource during a planned event. If learners are working as a member of a group to plan a project then the purpose of the project should be identified, for example selling homemade produce at their centre in aid of charity. This would involve identifying individual tasks and allocating personnel, costing the project to ensure they make a profit and not a loss, working as a team, selecting a suitable venue, gaining permission etc. A review could then be undertaken when the project has been completed. If the learner is given the responsibility managing a resource during a planned event they should be able to identify their role and evaluate their strengths and weaknesses at the end of the event.

Assessment

A number of assessment activities can be used in this unit. The primary assessment should be practical, using direct observations of performance. Other forms of assessment include oral or written questions and answers and scenario-based simulation.

Evidence could be in the form of witness testimony, a portfolio, research projects, presentations and multimedia sources.

Learners should be made aware that their performance is being assessed and be provided with supportive and constructive feedback on their performance and development needs. All evidence, especially multimedia evidence, should have written feedback attached and be suitably referenced for each learner and activity.

Learners should explain the importance of resource management in the fire and rescue services. This could be through taking part in a scenario-based simulation with discussion. If this method is used, the individual learner's contribution must be evidenced.

Learners must show an understanding of how resources are managed within the fire and rescue services selecting at least two different types of resource. Learners should research and explain how the fire and rescue services manage resources effectively including identifying, obtaining and maintaining them.

Learners should demonstrate an ability to manage resources by taking responsibility for a resource during a planned event. This could be, for example, keeping the accounts, organising the rota of personnel, purchasing food and other resources for the event, advertising the event or planning the running order for the event. For assessment purposes, a checklist could be used to show how successful the learner was in managing the resource.

Essential resources

Sufficient learning resources should be available from fire and rescue services to support learners in this unit.

Fire Service manuals/circulars

Fire Services Youth Training Association Fire and Rescue Service Manual Youth Training and Development (Stationery Office, August 2004) ISBN 0113412932

Indicative resource materials

Websites

- www.citizensadvice.org.uk
- www.communities.gov.uk
- www.direct.gov.uk/firekills
- www.fire.gov.uk
- www.fsyta.org.uk
- www.need2know.co.uk
- www.staywise.co.uk
- www.youthinformation.com
- www.youthnet.org

Unit 11:**Team and Leadership Skills used
in the Emergency Services****Unit code:** D/502/7757**QCF Level 2:** BTEC Specialist**Credit value:** 1**Guided learning hours:** 10

Unit aim

The aim of this unit is to enable learners to gain an understanding of team working and leadership in the emergency services. Learners will demonstrate their understanding while participating in team activities.

Unit introduction

Learners need to develop a good knowledge of the role of teamwork and leadership skills within the emergency services. This unit gives learners the opportunity to gain an understanding of the benefits of teamwork and of different leadership styles. It also involves leading and working as part of a team.

Teamwork and leadership skills are vital for people working within all the emergency services. The response to any emergency requires a coordinated team response, with a designated person taking the lead. This is particularly important during a multi-agency response to an incident where teamwork between the various emergency services ensures an incident is dealt with quickly and safely.

All teams should consist of a team leader and team members. The team leader will decide on actions to be taken and direct team members to carry out those actions to achieve specified objectives. All team members require specific skills, knowledge and understanding to operate effectively.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know how teams work in the emergency services	1.1 Identify key features of effective teams 1.2 Explain the importance of teamwork in the emergency services 1.3 Describe the responsibilities of teams in the fire and rescue service 1.4 Identify the functions of teams in other emergency services
2 Understand leadership in the emergency services	2.1 Explain the importance of leadership in the emergency services 2.2 Describe key features of effective leaders
3 Be able to participate in team activities	3.1 Take part in team activities to achieve objectives 3.2 Lead team activities to achieve objectives

Unit content

1 Know how teams work in the emergency services

Teamwork: meaning of team and teamwork eg qualities of a good team; team dynamics; how teams and team members work together to achieve shared objectives; types of fire and rescue service teams eg station and watch team, breathing apparatus crews, water rescue teams, line rescue team, fire and rescue service urban search and rescue, fire and rescue service control; responsibilities of the fire and rescue service

Other emergency service teams: eg ambulance crew, police traffic section, air ambulance, British Transport Police; their functions

2 Understand leadership in the emergency services

Leadership: meaning of leadership; qualities of a good leader; the link between role and leadership within the emergency services; necessity for different leadership styles in different situations eg leadership at operational incidents, leadership in an office environment, personal leadership

Being a leader: leading a group in a task; directing individual and groups during a task; being open to feedback to improve personal leadership skills; carrying out a task with no specified leader to demonstrate the benefits of leadership

3 Be able to participate in team activities

Being a member of a team: team-building activities, selecting people for teams and team positions, recognising the roles of other team members, participating in team activities to complete a variety of tasks; communicating effectively with team members; providing and receiving feedback following participation in an activity in relation to team and individual performance; applying learning to improve individual and team performance following participation in team activities eg fire and rescue service simulations

Essential guidance for tutors

Delivery

This unit should be practical and discussion based, working with other emergency service colleagues where appropriate and considering suitable and sufficient resources for risk assessed activities. To complete this unit, learners will need the opportunity to meet and work with representatives of the fire and rescue service and other services during relevant activities. Learners will also need appropriate underpinning knowledge to help them identify and develop teamwork and leadership skills.

Scenario-based simulations are useful in helping learners to develop their teamwork and leadership skills. Role-play activities could help learners to understand the importance of effective communication strategies when working together in a team, for example they could be asked to follow incomplete instructions. Learners could then discuss the impact that this can have on the team's work. Alternatively, two groups could be asked to work on the same task but one team would have a designated leader and the other would not.

Assessment

A number of assessment activities can be used in this unit. The primary assessment should be practical using direct observations of performance. Other forms of assessment include oral or written questions and answers and simulation.

Evidence may be in the form of witness testimony, a portfolio, research projects, presentations and multimedia sources.

Learners should be made aware that their performance is being assessed and be provided with supportive and constructive feedback on their performance and development needs. All evidence, especially multimedia evidence, should have written feedback attached and be suitably referenced for each learner and activity.

Learners must explain the importance of team working and leadership, and the features of effective teams and leaders in the emergency services. Learners must also describe the responsibilities and functions of at least two teams within the fire and rescue service and one from another emergency service. The description may include the size of the team, skills required, the main purpose of the team etc, and can be assessed through a written project, verbal presentation or discussion.

Learners should demonstrate the ability to work as part of a team to complete a task. They should also demonstrate the ability to lead a team to complete a task. The task could be problem solving or an operational activity where teamwork is required. Learners may demonstrate this in other units so it may be possible to provide evidence through a witness statement from a tutor, work placement supervisor, firefighter etc. This could be assessed through a scenario based-simulation with discussion.

Essential resources

Sufficient fire and rescue service resources should be available to enable learners to achieve this unit.

Fire Service manuals/circulars

Fire Services Youth Training Association Fire and Rescue Service Manual Youth Training and Development (Stationery Office, August 2004) ISBN 0113412932

Indicative resource materials

Websites

www.communities.gov.uk
www.direct.gov.uk/firekills
www.fire.gov.uk
www.fsyta.org.uk
www.homeofficegov.uk/new_indexs/emerge_serv.htm
www.staywise.co.uk

Unit 12: Effective Communication in the Fire and Rescue Service

Unit code:	D/502/7760
QCF Level 2:	BTEC Specialist
Credit value:	1
Guided learning hours:	10

Unit aim

The aim of this unit is to enable learners to gain an understanding of communication within the fire and rescue services and the methods of communication and types of equipment they use. Learners will use the skills gained when demonstrating the use of communication methods and equipment.

Unit introduction

Learners need to understand how communication skills are essential to succeed in a range of activities within the fire and rescue service and the importance of communication in education, training and everyday life. Learners will develop a good understanding of effective communication and how to adapt communication styles to suit different purposes and audiences. They will also learn how effective communication plays a vital role in the delivery of all fire and rescue services and about the range of communication techniques and equipment fire and rescue services use to support this.

This will be achieved through participation in a variety of activities. To complete this unit, learners will demonstrate a range of communication methods and equipment used within the fire and rescue service.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the importance of communication within the fire and rescue service	1.1 Explain the importance of communication 1.2 Explain the difficulties encountered with poor communication
2 Understand the methods of communication and types of equipment used within the fire and rescue service	2.1 Explain methods of communication used in the fire and rescue service 2.2 Identify the equipment used to communicate in the fire and rescue service
3 Be able to demonstrate communication methods and equipment used within the fire and rescue service	3.1 Demonstrate methods of communication 3.2 Demonstrate effective use of communication equipment

Unit content

1 Understand the importance of communication within the fire and rescue service

Communication: meaning of the term communication; importance of effective communication eg personal development, relationships with others, academic and professional success eg difficulties encountered with poor communication

Why we communicate: reasons for communicating; who we communicate with; benefits of effective communication; communication difficulties eg language barrier; misunderstanding intentions; misuse of communication tools eg causing offence to others either intentionally or unintentionally; bullying and harassment; verbal abuse; sexual harassment; hoax calls; ways to prevent and recognise communication difficulties

What can be achieved through communication: conveying messages; feelings; information exchange

2 Understand the methods of communication and types of equipment used within the fire and rescue service

Communication methods: verbal; non-verbal eg body language, expression, expressive behaviour and hand signals; written word; spoken word; audio/visual media; electronic means

Communicating with different audiences: one to one; group; peer/non-peer; influences; personalities; politics; types of information transmission; language used

Effective communication: appropriate timing; regular communication; simplicity; communicate clearly; consider relevance; constructive use to improve individual and team productivity and performance; feedback eg knowledge/ability of receiver, clarifying, interpretive, judgemental, personal reaction; teamwork; confirmation of understanding

Equipment: personal eg pens and paper, computer, mobile or fixed telephone line, pager, role insignia, torch; organisational eg mobilising, emergency calls, teleprinters, visual and audible warning devices, VHF radio, maps, premises information folders

3 Be able to demonstrate communication methods and equipment used within the fire and rescue service

Methods and techniques: verbal and non-verbal eg phonetic alphabet, body language, expression, expressive behaviour and hand signals; written word; spoken word; audio/visual media; electronic means

Equipment: personal eg pens and paper, computer, mobile or fixed telephone line, pager, role insignia, torch; organisational eg mobilising, emergency calls, teleprinters, visual and audible warning devices, VHF radio, maps, premises information folders

Essential guidance for tutors

Delivery

This unit should be mainly practical, with consideration of suitable and sufficient risk assessment of activities, giving learners the opportunity to demonstrate teamwork and interpersonal skills. Learners will need the opportunity to participate in a range of teamwork/team-building activities. Learners will also need appropriate underpinning knowledge to help them identify and develop these skills.

Learners will need the opportunity to develop a range of personal skills reflecting those required within the fire and rescue service. Particular consideration should be given to communication, teamwork, problem-solving and self-management skills within all activities in this unit.

A number of different approaches can be considered when developing learners understanding of effective communication. These could be scenario-based simulation, personal research or delivery based both inside and outside the immediate learning environment, or any combination. The methods used should reflect the learning strategy and learner development needs. The health and safety of participants is paramount.

Assessment

A number of assessment activities can be used in this unit. The primary assessment should be practical using direct observations of performance. Other forms of assessment include oral or written questions and answers and simulation.

Evidence may be in the form of witness testimony, a portfolio, research projects, presentations and multimedia sources.

Learners should be made aware that their performance is being assessed and be provided with supportive and constructive feedback on their performance and development needs. All evidence, especially multimedia evidence, should have written feedback attached and be suitably referenced for each learner and activity.

Learners could take part in a scenario-based simulation, with discussion, which highlights the importance of effective communication and the difficulties encountered with poor communication. This could be followed by a debrief to discuss how the exercise went and how it applies to the emergency services.

Learners should identify at least five methods of communication and the associated equipment used in the fire and rescue service. Learners should choose three of these to research in greater depth; this can be through discussion with fire and rescue service personnel or through internet and library research. The findings should be assessed through a presentation, computer-aided learning systems, written project or discussion.

Learners must show that they have good communication skills and can use a variety of methods, techniques and equipment to communicate. Learners should be assessed during a range of activities, giving them the chance to use a variety of communication styles.

Essential resources

Sufficient fire and rescue service resources should be available to enable learners to achieve this unit. Access to computer-aided learning systems would be beneficial.

Fire Service manuals/circulars

Fire Services Youth Training Association Fire and Rescue Service Manual Youth Training and Development (Stationery Office, August 2004) ISBN 0113412932

Indicative resource materials

Websites

www.communities.gov.uk
www.direct.gov.uk/firekills
www.fire.gov.uk
www.fsyta.org.uk
www.staywise.co.uk

Unit 13: Community Safety

Unit code:	F/502/7671
QCF Level 2:	BTEC Specialist
Credit value:	1
Guided learning hours:	10

Unit aim

The aim of this unit is to enable learners to understand the main strategies the fire and rescue services use to make the community safer and promote safety campaigns. Learners will be expected to plan a response to a fire.

Unit introduction

In this unit learners will develop their knowledge and understanding of community safety initiatives designed to make people safer in their home and the wider community. Learners will gain an insight into how the fire and rescue service implements national and local campaigns and activities.

One of the primary objectives of the fire and rescue service is to make people safer, from fire in the home, on the roads and in other ways within the community. This includes reducing loss of life, injury and damage to property caused by fire or accidents.

Learners will participate in initiatives aimed at fire prevention, detection and escape from fire, as well as those aimed at road and personal safety to make their local community safer.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the main strategies the fire and rescue service use to make the community safer	1.1 Describe the main strategies the fire and rescue service use to make the community safer 1.2 Describe the key features of fire prevention and detection in homes 1.3 Explain the key features of home fire safety checks
2 Be able to plan responses to fire	2.1 Identify the initial response on discovery of fire 2.2 Design an escape plan
3 Understand how the fire and rescue service promote safety campaigns	3.1 Describe local prevention programmes delivered by the fire and rescue service 3.2 Participate in local fire and rescue service safety campaigns

Unit content

1 Understand the main strategies the fire and rescue service use to make the community safer

Main strategies: education including prevention, detection and escape; home safety visits eg installation of smoke alarms and other specialist fire; safety equipment eg fire retardant bedding

Prevention: eg school visits, public displays, media campaign, community events, fire retardant bedding

Detection: smoke, fire and heat detectors, including installation and maintenance, and other specialist fire safety equipment eg alarms for impaired hearing

2 Be able to plan responses to fire

Initial responses: raise an alarm eg shout for help, activate fire alarm; react to alarm, 'get out, stay out and call us out'

Fire escape plan: steps to preparing an escape plan; what to do if there is a fire, the escape route is blocked, clothes catch fire; evacuation procedures

3 Understand how the fire and rescue service promote safety campaigns

Community campaigns: purpose; how they meet local needs; types of campaigns eg public events, demonstration units; advertising and media eg posters, leaflets, mail drops; home fire safety visits

Local education and engagement programmes: youth engagement programmes; school education

Essential guidance for tutors

Delivery

The main purpose of this unit is to raise learner awareness of the potential risk of fire in their own home and the community and how to prevent it happening. It is therefore important that learners relate this to their own homes, or a simulated home setting, and community throughout delivery of this unit.

There is a wealth of materials available to support this unit from <http://www.direct.gov.uk/firekills/leaflets/index.htm>, including leaflets on fire safety in the home. The internet is an invaluable source of information on local and national campaigns.

This unit should be practical and discussion based, with consideration of suitable and sufficient resources for risk-assessed activities. Learners could be given the opportunity to fit and check smoke detectors, and to create a fire escape plan, preferably in a home/simulated home setting. Provision Role-play exercises on moving in smoke and contacting the emergency services in the event of fire could be carried out. It is also important to stress the consequences of hoax calls for the fire and rescue services.

Learners will need the opportunity to develop a range of personal skills to help them understand the function of community fire safety and the need to communicate this information to members of the public.

Different approaches can be considered when developing learner understanding of community fire safety. These approaches could be discussion based, training orientated or practical sessions, both inside and outside the immediate learning environment, or any combination of the above. The methods used should reflect learning strategies and development needs of learners. The health and safety of participants is paramount.

Assessment

A number of assessment activities can be used in this unit. The primary assessment should be practical using direct observations of performance. Other forms of assessment include oral or written questions and answers and scenario-based simulation.

Evidence may be in the form of witness testimony, a portfolio, research projects, presentations and multimedia sources.

Learners should be made aware that their performance is being assessed and be provided with supportive and constructive feedback on their performance and development needs. All evidence, especially multimedia evidence, should have written feedback attached and be suitably referenced for each learner and activity.

Learners could design their own checklist of potential fire hazards in the home and identify the associated risks. Alternatively, they could be given an illustration of a room(s) within a house and asked to identify potential fire hazards.

Learners should design a fire escape plan for their own home. This should include reference to suitable exit routes and alternatives, safe rooms, accessing keys and involving everyone in the plan.

Learners need to demonstrate that they know and understand the purpose of a local or national safety campaign. They will need to name the campaign and be able to describe its purpose.

Learners should show an understanding of how young people can make a positive contribution to the local community. The use of time, money and skills could be included in their assessment. This could be assessed by a presentation, discussion or by the learner actually contributing something in a positive way to the local community. Learners should demonstrate an understanding of the role of one group within the local community.

Learners could try out an activity available to them within the local community. This could be assessed by observation of the learner and a discussion afterwards or by a verbal or written presentation which could include posters and witness statements.

Essential resources

Sufficient learning resources should be available from fire and rescue services to support learners in this unit. Relevant community safety literature and classroom material should be provided.

Fire Service manuals/circulars

Fire Services Youth Training Association Fire and Rescue Service Manual Youth Training and Development (Stationery Office, August 2004) ISBN 0113412932

Related Fire Services Circulars (Where these have been superseded consideration should be given to documents within your organisation.)

Indicative resource materials

Websites

www.community-fire-safety.org.uk
www.communities.gov.uk
www.direct.gov.uk/firekills
www.fire.gov.uk
www.firesafetytoolbox.org.uk
www.fsyta.org.uk
www.staywise.co.uk

Unit 14:**Citizenship and Community
Project in the Fire and Rescue
Service**

Unit code:	J/502/7672
QCF Level 2:	BTEC Specialist
Credit value:	2
Guided learning hours:	10

Unit aim

The aim of this unit is to give learners an understanding of the individual's responsibilities as a citizen within their community. Learners will be expected to plan, undertake and review projects that benefit their local community.

Unit introduction

In this unit learners will identify ways of working to benefit the local community served by the fire and rescue service. Learners will develop knowledge of groups and agencies within the local community and the issues they face, and understand how they can contribute to their local community positively whilst working as a member of a group to plan, implement and evaluate a group community project. Learners will also understand the value of making a positive contribution to their local community and bringing different groups together in a cohesive way.

Fire and rescue services are embedded in the community as service providers and partner agencies for many aspects of community life. This unit will enable learners to identify the benefits of working within the community, which could include volunteering, liaising with key members of local community groups and planning and completing a community project.

Learners will gain an understanding of how they can positively contribute to their local community whilst developing a broad range of team and personal skills.

Learners will gain an insight into the range of work the fire and rescue service undertakes to improve fire safety and build relationships within the local community. This will be achieved through working in partnership with the local community on a variety of activities.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand an individual's responsibility within the community	1.1 Explain what is meant by citizenship 1.2 Explain your responsibility as a citizen within the community 1.3 Describe how citizens make positive contribution to the local community
2 Be able to plan projects to benefit the local community	2.1 Identify projects to benefit the local community
3 Be able to undertake projects to benefit the local community	3.1 State project aims and objectives 3.2 Contribute to the planning of projects
4 Be able to evaluate projects that benefit the local community	4.1 Review how projects benefited the local community 4.2 State improvements to projects

Unit content

1 **Understand an individual's responsibility within the community**

Being a citizen: definition of a community; opportunities locally for young people; making choices that affect the community

Responsibilities: making positive contributions to the local community eg charity work, community service, uniformed organisations, youth groups, clubs and societies; influencing other young people

2 **Be able to plan projects to benefit the local community**

Project selection: potential projects based on local needs; benefits to the community; local community's perceptions; group decision on final project; benefits to individuals eg skills development

Project plan: seeking permission and support for the project eg local authorities, school, community group; timetable and task breakdown; risk assessment; prioritisation of tasks; budgeting and sourcing funding ie fundraising, local businesses, fire and rescue service; resource implications ie availability, cost, timescales, sustainability, identifying specialist skills required; logistics

3 **Be able to undertake projects to benefit the local community**

Project implementation: task assignments; meeting timescales; applying new skills; working in different roles within the team; identifying and resolving difficulties ie delays, lack of resources; negotiation and communication skills; management of budget; following project plan; reporting difficulties

4 **Be able to evaluate projects that benefit the local community**

Evaluation: review project outcomes against project plan; identify good practice and areas for improvement and development

Essential guidance for tutors

Delivery

This unit should involve planning and carrying out practical work on community projects with key members of the community, considering the suitable and sufficient resources for risk-assessed activities. Learners will need the opportunity to meet and work with representatives of the local community and fire and rescue service using planning, negotiating and communication skills whilst completing relevant activities. Learners will need appropriate underpinning knowledge to help them identify and develop these skills.

Learners need the opportunity to learn and develop a range of skills to help them complete the project and understand how they can have a positive impact on the local community. Particular consideration should be given to project planning and resource management working practices. Teamwork, problem-solving and self-management skills are all integral to this unit. Throughout the unit learners will work as part of a small group.

A number of different approaches can be considered when developing learners understanding of their ability to have a positive impact on the local community. These can be discussion based, training orientated or practical sessions, both inside and outside the immediate learning environment, or a combination. The methods used should reflect learners learning strategies and development needs. The health and safety of participants is paramount.

Assessment

A number of assessment activities can be used in this unit. The primary assessment should be practical using direct observations of performance. Other forms of assessment include oral or written questions and answers and scenario-based simulation.

Evidence may be in the form of witness testimony, a portfolio, research projects, presentations and multimedia sources.

Learners should be made aware that their performance is being assessed and be provided with supportive and constructive feedback on their performance and development needs. All evidence, especially multimedia evidence should have written feedback attached and be suitably referenced for each learner and activity.

Learners should understand what is meant by citizenship and how individuals can make a positive contribution to their local community. This could be assessed through presentation, discussion or the learner actually contributing something in a positive way to the local community.

Essential resources

Sufficient learning resources should be available from fire and rescue services to support learners in this unit. A variety of project resources will need to be made available.

Fire Service manuals/circulars

Fire Services Youth Training Association Fire and Rescue Service Manual Youth Training and Development (Stationery Office, August 2004) ISBN 0113412932

Indicative resource materials

Websites

www.communities.gov.uk

www.fire.gov.uk

www.fsyta.org.uk

Unit 15:**Healthy Living for Working in the Fire and Rescue Service****Unit code:** T/502/7909**QCF Level 2:** BTEC Specialist**Credit value:** 1**Guided learning hours:** 10

Unit aim

The aim of this unit is to enable learners to understand the concept of healthy living and how their personal choices impact on a healthy lifestyle. Learners will assess their own lifestyle.

Unit introduction

Learners need to develop broad, knowledge and understanding of the factors that contribute to a healthy lifestyle. They will understand how to assess their own lifestyle and how healthy living enables fire and rescue service personnel to stay fit and active for their roles.

Being healthy is essential for anyone wanting to work in the fire and rescue service. Understanding the factors which affect healthy living will enable learners to explore food choices, exercise, the consequences of using illicit substances and sexual health issues.

The unit will be achieved through participation in a variety of activities and will culminate in learners demonstrating a broad knowledge of the factors contributing towards a healthy lifestyle.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the concept of healthy lifestyles	1.1 Describe features of a balanced diet that contribute to healthy lifestyles 1.2 Describe how exercise and fitness contribute to healthy lifestyles
2 Understand how personal choices can impact on healthy lifestyles	2.1 Describe how personal choices can affect individuals' lifestyles
3 Be able to assess own lifestyle	3.1 Review aspects of own lifestyle in relation to national guidelines 3.2 Set targets to improve own lifestyle

Unit content

1 Understand the concept of healthy lifestyles

Balanced diet: national guidelines and recommended daily allowances eg salt, fat, sugar; National Health Service initiatives, recognise different food groups and how to combine them in a balanced diet

Exercise and fitness: different ways of increasing fitness eg physical training, gym, sports; ways to incorporate exercise into normal daily routines, eg change method of travel to cycling, walking, running

2 Understand how personal choices can impact on healthy lifestyles

Sexual health: sexually transmitted infections (STIs); HIV and AIDS; contraception; pregnancy; support organisations

Drugs: legal drugs ie prescription medications, alcohol, cigarettes, solvents; illegal drugs cannabis, cocaine, heroin

Food and diet choices and the associated health implications: eg weight management

Life expectancy life opportunities: benefits of healthy living; benefits of positive personal choices

3 Be able to assess own lifestyle

Collecting and collating information: food and exercise diary; type; amount; timings; feelings

Assess: comparison against national guidelines and initiatives; setting targets

Report: identify strengths and areas of improvement eg eating different types of food, eating at different times, drinking more fluids, exercising in different ways and at regular times; reducing habits eg smoking, drinking alcohol

Essential guidance for tutors

Delivery

This unit should be practical and discussion based using external professionals where appropriate. If learners are under 18, their primary carers must be informed of the unit subject matter in advance and all activities must be risk assessed.

Learners will need the opportunity to explore a wide range of issues relating to healthy living using communication skills and relevant activities. Learners will need appropriate underpinning knowledge to help them identify and develop these skills.

Learners will need the opportunity to develop a range of personal skills to help them understand the importance of a healthy lifestyle both inside and outside the fire and rescue service. Particular consideration should be given to exploring personal choices relating to learners' own health and fitness. Teamwork, problem-solving and self-management skills are integral to this unit.

A number of different approaches can be considered when developing the learners' understanding of healthy living both inside and outside the fire and rescue service. These approaches could be discussion based or personal research, both inside and outside the immediate learning environment, or any combination of the above. The methods used should reflect the learning strategies and the development needs of learners. The health and safety of participants is paramount; professional support and advice should be available for learners if required.

Assessment

A number of assessment activities can be used in this unit. The primary assessment should be practical using direct observation of performance. Other forms of assessment include oral or written questions and answers and scenario-based simulation.

Evidence can be in the form of witness testimony, a portfolio, research projects, presentations and multimedia sources.

Learners should be made aware that their performance is being assessed and be provided with supportive and constructive feedback on their performance and development needs. All evidence, especially multimedia evidence, should have written feedback attached and be suitably referenced for each learner and activity.

Learners must be able to demonstrate that they understand the meaning of 'healthy lifestyle'. Over a period of 24 hours, learners could complete a reflective diary recording information about diet, exercise, rest and sleep times. It could also include information on activities, time spent with peer groups etc. Having recorded this information, learners should compare their day against national guidelines, for example appropriate diet for someone of the same age, sugar and salt intake, recommended amount of exercise per day. This will highlight any areas which could be improved. Learners should then set at least two targets which are realistic and achievable and have a short timescale, for example they could drink water instead of fizzy drinks for a day.

Learners should choose one example related to sexual health and one example related to drugs and describe how each one can have an impact on lifestyle, for example unprotected sex could result in unwanted pregnancy or sexually transmitted diseases.

Suggested resources

It would be useful for learners to have access to dietary charts showing the composition of the main food groups and other related material produced for teaching health education. Visits from drug advisers and sexual health advisers would be beneficial.

Indicative resource materials**Websites**

www.bbc.co.uk/health/healthy_living/your_weight

www.bbc.co.uk/science/humanbody

www.communities.gov.uk

www.connexions-direct.com

www.direct.gov.uk/firekills

www.firegov.uk

www.fireservice.co.uk

www.fsyta.org.uk

www.nhsdirect.nhs.uk

www.nutrition.org.uk

www.staywise.co.uk

Sexual health

www.4yp.co.uk

www.adviceguide.org.uk

www.brook.org.uk

www.fpa.org.uk

Sexuality

www.llgs.org.uk

www.lgfh.org.uk

Drug awareness

www.drugs-info.co.uk

www.met.police.uk/youngpeople/drugs.htm

www.supportline.org.uk

www.talktofrank.com

www.youthhealthtalk.org

Relationships

www.adviceguide.org.uk

Unit 16: Careers Related to the Fire and Rescue Service

Unit code:	K/502/7776
QCF Level 2:	BTEC Specialist
Credit value:	1
Guided learning hours:	10

Unit aim

The aim of this unit is to enable learners to gain knowledge of the job roles and stages of the recruitment and selection process in the fire and rescue services.

Unit introduction

In this unit learners will develop knowledge of the variety of roles available within the fire and rescue service and the skills, knowledge and experience people employed in those roles require. Learners will develop a knowledge of the various selection methods and recruitment procedures used both in the fire and rescue service and external agencies. Learners will learn how to identify and develop skills that will aid their career progression.

The fire and rescue service provides an array of employment opportunities suitable for people of all abilities, experience and background.

Learners will gain an understanding of the different types of fire and rescue related work and the required skills, knowledge and experience. This will be achieved by learners having opportunities to meet people who work in different roles within the local fire and rescue service. Learners will also have the opportunity to experience various selection methods and recruitment procedures used within the fire and rescue service and in external agencies.

The unit will enable learners to demonstrate their knowledge of work opportunities and the process of recruiting new staff.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know job roles in the fire and rescue service	1.1 Describe operational job roles within the fire and rescue service 1.2 Describe other job roles within the fire and rescue service
2 Know the stages of recruitment and selection process within the fire and rescue service	2.1 Describe the stages of recruitment and selection process within the fire and rescue service

Unit content

1 Know job roles in the fire and rescue service

Fire and rescue service staff with operational roles: firefighter and associated roles; position with specialist training eg appliance driver, hazardous materials trainer, senior accident investigator, urban search and rescue; fire investigation; control operators

Fire and rescue service staff with non-operational roles: school education officer; administrator; legal advisor; finance officer; procurement officer; IT officer; human resource support roles; regulatory safety inspecting officer; public relations officer

2 Know the stages of recruitment and selection process within the fire and rescue service

Career choice: qualifications required for potential career eg academic, vocational, apprenticeship; access career services, recruitment open days

Initial application: completing application forms eg writing a CV; qualifications to increase employability; covering letters

Selection process: interviews; psychometric, numeracy and literacy tests; observed group tasks; fitness tests

Essential guidance for tutors

Delivery

This unit should be practical and discussion based working with fire and rescue service employees and representatives from external agencies, with consideration of suitable and sufficient resources for risk-assessed activities. Learners will need the opportunity to meet and work with representatives of the fire and rescue service and external career advice agencies using communication skills and relevant activities. Learners will also need opportunities to identify and develop skills that will aid their career progression.

Learners will have the opportunity to meet people who work in a variety of roles within the fire and rescue service. They will be able to question the people they meet to enable them to understand fully the person's job role. A number of different approaches can be considered while developing learner understanding of careers within the fire and rescue service; for example, discussions, practical sessions, training and observations, both inside and outside the immediate learning environment. The methods used should reflect learners' learning strategies and development needs.

Assessment

A number of assessment activities can be used in this unit. The primary assessment should be practical using direct observations of performance. Other forms of assessment include oral or written questions and answers and simulation.

Evidence could be in the form of witness testimony, a portfolio, research projects, presentations and multimedia sources.

Learners should be made aware that their performance is being assessed and be provided with supportive and constructive feedback on their performance and development needs. All evidence, especially multimedia evidence, should have written feedback attached and be suitably referenced for each learner and activity.

Essential resources

Sufficient resources relating to careers within the fire and rescue service should be available for learners for example career leaflets, recruitment packs, DVDs. It is recommended that learners have access to the internet and recruitment officers.

Fire Service manuals/circulars

Fire Services Youth Training Association Fire and Rescue Service Manual Youth Training and Development (Stationery Office, August 2004) ISBN 0113412932

Indicative resource materials

Websites

www.communities.gov.uk
www.connexions-direct.com
www.direct.gov.uk/firekills
www.firegov.uk
www.fireservice.co.uk/recruitment/
www.fsyta.org.uk
www.staywise.co.uk

Local fire and rescue service websites

Unit 17:**Preservation of Artefacts in the Fire and Rescue Service****Unit code:** R/502/7674**QCF Level 2:** BTEC Specialist**Credit value:** 1**Guided learning hours:** 10

Unit aim

The aim of this unit is to enable learners to gain knowledge and understanding of fire and rescue service artefacts and why they need to be preserved. Learners will develop skills in presenting different artefacts using various methods and techniques.

Unit introduction

Preservation of fire and rescue service history and related artefacts enables the community to understand the reasons for change and development in practices and equipment. It looks at the past and present use of artefacts in the fire and rescue service and the wider society.

Learners will gain an insight into the fire and rescue service, its history and related artefacts. This will be achieved through participation in a variety of activities, resulting in learners being able to demonstrate broad knowledge of fire and rescue service history and artefacts while developing a range of team and personal skills.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know why fire and rescue service artefacts should be preserved	1.1 Define the term 'artefact' 1.2 Describe fire and rescue service artefacts that may be preserved 1.3 Describe the purpose of preserving artefacts
2 Know how fire and rescue service artefacts are preserved	2.1 Describe preservation methods used by museums 2.2 Identify factors which may affect preservation 2.3 Describe how artefacts may be damaged
3 Be able to present different artefacts using different methods and techniques	3.1 Use different display techniques when presenting artefacts

Unit content

1 **Know why fire and rescue service artefacts should be preserved**

Artefacts: definition; different types eg uniform, equipment, appliances and documentation

Local conservation: locally listed or heritage buildings, monuments, museums or fire stations; preservation of local buildings

2 **Know how fire and rescue service artefacts are preserved**

Benefits: community understanding of reasons for change and development in practices and equipments; uses of equipment past and present

Damage to artefacts: damage and causes of damage; methods of repairing damage and preventing further damage

Preservation: reasons for preservation; different methods of preservation used by museums; factors affecting preservation including storage conditions; benefits of preservation

3 **Be able to present different artefacts using different methods and techniques**

Curator: roles and responsibilities

Presentation of artefacts: different methods of presentation; storage conditions; venue and accessibility of artefacts; promotion of the collection of artefacts; correct handling of artefacts

Display techniques: methods of displaying visual/audio information; research on artefacts; use of appropriate language for target audience

Essential guidance for tutors

Delivery

This unit should be practical with some research and consideration of suitable and sufficient resources for risk-assessed activities. Learners will need the opportunity to preserve and present artefacts using a variety of display and communication methods and incorporating teamwork/team-building activities. Learners will need appropriate underpinning knowledge to help them identify and develop these skills.

Learners will need the opportunity to develop a range of personal skills to help them understand the history of the fire and rescue service and the preservation of its artefacts. Particular consideration should be given to preservation, presentation, research and communication skills. Teamwork, problem-solving and self-management skills are integral to this unit.

A number of different approaches can be considered when developing learners' understanding of the preservation of fire and rescue service artefacts. These could be project based or personal research, both inside and outside the immediate learning environment, or a combination of both. The methods used should reflect learners' learning strategies and development needs. The health and safety of participants is paramount.

Assessment

A number of assessment activities can be used in this unit. The primary assessment should be practical using direct observations of performance. Other forms of assessment include oral or written questions and answers and simulation.

Evidence can be in the form of witness testimony, a portfolio, research projects, presentations and multimedia sources.

Learners should be made aware that their performance is being assessed and be provided with supportive and constructive feedback on their performance and development needs. All evidence, especially multimedia evidence, should have written feedback attached and be suitably referenced for each learner and activity.

Learners should explain the meaning of the term 'artefact' and describe some fire and rescue service artefacts that may be preserved. They can also discuss the purpose of preserving artefacts. This could be done through a discussion or as part of a quiz. Learners should explain why artefacts should be preserved.

Learner skills can be assessed through observation of them presenting items for display and discussion. A range of display methods should be used. The assessment could be carried out when the learner shows the assessor around the artefacts and explains the way each artefact is displayed.

Essential resources

Sufficient practical and research resources should be available for learners. Learners will need the opportunity to preserve and present artefacts using a variety of display and communication methods incorporating teamwork/team-building activities.

Fire Service manuals/circulars

Fire Services Youth Training Association Fire and Rescue Service Manual Youth Training and Development (Stationery Office, August 2004) ISBN 0113412932

Indicative resource materials

Websites

www.communities.gov.uk
www.fire.gov.uk
www.fsyta.org.uk
www.museums.co.uk

Unit 18:**Navigation Skills Used in the Fire and Rescue Service**

Unit code:	L/502/7771
QCF Level 2:	BTEC Specialist
Credit value:	1
Guided learning hours:	10

Unit aim

The aim of this unit is to enable learners to understand how navigation aids and techniques are used in the fire and rescue services and how information is extracted from maps. Learners will use their understanding to navigate from one point to another in a limited time.

Unit introduction

In this unit learners will develop an understanding of the variety of navigation aids and techniques used by the fire and rescue service and how to use them. It will include how to use maps and how to plan and navigate the most appropriate route from one point to another.

Fast response times are critical for the fire and rescue service when attending incidents. It is essential that they are able to select and use the most appropriate navigational aids.

The accurate use of navigational aids is an important element of this unit as it relates closely to the work of the fire and rescue service. Learners will be given the opportunity to practise their navigation skills using different aids and techniques.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand how navigation aids and techniques are used in the fire and rescue service	1.1 Describe how different navigation aids and techniques are used in the fire and rescue service 1.2 Explain how Mobile Data Terminals aid the fire and rescue service at operational incidents
2 Understand how to extract information from maps	2.1 Describe how maps are used to navigate to incidents 2.2 Describe how maps are used at incidents
3 Be able to navigate from one point to another in a time critical situation	3.1 Use appropriate resources to navigate between different points 3.2 Plan routes between alternative points focusing on the times of the day to achieve the quickest journey time

Unit content

1 Understand how navigation aids and techniques are used in the fire and rescue service

Navigational aids: eg compass, Global Positioning System (GPS), maps including road, street, public transport and Ordnance Survey maps; methods of using various navigational aids; most appropriate navigational aid to use in a given situation

Navigational techniques: method of identifying current location; method of identifying proposed location; method of identifying most appropriate route to a given location

Mobile Data Terminals: retrieval of information from information databases eg hydrant location, chemical storage, chemical data, hazards at the location

2 Know how to extract information from maps

Maps: eg A-Z, atlas, water maps, hydrant maps, 'street index'

Map legends: scale and uses; common map symbols

Topographical information: from a map; barriers and features; contours; grid references; orienting map to ground; relating ground to map; calculations and distance from map

3 Be able to navigate from one point to another in a time critical situation

Route planning skills: eg use of map to plan a route; estimation of journey times; consideration of the effects of gradient; route checks to ensure accurate navigation; identification of terrain types, identifying most appropriate route to a given location taking into account time of day and local road conditions eg rush hour, school start and finish times

Essential guidance for tutors

Delivery

Learners will gain an understanding of the different navigational aids that may be used by the fire and rescue services. Learners should be given the opportunity to use both electronic aids, for example GPS, and manual aids, for example different types of maps including street and OS maps. To help learners understand the value of maps, they should be encouraged to study maps of their local area.

Before using a map learners will need to know the purpose of the map legend. The three types of symbol should be introduced, ie dots or circles used to indicate villages and cities, line symbols to indicate elements or objects that have a line shape (ie roads and rivers) and plane symbols using different colours to show soil types and land use. Simple exercises could help learners to understand the meaning of key symbols, for example providing illustrations of the symbols for different types of churches, schools, gradients on hills and airports and asking learners to guess their meaning. They could then check their answers against the appropriate map legend. Quizzes could also be used to help learners find out about common map symbols and their uses.

A number of different delivery methods can be used to help learners understand how to use a compass, for example they could be given a worksheet which asks them to identify the key features. The most appropriate method would be 'hands on' experience using actual situations, for example using a compass to navigate between given points.

To reinforce the importance of understanding how to read maps, scenario-based simulations could be used which ask learners to take on the role of the firefighter being called to an incident. They would then be required to identify key features en route to the incident.

This unit gives learners opportunities to be involved in a range of practical activities, for example using a compass to get from one point to another or, games to help them understand the difference between north, south, east and west. Scenario-based simulations can be used to encourage learners, for example identifying the most direct route from the fire station to an imaginary incident. Learners should be given as many practical examples as possible of planning and navigating routes either by themselves or as part of a group.

Assessment

A number of assessment activities can be used. The primary assessment should be practical using direct observation of performance. Other forms of assessment include oral or written questions and answers and simulation.

Evidence can be in the form of witness testimony, a portfolio, presentations and multimedia sources.

Learners should be made aware that their performance is being assessed and be provided with supportive and constructive feedback on their performance and development needs. All evidence, especially multimedia evidence, should have written feedback attached and be suitably referenced for each learner and activity.

This unit could be assessed holistically, for example the learner could be asked to plan a route with a given starting and finishing point. They could choose two different navigational aids and describe how the fire and rescue service would use both. They could then identify five different common symbols from the map they are using as part of the task. They could show how they are using the map legend to help in their planning and then navigate the route to find out how successful they have been.

Essential resources

Enough maps and one compass per learner should be available. Enough identical maps need to be available for group work. Laminated maps are always useful. The practical aspects of the unit require sufficient access to suitable outdoor facilities where map reading exercises can be undertaken.

Fire Service manuals/circulars

Fire Services Youth Training Association Fire and Rescue Service Manual Youth Training and Development (Stationery Office, August 2004) ISBN 0113412932

Indicative resource materials

Websites

www.communities.gov.uk
www.countrysideaccess.gov.uk
www.direct.gov.uk/firekills
www.earth.google.co.uk
www.fire.gov.uk
www.fsyta.org.uk
www.ordnancesurvey.co.uk
www.staywise.co.uk

Unit 19:**Planning, Participating in and
Reviewing Residential Excursion**

Unit code:	Y/502/7675
QCF Level 2:	BTEC Specialist
Credit value:	2
Guided learning hours:	20

Unit aim

The aim of this unit is to prepare learners for participating in residential excursions. Learners will understand the importance of personal wellbeing and be able to act responsibly during residential excursions.

Unit introduction

This unit enables learners to plan, participate in and review the success of a residential experience. The unit involves understanding how to maintain personal wellbeing during a residential experience and acting responsibly at different types of residential accommodation.

In this unit learners will have the opportunity to develop a range of team and personal skills, knowledge and understanding which are an important aspect of a residential experience. Learners will develop transferable skills, such as communication and leadership, discipline and trust.

This will be achieved through participation in a variety of activities leading to learners being able to prepare for and participate in an overnight stay and understand what is required to ensure a safe and healthy trip.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know how to maintain personal wellbeing during residential excursions	1.1 Describe issues relating to personal wellbeing for activities during residential excursions
2 Be able to act responsibly in residential accommodation	2.1 Identify types of residential accommodation 2.2 Act responsibly for the type of residential accommodation
3 Be able to participate in residential excursions	3.1 Prepare for an overnight stay as part of a team 3.2 Participate in an overnight stay during residential excursions 3.3 Review residential excursions

Unit content

1 **Know how to maintain personal wellbeing during residential excursions**

Personal safety: responsibility for own and others' health, safety and welfare

Personal hygiene: hygiene issues eg personal, food and environmental; preventing spread of infection resulting from poor hygiene

Nutritional requirements for activities: requirement for maintaining a balanced diet; before, during and after activities; during rest periods; hydration; energy intake

2 **Be able to act responsibly in residential accommodation**

Residential accommodation: types of residential accommodation eg tents, caravans, youth hostels, waterborne vessels, hotels; appropriateness of accommodation for residential experience

Responsibilities: health and safety; risk assessment; maintenance eg camp, equipment, housekeeping; respect for others and their property

3 **Be able to participate in residential excursions**

Preparation: purpose of residential experience eg hiking, camping, team building, skills development, fund raising; appropriate locations; planning process; visit local attractions; clothing and equipment; transport; wet weather alternatives; emergency procedures

Participating: attend an overnight residential excursion; individual tasks; self-management skills

Team working: allocate roles, working together, sharing responsibilities

Reviewing the residential experience: successes; personal learning; improvements for future events

Essential guidance for tutors

Delivery

Tutors must be aware of the Young Persons (Outdoor Centres) Act 1995 when delivering this unit to learners under 18 years of age. The regulations are stringent and must be taken seriously.

The ultimate aim of this unit is for learners to plan and participate in at least one residential experience away from home. It would be valuable to engage learners in the planning and preparation stages as well as enabling them to attend and experience the complete activity. Working as a group, the purpose of the residential activity could be agreed and a suitable location chosen. Learners could then begin the planning process which would include decisions on transportation, appropriate clothing and equipment, itinerary including wet weather activities, leaders, primary carer permission etc. Health and safety could also be discussed, including the need for a first aider.

Learners should demonstrate how to care for the accommodation and their own responsibilities regarding health and safety during the residential experience away from home. Learners could also discuss the different aspects of personal, wellbeing including hygiene and nutrition related to the forthcoming activities.

Particular consideration should be given to communication, teamwork, problem-solving and self-management skills within all activities in the unit. Learners will need appropriate underpinning knowledge to help them identify and develop these skills.

A number of different approaches can be considered when developing learners' understanding of organising and participating in a residential experience away from home. The methods used should reflect the learning strategy and development needs of the learner. The health and safety of participants is paramount.

Assessment

A number of assessment activities can be used to in this unit. The primary assessment should be practical using direct observations of performance. Other forms of assessment can include oral or written questions and answers and simulation.

Evidence could be in the form of witness testimony, portfolio, research projects, presentations and multimedia sources.

Learners should be made aware that their performance is being assessed and be provided with supportive and constructive feedback on their performance and development needs. All evidence, especially multimedia evidence, should have written feedback attached and be suitably referenced for each learner and activity.

Learners are be required to work as a member of a group. Performance evidence must be available, for assessment purposes, for individual learners.

Essential resources

Sufficient equipment is required to support learners adequately depending on the type of residential activity to be undertaken during overnight stay. For learners to experience the different types of designs and materials used, it is recommended that a wide and varied range of the types of equipment that could be used be encountered during the residential experience.

Primarily this unit should be practically based, encouraging learners to observe and participate in outdoor activities, individually and in teams, as well as in different youth and community groups.

Access to an outdoor environment is essential. Trainers should have reasonable experience of outdoor activities.

Fire Service manuals/circulars

Fire Services Youth Training Association Fire and Rescue Service Manual Youth Training and Development (Stationery Office, August 2004) ISBN 0113412932

Indicative resource materials

Websites

www.communities.gov.uk

www.fire.gov.uk

www.fsyta.org.uk

Unit 20:**Respond to Fire and Rescue
Service Exercise Ground
Scenarios**

Unit code:	D/502/7676
QCF Level 2:	BTEC Specialist
Credit value:	2
Guided learning hours:	10

Unit aim

The aim of this unit is to enable learners to participate in exercise ground scenarios as part of a team. They will be required to apply risk assessment and control measures during the exercise and review own performance following the exercise.

Unit introduction

Learners need to develop their skills in and knowledge and understanding of the various procedures and standard practices used on the exercise ground and their importance in achieving a desired outcome. The unit involves demonstrating and applying the principles of exercise ground risk assessment and control measures, identifying and using the correct method for forming into crews and performing tasks on the drill ground as instructed using safe systems of work.

The unit will allow learners to develop their skills, knowledge and understanding of the various procedures and standard practices used on the exercise ground and their importance in achieving a desired outcome.

They will identify and use the correct level of personal protective equipment required to conduct exercises safely.

Through participation in a variety of different activities learners will be able to demonstrate broad knowledge of fire and rescue services exercise ground procedures.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to participate in exercise ground scenarios as a member of a team	1.1 Use the appropriate equipment, skills and procedures to meet the objectives of the brief 1.2 Communicate progress with team members
2 Be able to apply risk assessment and control measures in exercise ground scenarios	2.1 Identify hazards and risks 2.2 Use safe systems of work during exercise ground scenarios
3 Be able to review own performance following exercise ground scenarios	3.1 Explain how own actions contributed to meeting the brief 3.2 Evaluate own performance

Unit content

1 Be able to participate in exercise ground scenarios as a member of a team

Exercise ground procedures: how to form into crews in the mounted and dismounted positions; tasks expected of each crew member in the assigned exercise; control measures to be implemented for the exercise

Team/crew member: (including communication) what to wear; who to communicate with; understanding own role and that of others in the team; scenario, objectives, plan, communicate, achieve, review; safety responses

Equipment, skills and procedures: fire and rescue service equipment available eg ladders, lines, stretchers, hose, resuscitation; identified, obtained used, replaced; techniques available for self and team, appropriate team structure for related use of equipment; skills eg carrying, lowering, casualty care; procedures eg extrication, casualty care, PPE

2 Be able to apply risk assessment and control measures in exercise ground scenarios

Risk assessments: common significant hazards, risks and control measures; personal protective equipment; safe systems of work including safe person concept; manual handling eg words of command; complete an analytical risk assessment form

3 Be able to review own performance following exercise ground scenarios

Review performance: review actions against the brief and identify how personal performance can be improved

Essential guidance for tutors

Delivery

This unit should be both practical and theoretical with consideration of suitable and sufficient risk assessment of activities, giving learners the opportunity to demonstrate their knowledge of exercise ground procedures and standard practices. Learners will need the opportunity to participate in a range of exercises. Learners will need appropriate underpinning knowledge to help them identify and develop these skills.

Learners will need the opportunity to experience a range of exercise ground procedures and standard practices which reflect those used within the fire and rescue service.

A number of different approaches can be considered when developing learners' understanding of exercise ground procedures. These could be practical and theoretical scenarios, personal research or delivery based, both inside and outside the immediate learning environment, or any combination. The methods used should reflect the learners' learning strategies and development needs.

Learners will need the opportunity to participate in a range of fire and rescue service operational activities. Learners must have the appropriate underpinning knowledge and understanding prior to involvement in practical activities. The health and safety of participants is paramount.

Assessment

A number of assessment activities can be used in this unit. The primary assessment should be practical using direct observations of performance. Other forms of assessment include oral or written questions and answers and simulation.

Evidence could be in the form of witness testimony, a portfolio, research projects, presentations and multimedia sources.

Learners should be made aware that their performance is being assessed and should be given supportive and constructive feedback on their performance and development needs. All evidence, especially multimedia evidence, should have written feedback attached and be suitably referenced for each learner and activity.

Learners should demonstrate a minimum of two exercise ground scenarios, for example composite ladder, hose drills. They can be assessed on the appropriate use of equipment and communication through an observed scenario-based simulation with either a subsequent discussion or presentation.

Learners should complete a dynamic risk assessment of the exercise ground, identifying and applying appropriate control measures. Learners should be able to explain lessons learned during an exercise, highlighting what worked well and any training needs. This assessment could be through discussion or presentation.

Essential resources

Sufficient learning resources should be available from fire and rescue services to support learners in this unit. A variety of equipment needs to be available, for example personal protective equipment.

Access to sufficient outdoor facilities is essential for the development of skills and unit delivery.

Tutors must be qualified to the relevant level to lead practical sessions.

Fire Service manuals/circulars

Fire Services Youth Training Association Fire and Rescue Service Manual Youth Training and Development (Stationery Office, August 2004) ISBN 0113412932

Related fire services circulars (Where these have been superseded consideration should be given to documents within your organisation.)

Indicative resource materials

Websites

www.communities.gov.uk

www.direct.gov.uk/firekills

www.firegov.uk

www.fsyta.org.uk

www.staywise.co.uk

Unit 21: Science of Fire

Unit code:	K/502/7678
QCF Level 2:	BTEC Specialist
Credit value:	1
Guided learning hours:	10

Unit aim

The aim of this unit is to enable learners to gain an understanding of the development and behaviour of fire. Learners will also cover the methods of fire extinction and the applicable extinguishing media.

Unit introduction

This unit introduces learners to the science of fire and methods of extinction by examining the fundamentals of fire, its behaviour and development (ignition, growth and spread). It also covers the various extinguishing media and the correct identification and application of those media for given types of fire. The unit will enable learners to understand how to recognise the potential for fire to occur, how to respond to a fire when it does occur, the resulting products from fire and which extinguishing media are best suited to a variety of fire situations.

This will be achieved through participation in a variety of activities, resulting in learners being able to demonstrate broad knowledge and understanding of the science of fire and its extinction.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the development and behaviour of fire	1.1 Define the term 'fire' 1.2 Explain the triangle of fire 1.3 Identify an example for each side of the triangle of fire 1.4 Identify the classes of fire 1.5 Explain the ways in which fire can spread
2 Know the methods of fire extinction	2.1 Explain the methods of extinguishing fire
3 Know applicable extinguishing media	3.1 Explain what types of extinguishing media are used to extinguish different classes of fire

Unit content

1 Understand the development and behaviour of fire

Fire and combustion: chemical processes of ignition, combustion and development; the triangle of fire; products of fire, light, heat and smoke; controlled burning eg a campfire, stove; uncontrolled burning eg in buildings or in the open; oxygen, heat and fuel ignition sources

Fire behaviour and development: conduction, convection and radiation

Types of fires: classification of fires; Class A – fires involving carbonaceous materials, eg wood, paper; Class B – fires involving liquids or liquefiable solids; Class C – fires involving gases; Class D – fires involving metals; Class F – liquid fires eg cooking oil, fat fires

2 Know the methods of fire extinction

Removal of heat (cooling): limiting temperature eg application of a jet or spray of water, steam

Removal of fuel (starvation): removing potential fuel from the neighbourhood of a fire; creating fire breaks; cutting off gas supply; removing the fire from the mass of combustible material eg pulling apart a haystack or thatched roof; beating out of fires

Removal or limitation of oxygen (smothering): limiting oxygen eg fire blanket, closing doors and windows, snuffing out a candle, placing a lid on a hot fat pan, turning off ventilation

Extinguishing media: water; 'inert gases'; foam; vaporising liquids; carbon dioxide; chemical powders

3 Know applicable extinguishing media

Extinguishing media: water; foam; carbon dioxide; dry agents eg dry powders, sand

Classification of fires: Class A fires involving carbonaceous materials eg wood, paper; Class B fires involving liquids or liquefiable solids eg petrol, spirits; Class C fires involving gases eg liquid petroleum gas (LPG), butane; Class D fires involving metals eg magnesium, lithium; Class F – liquid fires

Essential guidance for tutors

Delivery

This unit should be both practical and theoretical with suitable and sufficient risk assessment of activities, giving learners the opportunity to demonstrate their knowledge and understanding. Where 'hands on' activity is limited research could be undertaken on the internet or illustrations could be provided.

Helping learners to understand the science of fire and extinction could be achieved through video clips or examples of real life situations to illustrate the correct use of equipment. Learners will need to be able to name and describe different types of fire extinguishing media.

A number of delivery activities can be used to contribute to the evidence collected for in this unit. These activities could be discussion based, personal research or delivery based, both inside and outside the immediate learning environment, or a combination. The methods used should reflect learners' learning strategies and development needs.

Assessment

A number of assessment activities can be used in this unit. The primary assessment should be practical using direct observation of performance. Other forms of assessment include oral or written questions and answers and simulation.

Evidence may be in the form of witness testimony, a portfolio, research projects, presentations and multimedia sources.

Learners should be made aware that their performance is being assessed and they should be given supportive and constructive feedback on their performance and development needs. All evidence, especially multimedia evidence, should have written feedback attached and be suitably referenced for each learner and activity.

Learners should be able to identify and describe the development and behaviour of fire, including the three components of the triangle of fire and the classes of fire and provide examples.

Learners should provide an example of each of the different methods of extinguishing a fire. They should give a brief explanation of how each example relates to the triangle of fire.

Learners must be able to recognise two types of fire extinguishing media and demonstrate and explain their appropriate use. This can be assessed through a verbal, visual or written presentation or a practical demonstration.

Essential resources

Sufficient learning resources should be available from fire and rescue services to support learners in this unit. Access to fire extinction equipment or adequate information on equipment used will be needed eg presentations, videos/DVDs. Tutors must be qualified to the relevant level to lead practical sessions.

Indicative resource materials

Websites

www.communities.gov.uk
www.direct.gov.uk/firekills
www.fire.gov.uk
www.fsyta.org.uk
www.howstuffworks.com/fire.htm
www.smokeybear.com
www.staywise.co.uk
www.straightdope.com/columns/021122.html

Unit 22:**Fire Investigation in the Fire and
Rescue Service****Unit code:** M/502/7679**QCF Level 2:** BTEC Specialist**Credit value:** 1**Guided learning hours:** 10

Unit aim

The aim of this unit is to enable learners to develop knowledge and understanding of fire investigation in the fire and rescue services. Including functions of fire investigators and the method and techniques they use when investigating fires. Learners will also develop an understanding of the causes and seat of fires.

Unit introduction

This unit enables learners to understand the principles of fire investigation and its importance within the fire and rescue service, partner agencies and the wider community. Learners will understand how to identify the location and causes of fire, including ignition sources, and spread of fires.

Learning how fires start and develop, enables preventative measures to be taken to reduce the number of fires and provides information to other agencies to minimise the number and effect of fires in the community. Knowledge of how this information used will help learners to understand the importance of fire investigation to the fire and rescue services and the wider community.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the functions of fire investigation	1.1 Explain why fire investigation is important 1.2 State what information fire investigators may identify
2 Know the methods, techniques and resources used for fire investigation	2.1 State the methods used in fire investigation 2.2 Explain what techniques are used to analyse the cause and spread of fire 2.3 Describe fire investigation resources
3 Understand the cause of simulated fire scenarios	3.1 Identify the seat of a fire 3.2 Explain the cause of a fire

Unit content

1 Know the functions of fire investigation

Functions: identifying location and causes of fire; ignition sources; location and propagation of fires

Reasons: provide information to relevant bodies; support the reduction of accidental fires; detection of deliberate fire setting, eg to prevent death, injury and damage to property

2 Know the methods, techniques and resources used for fire investigation

Methods: observation eg location, severity, spread, direction of fire travel; witness testimony; scene examination/excavation

Techniques: scientific analysis; smoke pattern analysis; hydrocarbon detection

Resources: eg tools; hydrocarbon detection equipment; image technology, dogs, sample bags, chemical analysis equipment

3 Understand the cause of a simulated fire scenarios

Methods: using observation; witnesses testimony; examining the scene eg on site or through photographic evidence

Essential guidance for tutors

Delivery

Learners will need the opportunity to develop knowledge and understanding of the range of fire investigation skills needed within the fire and rescue service.

Learners will need to be given the opportunity to gain knowledge and understanding through various methods, for example presentations, videos/DVDs, simulation, fire investigation reports.

Learners will need appropriate underpinning knowledge and understanding to help them identify these investigation techniques.

This unit should be mainly practical with consideration of suitable and sufficient risk assessment of activities, giving learners the opportunity to demonstrate their knowledge and understanding of the factors which aid fire investigation.

A number of different approaches can be considered when developing learners' knowledge and understanding of fire investigation, for example local and national support initiatives appropriate within their community. These approaches could be scenario-based, personal research or delivery based both inside and outside the immediate learning environment, or a combination.

Learners will need the opportunity to participate in a range of fire and rescue service operational activities. Learners must have the appropriate underpinning knowledge and understanding prior to involvement in any practical activity, including the correct level of personal protective equipment and the appropriate risk assessments.

The health and safety of participants is paramount.

Assessment

A number of assessment activities can be in this unit. The primary assessment should be direct observations and oral or written questions and answers related to performance.

Evidence may be in the form of witness testimony, a portfolio, research projects, presentations and multimedia sources.

Learners should be made aware that their performance is being assessed and they should be provided with supportive and constructive feedback on their performance and development needs. All evidence, especially multimedia evidence, should have written feedback attached and be suitably referenced for each learner and activity.

Learners must be able to describe the principles of fire investigation and briefly explain each principle. Learners must describe at least two separate roles of fire investigators and the methods, techniques and resources they used. A brief explanation should be given.

Learners must be able to identify the cause of fire through a scene examination. A multimedia presentation or simulated fire scenarios could be prepared and delivered to the group. Alternatively, a written description or practical demonstration could be provided.

Essential resources

It is recommended that *Unit 21: The Science of Fire* is delivered to learners before Unit 22 due to the related subject matter.

Sufficient learning resources should be available from fire and rescue services to support learners through in unit, for example presentations, video/DVD, fire investigation reports. Tutors must be qualified to the relevant level to deliver this unit.

Fire Service manuals/circulars

Fire Services Youth Training Association Fire and Rescue Service Manual Youth Training and Development (Stationery Office, August 2004) ISBN 0113412932

Related Fire Services Circulars (Where these have been superseded consideration should be given to documents within your organisation.)

Indicative resource materials

Websites

www.communities.gov.uk

www.communities.gov.uk/publications/fire/ukfireinvestigation

www.direct.gov.uk/firekills

www.fire.org.uk

www.forensic.gov.uk/forensic_t/inside/career/opp_1.htm

www.fsyta.org.uk

www.staywise.co.uk

Unit 23: Water Safety and Water Rescue Techniques Used by the Fire and Rescue Service

Unit code:	D/502/7774
QCF Level 2:	BTEC Specialist
Credit value:	1
Guided learning hours:	10

Unit aim

The aim of this unit is to give learners knowledge and understanding of water sources. Learners will understand hazards, risks and safety control measures associated with moving in and around water sources and the equipment and procedures the Fire and Rescue Services use when dealing with emergencies in and around water sources.

Unit introduction

This unit enables learners to gain an insight into the water safety and preventative measures that can be undertaken to avoid water-related hazards and risks, how the fire and rescue service respond to water-related incidents and the various operational techniques and water safety initiatives it can provide. The unit will enable learners to develop and use a range of personal skills, knowledge and understanding that underpin the fire and rescue service response to emergencies in and around water sources.

This will be achieved through participation in a variety of activities, resulting in learners being able to demonstrate a knowledge and understanding of how the fire and rescue service responds to emergencies involving or near to water sources.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand hazards, risks and safety control measures associated with moving in and around water sources	1.1 Identify water sources 1.2 Explain hazards and risks associated with moving in and around identified water sources 1.3 Explain safety control measures associated with moving in and around identified water sources
2 Know actions, equipment and procedures used by the fire and rescue service when dealing with emergencies in and around water sources	2.1 Identify actions to be taken in emergency situations 2.2 Identify items of fire and rescue service water rescue equipment 2.3 Explain the procedures for dealing with water rescue emergencies

Unit content

1 Know hazards, risks and safety control measures associated with moving in and around water sources

Water sources: eg sea, rivers, canals, lakes, ponds, sewers

Hazards: in water eg diseases, fast flowing water, floating and sub-surface debris, ice; around water eg uneven and unstable terrain; weather conditions eg the effect of weather and yearly temperature on open water, appropriate clothing and personal protective equipment; physiology; electricity

Risks: effect of hot and cold water on the body when immersed in water, trapped, tidal effect and currents; slips, trips and falls; entanglement, illness from contact with contaminants; electric shock

Safety control measures: PPE; procedure; communication; barriers, flotation devices, alarms, notices, training, safety staff; cordoned off safety zone, reach, throw, row, go

2 Know actions, equipment and procedures used by the fire and rescue service when dealing with emergencies in and around water sources

Emergency actions: assess appropriate action; contacting other emergency services; passing information to emergency services; deploying on-site emergency life-saving equipment

Appliances and equipment: pumping appliance, rescue appliance, boats, throw line, life vest, dry suit, rescue path

Procedures: risk assessment; safety of personnel; safety of public; initiate rescue in or out of water

Essential guidance for tutors

Delivery

This unit should be mainly practical with consideration of suitable and sufficient risk assessment of activities, giving learners the opportunity to demonstrate teamwork and interpersonal skills. Learners will need the opportunity to participate in a range of teamwork/team-building activities. Learners will also need appropriate underpinning knowledge to help them identify and develop these skills.

Learners will need the opportunity to develop a range of personal skills reflecting those required within the fire and rescue service. Particular consideration should be given to communication, teamwork, problem-solving and self-management skills within all activities in the unit.

A number of different approaches can be considered when developing learner understanding of water safety and rescue techniques used by the fire and rescue service. This may include local and national safety initiatives appropriate to their community. This could be scenario-based, personal research or delivery based both inside and outside their immediate learning environment, or any combination of the above. The methods used should reflect the learning strategies and the development needs of learners.

Learners will need to be given the opportunity to participate in a range of Fire and Rescue Service operational activities. Learners must be given the appropriate underpinning knowledge and understanding prior to involvement in any practical activity. The health and safety of all participants should be paramount.

Assessment

A number of assessment activities can be used to measure the achievement of learning outcomes in this unit. Most of the primary assessment should be practical using direct observations of performance. Other forms of assessment can include oral or written question and answers, and simulation.

Assessment evidence may be in the form of witness testimony, portfolio, research projects, presentations and multimedia, sources.

Learners should be made aware that their performance is being assessed and should be provided with supportive and constructive feedback on performance and development needs. All evidence, especially multimedia, should have written feedback attached and be suitably referenced for each learner and activity.

Learners should be able to identify water sources and demonstrate knowledge and understanding of the hazards and risks associated with a variety of water sources and safety control measures to minimise risk. This could be through verbal, visual or written presentation.

Learners should be awarded a pass grade for the successful completion of all tasks required to demonstrate achievement of the assessment criteria for each learning outcome.

Learners must identify and explain actions and procedures for dealing with emergency situations and at least three items of equipment used in water rescues, ie throw lines, life vests, dry suits, flotation devices etc. They must describe how each piece of equipment is used. (Illustrations of different types of equipment could be provided for learners to identify items.) Opportunity must be provided for the learner to complete this task using real equipment.

Essential resources

Sufficient learning resources should be available from Fire and Rescue Services to support learners through this unit. It would be a benefit if tasks could be completed using real equipment, therefore a variety of Fire and Rescue appliances and equipment used during water rescues will need to be made available. Access to sufficient outdoor facilities is essential for the acquisition of skills and unit delivery. Personnel must be qualified to the relevant Level to lead practical sessions.

Fire Service Manuals/Circulars:

- *Fire Services Youth Training Association Fire and Rescue Service Manual Youth Training and Development* (Stationery Office, 31 August 2004)
ISBN 0113412932
- Related Fire Services Circulars. Where these have been superseded consideration should be given to these documents within your organisation.

Indicative resource materials

Websites

www.communities.gov.uk
www.direct.gov.uk/firekills
www.fire.gov.uk
www.fsyta.org.uk
www.nationalwatersafety.org.uk
www.safetycentre.co.uk
www.staywise.co.uk

Unit 24: Working as a Volunteer

Unit code:	J/501/6042
QCF Level 2:	BTEC Specialist
Credit value:	2
Guided learning hours:	10

Unit aim

The aim of this unit is to give learners information on how to become a volunteer and apply for voluntary work that suits their skills and interests.

Unit introduction

The skills used during voluntary work may benefit the personal and career plans of the volunteer. They will consider the expectations of the volunteer in the voluntary work they applied for, including the nature of the work and the behaviours and attitudes required. The learner will complete a voluntary work task which interests them and matches their skills. This unit also helps the learner to understand how skills developed during work as a volunteer may benefit them in the future.

An essential element of this unit is participation in voluntary work. A specified time for the voluntary work is not given, however it must be sufficient to allow the learner to gain the knowledge and experience necessary to achieve the learning outcomes.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to find voluntary work	1.1 Identify ways to become a volunteer 1.2 Apply for voluntary work which matches their skills and interests
2 Understand what is expected of the volunteer in undertaking the voluntary work	2.1 Explain the nature of the work to be undertaken 2.2 Explain behaviours and attitudes needed to undertake the work
3 Be able to undertake voluntary work	3.1 Complete a voluntary work task which the learner has identified as matching their skills and interests
4 Understand that the skills used during voluntary work may be of benefit to personal or career plans	4.1 Describe how the skills used during the time as a volunteer may be useful in the volunteer's future or career plans

Unit content

1 **Be able to find voluntary work**

Sources of information about voluntary work: eg internet, reference library, magazines, newspapers, charities, local council, faith-based organisations, places of worship, Connexions, teachers/tutors, family, friends, colleagues

Applying for suitable voluntary work: awareness of own skills and interests; application methods eg letter, application form, email, telephone call, visit

2 **Understand what is expected of the volunteer in undertaking the voluntary work**

Nature of the work: tasks specific to the voluntary work eg sorting the bags of clothes that are donated to the charity shop in to those suitable for sale

Behaviours and attitudes: generic behaviours and attitudes eg punctuality, reliability, confidentiality, flexibility, non-judgemental attitude, kindness, patience; behaviours and attitudes specific to the voluntary work eg prepared to undertake less pleasant aspects of the work such as cleaning kennels at an animal shelter

3 **Be able to undertake voluntary work**

Voluntary work: suitable work which matches skills and interests eg painting a fence for the pre-school group outdoor area or clearing an overgrown churchyard would suit a learner who enjoys being outdoors, helping at a stall for a community carnival would suit a learner interested in a career in events coordination

4 **Understand that the skills used during voluntary work may be of benefit to personal or career plans**

Skills: communication skills; teamwork skills; interpersonal skills; willingness to learn; skills specific to the voluntary work eg learn how to communicate with a hearing-impaired person

Benefits to personal and career plans: new skills may change career plans; improve employability prospects; provide a reference; open up greater range of careers; demonstrate social responsibility; improve confidence and people skills; encourage further study

Essential guidance for tutors

Delivery

The emphasis of this unit is on allowing the learner to find out about suitable voluntary work that matches their skills and interests, and for the learner to apply for and undertake suitable voluntary work. Learners are also required to work towards reviewing how the voluntary work experience contributes to their personal and career plans.

In learning outcome 1, learners will need to appreciate their own skills, strengths and interests in order to find suitable voluntary work. Tutorials will give tutors the opportunity to discuss the interests and skills of individual learners in order for them to identify suitable voluntary work. Practical scenarios may also be used to help learners identify which type of voluntary work would be appropriate for them. If possible, guest speakers from charities or the local authority voluntary bureau could be invited to speak to learners.

Learners could be grouped together with those seeking similar types of voluntary work to find out about possible voluntary work experiences from a range of sources. A mixture of tutor-led input and individual learner research is required. This research could include details of the nature of the work to be undertaken. In groups, learners can discuss the behaviours and attitudes appropriate in undertaking the work for learning outcome 2. Learners will need to apply to their chosen organisation for voluntary work experience.

Learners are to undertake a voluntary work task for learning outcome 3. The task should relate to personal skills and interests which the learner has identified. Tutors should give learners a brief for the voluntary work task including the timescale in which to complete the task and any supervision arrangements. At this level, learners should not require extensive supervision in completing the voluntary task.

On returning to the school, college or place of learning, learners could write up their notes, prepare a presentation or complete a log about their voluntary work experience and use the information to consider how the skills used during their time as a volunteer may be useful in their future or career plans. Learners would benefit from the opportunity to share their experiences of voluntary work with the group and analyse how the voluntary work may benefit them in the future.

Assessment

In order to achieve 1.1, the learner must provide a list of the sources they used to find their voluntary work. Sufficient information needs to be provided that would allow another learner to use the same sources, therefore, a factsheet or 'guidance note' could be an appropriate means to evidence this.

A copy of the letter, application form, email or record of the telephone conversation could provide the evidence for 1.2. The information needs to demonstrate how the voluntary work applied for matches the learner's skills and interests.

Learners could produce a logbook or presentation which explains the nature of the work to be undertaken in the voluntary work task and the behaviours and attitudes appropriate in undertaking the work, to achieve 2.1 and 2.2.

3.1 requires the learner to complete a voluntary work task according to a given brief. The brief should detail the length of time that the learner should spend participating in the voluntary task, what they hope to achieve and how they are going to achieve it. The learner could use a logbook or presentation to record their experiences. The logbook or presentation will need to be verified by the tutor.

Alternative methods of evidencing the voluntary work may be used, for example a reference from the supervisor or line manager, or a certificate of attendance.

In order to achieve 4.1, the learner needs to describe how the skills used during their time as a volunteer may be useful in their future or career plans. To achieve this, the learner must identify the skills they gained during the voluntary work task and then describe how they could be used in future work or personal plans. Reference needs to be made to the voluntary work experience completed for 3.1.

Essential resources

Learners will need the opportunity to undertake a brief period of voluntary work.

Indicative resource materials

Websites

www.direct.gov.uk/en/YoungPeople/Workandcareers/Workexperienceandvolunteering/DG_066181

www.voluntaryworker.co.uk

www.volunteering.org.uk

www.wfac.org.uk/?Information:Working_in_the_Voluntary_Sector#what

Unit 25:**Developing Personal Skills for Leadership****Unit code:** K/501/5904**QCF Level 2:** BTEC Specialist**Credit value:** 2**Guided learning hours:** 20

Unit aim

In this unit, learners gain an understanding of the main features of leadership and how to prepare themselves to demonstrate leadership skills in an appropriate leadership activity.

Unit introduction

The ability to understand and use effective personal leadership skills is often a desirable aspect of employability. Whether using these skills formally as a team leader or supervisor, or informally to lead a small group of people or convey instructions to others, it is important that learners are able to develop and reflect upon their personal leadership abilities. In this unit, learners gain an understanding of the main features of leadership and how to prepare themselves to demonstrate their leadership skills in an appropriate leadership activity.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the main features of leadership	1.1 Describe the main features of leadership 1.2 Explain how their own skills and qualities relate to the main features of leadership
2 Plan how to demonstrate leadership skills	2.1 Describe the range of skills they will use to lead others 2.2 Explain how they will put these skills into practice in order to lead others
3 Prepare for a leadership activity	3.1 Select a suitable activity to demonstrate their leadership skills 3.2 Explain why they selected that activity and how it will enable them to demonstrate an appropriate range of skills

Unit content

1 Understand the main features of leadership

Main features of leadership: responsibility for others eg making sure the team works together and achieves its goals, making sure people are healthy and safe in carrying out their work or task, providing support and guidance eg helping someone deal effectively with a difficult situation, encouraging someone to persevere in solving a problem; giving instructions eg allocating work to the team; giving and receiving feedback eg telling someone they have done something right or suggesting that something could be done differently, listening to feedback from others and acting on it; making decisions eg deciding on what a group of people need to do, who needs to do which activity, solving problems

Own skills and qualities: carry out a review of own personal development; identify areas of strength and those areas which you are unsure of/less confident in; ask others for their feedback on your leadership skills

2 Plan how to demonstrate leadership skills

Putting a range of skills into practice: giving support to others eg by motivating and encouraging others, providing advice and guidance, discussing problems, identifying and understanding others' feelings; allocating tasks and activities eg by assessing strengths and interests of team members, considering deadlines, deciding who is best suited to carry out tasks, discussing and agreeing tasks with team members; giving and receiving feedback eg by formal means such as written reports, appraisals, or informal means such as verbal feedback to individuals, feedback to team on performance of task; making decisions, eg making a decision to solve a problem, deciding on the best way of doing something

3 Prepare for a leadership activity

Selecting a suitable activity: considering strengths and weaknesses; using information and knowledge about own particular skills to decide on an appropriate activity; discussing with tutor/line manager and agreeing suitability; choosing an activity they can complete appropriately

Why the activity was selected: matches experience, skills or interests of the learner; allows learner to demonstrate a skill they feel confident in as well as/ or a skill they wish to improve on

Essential guidance for tutors

Delivery

In introducing this unit, tutors/line managers could help learners consider what leadership means in a broad context. This could be done in a group discussion in which the tutor asks them to identify different types of leader, what a leader does (for example, what are some of the obvious leadership traits?) and the skills required to become a good leader in a team, group or organisation. Learners could discuss the responsibilities leaders have towards their employees, students or to other people, about their safety and wellbeing, carrying out different tasks or activities in a way that benefits those they are leading, how leaders interact with other people to make decisions, the leader's role in giving instructions, offering advice and guidance to others, and in giving and receiving feedback. Learners could also identify other attributes and qualities of effective leadership which they wish to discuss. Tutors might wish to emphasise that there are different types of leadership and that leadership is not necessarily a complex concept, nor is it accessible only to a few people.

Learners should relate these leadership skills and qualities to their own skills and qualities through discussion either within a group or with the tutor/line manager. They could be encouraged to think more generally about how they have demonstrated leadership skills in the past (for example they may have been a team captain at football or rugby or been a leader in a social context, for example in guides or scouts). They could then go on to think about how their existing skills and qualities can be used, for example if they are good listeners, confident, diplomatic, tactful, so that they understand that leadership can be demonstrated by all sorts of people on different levels.

To assist learners in their planning for learning outcome 2, tutors may wish to give the group a structured activity to consider, for example a defined project or task in which each member can be allocated a particular job, and which has a defined timescale for completion. Learners could then discuss what leadership skills might be needed in a given activity. This can be agreed with their line manager/ tutor in advance and be included in their plan as appropriate.

In preparing for a leadership activity (for learning outcome 3), if learners are in the workplace, they might wish to select naturally occurring opportunities at work that would demonstrate specific leadership skills. These opportunities may be identified with the help of a supervisor or other appropriate colleague. In a non-workplace setting, the tutor may wish to provide examples of real-life or simulated activities where leadership skills can be demonstrated; the learner may be supported to select an appropriate activity from the examples provided.

Assessment

Evidence for assessment criteria 1.1 and 1.2 could come from a group discussion which shows the individual contribution of the learner, or an individual discussion with the tutor/line manager. This may take the form of a taped discussion, video evidence etc. It may also be supported by written notes from the learner or tutor/line manager. The learner must describe at least three features of leadership and explain how these relate to their own skills and qualities.

For 2.1, the learner needs to be able to plan how they will demonstrate some basic features of leadership. Examples of the kinds of skills that may be included in the learner's plan are detailed in the unit content. The tutor may wish to support the learner in discussing and agreeing the skills they are planning to demonstrate.

Evidence for 2.1 and 2.2 could come via a group discussion which shows the individual contribution of the learner, or an individual discussion with the tutor/line manager. This may take the form of for example a taped discussion, presentation, video evidence. Evidence could also come from written notes in the form of a plan by the learner or written notes of a discussion from the tutor/line manager. The learner must be able to describe at least two skills they would use to lead others and explain how they would put these skills into practice when working with others. The tutor may wish to support the learner in deciding how these skills could be put into practice.

In achieving 3.1, the learner needs to select a suitable, straightforward activity to demonstrate the skills they have chosen. This should be in agreement with the line manager or tutor and could also be a shared agreement with the group if this is appropriate.

For 3.2, the learner should explain why they selected that particular activity, for example the activity was a naturally occurring opportunity to show leadership skills or the activity was something they selected because they thought it would be useful for developing a new skill. The explanation may also involve considering how well they would be able to demonstrate a particular skill via a particular activity.

The learner must also be able to explain how the activity would enable them to demonstrate the skills they have chosen in an appropriate way. They may also want to consider which skills they are strong in and which they need to develop further. They may decide (on agreement with the tutor/line manager) that the demonstration is about practising a new skill or about confirming that they are able to demonstrate a recently acquired skill.

Evidence for 3.1 and 3.2 should come from a group discussion which shows the individual contribution of the learner, or an individual discussion with the tutor/line manager. This could take the form of a taped discussion, video evidence or written evidence. It may also be supported by written notes from the learner or tutor/line manager. The tutor may need to guide the learner to an activity that will allow the appropriate range of skills to be demonstrated. The learner must refer to at least two different types of leadership skills that could be demonstrated.

Essential resources

Learners should have access to appropriate sources of information about leadership such as texts, websites and magazines. Learners will also need the opportunity to participate in a group task in which it is appropriate for them to delegate tasks to others.

Indicative resource materials

Websites

www.career-advice.monster.com

www.lifecoachexpert.co.uk

www.scoutbase.org.uk/6to25/explorer/youngleader/pdfs/yls-all.pdf

www.tellmehowto.net

Unit 26: Practising Leadership Skills with Others

Unit code:	D/501/5916
QCF Level 2:	BTEC Specialist
Credit value:	2
Guided learning hours:	20

Unit aim

In this unit, the learner will be able to practise their leadership skills with other members of a group and evaluate their ability to lead others.

Unit introduction

Working alongside others provides invaluable opportunities for learning how to lead. In this unit, the learner will be able to practise their leadership skills with other members of a group. Learners will gain an understanding of skills such as giving feedback, decision making and allocating of tasks and responsibilities within a leadership context. In addition to developing the learner's leadership skills through working with others, the unit also considers how learners can evaluate their ability to lead others and suggest areas for improvement.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand how to lead a group activity	1.1 Explain how their leadership skills will contribute to a given group activity
2 Demonstrate effective leadership skills with others	2.1 Give support to other members of the group 2.2 Allocate tasks and activities appropriately to other members of the group 2.3 Give and receive appropriate feedback 2.4 Make decisions about tasks and activities appropriately
3 Evaluate their leadership performance	3.1 Carry out an evaluation of their leadership performance 3.2 Suggest areas for improvement of their leadership performance

Unit content

1 Understand how to lead a group activity

Group activities: in the workplace within a small team, in a school or college (or other place of learning) in a group project eg cross-curricular project, assignment within a vocational or subject-based area

Leadership skills in a group activity: leading in a way that is appropriate to the requirements of the situation and people involved eg giving support to others, allocating tasks and activities, giving and receiving feedback, making appropriate decisions, considering deadlines; using personal skills and qualities to lead effectively eg using problem-solving skills to make effective decisions, using sense of humour to get people's attention when giving instructions

2 Demonstrate effective leadership skills with others

Giving support to others: motivating and encouraging, providing advice and guidance, discussing problems, showing regard for wellbeing, health and safety of team members

Allocating tasks and activities: assessing strengths and weaknesses of team members, prioritising tasks to deadlines, deciding who is best placed to carry out tasks, discussing and agreeing with team members

Giving and receiving feedback: formal feedback such as written reports, appraisals; informal feedback eg verbal feedback to individuals, feedback to a team on performance of task

Making decisions: making a decision to solve a problem, to find a way forward with a task or activity, deciding on the best method of doing something, deciding when a task has been completed appropriately

3 Evaluate their leadership performance

Carrying out an evaluation: different types of evaluation of leadership; formal evaluation eg assessment forms, checklists; informal evaluation eg discussion with tutor/line manager; using feedback from different sources when evaluating your performance; identifying what went well eg successfully explained purpose of team task to the group; identifying what did not go so well eg did not give detailed enough instructions about time set for the task

Suggesting areas for improvement: based on their own assessment (and feedback from others, if appropriate) eg get feedback and suggestions from all team members before deciding on solution to problem in the team task

Essential guidance for tutors

Delivery

Learners will need to make use of appropriate texts, websites and magazines to find the relevant information for this unit. Valuable information can also come from line managers or tutors and visiting experts.

In thinking about how to lead a group activity, learners could think about leadership in contexts that are familiar to them, for example in their immediate workplace (their team manager, line manager or supervisor) or in their school or college (the headteacher, their tutors). They could also discuss leaders in their local community or that they know socially.

For learning outcome 1, a suitable group activity could be identified in discussion with the group and the tutor/line manager, or tutors could provide examples of given activities. The activity should be straightforward in nature and the leadership required should not be complex.

For learning outcome 2, learners will need an opportunity to demonstrate some of the more obvious features of leadership, within an informal or small group context.

In giving support to other members of the group, learners will need to demonstrate that they can take responsibility for encouraging all group members to work well. The tutor/line manager could therefore encourage the learner to take an appropriate level of responsibility in seeing that the task or activity is carried out appropriately and that the deadline is achieved. Where this is not appropriate or practical, the learner should have the opportunity to explain what has happened and suggest ways in which they could remedy the situation. Learners should be able to provide guidance or advice to others, as appropriate, in carrying out the activity and will need therefore to have a clear idea of what the activity is and how they want to achieve it.

In allocating tasks and activities appropriately, it would be appropriate for learners to take some responsibility for making decisions about who should be allocated which activity. They may wish to review the strengths of group members and decide which members would be most appropriate to carry out the tasks. They could also show that they are able to discuss and agree their allocations with others and communicate to others why decisions have been made. Tutors/line managers may wish to support learners in discussing and agreeing allocations.

In giving and receiving feedback, learners will have the opportunity to demonstrate not only communication skills but also appropriate behaviour and attitudes in dealing with other members of the group. This would include giving feedback to others in an appropriate way that supports the aims of the group. They should also be able to receive feedback from others and show that they have considered the opinions and ideas of others.

In making decisions about tasks and activities, learners will need to demonstrate that they are able to make decisions about straightforward issues, for example about which team members should do which piece of work, or about how long to spend on a given activity. Tutors/line managers should support the learner in identifying a decision and then agreeing with them the steps needed to make it.

In achieving learning outcome 3, tutors and learners should discuss their performance either in a one-to one-or small group situation.

Assessment

Evidence for 1.1 could come from a group discussion which shows the individual contribution of the learner, or an individual discussion with the tutor/line manager. This could take the form of a taped discussion, video evidence, or presentation in which the learner explains how their leadership skills would contribute to the given activity. It may also be supported by written notes from the learner or tutor/line manager.

Evidence for 2.1, 2.2, 2.3 and 2.4 could come from either an observation of the learner by the tutor, line manager or other designated person or from written evidence. The learner must demonstrate that they can support other members of the group, allocate tasks and activities appropriately, give and receive feedback and make decisions about tasks and activities.

The observation can take the form of a witness statement, observation notes or a video of the learner's presentation to the group with supporting notes. If in a written format, evidence of the learner's communication must be provided (for example copies of emails, memos or letters) with a supporting commentary from the tutor/line manager, if appropriate.

Evidence for 3.1 and 3.2 could come from a one-to-one discussion between the tutor/line manager and the learner or (if appropriate), a small group discussion in which the learner reviews their performance, describing what went well and what did not go so well. The learner needs to discuss at least one aspect that they felt pleased with (for example making a good decision which improved the group's performance) and one that they did not feel went so well (for example interrupting another member of the group). The learner must also suggest at least one area where their leadership performance could be improved.

Essential resources

Learners should have access to appropriate sources of information about leadership such as texts, websites and magazines. Learners will also need the opportunity to participate in a group task that allows them to show leadership skills.

Indicative resource materials

Websites

www.career-advice.monster.com

www.lifecoachexpert.co.uk

www.scoutbase.org.uk/6to25/explorer/youngleader/pdfs/yls-all.pdf

www.tellmehowto.net

Further information

For further information please call Customer Services on 0844 576 0026 (calls may be recorded for training purposes) or visit our website (www.edexcel.com).

Useful publications

Related information and publications include:

- *Guidance for Centres Offering Edexcel/BTEC QCF Accredited Programmes* (Edexcel, distributed to centres 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 external verification of vocationally related programmes can be found on the Edexcel website and in the Edexcel publications catalogue.

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

Skills for Justice Head Office
Centre Court
Atlas Way
Sheffield
S4 7QQ

Telephone: 0114 2615 804

Professional development and training

Edexcel supports UK and international customers with training related to 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 in 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.

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.

The training we provide:

- is active – ideas are developed and applied
- is designed to be supportive and thought provoking
- builds on best practice.

Our training is underpinned by the LLUK standards for those preparing to teach and for those seeking evidence for their continuing professional development.

Annexe A

The Edexcel/BTEC qualification framework for the Public Service sector

Progression opportunities within the framework.

Level	BTEC full vocationally-related qualifications	BTEC specialist courses	NVQ/occupational
5	Edexcel BTEC Level 5 HND Diploma in Public Services (QCF)		
4	Edexcel BTEC Level 4 HNC Diploma in Public Services (QCF)		Edexcel Level 4 NVQ in Operational Management Edexcel Level 4 NVQ in Fire Safety
3	Edexcel BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma in Public Services	Edexcel BTEC Level 3 Award in Fitness Testing and Training for the Uniformed Public Services (QCF) Edexcel BTEC Level 3 Award in Understanding Discipline in the Uniformed Public Services (QCF) Edexcel BTEC Level 3 Certificate in Public Sector Practice (QCF) Edexcel BTEC Level 3 Certificate in Public Sector Practice (Uniformed) (QCF) Edexcel BTEC Level 3 Diploma in Public Sector Practice (QCF) Edexcel BTEC Level 3 Diploma in Public Sector Practice (Uniformed) (QCF) Edexcel Level 3 BTEC Award/Certificate in Compartment Fire Behaviour Training (QCF) Edexcel Level 3 BTEC Diploma in Emergency Fire Rescue 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

Level	BTEC full vocationally-related qualifications	BTEC specialist courses	NVQ/occupational
2	Edexcel BTEC Level 2 Award in Improving Health and Fitness for Entry to the Uniformed Public Services (QCF) Edexcel BTEC Level 2 Award in Public Sector Practice (QCF) Edexcel BTEC Level 2 Extended Certificate in Public Sector Practice (QCF)		Edexcel Level 2 NVQ Diploma in Public Services – Operational Delivery (Uniformed) (QCF) Edexcel Level 2 NVQ in Fire Safety
1	Entry Level 3 Award in Public Services		

Annexe B

Wider curriculum mapping

Study of the Edexcel BTEC Level 2 qualifications gives learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

Spiritual, moral, ethical, social and cultural issues

Throughout the delivery of these qualifications learners will have the opportunity to actively participate in different kinds of decision making. They will have to consider fair and unfair situations and explore how to resolve conflict. Working in small groups they will learn how to respect and value others' beliefs, backgrounds and traditions.

Citizenship

Learners undertaking these qualifications will have the opportunity to develop their understanding of citizenship issues.

Environmental issues

Developing a responsible attitude towards the care of the environment is an integral part of this qualification. Learners are encouraged to minimise waste and discuss controversial issues.

European developments

Much of the content of the qualification applies throughout Europe, even though the delivery is in a UK context.

Health and safety considerations

Health and safety is embedded within many of the units in this qualification. Learners will consider their own health and safety at work, how to identify risks and hazards and how to minimise those risks.

Equal opportunities issues

There will be opportunities throughout this qualification to explore different kinds of rights and how these affect both individuals and communities for example learners will consider their rights at work and the rights of employers and how these rights affect the work community.

Annexe C

National Occupational Standards/mapping with NVQs (or NOS)

The grid below maps the knowledge covered in the Edexcel BTEC Level 2 Specialist qualifications in Fire and Rescue Services in the Community (QCF) against the underpinning knowledge of the Level 2 NVQ in Fire Safety or National Occupational Standards in Fire and Rescue Services.

KEY

indicates partial coverage of the NVQ unit

a blank space indicates no coverage of the underpinning knowledge

Units	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
NOS in Fire and Rescue Services	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
Level 2 NVQ in Fire Safety	#	#	#	#																			

Annexe D

Mapping to Level 2 Functional Skills

Level 2		Unit number																						
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
English – Speaking, Listening and Communication																								
Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
English – Reading																								
Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
English – Writing																								
Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively																								

Level 2		Unit number										
		1	2	3	4	5	6	7	8	9	10	11
Mathematics – representing:	Understand routine and non-routine problems in familiar and unfamiliar contexts and situations											
	Identify the situation or problems and identify the mathematical methods needed to solve them											
	Choose from a range of mathematics to find solutions											
Mathematics – analysing	Apply a range of mathematics to find solutions											
	Use appropriate checking procedures and evaluate their effectiveness at each stage											
Mathematics – interpreting	Interpret and communicate solutions to multistage practical problems in familiar and unfamiliar contexts and situations											
	Draw conclusions and provide mathematical justifications											

Annexe E

Unit mapping overview

BTEC Level 2 Specialist in Fire and Rescue Services in the Community legacy (specification end date 31/03/2011)/new QCF versions of the BTEC Level 2 Specialist qualifications in Fire and Rescue Services in the Community (QCF) (specification start date 01/04/2011) – the Level 2 BTEC Award in Fire and Rescue Services in the Community (QCF), Level 2 BTEC Certificate in Fire and Rescue Services in the Community (QCF) and the Level 2 BTEC Diploma in Fire and Rescue Services in the Community (QCF).

KEY

P – Partial mapping (some topics from the old unit appear in the new unit)

F - Full mapping (topics in old unit match new unit exactly or almost exactly)

X – Full mapping + new (all the topics from the old unit appear in the new unit, but new unit also contains new topic(s))

Annexe F

Glossary of Accreditation Terminology

The following information about these qualifications can also be found on the Edexcel website – see: 'Accreditation Information'.

Accreditation start/end date	The first/last dates that Edexcel can register learners for a qualification.
Certification end date	The last date on which a certificate may be issued by Edexcel.
Credit value	All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.
Guided Learning Hours (GLH)	Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.
Learning Aims Database	Link to the Learning Aims Database, which features detailed funding information by specific learning aim reference.
Learning Aim Reference	Unique reference number given to the qualification by the funding authorities on accreditation.
Level	The level at which the qualification is positioned in the Qualifications and Credit Framework (QCF).
Qualifications Number (QN)	Unique reference number given to the qualification by the regulatory authorities on accreditation.
Register of Regulated Qualifications	Link to the entry on the Register of Regulated Qualifications for a particular qualification. This database features detailed accreditation information for the particular qualification.
Section 96	Section 96 is a section of the Learning and Skills Act 2000. This shows for which age ranges the qualification is publicly funded for under-19 learners.
Title	The accredited title of the qualification.

Annexe G

BTEC Specialist and Professional qualifications

BTEC qualifications on the NQF		Level	BTEC Specialist and Professional Qualifications on the QCF	BTEC qualification suites on the QCF
BTEC Level 7 Advanced Professional Qualifications BTEC Advanced Professional Award, Certificate and Diploma	7		BTEC Level 7 Professional Qualifications BTEC Level 7 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 6 Professional Qualifications BTEC Professional Award, Certificate and Diploma	6		BTEC Level 6 Professional Qualifications BTEC Level 6 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 5 Professional Qualifications BTEC Professional Award, Certificate and Diploma	5		BTEC Level 5 Professional Qualifications BTEC Level 5 Award, Certificate, Extended Certificate and Diploma	BTEC Level 5 Higher Nationals BTEC Level 5 HND Diploma
BTEC Level 4 Professional Qualifications BTEC Professional Award, Certificate and Diploma	4		BTEC Level 4 Professional Qualifications BTEC Level 4 Award, Certificate, Extended Certificate and Diploma	BTEC Level 4 Higher Nationals BTEC Level 4 HNC Diploma
BTEC Level 3 Qualifications BTEC Award, Certificate, Extended Certificate and Diploma	3		BTEC Level 3 Specialist Qualifications BTEC Level 3 Award, Certificate, Extended Certificate and Diploma	BTEC Level 3 Nationals BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma

BTEC qualifications on the NQF		Level	BTEC Specialist and Professional Qualifications on the QCF	BTEC qualification suites on the QCF
BTEC Level 2 Qualifications BTEC Award, Certificate, Extended Certificate and Diploma	2		BTEC Level 2 Specialist Qualifications BTEC Level 2 Award, Certificate, Extended Certificate and Diploma	BTEC Level 2 Firsts BTEC Level 2 Certificate, Extended Certificate and Diploma
BTEC Level 1 Qualifications BTEC Award, Certificate, Extended Certificate and Diploma	1		BTEC Level 1 Specialist Qualifications BTEC Level 1 Award, Certificate, Extended Certificate and Diploma	BTEC Level 1 Qualifications BTEC Level 1 Award, Certificate and Diploma (vocational component of Foundation Learning)
	E		BTEC Entry Level Specialist Qualifications BTEC Entry Level Award, Certificate, Extended Certificate and Diploma	BTEC Entry Level Qualifications (E3) BTEC Entry Level 3 Award, Certificate and Diploma (vocational component of Foundation Learning)

QCF qualification sizes	
Award	1-12 credits
Certificate	13-36 credits
Diploma	37+ credits

NQF = National Qualifications Framework

QCF = Qualifications and Credit Framework

For most qualifications on the **NQF**, the accreditation end date is normally 31 August 2010 or 31 December 2010.

For qualifications on the **QCF**, the accreditation start date is usually 1 September 2010 or 1 January 2011.

Ofqual



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

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For more information on Edexcel and BTEC qualifications please
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