

Level 3 NVQ Diploma in Emergency Fire Services Operations in the Community (3947-03)

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Qualification at a glance

Subject area	Justice
City & Guilds number	3947-03
Age group approved	18 +, 19+
Entry requirements	n/a
Assessment	By portfolio
Fast track	n/a
Support materials	n/a

Title and level	City & Guilds number	Accreditation number
Level 3 NVQ Diploma in Emergency Fire Services Operations in the Community	3947-03	600/4302/7



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1 Introduction

This document tells you what you need to do to deliver the qualification:

Area	Description
Who is the qualification for?	It is for learners who work or want to work in the fire service.
What does the qualification cover?	It allows learners to learn, develop and practise the skills required for employment and/or career progression in the fire service sector.
Is the qualification part of a framework or initiative?	It serves as the competence qualification, in the Emergency Fire Service Operations Apprenticeship framework.
What opportunities for progression are there?	<p>It allows learners to progress into employment as a fire fighter or to the following City & Guilds qualifications:</p> <ul style="list-style-type: none"> Level 3 Diploma in Emergency Fire and Rescue Service Operations in the Community.

Structure

To achieve the **Level 3 NVQ Diploma in Emergency Fire Service Operations in the Community**, learners must achieve **29** credits from the mandatory units and a minimum of **8** credits from the optional units available.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	Excluded combination of units (if any)
Mandatory				
R/601/4076	Unit 301	Take responsibility for effective performance in fire and rescue	4	n/a
Y/601/4077	Unit 302	Save and preserve endangered life	8	n/a
D/601/4078	Unit 303	Resolve fire and rescue operational incidents	8	n/a

H/601/4079	Unit 304	Protect the environment from the effects of hazardous materials during fire and rescue incidents	5	n/a
Y/601/4080	Unit 305	Support the effectiveness of operational response	4	n/a
Optional				
H/602/4661	Unit 306	Inform and educate the community to improve awareness of fire safety matters	4	n/a
D/601/4081	Unit 307	Support the development of colleagues in fire and service	4	n/a
H/601/4082	Unit 308	Contribute to fire safety solutions to minimise risks to the community	4	n/a
K/60/4083	Unit 309	Drive, manoeuvre and re-deploy fire and rescue vehicles	6	n/a



2 Centre requirements

Approval

If there is no fast track approval for this qualification, existing centres who wish to offer this qualification must use the **standard** Qualification Approval Process.

Centre staffing

Staff delivering this qualification must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the area for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

Centre staff may undertake more than one role, e.g. tutor and assessor or internal verifier, but cannot internally verify their own assessments.

Assessors and internal verifiers

Centre staff should hold, or be working towards, the relevant Assessor/Verifier (A/V) units for their role in delivering, assessing and verifying this qualification, or meet the relevant experience requirements outlined above.

Continuing professional development (CPD)

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

Candidate entry requirements

City & Guilds does not set entry requirements for this qualification. However, centres must ensure that candidates have the potential and opportunity to gain the qualification[s] successfully.

As part of the assessment for this qualification, learners must have access to a work setting/placement with the fire service.

Age restrictions

City & Guilds cannot accept any registrations for learners under 18 as this qualification is not approved for under 18s.

Legal restrictions apply to learners under the age of 18 working in the fire service. Centres and learners should be fully aware of minimum age requirements in their home nation and any implications for completing assessments.



3 Delivering the qualification

Initial assessment and induction

An initial assessment of each candidate should be made before the start of their programme to identify:

- if the learner has any specific training needs
- support and guidance they may need when working towards their qualification
- any units they have already completed, or credit they have accumulated which is relevant to the qualification
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the learner fully understands the requirements of the qualification, their responsibilities as a candidate, and the responsibilities of the centre. This information can be recorded on a learning contract.

Recording documents

Learners and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds has developed a set of *Recording forms* including examples of completed forms, for new and existing centres to use as appropriate. *Recording forms* are available on the City & Guilds website.

Although new centres are expected to use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by candidates and assessors at the centre. Amendable (MS Word) versions of the forms are available on the City & Guilds website.

Quality Assurance

Internal quality assurance

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications.

Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance, and City & Guilds is responsible for external quality assurance. Full details and guidance on the internal and external quality assurance requirements and procedures are provided in *Providing City & Guilds Qualifications* and in the *Centre toolkit*.

This document also explains the tasks, activities and responsibilities of quality assurance staff.

External quality assurance

Quality Assurance Consultants are appointed by City & Guilds to approve centre's, and to monitor the assessment and internal quality assurance carried out by centres. Quality assurance is carried out to ensure that there is validity, reliability and good practice in centres. To carry out their quality assurance role, quality assurance consultants must have appropriate occupational and verifying knowledge and expertise. City & Guilds quality assurance consultants attend training and development designed to keep them up-to-date, to facilitate standardisation between consultants and to share good practice.

Quality Assurance consultants:

The role of the Quality Assurance consultants is to:

- provide advice and support to centre staff
- ensure the quality and consistency of assessments within and between centres by the use of systematic sampling
- visit centres regularly to ensure they continue to meet the centre and qualification approval criteria
- provide feedback to centres and City & Guilds.

External quality assurance for the qualifications will be provided by the usual City & Guilds quality assurance process.



4 Assessment

Assessment of the qualification

Candidates must:

- have a completed portfolio of evidence for each unit



5 Units

Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- unit aim
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria.

Summary of units

Unit	Title	UAN	Credits
301	Take responsibility for effective performance in fire and rescue	R/601/4076	4
302	Save and preserve endangered life	Y/601/4077	8
303	Resolve fire and rescue operational incidents	D/601/4078	8
304	Protect the environment from the effects of hazardous materials during fire and rescue incidents	H/601/4079	5
305	Support the effectiveness of operational response	Y/601/4080	4
306	Inform and educate the community to improve awareness of fire safety matters	H/602/4661	4
307	Support the development of colleagues in fire and service	D/601/4081	4
308	Contribute to fire safety solutions to minimise risks to the community	H/601/4082	4
309	Drive, manoeuvre and re-deploy fire and rescue vehicles	K/601/4083	6

Unit 301

Take responsibility for effective performance in fire and rescue

UAN:	R/601/4076
Level:	3
Credit value:	4
GLH:	18
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Justice, the Sector Skills Council for Fire Service Operations
Aim:	This unit is about taking responsibility for personal performance during day-to-day working, either at the workplace or in the community. It includes the responsibility to make sure that actions do not adversely affect health and fitness and the ability to work safely. It is also about working well with others (colleagues, external agencies and the community). It is about developing personal skills and knowledge, maintaining this through personal development to meet agreed changes in practice and maintaining existing competence. This necessitates personal involvement in identifying and planning how to address personal development needs to maintain the required level of competence.

Learning outcome
The learner will: 1. Understand the requirements for taking responsibility for effective performance in fire and rescue
Assessment criteria
The learner can: 1.1 identify the external regulations and requirements that apply to working in the fire and rescue service 1.2 explain the relevant health, safety and environmental requirements for working in the fire and rescue service 1.3 explain the principles of implementing actions based on the assessment of risk 1.4 outline the organisation's policies and procedures, objectives, systems of work and working practices 1.5 explain the principles of effective team-working in an fire and

	rescue environment
1.6	explain the organisation's policies and procedures for communication and working with colleagues, individuals for other agencies and members of the public
1.7	explain the roles, responsibilities and limits of authority applicable to themselves and others
1.8	summarise the organisation's procedures for performance review and development
1.9	explain how to maintain health, fitness and personal performance standards to the levels required in the fire and rescue service
1.10	outline how to identify personal development needs, including setting objectives and how to address these

Learning outcome	
The learner will:	
2.	Be able to take responsibility for personal performance
Assessment criteria	
The learner can:	
2.1	behave in a way that avoids threat, harm or damage to others, the environment and the organisation
2.2	work to their level of authority and responsibility to meet fire and rescue operational requirements
2.3	contribute constructively to debriefs
2.4	maintain the personal fitness levels required in the fire and rescue service
2.5	report factors that affect personal ability to meet responsibilities to the relevant people
2.6	maintain records in accordance with organisational procedures
2.7	maintain a safe working environment
2.8	use resources in accordance with organizational procedures

Learning outcome	
The learner will:	
3.	Be able to work with others
Assessment criteria	
The learner can:	
3.1	act constructively to minimise or resolve conflict
3.2	support and promote the organisation's values, ethics and codes of practice
3.3	communicate in a constructive, supportive manner
3.4	promote cooperation and a positive image of the organisation
3.5	promote a safe working environment for all

Learning outcome
<p>The learner will:</p> <p>4. Be able to develop their own skills and knowledge</p>
Assessment criteria
<p>The learner can:</p> <p>4.1 contribute constructively to their own performance reviews</p> <p>4.2 assess their own skills and knowledge to identify personal development needs</p> <p>4.3 agree their own skills and knowledge to identify personal development needs</p> <p>4.4 take part in development activities consistent with the plan, using any feedback to improve performance</p> <p>4.5 review and update the development plan at appropriate intervals</p>

Unit 301 Take responsibility for effective performance in fire and rescue

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

The nature of this unit means that most of your evidence must come from real work activities.

Simulation can only be used in exceptional circumstances for example:
Where performance is critical or high risk, happens infrequently or happens frequently but the presence of an assessor/observer would prevent the Independent Advocacy relationship developing.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Independent Advocacy.

Guidance

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

UAN:	Y/601/4077
Level:	4
Credit value:	8
GLH:	48
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Justice, the Sector Skills Council for Fire Service Operations
Aim:	<p>This unit is about working in a team to search for life and rescue people during fires and other incidents. The unit may cover working as an individual or as part of a team to provide treatment to casualties.</p> <p>Conducting a search for life involves searching safely for life. This could include within:</p> <ul style="list-style-type: none"> • a structure • compartment(s) • transport vehicle • open spaces. <p>All of the above could either be on, above or below ground.</p> <p>Rescuing life involved in incidents covers rescuing life (human or animal).</p> <p>This could involve:</p> <ul style="list-style-type: none"> • fire • hazardous substances • persons trapped in wreckage • collapsed or dangerous structures • result of adverse weather conditions • animal rescue. <p>Providing treatment to casualties (basic life support and casualty handling) involves treating casualties to an agreed level of authority, responsibility and expertise.</p> <p>Examples could include:</p> <ul style="list-style-type: none"> • within an incident environment • removed from an incident • approach by a casualty at an incident. <p>Supporting people involved in an operational incident covers providing both physical and emotional support to people directly and indirectly involved in an operational incident.</p>

This will include:

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

Learning outcome
The learner will: 1. Understand the fire and rescue service responsibilities in search, rescue and casualty care operations
Assessment criteria
The learner can: 1.1 explain the health and safety requirements related to search, rescue and casualty care operations 1.2 explain the principles of implementing actions based on the assessment of risk in search, rescue and casualty care operations 1.3 describe fire service and other legislation relevant to carrying out search, rescue and casualty care 1.4 summarise the roles, responsibilities and limits of authority of self, others and other agencies during the course of search, rescue and casualty care operations 1.5 explain the capabilities and limitations of personal protective and operational equipment used during search, rescue and casualty care

Learning outcome
The learner will: 2. Understand the required procedures to support search, rescue and casualty care operations
Assessment criteria
The learner can: 2.1 summarise the procedures for effective communication with different people involved in search, rescue and casualty care 2.2 explain the procedures for identifying and preserving evidence at the scene of search, rescue and casualty care operations 2.3 explain the procedures for the deployment of resources in search, rescue and casualty care operations 2.4 explain the procedures for identifying and dealing with casualties according to priority 2.5 explain the protocols for determining the status and removal of the deceased

Learning outcome
The learner will: 3. Be able to conduct a search for life
Assessment criteria
The learner can: 3.1 clarify and agree the search requirements with the relevant people 3.2 use equipment, safely and within its limitations, to carry out the search and deal with known and anticipated risks 3.3 carry out the search within the designated area 3.4 monitor the search area conditions for changes which may affect the continuation of the search 3.5 report progress in the search to the designated person in line with agreed protocol

Learning outcome
The learner will: 4. Be able to rescue life involved in incidents
Assessment criteria
The learner can: 4.1 administer aid to minimise further injury and suffering 4.2 use equipment safely and within its limitations to carry out the rescue 4.3 contribute to removing casualties to a place of safety 4.4 take action to protect the remains of the deceased from further harm 4.5 report the location of the deceased to the designated person

Learning outcome
The learner will: 5. Be able to provide treatment to casualties
Assessment criteria
The learner can: 5.1 prioritise casualties according to their signs and symptoms 5.2 provide treatment to support the stabilisation of casualties' condition 5.3 report the location of the deceased to the designated person 5.4 reassure casualties about their circumstances and the next stages of their handling in a calm and considerate manner 5.5 give clear information to relevant people on actions taken and any treatment casualties have received

Learning outcome
<p>The learner will:</p> <p>6. Be able to support people involved in search, rescue and casualty care operations</p>
Assessment criteria
<p>The learner can:</p> <p>6.1 provide appropriate support to people in a controlled, considerate and compassionate way</p> <p>6.2 take appropriate action to restrict other people's view of the incident</p> <p>6.3 report factors which may adversely affect the safety of those involved to the relevant person</p>

Unit 302 Save and preserve endangered life

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

The nature of this unit means that most of your evidence must come from real work activities.

Simulation can only be used in exceptional circumstances for example: Where performance is critical or high risk, happens infrequently or happens frequently but the presence of an assessor/observer would prevent the Independent Advocacy relationship developing.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Independent Advocacy.

Guidance

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

UAN:	D/601/4078
Level:	4
Credit value:	8
GLH:	45
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Justice, the Sector Skills Council for Fire Service Operations
Aim:	<p>This unit is about resolving a range of operational incidents in a fire and rescue context. It covers:</p> <ul style="list-style-type: none"> Controlling and extinguishing fires This is about your ability to work as a team member to respond to emergencies involving all types of fire, tackled by single and multiple crews. You will be required to use the range of personal protective equipment available to you and safely operate appropriate equipment to: <ul style="list-style-type: none"> access, control and/or extinguish fires minimise damage to property and the environment from the effects of fire and its extinguishment. Resolving incidents other than those involving fire or hazardous materials. This covers your ability to work as a team member to respond to emergency rescue, non-emergency or special services. Examples could include: <ul style="list-style-type: none"> persons trapped in vehicles, machinery etc lock-ins lock-outs pump-outs emergency provision of water support to other agencies. Supporting people involved in an operational incident. This covers your ability to provide both physical and emotional support to people directly and indirectly involved in an operational incident. This will include:

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

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

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

Learning outcome
The learner will: 3. Be able to control and extinguish fires
Assessment criteria
The learner can: 3.1 clarify and agree operational requirements for controlling and extinguishing fires with the relevant people 3.2 assess and report the extent, nature and location of the fire in accordance with operational procedures 3.3 select and use the optimum methods of controlling and extinguishing fires within the constraints of the resources available 3.4 monitor conditions at the fire scene for changes which may affect progress in controlling and extinguishing fires 3.5 report progress in controlling and extinguishing fires to the designated person in line with agreed protocol

Learning outcome
The learner will: 4. Be able to resolve incidents other than those involving fire or hazardous materials
Assessment criteria
The learner can: 4.1 clarify and agree operational requirements for resolving incidents with the relevant people 4.2 assess and report the nature of the incident to the relevant people in accordance with operational procedures 4.3 use equipment and materials safely within their limitations to deal with the incident and its known and anticipated risks

Learning outcome
The learner will: 5. Be able to support people involved in an operational incident
Assessment criteria
The learner can: 5.1 provide appropriate support to people in a controlled, considerate and compassionate way 5.2 take appropriate action to restrict other people's view of the incident 5.3 report factors which may adversely affect the safety of those involved to the relevant person

Unit 303 Resolve fire and rescue operational incidents

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

The nature of this unit means that most of your evidence must come from real work activities.

Simulation can only be used in exceptional circumstances for example: Where performance is critical or high risk, happens infrequently or happens frequently but the presence of an assessor/observer would prevent the Independent Advocacy relationship developing.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Independent Advocacy.

Guidance

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

Unit 304

Protect the environment from the effects of hazardous materials during fire and rescue incidents

UAN:	H/601/4079
Level:	3
Credit value:	5
GLH:	50
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Justice, the Sector Skills Council for Fire Service Operations
Aim:	<p>This unit is about you working as a team member to respond to emergencies involving hazardous material (i.e. any materials that potentially present a hazard to health or the environment), involving single or multiple crews. You will be required to use appropriate personal protective equipment and operate other appropriate equipment to:</p> <ul style="list-style-type: none">• minimise damage to the environment from hazardous materials and• decontaminate people and property limiting damage to the environment from hazardous materials. <p>This covers your ability to work as a team member to respond to hazardous material incidents.</p> <p>Decontaminating people and property</p> <p>This covers your ability to work as a team member to decontaminate people and property involved in hazardous material incidents. Examples could include:</p> <ul style="list-style-type: none">• people: casualty(ies), fire and rescue and other agencies' staff• property: structures, transport, ground space and fire and rescue and other agencies' equipment. <p>Supporting people involved in an operational incident</p> <p>This covers your ability to provide both physical and emotional support to people directly and indirectly involved in a hazardous materials incident. This will include:</p>

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

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

Learning outcome
The learner will:
2. Understand the procedures for protecting the environment from the effects of hazardous materials during fire and rescue incidents
Assessment criteria
The learner can:
2.1 explain the procedures for effective communication with the different people involved in incidents involving hazardous materials
2.2 explain the procedures for identifying and preserving evidence at the scene of incidents involving hazardous materials
2.3 explain the procedures for the deployment of resources in incidents involving hazardous materials
2.4 explain the procedures for identifying and dealing with casualties according to priority

Learning outcome
The learner will: 3. Be able to minimise damage to the environment from hazardous materials
Assessment criteria
The learner can: 3.1 clarify and agree operational requirements for dealing with incidents involving hazardous materials with the relevant people 3.2 assess and report on the type, location, quantity and physical properties of the hazardous materials in line with operational procedures 3.3 select and use equipment safely and within its limitations to minimise the effects of hazardous materials and deal with known and anticipated risks 3.4 secure the affected area to minimise risk of harm to people, property and the environment 3.5 report progress in controlling the affected area to the designated person in line with agreed protocol

Learning outcome
The learner will: 4. Be able to decontaminate people and property
Assessment criteria
The learner can: 4.1 clarify and agree operational requirements for decontamination process with the relevant people 4.2 assist in setting up a decontamination area for people and property 4.3 help to apply chosen decontamination methods for people and property 4.4 select and use equipment safely and within its limitations to carry out decontamination 4.5 assist in the disposal and decontamination of contaminated items and materials

Learning outcome
The learner will: 5. Be able to support people affected by incidents involving hazardous materials
Assessment criteria
The learner can: 5.1 provide appropriate support to people in a controlled, considerate and compassionate way 5.2 take appropriate action to restrict other people's view of the incident 5.3 report factors which may adversely affect the safety of those involved to the relevant person

Unit 304 Protect the environment from the effects of hazardous materials during fire and rescue incidents

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

The nature of this unit means that most of your evidence must come from real work activities.

Simulation can only be used in exceptional circumstances for example: Where performance is critical or high risk, happens infrequently or happens frequently but the presence of an assessor/observer would prevent the Independent Advocacy relationship developing.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Independent Advocacy.

Guidance

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

UAN:	Y/601/4080
Level:	3
Credit value:	4
GLH:	25
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Justice, the Sector Skills Council for Fire Service Operations
Aim:	<p>This unit is about ensuring that the information and the resources you use for operational responses are available as required. It covers:</p> <p>Collecting information on risks in your community</p> <p>This is about your ability to work as an individual or a team member to collect new, or update existing, information on risks in your community.</p> <p>Examples could include:</p> <ul style="list-style-type: none"> • sites that contain hazards that need special responses: e.g. chemical, • biological and radioactive • sites that by their nature need special responses: e.g. hospitals, shipyards, zoos, airports • risks that might lead to an incident: e.g. property that is derelict or unoccupied. <p>Collecting information on resources in your community</p> <p>This is about your ability to work as an individual or a team member to collect new, or update existing information on resources in your community.</p> <p>Examples could include:</p> <ul style="list-style-type: none"> • fixed installations • bulk storage of fire fighting media • bulk storage of decontamination media • storage of fire fighting equipment • water supplies and fire service access. <p>Maintaining internal resources</p> <p>This is about your ability to work as an individual or a team member to test, maintain and commission equipment on or in</p>

the following locations:

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

Learning outcome
The learner will: 1. Understand the procedures for supporting the effectiveness of operational response
Assessment criteria
The learner can: 1.1 explain the procedures for assessing the impact of potential health and safety hazards and risks within the community 1.2 explain the principles of implementing actions based on the assessment of risk within the community 1.3 describe the organisation's policies, aims and objectives in relation to providing an operational response to risks within the community 1.4 explain the roles, responsibilities and limits of authority of self, others and other agencies involved in providing an operational response to risks within the community 1.5 describe the sources and availability of information relating to providing an operational response to risks within the community

Learning outcome
The learner will: 2. Understand the requirements for supporting the effectiveness of operational response
Assessment criteria
The learner can: 2.1 describe fire service and other legislation relevant to providing an operational response to risks within the community 2.2 explain the procedures for effective communication with different people involved providing an operational response to risks within the community 2.3 describe the characteristics of the local community - its people, risks, geography and topography 2.4 explain the requirements for the availability, operational readiness and response of human and physical resources

Learning outcome
The learner will: 3. Be able to collect information on risks in the community
Assessment criteria
The learner can: 3.1 clarify and agree requirements for collecting information on risks in the community with the relevant people 3.2 confirm the accuracy of existing information on known and possible risks in the community 3.3 identify and report any changes or new risks in the community affecting people, property and the environment 3.4 secure the affected area to minimise risk of harm to people, property and the environment

Learning outcome
The learner will: 4. Be able to collect information on resources in your community
Assessment criteria
The learner can: 4.1 clarify and agree requirements for collecting information on resources in the community with the relevant people 4.2 confirm the accuracy of existing information on the availability of actual and potential resources in the community 4.3 identify and report any change in available resources to the relevant people 4.4 rectify any defects and deficiencies within the agreed level of authority

Learning outcome
The learner will: 5. Be able to maintain internal resources
Assessment criteria
The learner can: 5.1 clarify and agree requirements for the maintenance of internal resources with the relevant people 5.2 use equipment safely and within its limitations to carry out any required routine maintenance and testing 5.3 identify and report any shortages of supplies, defects and deficiencies which are beyond agreed level of authority

Unit 305 Support the effectiveness of operational response

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

The nature of this unit means that most of your evidence must come from real work activities.

Simulation can only be used in exceptional circumstances for example: Where performance is critical or high risk, happens infrequently or happens frequently but the presence of an assessor/observer would prevent the Independent Advocacy relationship developing.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Independent Advocacy.

Guidance

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

Unit 306

Inform and educate the community to improve awareness of fire safety matters

UAN:	H/602/4661
Level:	3
Credit value:	4
GLH:	23
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Justice, the Sector Skills Council for Fire Service Operations
Aim:	<p>This unit is about meeting the organisation's targets for specific community needs to ensure that communities are safer. It covers promoting safety to the community, e.g. responding to requests for safety information and taking part in community events. It might involve working without direct supervision or in the team at events organised within the community. Information to be provided might cover safety in relation to fire or wider safety issues.</p> <p>It is also about giving demonstrations and instructions to help people in the community get a better understanding of safety matters, e.g. demonstration of targeted safety responses to the community and everyday hazards. It includes involvement in both formal and informal activities within the local community.</p>

Learning outcome
The learner will: 1. Understand the principles of community education to improve awareness of fire safety matters
Assessment criteria
The learner can: 1.1 explain the health, safety and environmental requirements related to giving information, demonstrations and instructions 1.2 summarise the principles of implementing actions based on the assessment of risk when giving information, demonstrations and

	instructions
1.3	summarise the National and Service objectives for Community Safety
1.4	identify sources of information on community safety matters
1.5	summarise the principles of clear and effective communication in relation to awareness raising activities
1.6	describe the roles, responsibilities and limits of authority of individuals and agencies involved in community education

Learning outcome	
The learner will:	
2.	Understand the requirements for informing and educating the community to improve awareness of fire safety matters
Assessment criteria	
The learner can:	
2.1	explain the types and uses of resources available for improving awareness of fire safety matters
2.2	outline the community needs for information and education in relation to safety
2.3	describe the safety advice needed to improve fire safety in the community
2.4	explain the principles of facilitating and evaluating learning in the context of fire safety advice for the community

Learning outcome	
The learner will:	
3.	Be able to provide fire safety information to the community
Assessment criteria	
The learner can:	
3.1	select appropriate modes of response to a need for fire safety information for the community
3.2	provide relevant, accurate and appropriate information in relation to fire safety to different audiences
3.3	direct the enquirer to the relevant person if the information required is not appropriate to their job role
3.4	clarify and confirm understanding of the information given

Learning outcome	
The learner will:	
4.	Be able to give demonstrations in relation to fire safety matters
Assessment criteria	
The learner can:	
4.1	apply control measures based on risk assessment before and during the event using appropriate resources
4.2	resolve any issues promptly before and during the event
4.3	return and secure resources
4.4	ensure the need for replenishment or repair of resources is reported to appropriate person

Unit 306

Inform and educate the community to improve awareness of fire safety matters

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

The nature of this unit means that most of your evidence must come from real work activities.

Simulation can only be used in exceptional circumstances for example:

Where performance is critical or high risk, happens infrequently or happens frequently but the presence of an assessor/observer would prevent the Independent Advocacy relationship developing.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Independent Advocacy.

Guidance

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

Unit 307

Support the development of colleagues in fire and rescue

UAN:	D/601/4081
Level:	3
Credit value:	4
GLH:	20
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Justice, the Sector Skills Council for Fire Service Operations
Aim:	This unit is about helping colleagues to develop themselves in their job roles. It is for staff working in the fire, rescue and safety sector. The unit covers workplace equipment and supporting information.

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

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

Learning outcome
The learner will: 3. Be able to support the development of colleagues
Assessment criteria
The learner can: 3.1 encourage colleagues to ask for help on work related issues 3.2 provide feedback and support on their performance 3.3 promote the organisation's values, ethics and code of practice 3.4 encourage self-development and independent decision making

Unit 307 Support the development of colleagues in fire and rescue

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

The nature of this unit means that most of your evidence must come from real work activities.

Simulation can only be used in exceptional circumstances for example: Where performance is critical or high risk, happens infrequently or happens frequently but the presence of an assessor/observer would prevent the Independent Advocacy relationship developing.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Independent Advocacy.

Guidance

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

Unit 308

Contribute to fire safety solutions to minimise risks to the community

UAN:	H/601/4082
Level:	3
Credit value:	4
GLH:	25
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Justice, the Sector Skills Council for Fire Service Operations
Aim:	This unit is about undertaking an inspection of premises within an area of responsibility. It covers inspecting premises to minimise risks to people, property and the environment and reporting on issues arising at an inspection. Such issues could be: changes to the premises in terms of ownership, use and storage; failure to comply with requirements; changes that conflict with the requirements for use; conditions that are the responsibility of another authority, e.g. occupier being at risk due to age or infirmity; threats by occupiers/ owners to self or others.

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

Learning outcome
The learner will: 2. Understand the principles of fire safety inspection
Assessment criteria
The learner can: 2.1 explain how to access and interpret different types of information relating to inspections 2.2 explain the relationship between building construction and design and fire safety 2.3 describe the purpose and operation of active and passive fire protection systems 2.4 outline the causes, effects and behaviour of fire and the importance of maintaining a means of escape 2.5 identify the principles behind the storage of resources and hazardous materials in premises 2.6 describe methods for providing appropriate safety advice

Learning outcome
The learner will: 3. Be able to inspect premises to minimise risks to people, property and the environment
Assessment criteria
The learner can: 3.1 present confirmation of competence and authority to carry out the type and scope of inspection 3.2 develop an inspection plan based on all available information 3.3 confirm the date, time and detail of the inspection with the relevant people 3.4 assess the risks presented to people, property and the environment by the premises, its conditions and the occupier 3.5 take action to minimise any immediate risks presented by the occupier or conditions in the premises 3.6 communicate with people within the limits of their authority

Learning outcome
The learner will: 4. Be able to report on issues arising at an inspection
Assessment criteria
<p>The learner can:</p> <ul style="list-style-type: none"> 4.1 confirm their inspection findings with the relevant people 4.2 refer any matters beyond their level of competence to the relevant people 4.3 report on their actions and any further actions to be taken 4.4 follow up on actions, reporting any inadequate response or non-compliance 4.5 report any risks outside of the scope of their inspection to the relevant people appropriately 4.6 complete records and ensure they are within the agreed format and are available to the relevant authorised people

Unit 308

Contribute to fire safety solutions to minimise risks to the community

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

The nature of this unit means that most of your evidence must come from real work activities.

Simulation can only be used in exceptional circumstances for example: Where performance is critical or high risk, happens infrequently or happens frequently but the presence of an assessor/observer would prevent the Independent Advocacy relationship developing.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Independent Advocacy.

Guidance

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

Unit 309

Drive, manoeuvre and re-deploy fire and rescue vehicles

UAN:	K/601/4083
Level:	3
Credit value:	6
GLH:	38
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Justice, the Sector Skills Council for Fire Service Operations
Aim:	This unit is about driving a fire and rescue vehicle safely to and from an incident, for example a fire – following the most effective route. The unit also covers siting the vehicle safely and securely at incidents and then taking the vehicle to its next required position. It covers any incident requiring an emergency response and the relocation of resources. It also covers the following regulations and guidelines: Road Traffic law; Civil Law (duty of care); Health and Safety law; the Highway code; Legal exemptions and 'Roadcraft'.

Learning outcome
The learner will: 1. Understand the requirements for driving, manoeuvring and re-deploying fire and rescue vehicles
Assessment criteria
The learner can: 1.1 explain the relevant health, safety and environmental requirements in relation to driving, manoeuvring and re-deploying fire and rescue vehicles 1.2 outline relevant fire, rescue and other legislation as applied to driving, manoeuvring and re-deploying fire and rescue vehicles for operational incidents 1.3 explain the roles, responsibilities and limits of authority applicable to self and others in relation to driving, manoeuvring and re-deploying fire and rescue vehicles 1.4 explain how to apply defensive driving techniques when driving to

Learning outcome
The learner will:
2. Understand the operational requirements of fire and rescue vehicles
Assessment criteria
The learner can:
2.1 summarise the dimensions, weight limits and capabilities of fire and rescue vehicles
2.2 summarise the capabilities and limitations of operational equipment carried by fire and rescue vehicles
2.3 explain the principles of siting and operating appliances
2.4 explain the requirements for availability and operational readiness of resources
2.5 describe the procedure for reporting accidents, damage and defects involving fire and rescue vehicles
2.6 explain how to ensure that equipment is safely stowed
2.7 describe how to undertake the routine maintenance of vehicles

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

Learning outcome
The learner will:
4. Be able to manoeuvre, site and re-deploy vehicles
Assessment criteria
The learner can:
4.1 manoeuvre and site the vehicle in the best position to suit the needs and risks of the incident
4.2 disengage any unnecessary systems and devices to suit the needs and risks of the incident
4.3 manoeuvre the vehicle on departure in accordance with local traffic management schemes and regulations
4.4 make the vehicle ready for the next operation on completion of

Unit 309

Drive, manoeuvre and re-deploy fire and rescue vehicles

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

The nature of this unit means that most of your evidence must come from real work activities.

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Guidance

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



Appendix 1 Relationships to other qualifications

Links to other qualifications

Literacy, language, numeracy and ICT skills development

This qualification can develop skills that can be used in the following qualifications:

- Functional Skills (England) – see www.cityandguilds.com/functionalskills
- Essential Skills (Northern Ireland) – see www.cityandguilds.com/essentialskillsni
- Essential Skills Wales – see www.cityandguilds.com/esw



Appendix 2 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on **www.cityandguilds.com**.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Qualifications and Credit Framework (QCF):** general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

Useful contacts

UK learners

General qualification information

T: +44 (0)844 543 0033

E: learnersupport@cityandguilds.com

International learners

General qualification information

T: +44 (0)844 543 0033

F: +44 (0)20 7294 2413

E: **intcg@cityandguilds.com**

Centres

Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: **centresupport@cityandguilds.com**

Single subject qualifications

Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

F: +44 (0)20 7294 2404 (BB forms)

E: **singlesubjects@cityandguilds.com**

International awards

Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: **intops@cityandguilds.com**

Walled Garden

Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: **walledgarden@cityandguilds.com**

Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

T: +44 (0)121 503 8993

E: **business@cityandguilds.com**

Publications

Logbooks, Centre documents, Forms, Free literature

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

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As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Land Based Services (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

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