



THE INSTITUTION OF FIRE ENGINEERS
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IFE Level 3 Certificate for Operational Supervisory Managers in Fire and Rescue Services

Qualification Handbook

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IFE Level 3 Certificate for Operational Supervisory Managers in Fire and Rescue Services

Qualification Number: 601/4572/9

About the Institution of Fire Engineers (IFE)

The IFE is the professional institution for those working in the fire sector. The IFE is a registered charity working for societal benefit. Founded in 1918, the IFE's mission is to promote, encourage and improve the science, practice and professionalism of fire engineering.

Members of the IFE share a commitment to envisioning, preparing, mentoring and building for the future, ensuring that the fire profession remains relevant and valued, protecting people, property and the environment from fire.

The IFE has six strategic priorities. The provision of qualifications contributes to three of these priorities ie:

- Facilitate awareness of fire issues and developments through the communication of ideas, knowledge, information
- Foster professionalism by establishing and maintaining pathways and recognised standards of fire professionalism and competency.
- Increase knowledge in the science, practice and professionalism of fire engineering.

Section 1: Qualification Information and Content

Introduction to the IFE Level 3 Certificate For Operational Supervisory Managers in Fire And Rescue Services

The IFE Level 3 Certificate for Operational Supervisory Managers in Fire and Rescue Services has been developed by the Institution of Fire Engineers (IFE) and Greater Manchester Fire and Rescue Service. The content and structure of the qualification has been established to reflect the knowledge, understanding and skills required by those preparing for promotion to roles which require the supervision of operational incidents at crew or watch manager level.

The structure has been developed to cover the content of the relevant National Occupational Standards for Operations in the Community and Incident Command and also to include the broader range of knowledge and understanding identified by the Fire Service Operations and Incident Command unit which is part of the IFE Level 3 Diploma in Fire Science and Fire Safety.

Unit 1 of the qualification focuses on underpinning knowledge and understanding. This unit is assessed by external examination and requires candidates to demonstrate that they have developed a broad range of technical knowledge and understanding and can apply this to identify risks and to manage diverse fire and rescue situations. Unit 2 of the qualification focuses on practical skills and requires candidates to demonstrate that they can use their knowledge and understanding to make decisions and implement solutions in realistic fire and rescue scenarios including escalating and crisis situations.

Aims of the Qualification

The IFE Level 3 Certificate for Operational Supervisory Managers in Fire and Rescue Services has been designed to:

- recognise critical knowledge and understanding relevant to fire service operations
- recognise, via practical assessment, the skills required to manage incidents
- signal that individuals have the potential for progression to positions at the operational supervisory management level
- motivate individual learners by providing recognition of the skills, knowledge and understanding that they have achieved via study and operational experience

Note: achievement of the qualification does not confirm competence in incident management but confirms that candidates have demonstrated that they have the potential to progress to job roles where incident command skills are key requirements.

Target Audience

The qualification will meet the needs of those who wish to demonstrate that they are ready to progress to operational supervisory management level roles such as Watch Manager or Crew Manager in fire and rescue services.

Qualification Structure

In order to achieve the IFE Level 3 Certificate for Operational Supervisory Managers in Fire and Rescue Services, candidates must achieve two mandatory units:

Unit 1: Fire Service Operations and Incident Command

Unit 2: Initial Incident Command

Form of Assessment

Each unit is assessed separately.

There is no requirement for candidates to complete unit 1 prior to unit 2. However, as unit 1 is designed to develop the underpinning knowledge and understanding required to enable individuals to manage incidents effectively, the IFE recommends that candidate should either complete this unit first or else be working towards this unit alongside their preparation for the practical assessment.

Unit 1 - Fire Service Operations and Incident Command

Unit 1 is assessed by examination. The examination is set and marked externally. The duration of the examination is three hours and it takes place under supervised examination conditions. There is no additional stimulus material for the examination.

Unit 2 - Initial Incident Command

This unit assesses practical skills. The assessment comprises centre-set assessments designed to assess candidates' performance against all of the assessment objectives specified in the unit. Assessments may be taken at any time, dependent upon assessment centre arrangements.

This unit is graded Pass/Fail only. In order to achieve a pass in this unit, candidates must achieve at least 60% of the marks available.

Certification

Candidates who achieve both units will be awarded the IFE Level 3 Certificate for Operational Supervisory Managers in Fire and Rescue Services. The qualification is not graded.

Candidates have two years in which to achieve both units. The IFE will automatically issue an IFE Level 3 Certificate for Operational Supervisory Managers in Fire and Rescue Services certificate at the point where candidates have achieved both of the units required.

Unit 1

Candidates, who achieve a Pass, will be awarded one of the following grades: A, B, C or D. Candidates who are unsuccessful in the examination will receive Grade E (Fail).

In order to achieve a Pass, candidates must demonstrate a thorough understanding of a range of subject areas and must demonstrate that they fully appreciate the critical safety issues. They must achieve at least 40% of the marks available.

The notional grade boundaries for the pass grades are as follows:

Grade D:	40-49%
Grade C:	50- 59%
Grade B:	60-69%
Grade A:	70% and above

Candidates who achieve below 40% of the marks will receive Grade E (Fail).

Unit 2

Candidates undertaking this unit will be assessed against each of the assessment objectives in the unit. Candidates who meet the required standard (ie at least 60% of the marks available for the assessment) will be awarded a Pass.

Entry Requirements

The Institution has set no formal entry requirements for either of the units.

Candidates are advised that achievement of this qualification requires a high level of personal commitment as extensive knowledge of fire service operations, incident command and the built environment is needed in order to meet pass level requirements. It is the candidate's responsibility to prepare fully for both units.

Candidates should be aware that the examination questions set for Unit 1 will take the form of essay questions. Candidates will therefore need to be able to communicate effectively in writing.

Qualification Level

This qualification has been designed to enable candidates to demonstrate that they have attained skills and knowledge at Level 3. Other types of qualifications that are set at Level 3 include A levels, NVQs at Level 3 and Diplomas at Level 3 such as the IFE Level 3 Diploma in Fire Science and Fire Safety.

The qualifications regulator, Ofqual, has provided the following descriptors to illustrate the knowledge and skills expected from those who hold qualifications at Level 3.

Level 3 Knowledge Descriptor

The candidate:

- has factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks and address problems that while well-defined, may be complex and non-routine.
 - can interpret and evaluate relevant information and ideas.
 - is aware of the nature of the area of study or work.
 - is aware of different perspectives or approaches within the area of study or work.
- Level 3 Skills Descriptor

The candidate can:

- identify, select and use appropriate cognitive and practical skills, methods and procedures to address problems that while well defined, may be complex and non-routine.
- use appropriate investigation to inform actions.
- review how effective methods and actions have been.

Centres are advised to bear these descriptors in mind when developing and carrying out assessments. Candidates are advised to bear these descriptors in mind when preparing for assessment and when presenting evidence of attainment.

Learning Time

Total qualification time is 145 hours comprising:

- 140 hours of self-study/course training
- 5 hours of assessment (directed/guided learning time)

It is anticipated that candidates will required around 100 hours of learning time for unit 1 and an additional 40 hours of learning time for unit 2.

National Operational Guidance – Recommended Reading

When preparing for assessment, candidates are advised to refer to relevant National Operational Guidance material including the Foundation for Incident Command. Materials are available at: <https://www.ukfrs.com/guidance>

Progression

Candidates who are successful in achieving the IFE Level 3 Certificate for Operational Supervisory Managers in Fire and Rescue Services will be able to build on their learning and progress to qualifications at Level 4.

Candidates who wish to broaden their knowledge and understanding at level 3 could consider working towards additional units at level 3 with a view to achieving the IFE Level 3 Diploma in Fire Science and Fire Safety. Unit 1 of this qualification is available as an optional unit within the Level 3 Diploma structure and may be used as one of two optional units required to achieve the Diploma. However, candidates should note that candidates seeking to achieve the Diploma are required to achieve four units (two mandatory and two optional) and all four units must be achieved within a five year time period.

Candidates may also consider progression to other qualifications at Level 3 and 4 such as relevant NVQs.

Relationship to National Occupational Standards (NOS) and the Skills for Justice QCF Unit in Initial Incident Command

Unit 1

Unit 1 of this qualification has been designed to cover the wide range of knowledge and understanding required by candidates undertaking operational management roles. It covers the technical knowledge and understanding that incident commanders will need to draw on when assessing risk, making decisions and managing incidents in diverse contexts.

Candidates who are undertaking study in preparation for assessment for Unit 1 of this qualification will have the opportunity to develop knowledge and understanding which contributes to the underpinning knowledge and understanding in the following National Occupational Standards:

NOS	NOS Suite
SFJWM7: Lead and support people to resolve operational incidents*	Emergency Operations in the Community
SFJFF3 - Save and preserve endangered life	
SFJFF4 - Resolve fire and rescue operational incidents	
SfJFF5 - Protect the environment from the effects of hazardous materials	
SfJFF6 - Support the effectiveness of operational response	

*This unit also appears in the Incident Management and Command suite.

Unit 2

This unit is focussed on the management of incidents. The content has been developed to reflect the requirements set out in:

- National Occupational Standard SFJWM7: Lead and support people to resolve operational incidents
- Skills for Justice QCF unit: Initial Incident Command in Fire and rescue Services.

National Occupational Standards

Achievement of the qualification does not provide confirmation that candidates have met the standards identified above. However, it provides candidates with a basis to progress to further learning and assessment.

Language of Assessment

All assessment will be in English.

Reasonable Adjustments

The IFE permits reasonable adjustments to be made where candidates have disabilities (including medical conditions and learning disabilities such as Dyslexia). The IFE's policy on reasonable adjustment aims to enable candidates with disabilities and other difficulties to access the IFE qualifications without comprising the assessment process or the validity of the certificate.

The policy, which includes the arrangements for applying for reasonable adjustments, is published on the IFE's website. The IFE will consider all requests for reasonable adjustments. All requests for reasonable adjustments must be submitted to the IFE.

Centres and candidates should note that unit 2 of this qualification requires candidates to take on a safety critical role in managing a fire and/or rescue situation. Whilst all requests for reasonable adjustments will be considered, it should be noted that the assessment will take place in a "live" fire and rescue situation; as a result, a risk assessment that takes into account any potential risks to the candidate and also to other participants involved in the exercise, will need to be undertaken by the centre prior to confirming whether or not adjustments can be made without compromising safety.

Access to the Qualification

Unit 2 of this qualification is assessed locally and externally quality assured by the IFE. Therefore, the IFE is unable to accept direct entries from learners for this unit. Learners who wish to undertake the qualification will need to do so via an approved centre. The IFE will be able to provide a list of approved centres on request.

Information for Assessment Centres

Organisations that would like to offer this qualification will need to secure approval from the IFE prior to commencing delivery. Potential assessment centres should contact the IFE in the first instance in order to initiate the approval process.

Unit 1: Fire Service Operations and Incident Command

Unit Reference: L/505/6008

Note: This unit is available as an optional unit within the Level 3 Diploma in Fire Science and Fire Safety where it appears as Unit 6.

This unit focuses on the activities required to resolve fire and rescue incidents. It covers incident command as well as fire and rescue operations and techniques.

Candidates managing fire and rescue operations need to have a wide range of technical knowledge and understanding to enable them to assess risks and manage incidents of different types in different contexts and environments. They need to be able to apply their technical understanding to assess situations, identify an appropriate course of action, prioritise actions and manage risks.

Learning Outcomes

Candidates who achieve this unit should be able to:

- assess fire and rescue incidents and identify appropriate action to resolve the incident safely and with regard to environmental issues
- understand how to supervise activities at incidents including the management of sectors
- assess the scale of an evolving incident and know when and how to escalate/handover to appropriate colleagues
- explain the operation of firefighting equipment, knowing when to use equipment and how to manage risks associated with the use of different equipment
- evaluate risk and identify appropriate action in order to preserve the safety of firefighters and members of the public

Unit Status

This unit is Mandatory unit in the IFE Level 3 Certificate for Operational Supervisory Managers in Fire and Rescue Services. It is an Optional Unit for candidates undertaking the Level 3 Diploma in Fire Science and Fire Safety.

Content

1. Pre-planning

Assessment Objective	Knowledge, Understanding and Skills
1.1 Explain the purpose of pre-planning for incidents and assess the issues within different contexts	<ul style="list-style-type: none"> • Incidents to include: <ul style="list-style-type: none"> ○ All fire situations ○ All rescue situations ○ Major incidents and incidents involving civil disturbance ○ Acts of terrorism and natural disaster ○ Incidents involving hazardous materials • Information gathering on local risks • The safety of all emergency responders, non-emergency personnel working alongside and members of the public, including bystanders • The mitigation of environmental impact • Calculations with regard resources, equipment and personnel • Liaison with other agencies, key site personnel, responsible persons, government representatives and other external partners/stakeholders • Conformation with legal requirements • Working to meet policy and organisational objectives

2. Incident Command and Management

Assessment Objective	Knowledge, Understanding and Skills
2.1 Explain the key principles of the Incident Command System	<ul style="list-style-type: none"> • The three functional areas of the Incident Command System (ICS) • The three levels of management applied at operational incidents • The role of other agencies within the ICS • The common framework under which responders integrate at multi-agency incidents
2.2 Explain the roles and responsibilities of personnel within the incident command structure	<ul style="list-style-type: none"> • The role and responsibilities of the Incident Commander at Operational level • The role and responsibilities of the Sector Commander at incidents • The relationship between the Incident Commander, the Sector Commander and the Incident Command system • The role and responsibilities of Command Support • The progression at an incident from first pump attending to the arrival of a dedicated vehicle • The responsibility for determining the cause of an incident • The range and the types of evidence available at an operational incident
2.3 Explain the requirements for the successful management of risk at	<ul style="list-style-type: none"> • Definition of a hazard, risk and control measure • The categories of risk assessment

operational incidents	<ul style="list-style-type: none"> • The risk philosophy applied to the management of operational incidents • The Dynamic Risk Assessment • The tactical mode options available at incidents • The hierarchy of control measures in relation to managing risks • Effective decision making at operational incidents
2.4 Explain the need for effective lines and methods of communication at incidents	<ul style="list-style-type: none"> • The lines of communication available at incidents in relation to an Incident Commander's span of control • The impact of poor or inappropriate communication • The methods of briefing of crews at operational incidents • Sectorisation utilised at operational incidents
2.5 Explain the principles for general control and tactics for resolving emergency incidents and explain when and how these principles should be applied to different contexts	<ul style="list-style-type: none"> • Need for evacuation at fires • Strategy and tactics involved in rescue work • Objectives of ventilation at fires • Aims and principles of salvage/damage control • Procedures for ensuring the safety of both personnel and public • How to identify signs and symptoms of stress in relation to trauma and/or work based activity • Actions to reduce the exposure to and impact on operational personnel and casualties

3. Fire & Rescue Procedures – Operations and Tactics

Assessment Objective	Knowledge, Understanding and Skills
<p>3.1 Explain the process and principles of fire development in relation to the procedures for extinguishing fires in different contexts.</p>	<ul style="list-style-type: none"> • The identification of different types of burning material and the effects on building construction • Ways in which fires can spread detected and undetected both internally and externally • Principles and application of ventilation • Flashover, backdraught and fire gas explosion.
<p>3.2 Assess the operational response and tactics along with both general and specialist techniques that may be required for dealing with fires that occur in different contexts.</p> <p><i>(Note: further amplification of the range of situations is provided in sections 5 and 6 below.)</i></p>	<ul style="list-style-type: none"> • Fires in the built environment, to include fires in: <ul style="list-style-type: none"> ○ buildings under construction and demolition or derelict ○ high rise properties or buildings with atriums, basements and tunnels ○ leisure facilities, camp sites and temporary structures ○ waste sites (including renewable energy facilities) ○ retail and leisure facilities ○ commercial premises and industrial/petrochemical processes ○ hospitals, health care and educational establishments ○ prisons and places of lawful detention ○ places of research and laboratories ○ premises used for the generation, distribution, storage or supply of gas, LPG, electricity, solar panels and other sources of power ○ historical buildings and premises containing valuable artefacts including Heritage buildings, museums and galleries • Fires involving transportation by road, rail, air and waterways, to include: <ul style="list-style-type: none"> ○ Modes of transportation, ie vehicles rolling stock, aircraft and vessels ○ Infrastructure, such as roads, terminals, stations, docks, marinas, etc. • Wildfires , to include Rural areas such as forests, heath land, wildland, crops, bush, etc • Farms, farm buildings, processes and equipment
<p>3.3 Evaluate the benefits of salvage operations and controlled burn strategies</p>	<ul style="list-style-type: none"> • Salvage considerations to prevent avoidable damage and mitigate the effects of fire and firefighting operations • Subsequent effects on business continuity and restoration of normality • Environmental, community and business impacts of control burn strategies
<p>3.4 Assess the operational response and tactics along with the specialist techniques and methodologies involved when carrying out rescue operations</p>	<ul style="list-style-type: none"> • Rescues from the built environment, to include: <ul style="list-style-type: none"> ○ Entry into and searching of buildings and collapsed structures ○ Release of trapped persons from machinery, lifts, escalators

<p><i>(Note: further amplification of the range of situations is provided in sections 5 and 6 below.)</i></p>	<ul style="list-style-type: none"> ● Rescues from sub-surface and confined spaces, to include: <ul style="list-style-type: none"> ○ Entry into and searching of tunnels and shafts ○ Vat, silo, sewer, trench, pit, chimney ● Rescues from transportation incidents, to include: <ul style="list-style-type: none"> ○ Extrication of persons from vehicles, trains, aircraft, ships and boats ● Rescues from height, to include: <ul style="list-style-type: none"> ○ Working at height or with ropes including: ○ Buildings, cranes, shafts, cliffs and other permanent or temporary structures ● Rescues from water and unstable ground to include: <ul style="list-style-type: none"> ○ People, property and vehicles from flood water ○ Incidents involving still and fast flowing water ○ Incidents involving ice, mud and other free flowing solids ● Large animals and humanitarian rescues ● Rescues from incidents involving hazardous materials, to include: ● Hazmat release by defect, natural occurrence, or human act.
<p>3.5 Evaluate and assess the operational procedures and tactical response to terrorist related incidents and civil unrest.</p>	<ul style="list-style-type: none"> ● Incidents involving: <ul style="list-style-type: none"> ○ High level terrorist threats or acts, including release of chemical, biological, radiological, nuclear contamination. ○ Explosive devices such as Improvised explosive devices or suicide bombings ○ Marauding firearm attacks ○ Low level threats or acts from groups making protestations. ○ Major incidents and civil disturbances
<p>3.6 Assess the special hazards and explain the safe systems of work required to protect people, property and the environment when responding to operational incidents in different contexts.</p> <p><i>(Note: further amplification of the range of situations is provided in sections 5 and 6 below.)</i></p>	<ul style="list-style-type: none"> ● Fires/Rescues in the built environment ● Fires/Rescues involving transportation by road, rail, air and waterways ● Wildfires ● Fires/Rescues involving hazardous materials ● Rescues from sub surface and confined spaces ● Rescues from height ● Rescues from water and unstable ground ● Large animals and humanitarian rescues

4. Post-Incident Actions

Assessment Objective	Knowledge, Understanding and Skills
4.1 Explain how to close down the operational phase of an incident	<ul style="list-style-type: none"> Measures to hand over control of an incident to the appropriate person, agency or authority Actions to identify and mitigate hazards and associated risks within operational restraints
4.2 Explain the principles and the value of debriefs and apply these principles to different contexts	<ul style="list-style-type: none"> How to contribute to a post-incident debrief appropriate to the type and scale of the incident How to gather all relevant information from internal and external sources How to engage crews in debriefing and to review crew welfare and learning issues How to implement remedial measures to improve future practice and performance Effects of critical incidents on the personal resilience of attending personnel and taking steps to manage staff welfare
4.3 Determine the requirements for scene preservation when required for further investigations	<ul style="list-style-type: none"> Further investigation to include: <ul style="list-style-type: none"> Fire Investigation Fire Safety Investigation Health and Safety Investigation Criminal Investigation Internal Investigation How to identify, preserve, gather and present potential evidence identified at the incident to support a subsequent investigation

5. Incidents Involving Buildings

Assessment Objective	Knowledge, Understanding and Skills
5.1 Assess the hazards presented and the implications for firefighting and rescue operations on the incident ground due to building structure and the behaviour of different elements of structure.	<ul style="list-style-type: none"> Building methods to include: <ul style="list-style-type: none"> Framed and unframed buildings Steel and concrete frame Concrete construction methods Composite and Modular construction Portal frame and Glulam construction Traditional heritage Modern methods of construction Claddings and fixing methods Staircases Roofs, ceilings and roof lights Flooring and fixing methods Doors and windows Non load bearing walls and partitions Elements of structure include: <ul style="list-style-type: none"> Columns and Beams Load bearing and compartment walls Floors and frames Enclosed protected shafts and staircases

<p>5.2 Assess the effects of building facilities in relation to fire spread and explain how fixed installations may be utilised to progress firefighting operations and assist with business continuity.</p>	<ul style="list-style-type: none"> • Building facilities to include: <ul style="list-style-type: none"> • Heating and Air Conditioning systems • Ventilation and smoke handling systems • Stairwell and pressurisation systems • Lifts and Escalators • Service utilities such as electricity, gas, oil and water • Fixed installation to include: <ul style="list-style-type: none"> • Sprinkler, drencher and water spray projection systems • Rising mains, falling mains and hoses • Foam and flooding systems including Gas/vapour and dry powder systems • Automatic fire detection and alarm systems • Communication and security systems
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6. Incidents Involving Transportation

Assessment Objective	Knowledge, Understanding and Skills
<p>6.1 Explain the hazards and actions that should be considered when working with ships/boats and marine infrastructure</p>	<ul style="list-style-type: none"> • Hazards and risks when working: <ul style="list-style-type: none"> ○ Alongside waterways, docks, harbour and marina infrastructure. ○ On or with ships and boats • Measures incorporated into ships to assist firefighting and provide fire protection • Concept of buoyancy and procedures for ensuring stability during firefighting operations • Factors relevant to ship firefighting both in ports and at sea
<p>6.2 Explain the hazards and actions that should be considered when working with railways and rail infrastructure</p>	<ul style="list-style-type: none"> • Hazards and risks when working: <ul style="list-style-type: none"> ○ Alongside railway lines, sidings and at other rail premises. ○ On or with trains and rolling stock • Design features of railways and types of trains and rolling stock • Rail and train power systems • Identification of freight including signage of goods and information retrieval systems • Firefighting and emergency procedures for railway incidents

<p>6.3 Explain the hazards and actions that should be considered when working with vehicles and on roadways</p>	<ul style="list-style-type: none"> • Hazards and risks when working: <ul style="list-style-type: none"> ○ On roadways and motorways ○ With vehicles including cars, LGV's and specialist vehicles. • General features of road networks • Identification of freight including signage of goods and information retrieval systems • Fuel systems, MMMFs and SRS • Firefighting and emergency procedures for incidents on roadways
<p>6.4 Explain the hazards and actions that should be considered when working with aircraft and at aerodromes</p>	<ul style="list-style-type: none"> • Hazards and risks when working: <ul style="list-style-type: none"> ○ At aircraft crash sites both on and off an aerodrome ○ With civil and military aircraft, including fixed wing and rotary wing aircraft • Firefighting and emergency procedures for incidents involving aircraft and/or airports

7. Fire and Rescue Equipment

Assessment Objective	Knowledge, Understanding and Skills
<p>7.1 Explain how to deploy appropriate firefighting equipment and other resources</p>	<ul style="list-style-type: none"> • Select and use appropriate equipment, resources and specialist skills to meet the needs of the incident
<p>7.2 Assess the provision and operational use of water supplies for firefighting purposes and determine tactics to resolve issues</p>	<ul style="list-style-type: none"> • Provision of supplies of water for firefighting purposes • Operational use of water from its supply for firefighting purposes
<p>7.3 Assess the provision and operational use of various types of foam and foam making equipment and determine tactics to resolve issues</p>	<ul style="list-style-type: none"> • Production and application of foam for firefighting purposes • Properties of the various foams and foam concentrates • Expansion rates of foam and factors to be taken into account when using foam to extinguish a fire
<p>7.4 Evaluate the use of ladders and the procedures for safe working at height</p>	<ul style="list-style-type: none"> • General principles and precautions when working with all ladders and aerial ladder platforms
<p>7.5 Explain the performance requirements of and evaluate the procedures for using Breathing Apparatus (BA) and associated equipment</p>	<ul style="list-style-type: none"> • Management, control and safety procedures for using Breathing Apparatus • Component parts and testing procedures for Breathing Apparatus • Associated equipment to include; Communication Equipment, Personal Lines, Guidelines, Telemetry Equipment and all types of resuscitation equipment

7.6 Explain the performance requirements and the construction of the various types of chemical protective clothing and how these apply in different situations	<ul style="list-style-type: none"> • Operating principles of using Gas Tight Chemical Protection suits and limited protection splash suits • General maintenance and safety precautions
7.7 Explain the selection of detection, identification and monitoring equipment used in relation to radiation incidents	<ul style="list-style-type: none"> • Operating principles of Radiation measuring equipment, Personal protective equipment and Decontamination equipment • General maintenance and safety precautions applicable to all detection identification and monitoring equipment
7.8 Explain the performance requirements and evaluate the selection of rescue equipment to be used during extrication, heavy lifting and search and rescue	<ul style="list-style-type: none"> • Operating principles of all cutting, spreading, stabilisation equipment • Operating principles of all Search and Rescue Equipment • Operating principles of hauling and lifting equipment, including blocks and tackle, and the associated anchoring methods • General maintenance and safety precautions applicable to all rescue equipment
7.9 Explain the performance requirements and evaluate the selection of ropes and lines and how these apply in different rescue situations	<ul style="list-style-type: none"> • Operating principles when using ropes and lines • General maintenance and safety precautions applicable to all rope and line equipment
7.10 Explain the performance requirements and evaluate the selection of various types of water and unstable rescue equipment and ancillaries	<ul style="list-style-type: none"> • Operating principles when using Throwlines/safety lines, Inflatable Rescue Boats, outboard motor engines, Mud paths and lances • General maintenance and safety precautions applicable to all water rescue equipment

Unit 2: Initial Incident Command

Unit Reference: K/506/2270

Introduction

This unit focuses on the application of practical skills relevant to incident management. Candidates are required to demonstrate that they can apply their technical understanding and operational management skills in managing an incident in a simulated environment.

The assessment will focus on incidents relevant to those operating at Incident Command level 1. At this level, individuals will respond to emergencies and will manage fire appliances and crews. Incident commanders will be required to manage numerous and diverse risks in situations that are continuously evolving in an unpredictable way. The types of assessment scenario that will be appropriate are fires in houses, commercial locations or road/vehicle contexts.

Learning Outcomes

Candidates who achieve this unit should be able to:

- Assess a situation and formulate an appropriate plan to resolve the incident
- Identify and manage risks
- Implement appropriate actions
- Demonstrate the ability to take command of an incident
- Manage crews and resources

Unit Status

This is a Mandatory Unit.

Content

Assessment Objective	Knowledge, Understanding and Skills
1. Gather and review information and determine incident status	<ul style="list-style-type: none">• Gather information from all available sources on incident progress, risks, deployment, resources available and existing incident management• Confirm previous action is compliant with relevant legislation and protocols• Confirm hazards already identified• Confirm an appropriate risk assessment was carried out at an appropriate time• Confirm the roles assigned• Determine sufficiency and suitability of resources currently present• Determine the requirements for the involvement of other agencies
2. Evaluate the incident and operational implications	<ul style="list-style-type: none">• Evaluate resource requirements, anticipating future resource needs and considering the possibility of an escalation of the incident• Evaluate risks to health, safety and welfare and ensure adequate and timely control measures are implemented

	<ul style="list-style-type: none"> • Obtain technical advice from appropriate sources and use this to support decision making • Monitor and continuously evaluate the impact of the incident on the organisation, the environment, the local community and on the roles and responsibilities of other agencies
3. Formulate and implement a plan to resolve the incident	<ul style="list-style-type: none"> • Confirm priority actions and objectives to resolve the incident • Formulate a plan to deal with all aspects of the incident, deploying appropriate resources • Employ the most appropriate safe system of work, taking account of all identified risks
4. Monitor and review the incident	<ul style="list-style-type: none"> • Update tactical mode • Review and modify risk assessment and respond to changes in the nature and extent of the incident • Monitor the progress of activity against the plan, updating plan as required
5. Maintain ongoing communication with those involved in the incident	<ul style="list-style-type: none"> • Communicate information accurately and in the correct mode • Deliver operational messages without error and in such a way that they convey a clear picture of the incident • Transmit tactical mode of operation regularly and effectively to all personnel • Deliver clear, concise, comprehensive and effective senior officer briefings
6. Assume command and manage an incident	<ul style="list-style-type: none"> • Assume command at the appropriate time having gathered all necessary information • Assert and maintain control throughout the incident • Establish command of all crews and sectors and maintain command throughout the incident • Assess the span of control required and delegate/sectorise as appropriate for the incident • Interact effectively with command support, making full use of appropriate resources • Deal with the crisis in a controlled and considered manner at all times

Section 2: Assessment Centre Approval

Introduction

This qualification comprises two units, one unit assessed by examination (unit 1) and one unit assessed by the candidate's assessment centre and externally quality assured by the IFE (unit 2). As the forms of assessment are significantly different, centres must be approved separately for each of the two units/different assessment types.

In order to act as examination venue, centres must first secure specific approval from the IFE and confirm their commitment to abide by the relevant terms and conditions for examination venues. This process is common for all IFE examination venues. Information is available on the IFE's website (please see the Centre Manager Handbook) or request further information via exams@ife.org.uk.

A separate process needs to be followed where centres undertake the assessment of candidate performance (as per unit 2). This section of the qualification handbook sets out the process for approval as an assessment centre.

The Centre Approval Process (Unit 2)

The process involves the following steps:

- Applicants must complete the centre approval form provided by the IFE. This form is available on request from the IFE.
- A desk review of the information provided will be carried out and the IFE will ask for additional information if appropriate.
- A centre visit will be arranged. The IFE will be represented by an appropriately experienced and qualified expert who will take on the role of External Quality Assurer (EQA).
- If the feedback from the EQA includes a recommendation that the centre should be approved, the approval process will be progressed. If further information is required (eg copies of centre policies or additional information on local assessors), approval will be delayed until all relevant documents have been received and reviewed.
- When all required standards have been met, the IFE will confirm that approval has been granted.

Requirements for Centres

The centre approval process will require centres to demonstrate that they have:

- facilities for managing local assessment – including equipment for use during candidate assessments.
- facilities for managing and maintaining assessment materials including recordings and documentation.
- assessors who have both subject and assessment expertise. (The IFE will require assessors to demonstrate experience and/or qualifications in the area that they are assessing.)
- robust processes for managing internal standardisation and quality assurance of assessments.

Fees

An initial approval fee will be charged. Please see current fee lists. (Note: there is no fee for centres seeking approval to act as an examination venues; fees apply only to approval as local assessment centres in relation to unit 2.)

Once approved, a fee per candidate will be charged for each unit attained.

Note: there may be additional charges for centres in respect of EQA visits where only a small number of candidates are undertaking unit 2 practical assessment or where the IFE has had to provide additional visits over and above standard practice in order to provide additional checks.

Ongoing Quality Assurance Arrangements

The IFE operates a quality assurance strategy that applies to all centres and the IFE reserves the right to carry out centre audits at any time.

The number of qualification-related visits to centres each year will depend upon:

- the number of candidates undertaking assessment and/or
- the availability of recorded evidence which can be submitted to the IFE and reviewed without a visit to the centre.

Most centres will receive a minimum of two external quality assurance visits per year. The IFE reserves the right to increase the number of visits and/or to request submission of candidate portfolios for further checks.

Section 3: Assessment and Quality Assurance

Introduction

Unit 2 of this qualification is assessed by approved assessment centres with assessments standardised and internally quality assured by the centre. External quality assurance is undertaken by an IFE-appointed External Quality Assessor (EQA).

Roles and Requirements

Assessors

Centres will be required to identify and allocate assessors to undertake the assessment process. They will be required to provide details of those who carry out assessment to the IFE.

The IFE has set minimum requirements for those who carry out assessment for this qualification and centres must ensure that assessors meet these requirements. Assessors must:

- be subject experts with current experience of working in the specialist area; ideally, assessors should be qualified to level 4 or above and have at least two years of experience of working in the specialist area. (Where potential assessors have extensive relevant experience, in excess of three years and are recognised as expert by their employers, the requirement to hold a qualification at level 4 may be relaxed.)
- have experience of carrying out assessments in the specific subject area and/or hold an appropriate qualification.
- demonstrate commitment to CPD.

In addition, centres must, under all circumstances, be mindful of the potential for conflicts of interest and should ensure that assessors do not have personal/commercial interests in the outcome of any assessments that they undertake.

Standardisation and Internal Quality Assurance

Centres are responsible for ensuring that a robust system of standardisation and quality assurance is in place in order to ensure that standards are applied consistently and equitably across candidates regardless of the assessor that undertook the initial assessment.

An Internal Quality Assurance Lead/Internal Verifier must be appointed. The IFE should be notified of the person who has been allocated to the role. The individual leading on internal QA must have sufficient authority and resources to enable them to carry out the role effectively. They must have occupational knowledge and should have experience of assessment, ideally holding subject and assessment qualifications.

Centres must establish an internal standardisation process whereby assessors meet and cross-moderate assessment decisions. A formal record of internal moderation should be kept. This record should demonstrate that standardisation has taken place and should note any areas where decisions have been made that set precedents to be followed on future occasions.

Internal quality assurance arrangements must include regular monitoring of assessor decisions and sampling of assessment decisions. Records should be made of the monitoring and checks undertaken to enable audit trails to be followed.

Note: as well as providing confirmation of the way in which centres are applying the assessment criteria, the information from internal assessment will be used by the IFE to contribute to the ongoing enhancement of assessment guidance.

External Quality Assurance

The IFE will arrange external quality assurance reviews. The purpose of external quality assurance is to ensure that:

- the centre is operating robust assessment processes (including internal quality assurance arrangements) that lead to appropriate and consistent decisions.
- assessment is fit for purpose, at the right level and generating sufficient evidence of attainment.
- all required policies and procedures are in place and are being applied.

Most centres will receive at least two quality assurance visits per year. The IFE reserves the right to increase the number of visits where a high volume of candidates are involved or where areas of concern have been noted. (Where additional external quality assurance visits are required, the IFE may re-charge the cost of the visit(s) to the centre.)

During an external quality assurance visit, the IFE external quality assurer, will:

- meet candidates, assessors and internal verifiers.
- view candidate assessment records and evidence (this will usually take the form of videoed/recorded material taken whilst the candidate was undertaking the assessment task).
- view a list of candidates registered for the qualification.
- view centre records including minutes of meetings, procedures, details of any new assessors etc.
- review progress following on from any previous visit.

In some instances, where the candidate's practical activity has been recorded (eg by camera on the candidate's helmet/training cameras in the assessment area) and this can be easily transferred to the IFE electronically, the IFE EQA will view the assessments remotely rather than undertaking numerous visits to the centre.

Assessment

Introduction

The aim of assessment is to ensure that candidates have met the published standard.

Assessors must therefore be satisfied that the candidate has fully met the published requirements and has provided enough evidence for the assessor to be satisfied that the candidate could apply the knowledge, understanding and skills competently in the workplace.

The Assessment Process

Only approved assessors may undertake assessment.

Assessors should review the assessment outcomes against the requirements of the published specification. Prior to confirming that a candidate has met the standard, assessors should be confident that:

- the candidate had independently produced sufficient evidence in terms of depth and breadth.
- all aspects of the criteria have been fully met.

After the assessor has examined the evidence, the assessor must record an assessment decision and the justification for the decision.

Assessors are advised to use the recording documents provided by the IFE when confirming that published criteria have been met. However, centres may also use their own recording documents as long as these provide the minimum information required by the IFE (please see above).

Centres should ensure that it is clear which assessor has marked which assessments and which internal quality assurer/internal verifier has carried out any relevant internal reviews. The IFE will carry out the external sampling process at Internal Quality Assurer level but will also sample at assessor level.

Recognition of Prior Attainment

In some instances it may be possible for candidates to present evidence that has been attained prior to commencing the qualification. In determining whether or not evidence of prior achievement is appropriate, assessors must consider the following criteria:

- Specific requirements of the unit/qualification specification: all evidence must be evaluated against the specific requirements set out in the unit/qualification that the candidate is seeking to attain. Assessors must be confident in determining that there is sufficient evidence available to confirm that the candidate has fully met the requirements.
- Currency: all evidence must have been generated within two years of the date of issue of the qualification certificate.
- Individual's own work: it must be clear that the evidence provided is the candidate's own work and was completed in the required assessment conditions.
- Reliability: having considered the evidence available, the assessor must be confident that he/she would have arrived at the same decision if the assessment were to be repeated. In some instances, this may require further professional discussion with the candidate to confirm attainment.

Centres should see the IFE's Recognition of Prior Achievement (RPA) Policy and Process guidance for further information.

Retaining Candidate Assessments

Centres should retain recorded assessments for six months after the examination results have been issued. In cases of appeals by candidates, individual assessments will need to be kept until the appeal has been resolved.

Section 4: Guidance on Assessment of Unit 2

Introduction

This section of the handbook provides specific guidance on the assessment of unit 2. It covers:

- Managing practical assessments
- Sample practical activity for candidates undertaking assessment

Managing Practical Assessments (Unit 2)

Summary of the Assessment Process

The process is straightforward and works as follows:

- The centre identifies candidates for assessment and registers the candidates with the IFE.
- Assessments are designed by the centre (please see information below).
- Assessments are scheduled and carried out by the centre's assessors (each of the centre's assessors must be registered with the IFE prior to undertaking assessment).
- Marking of assessments is completed using the guidance provided by the IFE.
- Where more than one assessor is involved in the assessment process, there should be cross-marking at the point where the assessment is completed.
- Completed assessments should undergo internal quality assurance.
- The IFE will carry out an external quality assurance process whereby a sample of the candidates assessed by the centre and included on the centre's certificate claim list will be re-assessed by the IFE's external moderation team.
- Following the external quality assurance process, the IFE will either confirm the centre's marking or seek further information/action via the centre.
- Following confirmation of marking, the IFE will issue unit/qualification certificates as appropriate.

Further information on assessment and quality assurance is provided in section 3 of this qualification handbook.

Designing Assessments

Each centre is responsible for devising the practical assessments for use with candidates in the centre. Assessments should reflect realistic situations and should provide candidates with the opportunity to demonstrate their understanding and skill in relation to each of the assessment objectives set out in the content of the unit specification.

Centres should ensure that a range of different scenarios are developed so that scenarios can be varied between different candidates – thus ensuring that candidates do not know what scenario they will need to address in their assessment.

Centres and assessors are advised to read the additional guidance information in this document and

to refer to the assessment criteria in the unit specifications when developing assessments.

Candidates should have access to relevant, up to date equipment.

Centres should ensure that other individuals engaged in the simulation (eg as part of the crew) have appropriate experience and are fully briefed in relation to their role prior to the commencement of the assessment.

Centres should familiarise themselves with the marking criteria prior to devising assessments as they need to ensure that assessments provide sufficient breadth to enable candidates to be assessed against all of the marking categories. Centres should note that the scenario must include:

- A fire
- A rescue
- An escalation eg equipment failure that could endanger the safety of one or more crew members or members of the public
- Engagement of external agencies

Practical assessments should last around 45-90 minutes. Incidents should require the use of between two and four appliances (fire engines) where it is reasonably foreseeable that a Supervisory Officer will be in charge. This can vary from 8 –20 personnel dependent upon the number of fire appliances at the scene and crewing arrangements. Crews will be mobilised from a mock fire station to the incident and will deal with the scenario based on what they see and the information they have received prior to mobilisation and whilst in attendance. At the end of the scenario the candidate will be required to hand over to a senior officer who will act as the on-coming officer.

Accessibility

When setting tasks centres should bear in mind:

- The use of language throughout the task – language should be unambiguous and clear and in keeping with realistic language protocols and terminology so that all candidates can comprehend what is required. Clarity in language will improve access for all candidates. Care should be taken to avoid any words or phrasing that could cause offence. Centres should brief individuals participating in the exercise (eg as crew members/control operations) about the language standard to be followed.
- That tasks should not contain bias and/or content that may disadvantage a group of candidates that share a particular characteristic. Centres should be mindful of the groups identified by the Equalities Law. (The characteristics protected by the Equality Act 2010 are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.)

Where candidates with disabilities request reasonable adjustments, centres should contact the IFE. The IFE's policy is published on the website. The IFE will consider all reasonable adjustments that can be made without compromising the assessment standard. In the case of this assessment, the IFE and the centre will need to carry out a risk assessment to ensure that potential adjustments would not lead to unsafe conditions for the candidate and/or other participants in the exercise.

Scheduling Assessments

Candidate assessments may be scheduled to take place at a time that is convenient to the centre and the candidate(s). Centres may carry out assessments for their own employees and may also open the process to external candidates.

Recording Assessments

Wherever possible, practical assessments should be recorded. This will enable centre assessors and internal quality assurers to review the assessment and to consider the evidence in detail. It is also beneficial where more than one local assessor is participating in the assessment process eg due to the need to be based in different areas of the incident ground. All candidates should be clearly identified on the recording.

It will also assist centres in providing evidence of consistent assessment for the purpose of EQA.

Sample Assessment

The example scenario that follows provides an example of the type of scenario that would be appropriate for candidates undertaking the assessment.

Example Scenario: The candidate takes the role of incident commander at a simulated incident involving a house fire and a rescue in a residential area. The candidate assumes and retains command throughout the incident. This includes command of all roles, management of resources and management of the incident.

Resources: The simulated incident should take place in a realistic environment using real buildings, equipment (including two fire appliances) and active fire service personnel. There will be two fire appliances, each with a crew of 4-5 firefighters.

Initiating the assessment and candidate role: The candidate will mobilise from an office where they have received messages and calls on a developing incident. The information provided to the candidate about the incident should be limited to the information that would be received in a realistic situation at the point of mobilization. (The assessment should be designed to assess candidate responses to a developing situation.)

The candidate will wear full fire gear and use standard communication equipment.

The candidate will interact with a subordinate incident commander, take over and locate to the command unit and remain at their post until the conclusion of the scenario. The candidate will use a real command unit, command unit crew and operational support officer.

The Incident:

On arrival at the incident, the candidate will discover that an elderly person with limited mobility needs to be rescued from the first floor of the burning residential property. The candidate will need to manage the rescue and also consider what happens after the rescue in terms of casualty handling and inter-agency liaison.

The candidate should assess and manage resourcing issues specifically taking into account:

- Appliance and crew deployment
- Water supplies
- Positioning of hose lines
- Crew welfare and the impact of weather conditions
- Specialist equipment and advice

As the incident progresses, the candidate should take into account the safety of all persons on or in the vicinity of the incident ground and should identify, monitor and manage the following hazards:

- Structural safety
- Breathing Apparatus Emergency
- Manual handling
- Water Damage
- Pollution control measures
- Environmental controls
- Electricity supplies
- Smoke pluming

The candidate should identify requirements for the engagement of external agencies and/or specialists and act appropriately in engaging additional support.

The candidate should also recognise and preserve elements of the scene that may be important for investigation purposes at a later time.

During the incident, the candidate will need to handle an escalation situation when one of the crew members has a problem with his breathing apparatus and collapses. The candidate will need to demonstrate competence in a crisis situation.

Whilst managing the scene, the candidate must manage ongoing communication with internal personnel – crew members and control officers. They should also provide regular briefings to the senior officer

The candidate should manage:

- Liaison with external agencies including the police and environmental agency
- Interaction with the service's media liaison officer to manage the press and public awareness

Assessment Duration: 45 mins - 1 ½.

(Note: time may vary between candidates depending on the environmental conditions and the speed with which the incident develops.)

Section 5: Summary Assessment Forms

Introduction

The summary assessment forms that follow have been designed to enable assessors to record assessment decisions and to summarise the reason for their judgements.

Assessors are requested to use these documents for all candidates. (Where centres use their own recording documents, they should ensure that all information required by the IFE is included on the documents.)

Marking

The following marking should be used:

Award 0, 1 or 2 marks for each assessment activity where:

0 = either failed to complete the activity or actions were ineffective

1= activity not fully completed; minor training needs identified

2 = activity completed fully and appropriately

Critical Errors

A critical error is an error which compromises the safety and/or life of another person including members of the public, other agencies or crew members. If a candidate makes a critical error, they should automatically fail the assessment.

Examples of critical errors include:

- Committing Breathing Apparatus teams into a risk without sufficient firefighting media and/or sufficient PPE
- Inability to amend actions based on known risks at an incident
- Taking actions which may have a detrimental effect on the condition of the incident or the safety of personnel
- Inability to identify potential risks and implement sufficient risk control measures

IFE Level 3 Certificate for Operational Supervisory Managers in Fire and Rescue Services– UNIT 2 Assessment

Candidate Assessment Form and Marking Summary

Candidate Information

Name of Candidate	
Candidate Number	
Date of Birth	
Proof of Identification	

Assessor and Quality Assurer Information

Name of Assessor(s)	
Name of staff carrying out Internal Quality Assurance	

Assessment Information

Date of assessment	
Assignment used	
Final Mark	
Pass/Fail	
General comments	

For IFE Use Only

External QA process (including date and name of EQA; feedback notes to be attached)	
Checked by IFE (including date, name of IFE internal checker and any notes)	

AO1 – Gather and review information and determine incident status

Assessment Activity	Mark	Assessor Comment
The candidate gathered information from all available resources on known and anticipated risks to people, property and the environment		
The candidate identified and confirmed hazards		

AO2 – Evaluate the Incident and operational implications

Assessment Activity	Mark	Assessor Comment
The candidate evaluated resource requirements, anticipating any escalation of the incident		
The candidate continuously assessed risks via dynamic risk assessment		

AO3 – Formulate and implement a plan to resolve the incident

Assessment Activity	Mark	Assessor Comment
Priorities and objectives were identified and confirmed		
The candidate formulated an action plan deploying appropriate resources		
The candidate's action plan covered all elements of the incident in a methodical way		
The candidate's action plan provided adequate flexibility to meet the known and anticipated needs of the incident		
An appropriate safe system of work based upon full consideration of the identified risks was identified and implemented		

AO4 – Monitor and review the incident

Assessment Activity	Mark	Assessor Comment
The candidate declared and updated tactical mode quickly and efficiently as relevant		
The candidate continuously reviewed the risk assessment and modified action in response to changes in the nature and extent of the incident		
The plan was continually monitored in relation to progress and updated as necessary		
Resources were re-deployed to meet changing priorities of the incident		

AO5 - Maintain ongoing communication with those involved in the incident

Assessment Activity	Mark	Assessor Comment
The candidate established and maintained effective communication using correct methods of communication		
The candidate transmitted the tactical mode of operation to all personnel effectively and regularly		
The candidate's operational messages were totally satisfactory, without error and providing a clear picture of the incident		

AO6 – Assume command and manage an incident

Assessment Activity	Mark	Assessor Comment
The candidate established effective control of the incident and maintained it throughout the incident		
The candidate displayed leadership qualities ensuring that they were constantly seen as being in command		
The candidate accurately assessed the span of control required and put in place an appropriate command structure in good time		
The candidate established and interacted effectively with command support, making full use of appropriate resources		
The candidate dealt with crisis situations efficiently in a calm, controlled and considered manner		