



Technical and Vocational Education and Training (TVET) Council



Occupational Standards of Competence

Firefighting

Level 2

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Qualification Overview

NVQB

in

Firefighting

Level 2

NVQB in Firefighting Level 2

Qualification Overview

The NVQB in Firefighting allows individuals to learn, develop and practise the skills required for employment and/or career progression in the fire service sector. It includes competencies in first aid, handling hazardous materials and operating firefighting equipment. The other skills such as team work and communication can be used in a variety of other job roles and functions.

Like all NVQs this qualification is competence based. This means that it is linked to the candidates' ability to competently perform a range of tasks connected with their work. Candidates must plan a programme of development and assessment with their assessor and compile a portfolio of evidence to prove that they are competent in their work role.

Who is this qualification for?

The NVQB in Fire Fighting is aimed at persons currently working in the fire service sector and in fire and rescue departments. The qualification may also assist persons who are seeking to specialise in various areas of fire safety.

Jobs within the occupational area

Relevant occupations include:

- Firefighter
- Firefighter (Basic/Paramedic)

Where can it be used?

The qualification can be used in the fire service sector or any fire and rescue department.

A012102 - APPROVED NATIONAL VOCATIONAL QUALIFICATION STRUCTURE

FIREFIGHTING – LEVEL 2

The qualification is made up of thirteen (13) Mandatory units. To achieve a full award, candidates must complete **all** thirteen (13) Mandatory units.

Mandatory Units (All must be completed)	<u>CODES</u>
1. Plan and organise work in the fire service	UA56102
1.1 Identify work requirements	
1.2 Prepare to complete work	
1.3 Identify tools, equipment and materials	
1.4 Complete work	
2. Follow occupational safety and health requirements in the fire service	UA56202
2.1 Plan and prepare for safe work practices	
2.2 Use safe work practices	
2.3 Assume responsibility for the safety of self and others	
2.4 Work from ladders and work platforms	
2.5 Perform general housekeeping	
3. Handle tools and equipment for fire rescue	UA56302
3.1 Select tools and equipment	
3.2 Use tools and equipment	
3.3 Clean up	
4. Respond to incidents using self-contained breathing apparatus	UA56402
4.1 Prepare to use respiratory protective equipment	
4.2 Work in risk areas at operational incidents	
5. Participate in community activities	UA56502
5.1 Provide information	
5.2 Conduct demonstrations	
5.3 Report on community activities	
6. Protect the environment from hazardous materials	UA56602
6.1 Minimise damage to the environment	
6.2 Support the operational unit	
6.3 Support persons involved in incidents	

Mandatory Units (All must be completed)	<u>CODES</u>
7. Administer basic first aid in the fire service	UA56702
7.1 Identify the need for first aid	
7.2 Confirm the safety of patient and care giver	
7.3 Assess patient and apply first aid	
7.4 Maintain equipment	
8. Take responsibility for effective performance	UA56802
8.1 Assume responsibility for personal performance	
8.3 Work with others	
8.4 Develop knowledge and skills	
9. Participate in ceremonial activities in the fire service	UA56902
9.1 Prepare for ceremonial activities	
9.2 Take part in ceremonial activities	
10. Operate communication systems and equipment in the fire service	UA57002
10.1 Use communication systems and equipment	
10.2 Transmit and receive communications	
10.3 Maintain communication equipment	
11. Operate in a control room	UA57102
11.1 Participate in takeover	
11.2 Receive calls	
11.3 Dispatch response tender	
11.4 Maintain the occurrences log	
11.5 Maintain security	
11.6 Participate in handover	
12. Core Skills Communication	CSC02
12.1 Participate in a group discussion	
12.2 Give a short talk	
12.3 Read and summarise information from documents	
12.4 Write different types of documents.	
13. Core Skills Information and Communication Technology	CSITC02
13.1 Search for and select information	
13.2 Enter and develop the information to suit the task and derive new information	
13.3 Present combined information	

UA56102**Plan and organise work in the fire service**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to effectively plan and organise work assignments and applies to all individuals working in the fire protective services industry.

ELEMENT**PERFORMANCE CRITERIA**

Candidates must be able to:

- | | |
|--|---|
| 1. Identify work requirements | 1.1 Obtain, confirm and apply work instructions and operational details with relevant persons.

erect Select appropriate signage/barricades and erect as required.

1.3 Identify and incorporate modifications to the work plan into successive work activities within the limits of own authority. |
| 2. Prepare to complete work | 2.1 Identify tasks and major fire protective procedures to achieve effective completion of work.

2.2 Identify and follow standard operating procedures to achieve the task.

2.3 Modify work plans to overcome unforeseen developments that occur as work progresses.

2.4 Identify and follow safety requirements in accordance with established safety plans and policies. |
| 3. Identify tools, equipment and materials | 3.1 Select and wear personal protective equipment to suit job requirements.

3.2 Select tools, equipment and materials to carry out tasks consistent with the requirements of the job.

3.3 Check tools and equipment for serviceability and report or rectify any faults prior to use according to organisational requirements. |

- 3.4 Store tools and equipment when not in immediate use according to manufacturer's recommendations and organisational requirements.
- 4. Complete work
 - 4.1 Provide verbal/written reports on completed activities according to organisational procedures.
 - 4.2 Leave worksite safe and secure on completion.

RANGE STATEMENT

All range statements must be assessed:

1. Personal protective equipment may include but is not limited to:

- Hands and feet protection
- Face and eyes protection
- Helmets
- Protective suits and clothing
- Respiratory equipment

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. How to obtain confirm and apply work instructions and operational details.
2. What are the different types of signage and barricading equipment and how and when they are used.
3. How and when to modify work plans.
4. What are the work and fire protective procedures and how to apply them to achieve effective completion of work.
5. What are the standard operation procedures and how to follow them.
6. How to modify work plans to overcome unforeseen developments that occur as work progresses.
7. What are the safety plans, policies and requirements and how to follow them.
8. What is personal protective equipment and how to correctly identify and select it for job requirements.
9. How to select, equipment and materials to carry out tasks efficiently.
10. How to check for the serviceability of tools, equipment and materials.
11. How and to whom faults should be reported prior to commencement and how to rectify them.
12. How to store tools and equipment safely when not in immediate use.
13. How to report verbally and in writing on completed activities.
14. How to leave the worksite safe and secure on completion.
15. How to clean, maintain and store tools and equipment.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting all of the performance criteria, range and underpinning knowledge on more than one occasion. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation must not be used, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA56202**Follow occupational safety and health requirements in the fire service**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to effectively perform work activities to conform to occupational health and safety requirements and applies to all individuals working in the fire protective services industry.

ELEMENT**PERFORMANCE CRITERIA***Candidates must be able to:*

- | | |
|---|--|
| 1. Plan and prepare for safe work practices | <ul style="list-style-type: none"> 1.1 Identify and adhere to standard operating procedures associated with organisational safety operations. 1.2 Select, fit and correctly use appropriate personal protective equipment according to manufacturer's recommendations and organisational requirements. 1.3 Select tools and equipment consistent with safe work practice requirements of the job. 1.4 Check tools and equipment for serviceability and report any faults to relevant persons in accordance with organisational procedures. |
| 2. Use safe work practices | <ul style="list-style-type: none"> 2.1 Perform work in a safe manner in accordance with relevant legislation. 2.2 Identify safety hazards and report workplace incidents in accordance with organisational policies and procedures. 2.3 Select and operate the appropriate firefighting and rescue equipment for type of incident in the correct manner in accordance with manufacturer's recommendations and organisational procedures. 2.4 Perform electrical work using the correct electrical supply according to health and safety standards and organisational requirements. |

- 2.5 Identify and adhere to current site and emergency first aid procedures.
 - 2.6 Identify and adhere to safety signs, symbols, alarms and appropriate warning signals.
 - 3 Assume responsibility for the safety of self and others
 - 3.1 Use safe manual handling techniques during operational duties according to established health and safety standards.
 - 3.2 Follow safety procedures for pre-use checking and operating of specified power tools/plant, machinery and equipment according to manufacturer's recommendations and organisational requirements.
 - 3.3 Identify and follow recommended safe practices in handling chemical and potentially hazardous materials in accordance with industry, environmental and organisational safety requirements.
 - 4 Work from ladders and work platforms
 - 4.1 Erect ladder and work platforms in a safe manner in planned locations according to established safety standards.
 - 4.2 Confirm that overhead power lines are free of obstructions and away from erected ladder and work platforms in accordance with organisational and industry safety standards.
 - 4.3 Secure head and base of ladder and work platform and support against accidental movement in accordance with organisational and industry safety standards.
 - 4.4 Perform work in a safe manner from ladder and work platform in accordance with established health and safety requirements.
 - 4.5 Use appropriate fall arrest equipment and techniques in accordance with occupational safety and health guidelines.
 - 5 Perform general housekeeping
 - 5.1 Dispose of waste materials in a safe manner in accordance with environmental, industry and organisational policy and procedures.

- 5.2 Clean, maintain and store unused equipment and materials according to manufacturer's recommendations and organisational requirements.

RANGE STATEMENT

All range statements must be assessed:

1. Personal protective equipment may include but are not limited to:

- Hands and feet protection
- Face and eyes protection
- Helmets
- Protective suits and clothing
- Respiratory equipment

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What are the standard operating procedures associated with organisational safety operations and how and why these must be adhered to.
2. How to select, fit and correctly use appropriate personal protective equipment according to manufacturer's recommendations and organisational requirements.
3. How to select tools and equipment consistent with safe work practice requirements of the job.
4. Check tools and equipment for serviceability and report any faults to relevant persons in accordance with organisational procedures.
5. Why it is important to check tools and equipment for serviceability and report any faults to relevant persons in accordance with organisational procedures and how to do so.
6. How to perform work in a safe manner in accordance with relevant legislation.
7. Why it is important to identify safety hazards and report workplace incidents in accordance with organisational policies and procedures and how to do so.
8. How to select and operate appropriate firefighting and rescue equipment for the type of incident in the correct manner in accordance with manufacturer's recommendations and organisational procedures.
9. Why it is important to perform electrical work using the correct electrical supply according to health and safety standards and organisational requirements and how to do so.
10. How to identify and adhere to current site and emergency first aid procedures.
11. Why it is important to identify and adhere to safety signs, symbols, alarms and appropriate warning signals.
12. Why it is important to use safe manual handling techniques during operational duties according to established health and safety standards and how to do so.
13. Why it is important to follow safety procedures for pre-use checks and the operation of specified power tools/plant, machinery and equipment according to manufacturer's recommendations and organisational requirements and how to do so.
14. Why it is important to identify and follow recommended safe practices in handling chemical and potentially hazardous materials in accordance with industry, environmental and organisational safety requirements and how to do so.
15. How to erect ladder and work platforms in a safe manner in planned locations according to established safety standards.
16. Why it is important to confirm that overhead power lines are free of obstructions and away from erected ladder and work platforms in accordance with organisational and industry safety standards and how to do so.
17. Why it is important to secure head and base of ladder and work platform and support against accidental movement in accordance with organisational and industry safety standards and how to do so.
18. Why it is important to perform work in a safe manner from ladder and work platform in accordance with established health and safety requirements and how to do so.

19. How to use appropriate fall arrest equipment and techniques in accordance with occupational safety and health guidelines and why it is important to do so.
20. Why it is important to dispose of waste materials in a safe manner in accordance with environmental, industry and organisational policy and procedures and how to do so.
21. How to clean, maintain and store unused equipment and materials according to manufacturer's recommendations and organisational requirements.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting all of the performance criteria, range and underpinning knowledge on more than one occasion. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation must not be used, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA56302**Handle tools and equipment for fire and rescue**

Unit Descriptor:

This unit deals with knowledge, skills and attitudes required to competently select and use appropriate tools and equipment when carrying out fire and rescue activities.

ELEMENT**PERFORMANCE CRITERIA**

Candidates must be able to:

- | | |
|-------------------------------|--|
| 1. Select tools and equipment | <ul style="list-style-type: none"> 1.1 Identify different types of tools and equipment and their functions. 1.2 Identify and adhere to occupational health and safety requirements for using tools. 1.3 Select, fit and use appropriate personal protective equipment according to manufacturer's recommendations and organisational requirements. 1.4 Select tools and equipment consistent with the needs of job. 1.5 Check tools and equipment for serviceability and safety and report any faults to relevant persons according to organisational procedures. |
| 2. Use tools and equipment | <ul style="list-style-type: none"> 2.1 Position tools and equipment for application ease of use and in accordance with manufacturer's recommendations. 2.2 Handle and use tools and equipment in a safe manner according to their intended use and in accordance with manufacturer's and organisational requirements. 2.3 Place tools and equipment in safe and designated area when not in immediate use in accordance with organisational requirements. |
| 3. Clean up | <ul style="list-style-type: none"> 3.1 Clear and dispose of waste from work area according to environmental, industry and organisational requirements. |

- 3.2 Inspect and clean tools and equipment after use according to manufacturer's recommendations.
- 3.3 Store tools and equipment in a safe manner in designated areas according to manufacturer's recommendations and organisational procedures.

RANGE STATEMENT

All range statements must be assessed:

1. Tools and equipment may include but are not limited to:

- Hand
- Power
- Pneumatic

3. Occupational health and safety requirements may include but are not limited to:

- Worksite safe working practices
- Use of tools and equipment
- Safe handling and storage of materials

2. Personal protective equipment may include but is not limited to:

- Protective suits and clothing
- Hand and foot protection
- Helmet
- Face and eye protection
- Respiratory equipment

4. Report may include but is not limited to:

- Verbal
- Written

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What are the different types of tools and equipment and their functions.
2. What are the occupational health and safety requirements for use of tools and equipment.
3. How to select, fit and correctly use personal protective equipment.
4. Which tools to select for the job.
5. How to check tools for serviceability and safety and report faults.
6. How to position tools and equipment correctly for application.
7. How to use tools safely and effectively according to their intended use.
8. How to place tools in safe area when not in immediate use.
9. How to clear and remove waste from work area.
10. How to inspect and safely clean tools and equipment.
11. How to store tools and equipment safely.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting all of the performance criteria, range and underpinning knowledge on more than one occasion. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation must not be used, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA56402**Respond to incidents using self-contained breathing apparatus**

Unit Descriptor:

This unit deals with the knowledge, skills and attitude required to respond to operational incidents using self-contained breathing apparatus. It covers working in risk areas and includes operating a breathing apparatus control board.

ELEMENT**PERFORMANCE CRITERIA**

Candidates must be able to:

- | | |
|--|---|
| 1. Prepare to use respiratory protective equipment | 1.1 Identify and select the appropriate self-contained breathing apparatus for the hazard.

1.2 Inspect breathing apparatus for immediate use in accordance with manufacturer's and organisational procedures.

1.3 Inspect and set up ancillary equipment in accordance with equipment operating procedures.

1.4 Don and start up breathing apparatus according to manufacturer's instructions, industry and organisational procedures.

1.5 Check in with the breathing apparatus entry control officer as designated by incident commander.

1.6 Follow assigned role as a team member according to established procedures. |
| 2. Work in risk areas at operational incidents | 2.1 Navigate within the risk areas with the team according to established procedures and instructions.

2.2 Maintain communication on the progress and status with the team members as required.

2.3 Carry out designated response duties within risk area in accordance with organisational procedures. |

- 2.4 Monitor own breathing apparatus pressure gauge to determine pressure level in accordance with industry and organisational health and safety procedures.
- 2.5 Withdraw from the risk area and report to breathing apparatus entry control officer with the team according to designated procedures.

RANGE STATEMENT

All range statements must be assessed:

1. **Risk areas** may include but are not limited to:

- Fire
- Limited visibility
- Toxic environment
- Elevated temperatures
- Oxygen deficient atmosphere
- Confined space

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. How to identify and select the appropriate self-contained breathing apparatus.
2. How to inspect the self- contained breathing apparatus for immediate use in accordance with organisational procedures.
3. How to inspect and set up the ancillary equipment in accordance with equipment operating procedures.
4. How to don and start up the breathing apparatus.
5. Who are the designated breathing apparatus entry control officers.
6. What are the assigned roles to self and team members.
7. What is the risk area and how to navigate in it with the team and carry out response duties.
8. How to maintain communication on progress with team members.
9. How to monitor own breathing apparatus pressure gauge to determine pressure level.
10. How to withdraw from the risk area and report to breathing apparatus entry control officer with the team.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting all of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **may be used**.

UA56502**Participate in community activities**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to meet fire service targets for specific needs to ensure that the communities are safer. It covers promoting safety to the community and giving demonstrations and instructions to help persons better understand fire safety matters.

ELEMENT**PERFORMANCE CRITERIA***Candidates must be able to:*

- | | |
|-----------------------------------|---|
| 1. Provide information | <ul style="list-style-type: none"> 1.1 Confirm operational details, suitable attire and information to be provided to communities with relevant persons. 1.2 Provide information that is relevant, accurate appropriate to the job role and in a format suitable to communities in accordance with fire service procedures. 1.3 Ask questions to ensure that information provided is understood as intended and meets the needs of the communities. |
| 2. Conduct demonstrations | <ul style="list-style-type: none"> 2.1 Select appropriate resources to be used during demonstrations according to operational details. 2.2 Use resources in an efficient manner and apply control measures based on risk assessments during demonstrations according to fire service procedures. 2.3 Provide accurate instructions to community during demonstrations according to fire service requirements. 2.4 Secure resources after demonstrations according to fire service requirements 2.5 Report faults or low levels of resource supplies to relevant persons according to fire service procedures |
| 3. Report on community activities | <ul style="list-style-type: none"> 3.1 Complete required documentation according to fire service procedures. |

- 3.2 Report on the suitability and success of community activities and suggest improvements.

RANGE STATEMENT

All range statements must be assessed:

1. Resources may include but are not limited to:

- Fire extinguishers
- Fire blankets
- Lighter/matches
- Fuel
- Fire truck
- Computer
- Multi-media projector
- Firefighting kit

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What are the fire service's procedures for community activities.
2. What are the fire service's requirements for community activities.
3. How to confirm operational details, suitable attire and information to be provided to communities.
4. What is your own job role and how to provide relevant and accurate information consistent with it.
5. How to provide information in a format suitable to communities.
6. How to ensure that information provided is understood as intended and meets the needs of the community.
7. What are the resources to be used during demonstrations and how to select them.
8. How to use resources and apply control measures based on risk assessment during demonstrations.
9. What are the instructions to be provided to communities during demonstrations and how to provide them.
10. How to secure resources after demonstrations.
11. How and whom to report any faults or low levels of supplies.
12. What is the required documentation and how to complete it.
13. How to report on suitability and success of community activity and suggest improvements.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge on one occasion. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Oral questioning
- Observation
- Written evidence (case study, projects, assignments)
- Witness testimony
- Interviewing the candidate
- Journals and workplace documentation

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA56602**Protect the environment from hazardous materials**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to respond to emergencies involving hazardous materials. It involves limiting damage to the environment and supporting persons involved.

ELEMENT**PERFORMANCE CRITERIA**

Candidates must be able to:

- | | |
|--|---|
| 1. Minimise damage to the environment | <ul style="list-style-type: none"> 1.1 Confirm details of the incident and identify requirements to minimise the effects of hazardous materials. 1.2 Select and use personal protective equipment appropriate for hazardous materials according to industry and organisational requirements. 1.3 Report on the type, location, quantity and physical properties of hazardous materials to relevant persons at the appropriate time. |
| 2. Support the operational unit | <ul style="list-style-type: none"> 2.1 Monitor and maintain evacuation zones and incident perimeters according to industry and organisational requirements. 2.2 Monitor additional risks to the environment and report findings to relevant persons in accordance with industry, environmental and organisational requirements. 2.3 Use emergency response guides to advise relevant persons about procedures pertaining to hazardous materials. |
| 3. Support persons involved in incidents | <ul style="list-style-type: none"> 3.1 Provide comfort to persons in a courteous and compassionate manner according to organisational procedures. 3.2 Restrict public view of the incident to protect the privacy of persons involved according to industry and organisational requirements. 3.3 Report any occurrence that may affect the safety of persons involved according to organisational procedures. |

RANGE STATEMENT

All range statements must be assessed:

1. Personal protective equipment may include but is not limited to:

- Protective suits and clothing
- Hand and foot protection
- Helmet
- Face and eye protection
- Respiratory equipment

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What are hazardous materials and how to minimise their effects.
2. What is personal protective equipment and how to select and correctly wear it.
3. How and to whom to report the type, location, quantity and physical properties of hazardous materials.
4. What are the evacuation zones and incident perimeters and how to monitor and maintain them.
5. What are the additional risks to the environment, how to monitor them and how to report any findings.
6. What is the emergency response guide and how to use it to provide advice.
7. How to provide comfort to persons in a courteous and compassionate manner.
8. Why it is important to restrict the public's view of the incident to protect the privacy of the persons involved and how to do so.
9. Why it is important to report any occurrence that may affect the safety of the persons involved.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge on more than one occasion. This evidence must come from a real working environment.

The underpinning knowledge may be assessed with the use of table top exercises.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Oral questioning
- Observation
- Written evidence (case study, projects, assignments)
- Witness testimony
- Interviewing the candidate
- Journals and workplace documentation

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation may be used.

UA56702**Administer basic first aid in the fire service**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to identify the need for and the application of first aid until the arrival of medically qualified personnel.

ELEMENT**PERFORMANCE CRITERIA**

Candidates must be able to:

- | | |
|---|--|
| 1. Identify the need for first aid | <ul style="list-style-type: none"> 1.1 Conduct an initial assessment of the extent and nature of first aid required from personal observation and/or witness reports. 1.2 Report results of the initial assessment to relevant persons in accordance with fire service procedures. |
| 2. Confirm the safety of patient and care giver | <ul style="list-style-type: none"> 2.1 Maintain hygiene for protection of the patient and care giver according to fire service procedures. 2.2 Identify hazards that may affect the patient and care giver and take appropriate action to prevent further injury to either party. 2.3 Provide comfort and reassurance to the patient in an appropriate manner through word, manner and actions. |
| 3. Assess patient and administer first aid | <ul style="list-style-type: none"> 3.1 Examine patient in the correct manner using the appropriate first aid procedures in accordance with industry and organisational policies and procedures. 3.2 Monitor and report any changes noted to the patient's condition since the initial assessment to the relevant person and modify treatment according to fire service procedures and level of training. 3.3 Provide treatment to the patient's injuries in accordance with the appropriate first aid techniques and level of training. 3.4 Operate first aid equipment in accordance with manufacturer's, industry and organisational requirements. |

- 3.5 Maintain treatment within the limits of own authority until qualified medical personnel assumes responsibility.
 - 3.6 Provide additional assistance as requested by medical personnel.
 - 3.7 Report details of first aid administered in accordance with standard operating procedures.
 - 4. Maintain equipment
 - 4.1 Recover, inspect, clean and store first aid equipment according to standard operating procedures.
 - 4.2 Report on the condition of equipment according to organisational requirements.
 - 4.3 Complete required documentation according to fire service procedures.

RANGE STATEMENT

All range statements must be assessed:

1. **First aid techniques** may include but are not limited to:
 - Cardio-pulmonary resuscitation
 - Bleeding control
 - Heimlich manoeuvre
 - Basic patient management
 - Stabilising fractures
 - Patient immobilisation

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. Why it is important to conduct an initial assessment of the extent and nature of first aid required and how to do so.
2. How to report the initial assessment to emergency services.
3. Why it is important to maintain hygiene for protection of patient and care giver and how to do so.
4. What are the hazards that may affect the patient and care giver, how to identify them and take appropriate action to prevent further injury to either party.
5. Why it is important to provide comfort to the patient through reassurance by word, manner and actions and how to do so.
6. What are the first aid procedures and how to use them to assess patients.
7. Why it is important to monitor and report changes in the patient's condition since the initial assessment and how to do so.
8. What are the first aid techniques and how to use them to provide treatment for a patient's injuries.
9. What are the fire service procedures.
10. What are the different types of first aid equipment and how to operate them.
11. How to monitor and report patient's condition and modify treatment.
12. How to maintain treatment until a qualified medical personnel assumes responsibility.
13. What is the scope of your own authority and how to provide assistance requested by medical personnel.
14. What are the standard operating procedures.
15. How to report the details of first aid administered.
16. Why it is important to recover, inspect, clean and store first aid equipment and how to do so.
17. How to rectify and report equipment faults.
18. What is the required documentation used in the fire service and how these are completed.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge on one occasion. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Oral questioning
- Observation
- Written evidence (case study, projects, assignments)
- Witness testimony

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA56802**Take responsibility for effective performance**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to make a positive contribution to the work of your organisation including health and safety, maintaining effective working relationships with your colleagues and continuing to develop your skills and knowledge.

ELEMENT**PERFORMANCE CRITERIA***Candidates must be able to:*

- | | |
|---|--|
| 1. Assume responsibility for personal performance | <ul style="list-style-type: none"> 1.1 Maintain personal health and fitness levels as required for own role and duties in accordance with organisational requirements. 1.2 Report to relevant persons, anything that affects one's ability to meet the conditions of employment and personal work performance. 1.3 Maintain accurate records in line with organisational requirements. 1.4 Monitor the work environment for hazards which may affect the health and safety of self or others. 1.5 Take action within the limits of own authority to minimise the risks caused by hazards in accordance with organisational procedures. 1.6 Return resources to their designated location after use and ensure they are secured and stored in accordance with manufacturer's and organisational procedures. 1.7 Confirm availability for operational duties as required by the organisation. |
| 2. Work with others | <ul style="list-style-type: none"> 2.1 Communicate with others in a constructive manner to support and promote cooperation and a positive image of the organisation 2.2 Support and promote the organisational values, ethics and codes of practice. |

- 3 Develop knowledge and skills
- 2.3 Confirm that own actions encourage trust and teamwork.
 - 3.1 Conduct a self-assessment of knowledge and skills and identify development needs relevant to own job role.
 - 3.2 Develop a personal development plan that aims to improve knowledge and skills identified.
 - 3.3 Participate in activities which are consistent with the development plan.
 - 3.4 Obtain feedback from relevant persons and use to improve personal performance in accordance with organisational procedures.
 - 3.5 Update personal development plans as development needs change in accordance with organisational requirements.

RANGE STATEMENT

All range statements must be assessed:

1. Records may include but are not limited to:

- Daily routine book
- Hydrant register
- Inventory list

2. Operational duties may include but are not limited to:

- Fire and rescue
- Ceremonial activities
- Community activities
- Station activities

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What are your own roles and duties and how to maintain health and fitness levels for them.
2. What are the conditions of employment and how and to whom to report anything that affects your abilities to meet them.
3. What are the records to be maintained and the organisational requirements for doing so.
4. What are hazards and how to monitor the work environment for them.
5. What are the organisational procedures for minimising risks caused by hazards.
6. Where and how to return resources after use and ensure they are secured and stored in accordance with organisational procedures.
7. What are operational duties and how to ensure your availability for them.
8. How to communicate with persons constructively to support and promote cooperation and a positive image of your organisation.
9. What are the organisational values, ethics and codes of practice and how to support and promote them.
10. How to ensure your actions encourage trust and teamwork.
11. Why it is important to conduct a self-assessment of knowledge and skills and how to do so.
12. How to develop a personal development plan.
13. How to participate in activities consistent with the development plan.
14. How and from whom to obtain feedback on development activities.
15. How to update personal development plans.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge on more than one occasion. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation must not be used, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA56902**Participate in ceremonial activities in the fire service**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to perform ceremonial drill movements and participate in ceremonial activities within the fire service.

It includes employability skills such as teamwork, planning and organising activities and communication. This unit of competency would typically apply to any agency where ceremonial activities are performed individually, usually as part of a team and under orders.

ELEMENT**PERFORMANCE CRITERIA**

Candidates must be able to:

- | | |
|---------------------------------------|---|
| 1. Prepare for ceremonial activities | 1.1 Identify clothing and accessories for drill and ceremonial activities in accordance with standard procedures. |
| | 1.2 Practice drill movements under supervision to achieve the required standards. |
| 2. Take part in ceremonial activities | 2.1 Wear ceremonial clothing and accessories in accordance with standard procedures. |
| | 2.2 Execute drill movements for the relevant ceremonial activity in accordance with standard procedures. |

RANGE STATEMENT

All range statements must be assessed:

1. **Clothing and accessories** may include but are not limited to:
 - Ceremonial uniform
 - Medals
 - Badges
 - Accoutrements
2. **Ceremonial activities** may include but are not limited to:
 - Parades
 - Funerals
 - Guards
 - Presentation of colours
3. **Standard procedures** may include but are not limited to:
 - Ceremonial manual
 - Work health and safety regulations
 - Procedure manuals
 - Relevant legislation
 - Routine orders
 - Standing orders for dress
 - Written and verbal orders and instructions
4. **Drill movements** may include but are not limited to:
 - Advance in review order
 - Change from slow to quick time and quick to slow time
 - Change step in slow and quick time
 - Forms in slow and quick time and at the halt
 - Form two ranks from three and three ranks from two
 - March in line in slow and quick time
 - Marching in quick time
 - Marching in slow time
 - Open and close order at the halt
 - Open and close order on the march
 - Paying compliments
 - Turns at the halt
 - Turns on the march
 - Wheels

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. How to apply turns and inclines at the halt.
2. How to apply turns and inclines on the march in quick time.
3. How to change from slow to quick march and quick to slow march.
4. How to turn eyes right and left in slow and quick time, open and close order on the march in slow time while marching in line.
5. How to form ranks, stand at ease and stand easy.
6. How to march and halt in quick time.
7. How to march, halt, turn and incline in slow time.
8. How to march in line, change direction by forming at the halt and on the march in slow and quick time.
9. How to move on parade and advance in review order.
10. How to number, prove and right dress.
11. How to participate in a ceremonial parade or activity.
12. How to perform as a member of a ceremonial parade.
13. How to perform drill to the drum.
14. How to perform paces, close order and officer on parade dismissed.
15. How to perform salutes.
16. What are fronts and flanks.
17. What are generic parade sequences.
18. What are the words of command used in various ceremonial activities.
19. How to prepare clothing and accessories in accordance with Standing Orders for Dress.
20. What is the purpose of drill.
21. What types of ceremonial activities are employed in drill.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge. Competency must be demonstrated during the preparation and conduct of a ceremonial activity.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Oral questioning
- Observation
- Written evidence (case study, projects, assignments)
- Witness testimony

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **may be used**.

UA57002**Operate communication systems and equipment in the fire service**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to transmit and receive communications in routine and operational situations using communication systems and equipment within the fire service.

ELEMENT**PERFORMANCE CRITERIA***Candidates must be able to:*

- | | | | |
|----|---|-----|---|
| 1. | Use communication systems and equipment | 1.1 | Select communication equipment and techniques including verbal communication and voice procedures appropriate to the task, context and needs of the situation. |
| | | 1.2 | Operate equipment to support communication consistent with manufacturer's specifications and fire service requirements. |
| | | 1.3 | Utilise communication systems to facilitate transmission and reception in accordance with manufacturer's specifications and fire service policies and procedures. |
| 2. | Transmit and receive communications | 2.1 | Convey information to facilitate accurate reception of the message in accordance with fire service policies and procedures. |
| | | 2.2 | Acknowledge contact, confirm communication and initiate action in accordance with fire service procedures. |
| | | 2.3 | Report communication faults and deficiencies to the appropriate person in accordance with fire service policies and procedures. |
| | | 2.4 | Employ alternative communication strategies to address identified faults and deficiencies in accordance with established procedures. |
| | | 2.5 | Process and record communication in accordance with fire service policies and procedures. |

- 3. Maintain communication equipment
 - 3.1 Inspect communication equipment to ensure operational readiness in accordance with manufacturer's specifications and fire service requirements.
 - 3.2 Apply fault finding techniques and conduct basic maintenance effectively according to manufacturer's specifications and fire service procedures.
 - 3.3 Identify and note faulty equipment for repair and accurately complete documentation according to organisational procedures.

RANGE STATEMENT

All range statements must be assessed:

1. **Communication equipment** may include but is not limited to:
 - Computer
 - Facsimiles
 - Radio
 - Signaling devices
 - Telephones (mobile, landline, satellite)
2. **Verbal communication** may include but is not limited to:
 - Call signs
 - Emergency procedures
 - Phonetic alphabet
 - Pro-words
 - Use of abbreviations
3. **Voice procedures** may include but are not limited to:
 - Corrections
 - Pitch
 - Repetitions
 - Rhythm
 - Sentences
 - Speed
 - Volume
4. **Communication systems** may include but are not limited to:
 - Communication protocols
 - Communication software
 - Organisational networks
 - Verbal communication procedures

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What are the fire service's communication systems.
2. What is the range of communication equipment available to the fire service.
3. How to maintain communication equipment according to fire service's operational procedures.
4. How to operate the different communication equipment required by the fire service.
5. What are the verbal communication procedures consistent with the fire service's communication system and how they are used.
6. How to report communication faults and deficiencies according to fire service's procedures.
7. How to utilise the fire service's communication processes and systems.
8. What are the fire service's policies and procedures relevant to the operation of communication equipment e.g.
 - operational performance standards
 - relevant legislation
 - safety practices and guidelines
 - fire service quality standards
 - fire service approach to environmental management and sustainability
9. How to acknowledge contact, confirm communication and initiate action.
10. How to inspect communication equipment to ensure operational readiness.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge.

Assessment must confirm the ability to:

- Use communication equipment under non-operational and operational conditions
- Accurately transmit and receive communications using the fire service's communication systems and equipment.

The underpinning knowledge may be assessed with the use of table top exercises.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Oral questioning
- Observation
- Written evidence (case study, projects, assignments)
- Witness testimony
- Interviewing the candidate
- Journals and workplace documentation

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **may be used**.

UA57102**Operate in a control room**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to gather information to coordinate a response to an incident. It also includes maintaining communication regarding the incident and maintaining security of the station.

ELEMENT**PERFORMANCE CRITERIA**

Candidates must be able to:

- | | |
|-----------------------------|---|
| 1. Participate in takeover | <ul style="list-style-type: none"> 1.1 Obtain situation reports from current control room attendant according to fire control room policies and procedures. 1.2 Maintain personal records of information received from previous control room attendant in accordance with fire service procedures. 1.3 Confirm and record available control room resources at handover according to fire service control room policies and procedures. 1.4 Check alert and communication systems to confirm functionality according to fire service control room policies and procedures. |
| 2. Receive calls | <ul style="list-style-type: none"> 2.1 Answer telephone according to fire service policies and procedures. 2.2 Analyse information from caller, identify the nature of the incident and confirm turnout area. |
| 3. Dispatch response tender | <ul style="list-style-type: none"> 3.1 Send correct response tender based on information received from the caller and the turnout area. 3.2 Inform other response tenders and gazetted officers, if necessary and request additional assistance according to fire service policies and procedures. 3.3 Maintain communication regarding the incident and provide additional information as requested or as necessary. |

- 4. Maintain the occurrences log
 - 4.1 Select the appropriate occurrences log book for recording emergency calls.
 - 4.2 Update the occurrences log book according to fire service control room policies and procedures.
- 5. Maintain security
 - 5.1 Monitor closed-circuit television to ensure there are no security risks to the station.
 - 5.2 Maintain access to the station according fire service policies and procedures.
- 6. Participate in handover
 - 6.1 Report current activities to incoming control room attendant according to fire service control room policies and procedures.
 - 6.2 Handover appropriate control room resources to incoming control room attendant in accordance with fire service rules and regulations.

RANGE STATEMENT

All range statements must be assessed:

- 1. Control room resources** may include but are not limited to:
 - Occurrences log book
 - Emergency response guide
 - Dictionary
 - Control room manual
 - Access keys

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What are the fire service control room policies and procedures.
2. What are situation reports and how to obtain them from current control room attendant.
3. How to maintain personal records of information received in takeover.
4. What are control room resources and how to confirm and record availability.
5. What are alert and communication systems and how to check and confirm their functionality.
6. What are the policies and procedures of the fire service for answering the telephone.
7. What is the turnout area, how to confirm it and how to analyse information from caller to identify the nature of the incident.
8. How to dispatch correct response tender based on information received from caller and from the turnout area.
9. How to inform other response tenders and gazetted officers and request additional assistance.
10. How to maintain communication regarding the incident and provide additional information.
11. What are the appropriate occurrences log book for recording emergency calls and how to select it.
12. How to update the occurrences log book.
13. How to monitor closed-circuit television to ensure there are no security risks to the station.
14. How to maintain access to the station.
15. How to report current activities to incoming control room attendant.
16. How to handover appropriate control room resources to incoming control room attendant.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge on more than one occasion. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation must not be used, except in exceptional circumstances where natural work evidence is unlikely to occur.

CSC02**CORE SKILLS COMMUNICATION**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to encourage candidates to develop and demonstrate speaking, listening, reading and writing skills for different purposes. They are required to give a short talk, contribute to a discussion by using more varied vocabulary and help to move things forward. Candidates should also be able to select relevant reading material from different sources and use more advanced reading skills, both to follow lines of reasoning in lengthier documents and to summarise information. They must show that they can adjust the structure and style of writing in different types of documents and are capable of using complex sentences that are correctly spelt and punctuated.

ELEMENT**PERFORMANCE CRITERIA**

Candidates must be able to:

- | | |
|--------------------------------------|--|
| 1. Participate in a group discussion | <ul style="list-style-type: none"> 1.1 Make clear and relevant contributions in a way that suits the purpose and situation. 1.2 Use appropriate interpersonal skills when participating in the discussion. 1.3 Acknowledge and confirm understanding of the ideas and contributions of others. 1.4 Respond to the ideas and contributions of others in a courteous and respectful manner to help move the discussion forward. |
| 2. Give a short talk | <ul style="list-style-type: none"> 2.1 Source information relevant to the subject to prepare an outline for the talk. 2.2 Use effective presentation skills and confirm that the mode of delivery suits the subject, purpose, situation and audience. 2.3 Confirm that the focus on the subject and structure of the talk help listeners follow what is being said. 2.4 Use appropriate ways to support the main points to facilitate understanding. |

- | | |
|--|---|
| 3. Read and summarise information from documents | 3.1 Obtain and select relevant documents from a range of sources. |
| | 3.2 Identify and confirm understanding of the main points, ideas and lines of reasoning. |
| | 3.3 Summarise the information to suit the purpose. |
| 4. Write different types of documents | 4.1 Prepare documentation containing relevant information in a format and style that suits the purpose. |
| | 4.2 Apply principles of English to structure documents to suit the purpose. |
| | 4.3 Review and re-draft documents as necessary to ensure that the meaning is clear. |

RANGE STATEMENT

All range statements must be assessed:

1. **Interpersonal skills** may include but are not limited to:
 - Active listening
 - Non-verbal communication
 - Showing empathy
 - Managing conflict
 - Working with others
2. **Presentation skills** may include but are not limited to:
 - Body language
 - Intonation
 - Volume
 - Pitch
 - Pace
 - Pronunciation
 - Use of jargon/technical language
 - Inflection
3. **Mode of delivery** may include but is not limited to:
 - Lecture
 - Demonstration
 - Memorised speaking
 - Reading (using a manuscript, notes etc.
4. **Relevant documents** may include but are not limited to:
 - Articles
 - Journals
 - Magazines
 - Newspapers
 - Text or reference books
5. **Documentation** may include but is not limited to:
 - Formal letters
 - Emails
 - Completed forms
 - Reports
 - Essays
 - Articles

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. How to use varied vocabulary and expressions to suit the purpose.
2. How to adapt what is said to suit different situations and why this is important.
3. Why it is important and how to listen carefully to what others say.
4. How to identify the speaker's intentions.
5. Why it is important to move the discussion forward and how to do so (*e.g. by summarising what has been said, developing points made, making relevant suggestions and focusing on the purpose by asking questions*).
6. Why it is important to prepare for the talk and how to do so.
7. Why language should be adapted to suit the subject, purpose and situation and how to do so.
8. How to structure what is said help listeners follow a line of thought or series of events.
9. What are the various ways to support the main points of the talk including using images.
10. What is body language and how to use it appropriately.
11. Why different types of documents should be selected and used to obtain relevant information and how to do so.
12. How to skim or scan documents to gain a general idea of content and identify required information.
13. How to identify the writer's intentions.
14. How to identify the main points, ideas and lines of reasoning from text and images.
15. How to summarise information for a purpose.
16. What are the different formats for presenting information and how to use them (*e.g. including reports and articles*).
17. Why it is important to structure writing to help readers follow and understand the main points and how to do so.
18. What are the different styles of writing to suit different purposes and how to use them.
19. How to proof-read and where necessary re-draft documents so that:
 - spelling is accurate including familiar technical words.
 - sentences are formed correctly with accurate use of conjunctions.
 - punctuation is accurate.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge on more than one occasion. This evidence must come from a real working environment.

Candidates must compile a portfolio of information that provides evidence of the ability to do the following:

- take part in a group discussion on a given topic, making relevant contributions to help the discussion along.
- give a short talk **at least four (4) minutes** to two (2) or three (3) persons
- read and summarise information **from at least two (2) documents** about the same subject. Each document must be **a minimum of 500 words**
- write **two (2) different types** of documents each one containing different information (e.g. a letter, memo, an application, a set of instructions, hand-out etc.). **One (1) document** must be at least **500 words** (e.g. essay or a report)
- use at least **one (1) image** either to obtain information or to convey information in the discussion/talk or one of the written documents to clarify points being made (e.g. graph, picture, sketch, graphics)

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Products of work
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not** be used, except in exceptional circumstances where natural work evidence is unlikely to occur.

CSICT02

**CORE SKILLS INFORMATION AND
COMMUNICATION TECHNOLOGY**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes to encourage candidates to develop and demonstrate skills in using ICT for finding, exploring, developing and presenting information. They are required to carry out effective searches and derive new information whilst presenting combined information, such as text with images and numbers in a consistent way. Candidates are also expected to be able to enter formulas when using appropriate software to generate simple calculations

ELEMENT**PERFORMANCE CRITERIA**

Candidates must be able to

- | | |
|--|---|
| 1. Search for and select information | 1.1 Identify relevant sources of information to meet the requirements of the task.

1.2 Search for information using multiple and relevant criteria.

1.3 Select information relevant to the task. |
| 2. Enter and develop the information to suit the task and derive new information | 2.1 Enter and combine information using formats that aid development.

2.2 Develop and derive new information as appropriate. |
| 3. Present combined information | 3.1 Develop the presentation so that the final output is accurate and shows consistent use of formats.

3.2 Use layout appropriate to the types of information.

3.3 Produce final work that is accurate, clear and saved in an appropriate format. |

RANGE STATEMENT

All range statements must be assessed:

1. Formats that aid development may include but are not limited to:

- Text
- Numbers

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. How to identify suitable sources of information (*e.g. written documents, material to be scanned, files, removable storage media, the Internet*).
2. How to search for information using multiple search criteria and tools (*e.g. using search operators, search engines and quotation marks to define exact search strings*).
3. Why it is important to interpret information and select what you need for different purposes (*e.g. to respond to an enquiry, write a project report, design or make something*) and how to do so.
4. How to enter and combine information (*e.g. copy and paste or insert text, images and numbers*), using formats that help development (*e.g. using table structures, text boxes or text wrap to position information*).
5. How to develop information in the form of text, image and numbers (*e.g. organize information under headings, structure tables, generate charts and graphs from data, use queries to select records*).
6. How to derive new information (*e.g. compare information from different sources to reach a conclusion, use formulae and functions to calculate information such as a total or average*).
7. How to select and use layouts and techniques to suit different tasks
7. Why it is important to develop the presentation to suit the purpose, audience and types of information used i.e. text, images and numbers (*e.g. format information to improve its impact, refine layout making sure it suits the needs of the audience*) and how to do so.
8. Why it is important to present information in a consistent way (*e.g. paragraph layouts, sizes and styles of text, alignment, fonts*) and how to do so.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge on more than one occasion. This evidence must come from a real working environment.

Candidates must compile a portfolio of information that provides evidence of the ability to do the following:

- Use **at least one** ICT based information source
- Use **at least one** non-ICT based information source
- Provide **at least one example** of text, **one example** of image and **one example** of number
- Provide evidence of purposeful use of email

(2) Methods of Assessment

Evidence of competence may be obtained from a variety of methods including:

- Direct observation
- Written/oral questioning
- Written/electronic evidence
- Witness testimony
- Professional discussion

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occur off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation must not be used, except in exceptional circumstances where natural work evidence is unlikely to occur.

Assessment methods

The methods which can be used to determine competence in performance and underpinning knowledge.

Assessors

The Assessor's role is to determine whether evidence presented by a candidate for assessment within the programme meets the required standard of competence in the relevant unit or element. The Assessor needs to be competent to assess to national standards in the area under assessment.

Approved Centre

Organization/Centre approved by the TVET Council to offer full National Vocational Qualifications.

Case Studies

In situations where it is difficult for workplace assessment to take place, case studies can offer the candidate an opportunity to demonstrate potential competence.

A case study is a description of an actual or imaginary situation presented in some detail. The way the case study is presented will vary depending upon the qualification, but the most usual methods are written, taped or filmed.

The main advantage of a case study is the amount of evidence of underpinning knowledge they can generate and the specific nature of the evidence produced.

Competence

In the context of vocational qualifications, competence means: the ability to carry out prescribed activities to nationally pre-determined standards in an occupation. The definition embraces cognitive, practical and behavioural skills, underpinning knowledge and understanding and the ability to react appropriately in contingency situations.

Element

An element is a description of an activity which a person should be able to do. It is a description of an action, behaviour or outcome which a person should be able to demonstrate.

Explanation of NVQ Levels

NVQs cover five (5) levels of competence, from entry level staff at Level 1 through to senior management at Level 5.

Level 1 - Entry Level

Recognizes competence in a range of varied work activities performed in a variety of contexts. Most work activities are simple and routine. Collaboration with others through work groups or teams may often be a requirement. Substantial supervision is required especially during the early months evolving into more autonomy with time.

Level 2 - Skilled Occupations:

Recognizes competence in a broad range of diverse work activities performed in a variety of contexts. Some of these may be complex and non-routine and involve some responsibility and autonomy. Collaboration with others through work groups or teams and providing guidance of others may be required.

Level 3 - Technician and Supervisory Occupations:

Recognizes competence in a broad range of complex, technical or professional work activities performed in a wide variety of contexts, with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources is often a requirement. The individual is capable of self-directed application, exhibits problem solving, planning, designing and supervisory capabilities.

Level 4 - Technical Specialist and Middle Management Occupations:

Recognizes competence involving the application of a range of fundamental principles and complex techniques across a wide and unpredictable variety of contexts. Requires very substantial personal autonomy and often significant responsibility for the work of others, the allocation of resources, as well as personal accountability for analysis, diagnosis, design, planning, execution and evaluation.

Level 5 - Chartered, Professional and Senior Management Occupations:

Recognizes the ability to exercise personal professional responsibility for the design, development or improvement of a product, process, system or service. Recognizes technical and management competencies at the highest level and includes those who have occupied positions of the highest responsibility and made outstanding contribution to the promotion and practice of their occupation.

External Verifier

The External Verifier is trained and appointed by the TVET Council and is competent to approve and ensure an approved Centre's quality of provision.

Internal Verifier

The Internal Verifier acts in a supporting role for Assessors to ensure consistent quality of assessment and competence. They need to be competent to assess to national standards in the area under assessment.

NVQ

National Vocational Qualifications (NVQs) are work-based qualifications that assess an individual's competence in a work situation and certify that the individual can perform the work role to the standards expected in employment.

NVQs are based on national occupational standards of competence drawn up by standards-setting bodies known as Industry Lead Bodies. The standards describe the level and breadth of performance that is expected of persons working in the industry or sector which the NVQ covers.

NVQ Coordinator

Within each approved Centre offering NVQs, there is a centre contact who has overall responsibility for the operation and administration of the NVQ system.

Observation

Observation of the candidate carrying out his/her job in the workplace is the assessment method recommended in the vast majority of units and elements. Observation of staff carrying out their duties is something that most supervisors and managers do every day.

Performance criteria

Performance criteria indicate what is required for the successful achievement of an element. They are descriptions of what one would expect to see in competent performance.

Product of Work

This could be items produced during the normal course of work, which can be used for evidence purposes such as reports, menus, promotional literature, training plans, etc.

Questioning

Questioning is one of the most appropriate ways to collect evidence to assess a candidate's underpinning knowledge and understanding.

Questioning can also be used to assess a candidate in those areas of work listed in the range which cannot be assessed by observation. Guidance on when this assessment method can be used is given in the assessment guidance of each individual element.

As an assessment method, questioning ensures that the Assessor has all of the evidence about a candidate's performance. It also allows you to clarify situations.

Range statements

The range puts the element of competence into context. A range statement is a description of the range of situations to which an element and its performance criteria is intended to apply.

Range statements are prescriptive therefore each category must be assessed.

Role-plays

Role-plays are simulations where the candidate is asked to act out a situation in the way he/she considers “real” people would behave. By using role-play situations to assess a candidate, Assessors are able to collect evidence and make a judgment about how the candidate is most likely to perform. This may be necessary if the range specified includes a situation in which the candidate is unlikely to find himself/herself in the normal course of their work, or where the candidate needs to develop competence, before being judged competently, for example, in a disciplinary situation,

Simulations

Where possible, assessment should always be carried out by observing **natural performance** in the workplace. **Simulated performance**, however, can be used where specified to collect evidence about an aspect of the candidate’s work which occurs infrequently or is potentially hazardous; for example, dealing with fires.

By designing the simulated situation, briefing the candidate and observing his/her performance, the Assessor will be able to elicit evidence which will help you judge how a candidate is **most likely** to perform in real life.

Supplementary evidence

Supplementary evidence can be used to confirm and support performance evidence. Types of supplementary evidence include witness testimonies, reports, journals or diaries, records of activities, personal statements, simulation (see note in glossary).

Underpinning knowledge

Underpinning knowledge indicates what knowledge is essential for a person to possess in order to successfully achieve an element and prove total competence.

Units

A unit of competence describes one or more activities which form a significant part of an individual’s work. Units are accredited separately but in combination can make up a vocational qualification. There are three categories of units:

Mandatory units - are core to a qualification and must to be completed.

Optional units - candidates must choose the required number of individual units, specified in the qualification structure, to achieve the qualification.

Work-based projects

Work-based projects are a useful way for the Assessor to collect evidence to support any decision made about a candidate's performance. They are particularly appropriate in determining the level of a candidate's underpinning knowledge and understanding where it may be insufficient to rely only on questioning and observation.

A project often involves the identification of a solution to a specific problem identified by the Assessor/or the candidate (such as looking at ways to redress a recent drop in sales), or may be a structured programme of work built around a central situation or idea (such as the introduction of a new job rostering process).