QUALIFICATION HANDBOOK

Level 3 Diploma in Emergency Fire and Rescue Service Operations in the Community (3947-13)

April 2012 Version 1.0

City&Guilds

Qualification at a glance

Subject area	Justice
City & Guilds number	3947-13
Age group approved	16-18, 19+
Entry requirements	n/a
Assessment	By assignment
Fast track	Not available
Support materials	Assessment pack Marking guide
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds number	Accreditation number
Level 3 Diploma in Emergency Fire and Rescue Service Operations in the Community	3947-13	600/4392/1

Contents

1 Introduction

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

Area	Description
Who is the qualification for?	It is for learners who work or want to work in the fire service.
What does the qualification cover?	It allows learners to learn, develop and practise the skills required for employment and/or career progression in the fire service sector.
Is the qualification part of a framework or initiative?	It serves as the knowledge-based qualification, in the Advanced Apprenticeship in Emergency Fire Service Operations.
What opportunities for progression are there?	It allows candidates to progress directly into employment as a Fire Fighter or to the following City & Guilds qualifications: • Level 3 NVQ Diploma in Fire Service Operations in the Community

Structure

To achieve the **Level 3 Diploma in Emergency Fire and Rescue Services Operations in the Community**, learners must achieve **39** credits from the mandatory units.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
D/502/9525	Unit 311	Resources to support fire fighters for operational response at incidents	6
F/502/9520	Unit 312	Personal responsibilities for performance in the fire and rescue service	8
L/502/9522	Unit 313	Practices for resolving fire and special service incidents	11
R/502/9523	Unit 314	Fire fighter role at operational incidents for search, rescue and casualty care	7
Y/502/9524	Unit 315	Fire fighter responsibilities at hazardous material incidents	7

2   Centre requirements

Approval

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

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification] before designing a course programme.

Resource requirements

Centre staffing

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

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

Centre staff may undertake more than one role, eg tutor and assessor or internal quality assurer, but cannot internally verify their own assessments.

Assessors and Internal Quality Assurer

Centre staff should hold, or be working towards, the relevant Assessor/Internal Quality Assurer TAQA qualification for their role in delivering, assessing and verifying this qualification, or meet the relevant experience requirements outlined above.

Continuing professional development (CPD)

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

Candidate entry requirements

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

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

Age restrictions

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

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

3 Delivering the qualification

Initial assessment and induction

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

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

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

Quality Assurance
Internal quality assurance
Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications.
Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance, and City & Guilds is responsible for external quality assurance. Full details and guidance on the internal and external quality assurance requirements and procedures are provided in *Providing City & Guilds Qualifications* and in the *Centre toolkit*.

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

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

Quality Assurance consultants:

The role of the Quality Assurance consultants is to:

• provide advice and support to centre staff

• ensure the quality and consistency of assessments within and between centres by the use of systematic sampling

• visit centres regularly to ensure they continue to meet the centre and qualification approval criteria

• provide feedback to centres and City & Guilds.

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

Support materials

The following resources are available for this qualification:

Description	How to access
Assessment Pack	**www.cityandguilds.com**
Marking guide	**www.cityandguilds.com**

4 Assessment

Candidates must:

- successfully complete one assignment for each mandatory unit

City & Guilds has written the following assessments to use with this qualification:

- assignments

Recognition of prior learning (RPL)

Recognition of prior learning means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification.

RPL is allowed and is also sector specific.

5   Units

Availability of units

Example 1

The following units can also be obtained from the centre resources section of the City & Guilds website.

They are also on The Register of Regulated Qualifications:
http://register.ofqual.gov.uk/Unit

Structure of units

These units each have the following:
* City & Guilds reference number
* unit accreditation number (UAN)
* title
* level
* credit value
* guided learning hours
* unit aim
* relationship to NOS, other qualifications and frameworks
* endorsement by a sector or other appropriate body
* information on assessment
* learning outcomes which are comprised of a number of assessment criteria

Unit 311 Resources to support fire fighters for operational response at incidents

UAN:	**D/502/9525**
Level:	3
Credit value:	6
GLH:	30
Relationship to NOS:	This unit is linked to the Fire Service Operations National Occupational Standards.
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Justice, the Sector Skills Council for the Fire Service.
Aim:	The aim of this unit is to provide learners with the knowledge and understanding of the different resources that fire fighters use to support effective operational response at incidents.

Learning outcome
The learner will:
1   Understand the information fire fighters require on hazards and risks in the community
Assessment criteria
The learner can:
1.1   describe the information required for records of risk sites
1.2   identify the **legislative requirements** and **organisational policies** for gathering risk site information
1.3   explain the methods of gathering risk **site information**
1.4   explain the systems available for recording risk site information
1.5   explain the use of recorded information to support the effectiveness of operational response.

Learning outcome
The learner will:
2   Know the available resources within the community to support operational response
Assessment criteria
The learner can:
2.1   describe **physical resources** within communities that supports
2.2   describe available **information resources** within communities that support operational response.

Learning outcome
The learner will:
3   Understand requirements for testing and maintaining fire rescue service internal resources

Assessment criteria
The learner can:
3.1   explain how **internal resources** are **tested and maintained**
3.2   explain the **importance of testing** and **maintaining resources.**

Range
1.2   Legislative requirements
Fire and rescue services, health and safety, environmental, civil contingencies.
1.2   Organisational policies
Aims and objectives in relation to risks and resources.
1.3   Site information
Gathering information on risk sites, from responsible person, records of risks in local area, dissemination and availability of information
Types of information collected on risks in the community, including sites that contain hazards needing special responses (eg chemical, biological and radioactive), sites that by their nature need special responses eg hospitals, shipyards, zoos, airports), risks that might lead to an incident (eg derelict or unoccupied property), topography, social (eg prison, football stadium, large gatherings of people).
2.1   Physical resources
Human resources, other agencies eg police, ambulance service, Environment Agency, Highways Agency, types of fixed installation eg sprinkler systems, ventilation systems, bulk storage of fire-fighting media, bulk storage of decontamination media, storage of fire-fighting equipment, water supplies, fire and rescue service access to water supplies and risk sites, on-site emergency team.
2.2   Information resources
Types eg map, local availability of water supplies, foam supplies, alarm systems, ventilation systems, active, passive; construction eg buildings, structure, aircraft, transport; site-specific information.
3.1   Internal resources
Equipment eg ladders, cutting equipment, small gear, personal protective equipment (PPE), personnel, knowledge eg topography.
3.1   Tested and maintained
Brigade/ fire service orders, manufacturer's instructions.
3.2   Importance of maintaining resources
Periodic testing and maintaining of equipment, recording systems, operational readiness, availability of media and equipment eg foam, servicing spares, rectifying deficiencies eg replenishing consumables, repair/ replace, defect reporting, responsibility to maintain internal resources within limitations of own role.

Personal responsibilities for performance in the fire and rescue service

UAN:	**F/502/9520**
Level:	3
Credit value:	8
GLH:	30
Relationship to NOS:	This unit is linked to the Fire Service Operations National Occupational Standards.
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Justice, the Sector Skills Council for the Fire Service.
Aim:	The aim of this unit is to provide learners with the understanding of the responsibilities of fire and rescue personnel, how they use communication skills and apply health and safety at incidents. Learners will also learn how to manage their own personal development within the fire and rescue service.

Learning outcome
The learner will:
1   Understand responsibilities of fire and rescue service personnel
Assessment criteria
The learner can:
1.1   explain how legislation impacts on **organisational policies** of the fire and rescue service
1.2   explain how organisational responsibilities are devolved through **role responsibilities** of fire and rescue personnel.

Learning outcome
The learner will:
2   Understand the application of communication skills in fire and rescue service operations
Assessment criteria
The learner can:
2.1   explain appropriate **communication** methods when working with diverse audiences
2.2   explain the importance of positive **communication** as a way of reducing the likelihood of conflict

2.3	explain how **managing public expectations can reduce the likelihood of conflict**
2.4	explain the importance of viewing a situation from the public's perspective
2.5	identify **communication** strategies that can be used to solve problems.

Learning outcome
The learner will:
3 Understand the application of health and safety in the fire and rescue service
Assessment criteria
The learner can:
3.1 explain how to identify practices that minimise **hazards** in the workplace
3.2 explain how to identify **risks** arising from **hazards** in the workplace
3.3 explain how to apply control measures for **hazards and risks** in the workplace.

Learning outcome
The learner will:
4 Understand how to manage personal development in the fire and rescue service
Assessment criteria
The learner can:
4.1 summarise **personal requirements and skills** required by fire and rescue service personnel
4.2 evaluate areas of personal strengths and weaknesses in personal work
4.3 **develop** strategies to develop self.

Range
1.1 Organisational polices
Legislation applicable to fire service, policies including occupational health, systems of work and working practices, procedures for performance, review and development, data protection, equality and diversity, organisational objectives, goals, values.
1.2 Role responsibilities
Contract requirements, authority levels of self and others.
2.1 Communication
Ability to communicate with diverse groups of customers; methods of communication including active listening, body language, receiving and responding to feedback; different groups of customers (eg different ages, different cultures, individuals, families); customers with particular needs, (English not first language, visual or hearing difficulties); techniques to,

ascertain customer needs (questioning, listening, clarifying); the need to, provide clear and accurate information; expected and accepted lines of, communication; relevant legislation and regulations relating to communication; audience diversity including age, gender, ethnicity, religious belief, sexuality, political beliefs; personal behaviour including calm, polite manner, tone of voice, pitch, active listening, body language, appropriateness to situation; dealing with differing customer behaviour, personalities; how personal behaviour can affect the customer service experience.

2.3 **Managing public expectations can reduce the likelihood of conflict**

Importance of positive communication in avoiding conflict including the importance of constructive communication, the need to communicate in a way that is clear, professional, polite and fair; managing customer expectations to reduce the risk of conflict including how difficulties can

arise if customers have unrealistic expectations, how providing information can help manage customer expectations; importance of viewing the situation from the customer's perspective including the importance of empathy (preventing conflict, helping to defuse conflict, understanding a conflict situation better); ways of showing empathy; strategies for solving problems (building rapport, finding common ground, agreeing a way forward), negotiation strategies that can be used to help solve problems (stating expectations, giving reasons, offering alternatives, applying pressure, offering incentives, compromising), concept and benefit of win-win approach.

3.1 **Hazards and risks**

Health and safety: how to recognise hazards and risk eg risk assessment; how to apply control measures; external legislation and regulations; how legislation and regulations are applied through internal policies and practices; types of hazards and risk eg stress and fatigue, the environment, factors affecting the community, equipment and other resources.

4.1 **Personal requirements and skills**

Manage and carry out personal work duties; personal administration, working as an effective team member, acting assertively, behaving ethically, focussing on results, striving for excellence, taking decisions, standards of behaviour eg relating to others, planning and problem solving; job description requirements.

4.3 **Develop**

identification of role requirements; self-assessment against role requirements; managing personal and professional learning and development, eg managing health and physical fitness, agreeing and setting personal objectives, continuous improvement of performance, personal development plans.

Unit 313　　Practices for resolving fire and special service incidents

UAN:	L/502/9522
Level:	3
Credit value:	11
GLH:	60
Relationship to NOS:	This unit is linked to the Fire Service Operations National Occupational Standards.
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Justice, the Sector Skills Council for the Fire Service.
Aim:	This unit examines the underpinning understanding required to resolve fire and special service incidents including operational systems of work, working practices, use of risk assessment, how to respond to fire and special service incidents, use of appropriate operational equipment and working with others at incidents.

Learning outcome
The learner will:
1   Understand operational systems of work and working practices
Assessment criteria
The learner can:
1.1   describe the purpose of **operational systems of work**
1.2   explain how working practices function within systems of work
1.3   explain the systems of work and **working practices** at operational incidents.

Learning outcome
The learner will:
2   Understand risk assessment and control measures for fire and special service incidents
Assessment criteria
The learner can:
2.1   explain the use of **generic risk assessment** and control measures
2.2   explain the use of **specific risk assessment** and control measures
2.3   explain how to apply **individual risk assessment** and control measures
2.4   explain the relationship between **generic**, **specific** and **individual risk assessment**.

Learning outcome
The learner will:
3   Understand how to respond to fire and special service incidents
Assessment criteria
The learner can:
3.1   describe the **classification of fire** 3.2   explain **methods of extinction and applicable media** used for classes of fire 3.3   explain the behaviour of fire 3.4   explain causes of **special service incidents**.

Learning outcome
The learner will:
4   Understand how to use operational and personal protective equipment for fire and special service incidents
Assessment criteria
The learner can:
4.1   describe the capability and limitations of **operational** and **personal protective equipment** 4.2   explain how to use **operational** and **personal protective equipment** to meet fire and special service objectives.

Learning outcome
The learner will:
5   Understand how to work with others in fire and special service incidents
Assessment criteria
The learner can:
5.1   explain the importance of the **roles** within incident command system, single service and multi agency responses 5.2   explain limits of authority of self and others to meet fire and special service objectives 5.3   describe incident ground **communications** to meet fire and special service objectives.

Range
1.1   Operational systems of work For risk assessment; incident command; breathing apparatus (BA) control; safe systems of work eg working at height, working on or near water, working on permanent way, working on motorways. **1.2   Working practices** Standard Operating Procedures (SOPs); statutory requirements; memorandums of understanding; fire and rescue service technical guidance; site-specific information.

2.1 Generic risk assessment

Incident types including transport, (modes of transport, centres such as stations, ports and harbours) fire, premises (industrial, commercial, residential, entertainment), machinery, water, (inland and/or off shore); control measures.

2.2 Specific risk assessment

Sources of risk assessment eg from other public services, from agencies, from private sector; control measures.

2.3 Individual risk assessment

For example; dynamic, analytical, decision-making model; control measures.

3.1 Classification of fire

Fire behaviour including causes of fire, the fire triangle, methods of spread, fire development, fire phenomena eg flashover, backdraught; methods employed to gain access, effect entry and maintain egress; safe systems of work eg SOPs.

3.2 Methods of extinction and applicable media

Importance of limiting damage from operational incidents, importance of reducing harm to the environment, importance of preserving evidence including to establish the cause, fire behaviour and origin.

3.3 Special service incidents

For example; lock outs, transport incidents, dangerous structures, salvage; methods employed to gain access, effect entry and maintain egress; safe systems of work eg SOPs.

4.1 Operational equipment

Including hose and hose fitting, hydrants and water supplies, pumps and primers, knots and lines, extinguishers, ladders, foam and foam making equipment, hydraulic and pneumatic equipment, lighting equipment.

4.2 Personal protective equipment

Including fire fighting kit, breathing apparatus, specialist equipment eg water rescue kit, working at heights, high volume pump kit, wild fire.

4.3 Use of equipment and personal protective equipment

How to select the appropriate personal protective and operational equipment; capabilities and limitations.

5.1 Roles

Responsibility within incident command system eg communication with and identification of relevant people; on and off site planning, limits of authority of self and others; importance of accurate record keeping and use of records eg recorded incident ground messages, control messages, risk assessment.

5.3 Communications

Lines of communication: who you talk to, incident ground communication system; methods of communication including radio, line signals, hand signals, words of command, safety signals, phonetic alphabet; confidentiality; briefs and debriefs; communicating with others eg police, ambulance, local authority, local authority fire service, emergency planning department, NHS, private sector, media, the public.

Unit 314 Fire fighter role at operational incidents for search, rescue and casualty care

UAN:	R/502/9523
Level:	3
Credit value:	7
GLH:	30
Relationship to NOS:	This unit is linked to the Fire Service Operations National Occupational Standards.
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Justice, the Sector Skills Council for the Fire Service.
Aim:	This unit focuses on the responsibilities fire fighters have when participating in search, rescue and casualty care at all types of operational incidents. .

Learning outcome
The learner will:
1   Understand hazards and risks in search, rescue and casualty care operations faced by fire fighters
Assessment criteria
The learner can:
1.1   explain the types of **hazards and risks** that may occur at search incidents
1.2   explain the types of hazards and risks that may occur at rescue incidents
1.3   explain the types of hazards and risks that may occur caring for casualties
1.4   explain how to **apply decisions based on the assessment** of risk in search, rescue and casualty care operations.

Learning outcome
The learner will:
2   Understand how fire fighters work with others in search, rescue and casualty operations

Assessment criteria
The learner can:
2.1   describe **roles and responsibilities** of personnel at search, rescue and casualty care operations
2.2   explain the importance of effective **communication** with search, rescue and casualty care operations
2.3   explain the importance of **gathering** and sharing **information** in search, rescue and casualty care operations
2.4   explain how evidence from an incident is identified, preserved and recorded.

Learning outcome
The learner will:
3   Know procedures used by fire fighters for search and rescue and casualty care

Assessment criteria
The learner can:
3.1   describe **search procedures and techniques**
3.2   describe **rescue procedures and techniques**
3.3   explain the **procedures for using equipment at operational incidents** involving search, rescue and casualty care.

Range
1.1   Hazards and risks
Nature of hazards and risks at operational incidents involving search, rescue and casualty care; dynamic risk assessment eg incident environment for search and rescue, access and egress with casualties, saveable life, risk to self and others, position of casualty, assessment of actions in relation to casualty care eg treatment (ABC); triage.
1.3   Apply decisions
Search including search methodology; rescue eg use of specialist teams and equipment; casualty care eg dignity of casualty; prioritisation of casualty care including triage, how and when to provide immediate casualty care; appropriate casualty handling techniques.
2.1   Roles and responsibilities
Limits of authority of self and others; behaviour towards colleagues, other services and the public in search, rescue and casualty care operations eg supporting distressed individuals, consideration of diversity, respect, dignity; how to identify evidence, how to preserve evidence and incident scenes.

2.2 Communication

Liaising with other agencies eg police, ambulance, local authority, local authority fire service, emergency planning department, NHS, inter-company departments; clear and effective lines of communication; incident command system; importance of communication eg to avoid problems (compromise health and safety, delay to reaction times, further injury).

2.3 Gathering information

Availability and sharing of information eg access to operational intelligence, collecting information, making decisions, factors that can influence end results; use of record systems in search, rescue and casualty care operations including identification and preservation of evidence/scene, dealing with fatalities, lessons learned, using information gathered and shared to improve practice for future incidents.

3.1 Search procedures and techniques

Procedures for fire and other incidents not involving fire eg transport incidents, risk area; skills and techniques eg releasing trapped people (cutting, lifting, spreading), for search and rescue; procedures for use of equipment.

3.2 Rescue procedures and techniques

Procedures for fire and other incidents not involving fire eg transport incidents, risk area; skills and techniques eg releasing trapped people (cutting, lifting, spreading), for search and rescue; procedures for use of equipment.

3.3 Procedures for using equipment at operational incidents

Capabilities and limitations: importance of using personnel with appropriate skills and authority for search, rescue and casualty care; of rescue and casualty care equipment including how to select and use appropriate equipment

Unit 315   Fire fighter responsibilities at hazardous material incidents

UAN:	**Y/502/9524**
Level:	3
Credit value:	7
GLH:	30
Relationship to NOS:	This unit is linked to the Fire Service Operations National Occupational Standards.
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Justice, the Sector Skills Council for the Fire Service.
Aim:	The aim of this unit is about developing learners' understanding of fire fighter responsibilities at hazardous material incidents.

Learning outcome
The learner will:
1   Understand hazards and risks at hazardous material incidents
Assessment criteria
The learner can:
1.1   describe **hazards and risks** when working with hazardous material incidents
1.2   explain how to apply decisions based on the assessment of risk in hazardous material incidents.

Learning outcome
The learner will:
2   Know hazardous materials
Assessment criteria
The learner can:
2.1   describe the **classes** of hazardous materials
2.2   interpret **hazardous** material **panels and signs** to determine response to hazards
2.3   describe the **effects of hazardous materials on the body**
2.4   identify **legislation** associated with hazardous materials.

Learning outcome
The learner will:
3   Understand how to respond to hazardous material incidents
Assessment criteria
The learner can:
3.1   explain the **methods of control and containment** of hazardous materials
3.2   describe the capability and limitations of operational and personal protective **equipment** used at hazardous material incidents
3.3   explain how to select operational and personal protective equipment to meet hazardous material incident objectives
3.4   explain how to use operational and personal protective **equipment** to meet hazardous material incident objectives.

Learning outcome
The learner will:
4   Understand how to work with others at hazardous material incidents
Assessment criteria
The learner can:
4.1   explain the importance of **communication** with colleagues, other agencies and the public
4.2   explain the importance of gathering and sharing **information** at hazardous material incidents
4.3   explain how fire fighters would identify, preserve and record evidence found at hazardous material incidents
4.4   describe the **roles and responsibilities** of personnel at hazardous material incidents.

Range
1.1   Hazards and risks
Nature of hazards and risks at hazardous material incidents; dynamic risk assessment eg environment of hazardous material incident hazardous materials, access and egress, risk to self and others, wind direction, slope of ground, water table; how to apply decisions based on the assessment of risks at hazardous material incidents; identification of level of risk, safe systems of work, emergency action code, additional personal protection codes, environmental hazards and impacts.
2.1   Classes
Explosives, compressed gases, flammable liquids, flammable solids, oxidising agents and organic peroxides, toxic substances, poisonous substances, biological hazards, radioactive substances, miscellaneous dangerous substances, dust.
2.2   Hazardous panels and signs
Gases, radioactive materials, agro-chemical stores, biohazards, other warning signs; interpretation of information in common labelling; transportation information panels, Hazard Warning Diamonds, United Nations Numbers, the ADR code Substance Identification Number, Kemlar code; use of hazard signs and codes to determine appropriate response to dealing with the hazards.

2.3 Effects of hazards to the body

Irritants, corrosives, toxic, carcinogens, mutagens, teratogens, agents of anoxia, narcotics, oxidising agents.

Routes of entry into the body: inhalation, ingestion, absorption.

2.4 Legislation

Including Health and Safety, Control of Substances Hazardous to Health (COSHH Regulations), Control of Major Accident Hazards, transportation of hazardous materials, personal protective equipment requirements, decontamination requirements, environmental legislation.

3.1 Methods of control and containment

Pre-planning, training and information, pre-determined attendance, specialist equipment, incident command, inner/outer cordons, topographical features, safety of personnel, health surveillance, electrical apparatus, considerations at incidents, personal protective clothing/ equipment, containment procedures, limiting damage to property and the environment.

3.2 Equipment

Fire fighting equipment, decontamination equipment, personal protective equipment (breathing apparatus, chemical protection suits, PVC gauntlets, rubber boots); limits and capabilities of equipment.

Decontamination: purpose of decontamination eg to protect people, environment and property; selection of decontamination equipment, selection and setting up of decontamination zone, designation of decontamination team, methods and procedures of decontamination, initial decontamination zone, full decontamination zone; disposal and decontamination of contaminated items and materials through liaison with other agencies eg Environment Agency/ Scottish Environment Protection Agency (SEPA).

4.1 Communication

Liaising with other agencies eg Environment Agency, police, ambulance, local authority, local authority fire service, emergency planning department, NHS, inter-company departments; liaising with others eg manufacturers, scientific advisers, site owners/management, general public; clear and effective lines of communication; incident command system.

4.2 Information

Availability and sharing of information including access to operational intelligence eg HAZMAT CHEMDATA; collecting information, making decisions, factors that can influence end results; use of record systems in hazardous material incidents including identification and preservation of evidence/scene.

4.4 Roles and responsibilities

Limits of authority of self and others; behaviour towards colleagues, other services and the public in hazardous material incidents eg supporting distressed individuals, consideration of diversity, respect, dignity.

Appendix 1 Relationships to other qualifications

Links to other qualifications

Mapping is provided as guidance and suggests areas of commonality between the qualifications. It does not imply that candidates completing units in one qualification have automatically covered all of the content of another.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications.

Literacy, language, numeracy and ICT skills development

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

- Functional Skills (England) – see **www.cityandguilds.com/functionalskills**

- Essential Skills (Northern Ireland) – see **www.cityandguilds.com/essentialskillsni**

- Essential Skills Wales – see **www.cityandguilds.com/esw**

Appendix 2   Sources of general information

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

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

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

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

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

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

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

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

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

Centre Guide – Delivering International Qualifications contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Useful contacts

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Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **centresupport@cityandguilds.com**
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: **singlesubjects@cityandguilds.com**
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Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **walledgarden@cityandguilds.com**
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Publications Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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

City & Guilds Group

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

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