End-Point Assessment Plan (EPA)

Level 3 Operational Firefighter

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Introduction and overview

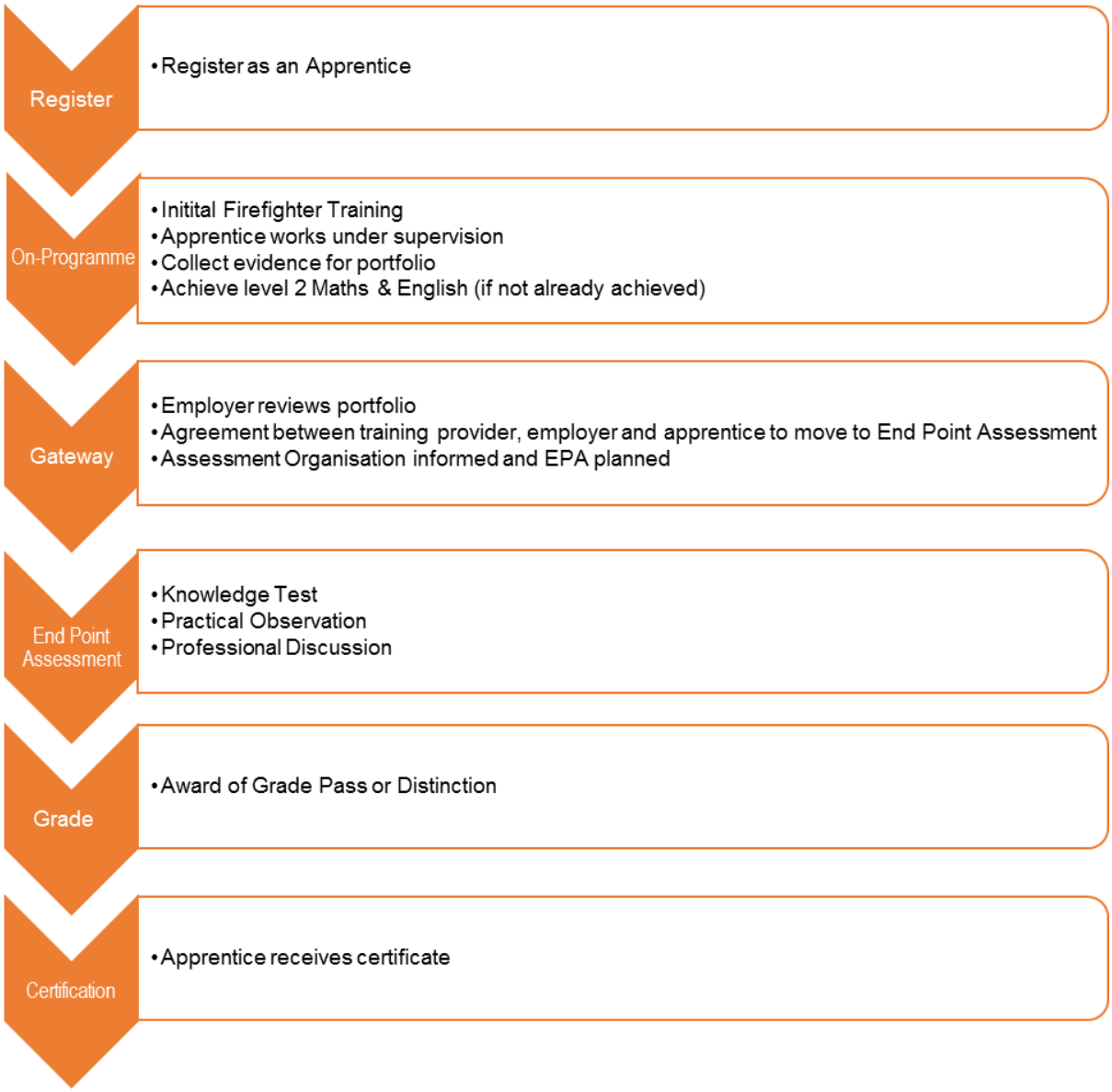
This document sets out the requirements and process for the End Point Assessment (EPA) of the Level 3 Operational Firefighter Apprenticeship. The Apprenticeship was designed by the fire sector for Apprentices employed in a wide variety of different organisations in both the public and private sector. Employers include the fire services across England, the armed forces, Civil Aviation and small private sector fire services that may be incorporated into other organisations such as manufacturer's and engineering.

Firefighters tackle a wide range of emergency situations where problem solving and initiative is vital to resolve incidents quickly and calmly. These situations vary from tackling fires, searching, rescuing and protecting people and animals, by sustaining/preserving their life to protecting life and the environment from the effects of fire, natural and human disasters and hazardous materials. (Chemical, biological, radiological, nuclear, and explosives). They also respond to incidents involving planes, trains, road traffic collisions and marine emergencies.

Firefighters engage with the community to provide information, advice and guidance to individuals and groups around health, safety and well-being. They may also conduct fire risk assessments and audits in businesses and homes, fitting detection and suppression equipment if necessary and actively contribute to reducing the risk of fire or injury. Firefighters work as part of a close-knit team of professionals that provides 24-hour response cover to resolve fire and rescue operational incidents. They use multi agency working principles with partners and other services to achieve a swift and successful conclusion.

Summary of Assessment

The Operational Firefighter Apprenticeship standard will typically take between 24 and 30 months depending on resources and activities with the End Point Assessment taking place in the last 3 months.



To comply with the Health & Safety at Work Act, all apprentices will complete their Initial Firefighter training as part of their Apprenticeship. This training provides all apprentices with the necessary training to make them ready for the working environment. Having successfully completed the initial training the Apprentice will work under supervision alongside other firefighters. Training modules that cover the knowledge skills and behaviours set out in the Apprenticeship Standard will be undertaken and completed by the Apprentice.

It is recommended that the Apprentice will receive regular reviews with their line manager and training provider to monitor progress, provide feedback and support, and guide development.

The Apprentice will collect examples of their work throughout the apprenticeship that cover the Standard and will be kept in the form of a portfolio/work log. The portfolio/work log can be paper-based or electronic. The portfolio will contain evidence of basic training, reviews carried out by the employer and/or training provider, observations and development records. The portfolio/work log will be reviewed and verified on programme at agreed reviews by the line manager.

The Apprentice will move through the assessment gateway to the EPA when they have completed all on programme training. The EPA will take place in the last 3 months of the apprenticeship. The employer, will formally review, agree and sign off that the Apprentice has met the minimum requirements of the knowledge, skills and behaviours within the standard and confirm that the Apprentice is ready to progress to the EPA. This will take place with the Apprentice, their line manager and the trainer. The Apprentice will be informed of this decision. Apprentices should not be put forward to the EPA before they are ready. The employer will make the final decision to decide if the individual is ready to be registered for the EPA.

The End Point Assessment will include the following:

- Knowledge test
- A practical observation
- A professional discussion/structured interview based on the content of the portfolio

The End Point Assessment will be graded either Fail, Pass or Distinction.

The End Point Assessment will be conducted in order of the steps below accumulating in the final assessment of professional discussion. The Apprentice must successfully pass each assessment in order to pass the Apprenticeship.

Steps

1. Knowledge test
2. Practical observation
3. Professional discussion

The approach to assessment has been designed to be appropriate, manageable and valid in a range of contexts whilst ensuring consistency.

On programme learning

After registering onto the Operational Firefighter Apprenticeship, the Apprentice will complete their Initial Firefighter training. Having successfully completed this training the Apprentice will work under supervision alongside other firefighters. During the on programme learning, they will undertake training modules that will meet the knowledge, skills and behaviours within the Apprenticeship. The learners will collect suitable evidence of their training and development during the on programme learning in a portfolio. The portfolio will be regularly reviewed by the employer and the training provider to ensure the Apprentice is progressing and identify areas for further development. Whilst the portfolio will not be used as an assessment method during the EPA evidence collected will be used to demonstrate the Apprentice has completed the learning required to meet the Standard.

Assessment Gateway

The EPA will take place in the last three months of the apprenticeship. Before being put forward for the EPA the Apprentice must have:

- Achieved Level 2 qualifications in English and Maths (if not achieved prior to entry onto the apprenticeship)
- Participated in training and development activities to meet the requirements of the apprenticeship standard
- Collated a mandatory portfolio of evidence that demonstrates their knowledge and skills development over the duration of their on-programme training and as described in the Standard. The portfolio will contain the following evidence:
    - Evidence of basic training
    - Three reviews carried out by the employer and/or training provider
    - Six observations of different training scenarios the Apprentice has performed
    - At least one Development record/Appraisal

End Point Assessment

The End Point Assessment will begin when all the requirements have been met and the employer is confident of the readiness of the Apprentice. The End Point Assessment should take place within the last three months of the apprenticeship. For each of the assessment methods, the Apprentice must achieve a minimum of a pass in order to complete the apprenticeship programme as detailed below.

To achieve a distinction the Apprentice must meet the distinction criteria for all areas as shown below and as detailed in Appendix 1 – the occupational brief.

Assessment method	Assessed By	To achieve a Pass	To achieve a distinction
Knowledge test	Independent Assessor	45 -54	55 - 60
Practical observation	Independent Assessor	Meets all pass criteria	Meets additional criteria required at distinction
Professional discussion	Independent Assessor	100-190	191-307

- **Knowledge Test**

The knowledge test will be used to assess the knowledge elements of the standard and as detailed in Appendix 1 - Occupational Brief.

The knowledge test will be taken in controlled conditions at an assessment site approved by the End-point Assessment Organisation and invigilated by individuals approved by the End-point Assessment Organisation.

The knowledge test should be undertaken first, as soon as practicable after the Gateway decision, to ensure that the Apprentice has the necessary knowledge to progress to the Practical Observation.

The knowledge test will be made of 60 multiple choice questions and will last 90 minutes in duration. The questions will describe detailed scenarios with four possible answers to each question, only one of which will be correct. The End-point Assessment Organisation will be responsible for developing a bank of questions to be used for the knowledge test, it will be the responsibility of the End-point Assessment Organisation to maintain the question bank and to ensure it remains current and up to date and reflects the content of the Occupational Brief at Appendix 1.

To pass the knowledge test the Apprentice will need to achieve a score of between 45 and 54. To achieve a distinction the Apprentice will need to achieve a score of between 55 and 60. Both the pass and the distinction marks are so high because of

the safety critical nature of the role it is important the Operational firefighter knows how to deal safely with situations before proceeding to take action so as to minimise risk to self and others.

If the Apprentice fails the knowledge test, they will continue with the EPA, but they cannot pass the End Point Assessment until they have passed the knowledge test.

The areas covered by the knowledge test are as detailed in Appendix 1 – Occupational Brief.

1. Appropriate methods of resolving fire and rescue emergency incidents using various fire extinguishing media and various rescue and extrication techniques
2. Fire science and behaviour, ventilation, hydraulics and principles of thermodynamics.
3. Environmental protection by limiting the impact of an incident using a variety of techniques
4. Using personal and respiratory protective equipment in hazardous environments.
5. Hazards and control measures across a range of emergencies.
6. How to operate specialist information communication and technology systems
7. Their duty within relevant Legislation.

- **Practical Observation**

Due to the safety critical nature of the role, the practical observation provides the opportunity for substantial assessment across the standard.

The Practical Observations will be pre-planned and scheduled. Due to the high-risk nature of the role the observations are likely to be carried out as cohort of Apprentices on simulated scenarios in Realistic Working Environments (RWE) that will enable the Apprentice to demonstrate and evidence their knowledge, skills and behaviours across the standard. The Practical Observations will be carried out at assessment sites approved and agreed by the End-point Assessment Organisation. Cohorts of learners should be set at a ratio of no more than 5 Apprentices to 1 independent assessor.

The Practical Observation will take a total of six hours

The areas covered by the practical observation are detailed in Appendix 1 – Occupational Brief and will be staged scenarios that will enable the Apprentice to demonstrate the wide range of skills required of an Operational firefighter:

- Extinguish fires safely and effectively in buildings, vehicles, wild land environments and following chemical spillages, using the correct equipment, using safe working practices.
- Operating correctly in the Command and Control systems, maintaining communication and being aware of the situation and their own and others safety
- The apprentices will be observed working in hazardous environments, at height, in, on and around water and rescuing casualties.

Because the Practical Observation will be a Realistic Scenario, any areas not covered or “what if” scenarios will be discussed in the Professional Discussion. The training received by all firefighter is set at the highest level so that when firefighters operate in an uncontrolled, real world environment the person stays safe. The Practical Observation will be graded at Fail, Pass or Distinction. The Distinction criteria will focus on the behaviours of the Apprentice and not on any safety critical operational activities. Details of the criteria required to achieve a pass and distinction are detailed within Appendix 1 - Occupational Brief.

- **Professional Discussion**

The Professional Discussion will be a structured discussion between the Apprentice and Independent Assessor. The Apprentice will be able to refer to their on-programme portfolio during the Professional Discussion.

The Professional Discussion will establish and confirm the Apprentice’s understanding and application of knowledge, skills and behaviours set out in the Standard. The professional discussion will take place after the Practical Observation, will last between 40 and 50 minutes, and be recorded by the Independent Assessor. The Professional Discussion can be recorded using a variety of formats including; written notes, audio recording or filming. The recording will provide evidence for the End-point Assessment Organisation and could be used for audit or standardisation purposes.

The Professional Discussion will cover the following areas of the Standard:

- How to engage with community to increase community safety and prevention awareness to prevent incidents occurring and improvement their health and wellbeing
- Risks within their community and how these can be mitigated
- Fire science and behaviour
- Methods of resolving fires using various extinguish media
- Environmental protection and limiting the impact of an incident
- Principles of multi-agency working
- The importance of maintaining physical and mental wellbeing and maintain physical and mental fitness to ensure operational readiness
- Effective performance within their role/supporting the development of others
- Solving problems
- Have a positive attitude to role/ commitment to excellence
- Communicate effectively
- Embrace and promote the values of the organisation

The purpose of the professional discussion is to:

- To confirm and validate the work of the Apprentice evidenced in their portfolio
- To draw out how the Apprentice would behave in specific scenarios

The professional discussion may be carried out face to face but could be done remotely using video conference or Skype. The Professional Discussion must be conducted in a “controlled environment” such as a quiet room away from the normal place of work. The identity of the apprentice must be verified.

The professional discussion will be graded fail, pass or distinction. Details of the criteria required to achieve a pass and distinction are detailed within Appendix 1 - Occupational Brief.

Final Judgement

The final judgement and overall grade of the EPA will be made by the Independent Assessor on completion of **all** End Point Assessment activities.

I**ndependence**

The End-point Assessment Organisation will be chosen from the ESFA’s Register of End-point Assessment Organisations and they will have had no influence on the training elements of the apprenticeship

Roles and responsibilities

Apprentice:

- Completes Initial Firefighter Training
- Participates in training activities as determined by the employer and meets the requirements of the Standard
- Works within the team
- Meets Health and Safety requirements for the role
- Prepares for and participates in End Point Assessment activities

***Employer*:**

- Provides the Apprentice with the opportunities to develop the knowledge, skills and behaviours to meet the Standard
- Provides an environment that meets the Health & Safety requirements for the End Point Assessment
- Provide appropriate assessment site and resources for the EPA to be conducted
- Makes the gateway decision to progress the Apprentices through to EPA

Training Provider:

- Is on the ESFA's Register of Apprenticeship Training Providers
- Ensures the training provided meets the requirements of the Standard
- Assists the employer in preparing the Apprentice for EPA
- Works with employer in deciding when the EPA will be triggered
- Potentially provide the facilities used for EPA to be conducted

End-point Assessment Organisation:

- Is on the ESFA's Register of End-point Assessment Organisations
- Provide an End Point Assessor that meets the criteria as set out in this Assessment Plan
- Give guidance to the employer on the EPA process and practices when required
- Will use/follow the Sector Standards adopted by the employer
- Will make the final decision on the overall grade
- Will provide constructive feedback on the EPA and how the Apprentice(s) has performed
- Operates a formal Appeals process
- Maintains robust quality assurance processes

- Ensures assessors are occupationally competent, are able to assess the performance in all components of the end-point assessment and are able to determine the grade achieved
- Actively participates in the quality assurance procedures described in the assessment plan

Independent Assessor

The independent assessor will assess the observations and undertake the professional discussion/interview. The knowledge test will be invigilated by individuals approved by the End-point Assessment Organisation. The individual must have nothing to gain from the outcome and must not have been involved in the apprentice's employment, training or any on programme assessment.

Occupational expertise of the assessor

The Independent assessor must:

a) Have thorough knowledge and understanding of the apprenticeship standard
b) Have been trained in independent assessment to the standard required by the end-point assessment organisation
c) Be occupationally competent in the role with sector work related experience in the last 3 years
d) Have or be working towards a current and relevant qualification in assessment
e) Maintain their occupational competence by actively engaging in continuous professional development activities in order to keep up to date with developments relating to the changes taking place in the sector
f) Have a detailed knowledge of the End-point Assessment Organisation systems and documentation
g) Have, where appropriate, undergone relevant security checks due to the nature and confidentiality of the information that they will be exposed to.

Due to the varying equipment and procedures used within the sector the assessor is not expected to be competent in the use of specific organisational equipment and procedures but must be occupationally knowledgeable and work with Sector Standards as used by the employer. The Assessor must be competent in the area they will be assessing.

Grading

In order to carry out the role it is essential that a firefighter has the required knowledge to work safely and the Knowledge Test will be graded fail, pass or distinction. The Apprentice must be deemed as competent in all aspects of the Practical Observation and will be graded fail, pass or distinction. To achieve a distinction in the Practical Observation appretices must meet the all the criteria outlined under 'Situational Awareness' plus all of the criteria outlined under two of the other three areas of assessment.

The Professional Discussion will help enable the employer to identify personnel that have excelled as well as give the Apprentice the drive to achieve excellence and these will be graded, fail, pass or distinction. In order to achieve a distinction in the Professional Discussion apprentices must meet all of the distinction criteria.

The End Point Assessment must take place in order, starting with the Knowledge Test, then the Practical Observation, followed by the Professional Discussion at the end.

The Knowledge Test will take place within one month after the Assessment Gateway decision. Within ten working days of the Gateway decision the Apprentice will hand in their portfolio. The Apprentice will then be given time to prepare for the Professional Discussion. The Practical Observation(s) will be planned and agreed with the Employer, the Apprentice and the End-point Assessment Organisation and must take place within 10 weeks of the Gateway decision. This will then enable the Professional Discussion to take place after the Practical Observation and within 12 weeks of the Assessment Gateway decision.

To achieve a Pass the Apprentice will need to meet the Pass criteria across all three elements of the End Point Assessment

The Apprentice will complete all elements of the End Point Assessment even if they fail one element. The Apprentice will be given the opportunity to resit the individual element(s) of the End Point Assessment they have failed.

In order to receive a grading of Distinction the Apprentice will need to meet the Distinction criteria for the Knowledge Test, the Practical Observation and the Professional Discussion. Details of the criteria required for both Pass and Distinction are outlined in Appendix 1 the Occupational Brief

Resits

An Apprentice can resit the End Point Assessment within three months of their first attempt.

The Apprentice will be given a further and final opportunity to resit the End Point Assessment typically within six months of their first attempt if they fail again.

The Apprentice need only resit the elements they have failed. There is no requirement to undertake the full End Point Assessment. For example; if the Apprentice passes the Knowledge Test and the Professional Discussion, but fails the Practical Observation, The Apprentice would only need to resit the Practical Observation.

By only requiring the Apprentice to resit the element(s) they fail this will ensure that any resits are cost effective and not over-assessing the Apprentice.

To achieve a grade of Distinction the Apprentice must pass each element during the first attempt of the EPA. If the Apprentice is unable to complete one of the assessment elements due to reasons beyond their control, such as equipment failure or being called away to attend an emergency, the assessment element missed should be rescheduled and the potential grade the Apprentice can achieve would not be affected in these circumstances. However, if the Apprentice fails one element of the EPA and needs to resit any element of the EPA they will only be able to achieve an overall grade of Pass.

Internal Quality Assurance

Each End-point Assessment Organisation will:
Undertake their own internal audits of assessment practice carried out by their Assessors.
Ensure the IQA team hold or be working towards relevant IQA qualifications
Develop and implement a sampling plan to review Assessors' work
Hold regular Standardisation meetings (at least annually) with Assessors and Lead Assessor
Share best practice between Assessors
Monitor and record CPD of Assessors to ensure technical competence of Assessors
Hold annual Assessment Events

External Quality Assurance

The External Quality Assurance will be conducted by the Institute for Apprenticeships.

The Operational Firefighter Employer group were keen to carry out the External Quality Assurance activity required for this apprenticeship standard, however, a number of organisations within the group are likely to go forward as End-point Assessment Organisations and it was felt there would be too much of a conflict of Interest.

The Sector is not interested in becoming an Awarding Organisation and therefore would not see using Ofqual as an appropriate organisation to undertake the External Quality Assurance.

The Sector does have a Professional Body, the Institution of Fire Engineers who potentially might have been interested in undertaking this role, but as a small organisation, they have informed us they would need to invest significantly to support this proposal and they would need to recruit additional individuals to undertaken the QA role. Those individuals are likely to come from the Employer Group and therefore a conflict of interest remains.

Implementation and affordability

Affordability

Due to the safety critical nature of the role and the resources required it is expected the EPA will be 20% of the overall cost.

It should be noted by End-point Assessment Organisations that Employers recruiting Operational Firefighter apprentices will have all the necessary specialist equipment and resources for the EPA activities and therefore all of the EPA activities could take place at the Apprentice's place of work.

Professional body recognition

Successful apprentices will be eligible for professional registration with the Institution of Fire Engineers (IFE) at Technician (TIFireE) level.

Consistency

The End Point Assessment is focused on the competence of the Apprentice in the role, as evidenced by their ability to demonstrate the knowledge, skills and behaviours as set out in the Standard. Each of the components of the End Point Assessment builds a cumulative picture of competence and future potential of the Apprentice.

To support this EPA document an Occupational Brief has been developed and is available as a separate Appendix. The Occupational Brief has been aligned with the Fire Sector's National Operational Guidance Training Specifications, which are used across the sector.

In developing the Standard and the EPA a wide range of employers across different sectors of the sector have been actively involved to ensure the EPA model works for everyone.

Volumes

It is envisaged that approximately 450 registrations will take place in the first year of this Standard with numbers steadily increasing to about 800 per annum.

Appendix 1 - Occupational Brief for Operational Firefighter

Method of Assessment	The Standard	What do I need to know	Fail Criteria	Pass Criteria	Distinction Criteria
Knowledge Test	The Apprentices will undertake a multiple-choice Knowledge Test of 60 questions covering the areas of the Apprenticeship Standard below. There are 30 bullet points and there will be two questions per bullet point. The Apprentice will need at least one correct answer for each bullet point area		Scores less than 45 and/or does not have a correct answer to cover each bullet point	Scores 45 - 54 (75%)	Scores 55 - 60 (90%)
	Appropriate methods of resolving fire and rescue emergency incidents using various fire extinguishing media (Water, foam/chemical) and various rescue and extrication techniques (E.g. rope rescue, water rescue, rescue from height, confined spaces) etc.	• First Aid • Use of Breathing Apparatus • Fire Extinguishing media and when to use • Hazardous materials • Road Traffic Collisions • Rope Rescue • Water Rescue • Working in confined spaces • Working at Height			
	Fire science and behaviour, ventilation, hydraulics and principles of thermodynamics.	• Principles of fire behaviour • Thermodynamics • Ventilation • Hydraulics			
	Environmental protection by limiting the impact of an incident	• Understanding of Cat 1 • Cat 2 – what organisations do under Civil			

	using a variety of techniques such as applying neutralising or absorbent agents and physical barriers.	Contingencies Act 204 • Understand the hierarchy of pollution control and the equipment to achieve this • Legal responsibilities to protect the environment			
	Using personal and respiratory protective equipment in hazardous environments	• Breathing Apparatus and ancillary equipment and procedures • Use of other RPE and PPE • Maintenance of RPE and PPE • Foundation for Breathing Apparatus			
	Hazards and control measures across a range of emergencies.	• Principles of Dynamic Risk Assessment • Understands the difference between a hazard and a risk • Hierarchy of controls			
	How to operate specialist information communication and technology systems, e.g. mobile data terminals, radios.	• Types of communication systems and their limitations • Organisational Radio procedures • Use of software			
	Their duty within relevant Legislation (e.g. Fire and Rescue Services Act, 2004 Armed Forces Act 2016 (Ch. 21), Mines Regs. 2014, Health and Safety Act 1996, Equalities Act 2010 and Civil Contingencies Act 2004).	The duties as an individual under each of piece of legislation • Health and Safety Act 1996, • Equalities Act 2010 • Civil Contingencies Act 2004 • Sector relevant legislation such as: ○ Fire and Rescue Services Act, 2004 ○ Armed Forces Act 2016 (Ch. 21), ○ Mines Regs. 2014,			

		•			
Practical Observation		The Apprentices will undertake a Practical Observation covering the following aspects of the Apprenticeship Standard. – In order to pass the Practical Observation the Apprentice will need to meet **all** the criteria in the pass column. In order to achieve a distinction the Apprentice must meet the criteria set for "Situational Awareness" plus two other criteria.			
	Using personal and respiratory protective equipment in hazardous environments.	• Breathing Apparatus and ancillary equipment and procedures • Use of other RPE and PPE • Maintenance of RPE and PPE • Foundation for Breathing Apparatus	Uses equipment but needs to follow others, fails to carry out the correct don and start procedure. Fails to don PPE correctly.	Demonstrates safe use and has a clear knowledge of operational procedures	
	How to prepare, use and maintain specialist equipment and resources.	• Routines required to be conducted on appliances and equipment • How to get equipment to work correctly • Maintenance of equipment • How to report faults and missing equipment	Uses equipment incorrectly or places themselves or colleagues at risk while using equipment. Needs to be reminded of procedures	Demonstrates safe use of equipment Follows operational procedures.	

	How to operate specialist information communication and technology systems, e.g. mobile data terminals, radios.	• Organisational Radio procedures	Fails to operate equipment correctly or fails to retrieve information correctly.	Use communication systems appropriately during operations and secures the correct information	
	Carry out safe working practices in accordance with legal requirements as detailed within the knowledge section.	Standard operational procedures Use Dynamic risk assessments Safe person concept	Fails to operate in line with Standard Operational Procedures. Places themselves or others at risk.	Follows standard operational procedures Demonstrates safe person concept Uses dynamic risk assessment	
	Operate safely and effectively in emergency situations.	Standard operational procedures Use Dynamic risk assessments Safe person concept	Places themselves or others at risk. Uses equipment in a way that may cause damage.		
	Operate within an appropriate Command and Control system.	Incident Command Structure and their role	Fails to act on instruction or acts in a manner that	Follows Incident Command system and structure Maintains their position	

			places themselves or others in danger.	within the command structure	
	Operate in hazardous environments using Breathing Apparatus.	Use Dynamic Risk Assessments Correct use of BA Foundation for Breathing Apparatus Decontamination procedures	Fails to carry out correct don and start procedures.	Uses dynamic risk assessment Demonstrates safe use of BA in practical setting	
	Safely resolve incidents involving Hazardous Materials.	• Chemical, biological, radiological, nuclear and explosive substances. • NOG Practice	Acts in a manner that places themselves, others or the environment at risk.	The hazardous material is contained and then dealt with in line with Standard Operational Procedures and decontamination procedures are followed.	
	Safely work at height.		Acts in a manner that places themselves or others at risk.	Acts in line with Standard Operational Procedures and maintains a safe working environment at height at all times.	

	Safely work in, on or around water.		Fails to use correct PPE or fails to act in line with Standard Operational Procedures	To conduct Rescues Or Pump water for firefighting purposes NOG Practice	
	Extricate Casualties from situations of entrapment.		Places themselves or others at risk during operations.	NOG Practice	
	Use and maintain specialist equipment e.g. Breathing Apparatus, cutting equipment, aerial platforms	Standard Operating Practices Checking of equipment Uses equipment correctly in line with manufacturers and organisational guidelines Carries out maintenance of equipment as required	Fails to adequately rehabilitate equipment post use. Uses equipment in a manner that may lead to damage.	Follow standard Operating Practices Checks equipment is in a suitable condition to use Uses equipment correctly. Checks equipment after use and carries out required maintenance Returns equipment into storage in a safe and maintained state	

				ready for future use	
	Extinguish fires safely and effectively in buildings vehicles, wild land environments and following chemical spillages.	NOG Practice	Fails to extinguish the fire or acts in a manner that is likely to lead to reignition.	Follows Standard Operating Procedures to extinguish fires	
	Communicate effectively, through listening, writing, speaking and presenting information.		Is not acting in line with instructions given. Is not clear in their own communication with others or fails to communicate when communication was required.	Communicate with others throughout the task Listens to others Acts correctly in line with instructions received.	Actively listens throughout interactions and asks questions as necessary Always checks that their message is understood Keeps others informed
	Confidence and resilience within the role in highly challenging and changing situations, demonstrating reliability, adaptability, responsibility and accountability to the organisation.		Displays negative emotion in emergency situations	Is calm and confident in emergency or challenging situations Prioritises actions	Remains rational and in control of emotions during emergency or challenging

			Hangs back when situations become difficult	during emergency situation	situations Gives support and reassurance to others under stress Quickly prioritises actions without direct prompting
	Situational awareness by maintaining an active awareness of the working environment to ensure a safe, secure and compliant working culture	Shows situational awareness Understands the working environment Maintains the working environment to meet legislation and compliance	Fails to take appropriate action when faced with a hazard Does not operate within agreed level of authority Does not act with relevant urgency to minimise risk	Is alert to all hazards, reports them and takes appropriate action to mitigate risks. Uses equipment within its limitations Operates within agreed level of authority	Remains constantly alert to the environment for all hazards, reports them and takes preventative action without being prompted Consistently acts with relevant urgency to minimise any risk **The apprentice must achieve this criteria to achieve**

					a distinction
	Work collaboratively with others, both internally and externally.		Is reluctant or unwilling to help others Prefers to work alone rather than in the team. Is unaware of the contribution others can make to the resolution of incidents.	Reacts positively with members of the team Complete tasks when asked and in accordance with instructions Makes an effort to be part of the team	Continually looks to help, support and reassure others Inspires others through their motivation and encourages other to feel part of the team Builds a rapport and works well within the team
Professional Discussion	The professional discussion will verify the portfolio as the apprentice's own work and will be used to assess across the knowledge, skills and behaviours of the Standard. The Professional Discussion will also cover the following areas of the Apprenticeship Standard				
	How to engage with Communities to improve community safety and prevention awareness to prevent incidents from occurring and increase their health and wellbeing.	• How to carry out visits to community members and businesses • How to make effective referrals to other agencies and internal parties • Profile of community risks • The different ways of engaging with the community	Fails to demonstrate that prevention is of greater community value than response.	Describes the community safety initiative they have been involved in and their role within that initiative.	Displays an in-depth knowledge of how our prevention work is central to achieving organisational goals

			<15	Obtains relevant information to enable them to interact with the community they serve Demonstrates how they have worked with the community. 15-30	Describes how the initiative has changed the community engagement Lists the benefits of the initiative to the community and the fire service 30 - 45
	The risks within their community and the methods that can be used to mitigate those risks	• Safeguarding duties • Factors that may increase a person's level of risk.	Is unaware of the factors that can influence a person's level of risk. <5	Describes the community and the risks The risks identified and the measures put in place to reduce risk 5-10	Can evaluate the impact of the risks on firefighters and means of mitigating these risk Gives example of how working with the community has improved relationships and reduced risk 10-20
	Interact with and influence community members and business to reduce risks.	• Identifies risks in the community • Works with community to reduce risk			
	Fire science and behaviour, ventilation, hydraulics and principles of thermodynamics	• Principles of: ○ Thermodynamics ○ Ventilation	Cannot describe principles of fire behaviour	Describes the principles of fire behaviour	Explains why it is important to understand how

		○ Hydraulics • How to deal with fires safely • Hazards and control measures across a range of emergencies.	Does not know where to obtain relevant information does cannot describe potential risks and the measures that should be put in place to reduce these. **<8**	Knows how to obtain relevant information regarding fire science and behaviour Give an explanation of how fires behave and how they can change Describes the risks involved and the measures in place to reduce the risks States who else could be involved in an emergency situation. **8-15**	fire behaves and the science of fires when dealing with emergencies Explains how changing fire behaviour will impact on how it dealt with Explains how a dynamic risk assessment works in practice Explains the role of others in dealing with emergency situations. **16-35**
	Hazards and control measures across a range of emergencies.	• Principles of Dynamic Risk Assessment • Understands the difference between a hazard and a risk • Hierarchy of controls	Fails to recognise hazards or fails to take appropriate action when faced with risks. Uses inadequate or ineffective	Explains the purpose of a risk assessment (2) Describes 3 incidents and identify hazards and the control measures to be used to manage these (6) Understands the	Understands how risks can have a compound effect Explains the means by which the identified control measure reduces risk Understand how to

			control measures. **<10**	importance of effective control measures that are well communicated (2) **10**	combine control measures to multiply their effect. **11-25**
	How to carry out emergency pre-hospital medical treatment and support (non-medical professionals)	Emergency first aid procedures and protocols	Fails to identify correct course of action when faced with a casualty **<5**	Identifies the correct course of action when treating a casualty. **5**	Identifies the casualties condition and treats appropriately and then identifies steps that will promote recovery **6-10**.
	Appropriate methods of resolving fire and rescue emergency incidents using various fire extinguishing media (Water, foam/chemical) and various rescue and extrication techniques (E.g. rope rescue, water rescue, rescue from height, confined spaces) etc.	• First Aid • Use of Breathing Apparatus • Fire Extinguishing media and when to use • Hazardous materials • Road Traffic Collisions • Rope Rescue • Water Rescue • Working in confined spaces • Working at Height	Identifies inappropriate methods to resolve an incident. **<7**	Describes 4 methods of resolving fires using different media (4-8) Describes 3 rescue and extrication techniques 3-6) **7-14**	Gives additional information to say why media was used for the type of fire and the implications of using other media Explains why technique used and its advantages and disadvantages **15-21**
	Environmental protection by limiting the impact of an incident	• Category 1 and 2 organisations • Organisational responsibilities under Cat 2	Cannot describe Cat 1 or 2	Describes Cat 1 and 2 States what	Describes techniques to

	using a variety of techniques such as applying neutralising or absorbent agents and physical barriers.	• Pollution control and equipment • Legal responsibilities	organisations Does not understand legal responsibilities to protect the environment **<4**	organisations do under Civil Contingencies Act 2004 Outlines the hierarchy of pollution control and the equipment to achieve this States own Legal responsibilities to protect the environment **4-8**	protect the environment Explains the implications of environmental pollution and protection **9-16**
	The principles of multi-agency working with stakeholders such as police and ambulance service in emergency situations	• Clear understanding of JESIP principles; co-location, multi-agency briefs and debriefs	Is unclear of JESIP principles Does not understand the benefits of partnership working **<4**	Describes the principles and some benefits of partnership working Describes JESIP **4-8**	Understands organisational roles and responsibilities. Describes how organisations might contribute to a multi-agency response or recover **9-12**
	The importance of maintaining their physical and mental wellbeing.	• Health and fitness requirements of the organisation • Methods of gaining and maintaining fitness and	Does not know why fitness standards are required.	Describes fitness standards required of the organisation Describes risks to	Evaluation of methods of improving fitness and well-being

		wellbeing • Why is physical fitness and mental well-being important to the individual and the organisation	Does not understand why physical fitness and mental well-being is important <6	wellbeing Describes why these standards are set Briefly describes how physical and mental wellbeing helps promote the fire and rescue service How physical and mental wellbeing affects own role Describes how they maintain their own physical and mental fitness to ensure they are operationally ready 6-12	Explains the reasons for fitness standards Implications of not maintaining mental well being Explains how maintaining their physical and mental fitness has helped them in their role. 13-15
	Maintain physical and mental fitness to ensure operational readiness				
	Take responsibility for effective performance within their role.	• Provides evidence of undertaking relevant L&D activities • Has participated in regular reviews with mentor/line manager	Can only list learning activities that are mandated as part of Apprenticeship Cannot identify areas for future development	Describes how they have maintained their performance Lists learning and development activities they have undertaken What further development would be useful	Explains the benefits of L&D undertaken and what they have learnt Understand strengths and weaknesses and how to build and improve on these

			<3	3-6	Has a clear understanding how their role fits within the organisation and the potential opportunities to progress 7-10
	Support the development of their colleagues.	• Provides evidence of supporting the development of a colleague	Is unable to provide examples of when they have supported colleagues <2	Gives example of how they have supported colleagues 2-5	Explains how supporting colleagues has benefitted the colleague, themselves and the organisation 5-10
	Solve problems by understanding, recalling, applying and adapting relevant information in an organised, safe and systematic way.	• Identifies the most beneficial aspects of different solutions • Able to generate more than one solution to a problem and evaluate which is best • Promotes a joint or collective approach to establish the most effective resolution and use of resources • Adapts previous experience and knowledge to different circumstances • Can predict the potential impact of actions • Identifies and considers the critical factors	Does not use knowledge to solve problems Relies on others for support Does not always consider consequences <9	Gives 3 examples of problem solving How they came to decision How they worked with others to solve 9-12	Gives alterative solutions to problems States why the chosen solution The outcome of the solution Describes the potential impact of not solving problem 13-20

		including risk, when making a decision • Makes swift and appropriate decisions • Evaluates the outcome to indicate success and inform future actions			
	Have a positive attitude to carrying out of their own role, exercising self-discipline and working with others and the community.	• Is open to change and actively seeks to support it	Fails to act in line with organisational values **<2**	Describes how they have worked in a positive and disciplined way and why **2-5**	Explains the impact of remaining positive and disciplined in their role Willing to try new methods when asked to do so **5-10**
	Commitment to excellence, by adopting a conscientious and proactive approach to work to achieve and maintain excellent standards with a motivation to succeed.	• Maintains performance against established benchmarks • Demonstrates commitment to organisation decisions and performance requirements • Implements policies positively and with enthusiasm	Does not apply themselves well when completing routine tasks Discusses their role in a negative light **<2**	Lists the organisations benchmarks and describes how they have met them during the apprenticeship Recognising the importance of role of the firefighter to the wider community **2-5**	makes suggestions for improvement Has a proactive approach to work Promotes the role of firefighter in the local community **5-10**
	Communicate effectively, through listening, writing, speaking and presenting information.		Does not consider the audience when communicating	Can communicate with others, with limited confidence and structure	Speaks with clarity and confidence to all people in all

			with others – uses jargon. Does not engage the audience when communicating **<2**	Understands the need to adapt their communication Able to present familiar information **2-5**	situations Adapts communication style, content and complexity of message to suit the situation **5-10**
	A commitment to integrity and diversity, understanding and adopting a fair and ethical approach and treating others with courtesy and respect		Does not understand community needs or uses derogatory language. Does not accommodate the views and needs of other Does not show respect for organisations values **<4**	Gives a narrow understanding of diversity and discrimination Adjust behaviour to suit the needs of others Speaks positively about the organisation's values. Recognises the value of diversity of thoughts or perspectives. **4-10**	Proactively maintains knowledge of the community Accepts individual differences Fully committed to organisation's values **10-15**
	Embrace and promote the values of the organisation		Does not display respect for the organisation's values	Speaks positively about the organisation's values Discusses	Fully committed to organisation's values Addressed

			Does not respect discipline requirements **<2**	inappropriate behaviour **2-4**	inappropriate behaviour proactively **5-8**
	Commitment to development, both within oneself and others		Only reviews own performance when pressed to so Has limited self-awareness of own development needs and how to address them Shares some information with others but only when requested **<6**	Responds constructively to feedback Willing shares knowledge and supports others Seeks further development opportunities beyond their role **6-10**	Knows where to seek out most up to date information Always looks for opportunities to educate and support others Actively seeks out feedback on performance **10-15**