

apprenticeship FRAMEWORK

Community Safety (England)

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Community Safety (England)

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Framework summary

Community Safety

Intermediate Level Apprenticeship in Community Safety

This framework includes information on Personal Learning and Thinking Skills

Pathways for this framework at level 2 include:

Pathway 1: Community Fire Safety

Competence qualifications available to this pathway:

C1 - Level 2 Certificate in Delivering Community Safety Activities

Knowledge qualifications available to this pathway:

K1 - Level 2 Certificate in Knowledge of Community Fire Safety

Combined qualifications available to this pathway:

N/A

This pathway also contains information on:

- Employee rights and responsibilities
- Functional skills

Framework information

Information on the Issuing Authority for this framework:

Skills for Justice (Justice, Community Safety and Legal Services)

The Apprenticeship sector for occupations in fire and rescue services, policing and law enforcement, custodial care, courts service, prosecution service, forensic science (also includes Legal Services, Youth Justice, Probation/Offender Management, Community Justice).

Issue number: 1	This framework includes:
Framework ID: FR02215	Level 2
Date this framework is to be reviewed by: 31/03/2017	This framework is for use in: England

Short description

Community Safety in the broadest sense is about reducing risks within communities. The risks to communities could be from, but are not limited to, crime, anti-social behaviour, vandalism, fire, terrorism etc.

There is currently one pathway at Intermediate Level within this framework for Community Fire Safety. The term Community Fire Safety covers all community safety activities that are the responsibility of Fire and Rescue Services. This could include, but is not limited to, road safety, home safety, fire prevention activities and any other Community Fire Safety activities.

Apprentices will work as a Community Safety Adviser/Advocate usually within a Fire and Rescue Service. People working in these roles engage with communities through various local and national initiatives.

Contact information

Proposer of this framework

This framework was initially proposed by the Skills for Fire & Rescue National Occupational Standards and Qualifications group. The framework and component qualifications were developed by Skills for Fire & Rescue in consultation with Fire & Rescue Services (FRS) and other stakeholders from the sector. The qualifications which form part of the framework are underpinned by National Occupational Standards (NOS). A working group was set up to agree the qualification and Apprenticeship framework requirements. This group consisted of:

- Cheshire FRS
- Defence Fire Risk Management Organisation
- Essex FRS
- Greater Manchester FRS
- Humberside FRS
- Leicestershire FRS
- London Fire Brigade
- Merseyside FRS
- Mid & West Wales FRS
- Nottinghamshire FRS
- Staffordshire FRS
- Fire Brigades Union
- Fire Service College

A wider online consultation was circulated to employers to feedback on the draft qualifications.

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Purpose of this framework

Summary of the purpose of the framework

"Definition of Apprenticeships"

1. An Apprenticeship is a job with an accompanying skills development programme designed by employers in the sector. It allows the apprentice to gain technical knowledge and real practical experience, along with functional and personal skills, required for their immediate job and future career. These are acquired through a mix of learning in the workplace, formal off the job training and the opportunity to practice and embed new skills in a real work context. This broader mix differentiates the Apprenticeship experience from training delivered to meet narrowly focused job needs.
2. On completion of the Apprenticeship the apprentice must be able to undertake the full range of duties, in the range of circumstances appropriate to the job, confidently and competently to the standard set by the industry.

Community Safety

Community Safety in the broadest sense is about reducing risks within communities. The risks to communities could be from, but are not limited to, crime, anti-social behaviour, vandalism, fire, terrorism etc.

There is one pathway within this framework:

Community Fire Safety: The term Community Fire Safety covers all community safety activities that are the responsibility of Fire and Rescue Services. This could include, but is not limited to, road safety, home safety, fire prevention activities and any other Community Fire Safety activities.

As well as fighting fires as they occur, Fire and Rescue Services are increasingly trying to prevent fires by working closely with communities to reduce risks and increase awareness of them. This helps to reduce the impact of fire on communities as people understand firstly how to prevent fires and secondly how to react upon discovery of a fire.

Those who work within Community Fire Safety will often have a remit for road safety and home safety. Fire and Rescue Services use targeted initiatives to reduce risks in these areas in addition to their fire prevention work.

Apprentices will work as a Community Safety Adviser/Advocate usually within a Fire and Rescue Service. People working in these roles engage with communities through various local and national initiatives. For example, this may be initiatives designed to educate inexperienced drivers on the effects of drugs, alcohol and speed on the likelihood of road

traffic collisions.

Performing Home Fire Safety Checks is a key part of the role of a Community Safety Adviser/Advocate. In 2011-2012 approximately 713,789 Home Fire Safety Checks were carried out across England. In 2011-12 fire and rescue authorities attended 585,000 fires or false alarms in Britain, 7% fewer than in 2010-2011. Although the exact cause of this reduction in fires and false alarms cannot be established it may be in part due to the community safety work that Fire and Rescue Services have been performing. (Source: Department for Communities and Local Government 2011-2012)

This pathway provides a means for Fire and Rescue Services to recruit and retain talented young people, some of whom may move into operational and other support roles in the future.

This Intermediate Level Apprenticeship will also contribute to meeting the skills priorities for England by:

- providing flexible access to a high quality Level 2 skills programme, which offers a real alternative to GCSEs for those who prefer this style of learning and achievement
- incorporating training to improve the general literacy, numeracy and ICT skills in England
- using technical and competence qualifications, valued by employers, to increase productivity
- developing apprentices' Personal Learning and Thinking Skills, to build their confidence and creativity, improving their social and working lives
- developing apprentices' employability skills, making them more attractive to all employers, whichever career they choose
- providing a career pathway into jobs and training at technician level and higher, to provide the skills which the economy needs to grow
- building on the existing quality learning provision for the Fire & Rescue sector in England

Aims and objectives of this framework (England)

Aim:

To create an entry route in to Community Safety for young people, helping employers to increase diversity and demographics of their workforce.

Objectives:

- To develop consistent national standards for community safety
- To professionalise community safety roles
- To aid recruitment and retention within community safety roles
- To highlight career paths and provide progression routes into higher level jobs

Entry conditions for this framework

There are no specific entry conditions for this framework.

However as a general guide most employers will look for people with an enthusiasm for the area of work, good communication and team working skills.

Level 2

Title for this framework at level 2

Intermediate Level Apprenticeship in Community Safety

Pathways for this framework at level 2

Pathway 1: Community Fire Safety

Level 2, Pathway 1: Community Fire Safety

Description of this pathway

Community Fire Safety

The total number of credits that an apprentice must attain on the Qualifications and Credit Framework (QCF) for the pathway is **61**.

The credit values are broken down as follows:

- 32 credits for the competence qualification
- 14 credits for the knowledge qualification
- 15 credits for Functional Skills in maths, English and ICT

Entry requirements for this pathway in addition to the framework entry requirements

There are no additional entry requirements for this pathway.

Job title(s)	Job role(s)
Community Safety Adviser/Advocate	Contribute to the safety of the community. Perform tasks such as: deliver awareness talks to schools and community groups, carry out home safety visits, advise on risks and fit safety equipment. Have knowledge of at risk groups and the factors which affect risk within communities.

Qualifications

Competence qualifications available to this pathway

C1 - Level 2 Certificate in Delivering Community Safety Activities					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	601/1902/0	SFJ Awards	32	159	N/A

Knowledge qualifications available to this pathway

K1 - Level 2 Certificate in Knowledge of Community Fire Safety					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	601/1901/9	SFJ Awards	14	85	N/A

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

The Certificate in Knowledge of Community Fire Safety provides underpinning knowledge and understanding for the Certificate in Delivering Community Safety Activities

Transferable skills (England)

Functional Skills / GCSE (with enhanced functional content) and Key Skills (England)

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

English	Minimum level or grade	Credit value
Functional Skills qualification in English	2	5
GCSE qualification in English (with enhanced functional content)	C	5
Key Skills qualification in Communication achieved either before September 2013 as part of the Apprenticeship, or...*	2	5
GCSE Qualification in English*	C	N/A
A' Level or AS Level qualification in English Language*	E	N/A
A' Level or AS Level qualification in English Literature*	E	N/A
A' Level or AS Level qualification in English Language and Literature*	E	N/A
GCSE or O' Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Literature**	A	N/A
A' Level or AS Level qualification in English Language and Literature**	A	N/A

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

Mathematics	Minimum level or grade	Credit value
Functional Skills qualification in Mathematics	2	5
GCSE qualification (with enhanced functional content) in Mathematics	C	5
Key Skills qualification in Application of Number achieved either before September 2013 as part of the Apprenticeship, or...*	2	5
GCSE qualification in Mathematics*	C	N/A
A' level or AS Level qualification in Mathematics*	E	N/A
A' Level or AS Level qualification in Pure Mathematics*	E	N/A
A'Level or AS Level qualification in Further Mathematics*	E	N/A
GCSE or O'Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Pure Mathematics**	A	N/A
A' Level or AS Level qualification in Further Mathematics**	A	N/A

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

ICT

Apprentices must complete or have completed one of the ICT transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have one of these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

ICT	Minimum level or grade	Credit value
Functional Skills qualification in Information and Communications Technology (ICT)	1	5
GCSE qualification in ICT (with enhanced functional content)	E	5
Key Skills qualification in ICT achieved either before September 2013 as part of the Apprenticeship, or...*	1	5
GCSE qualification in ICT*	C	N/A
A' Level or AS Level qualification in ICT*	E	N/A
GCSE or O'Level qualification in ICT**	A	N/A
A' Level or AS Level qualification in ICT**	A	N/A

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

Inclusion of Information and Communications Technology (ICT)

ICT is included as it is relevant to effective performance for the named roles.

Progression routes into and from this pathway

Progression into this pathway

Entry into this pathway may be:

- direct entry from a school or college
- from unemployment
- from volunteer roles
- direct entry from another occupation e.g. administration, customer service
- from youth engagement programmes
- from cadet schemes.

Progression from this pathway

Jobs:

- roles within Fire & Rescue Services such as Firefighter or support roles
- roles within the wider sector such as Community Safety Officer, Community Warden and Customer Service Adviser.

Further training and qualifications including:

- Level 3 Advanced Apprenticeships such as Emergency Fire Service Operations, Customer Service and Business Administration
- Level 3 qualifications such as Emergency Fire Services Operations in the Community, Customer Service, Business Administration and Public Services.

For more information on careers see the Skills for Justice website at: www.sfjuk.com/sectors/fire-rescue/working-in-fire-and-rescue/careers/

Employee rights and responsibilities

Employee Rights and Responsibilities (ERR) is a mandatory part of all Apprenticeships. All apprentices must understand their rights and responsibilities with regards to equal opportunities and health and safety. It is important that all apprentices receive a thorough induction into their organisation. This induction can contribute evidence and examples towards meeting the requirements for ERR. The Skills for Justice *Workbook for Apprentices* must be completed as part of the Apprenticeship framework. The apprentice must gather evidence and complete the workbook under the supervision and guidance of their assessor/manager.

The course of training in ERR must align to the nine national outcomes which are set out in the Specification of Apprenticeship Standards for England (SASE).

How to meet the requirements for ERR

Apprentices must complete the Skills for Justice *Workbook for Apprentices* as part of their Apprenticeship. The declaration must be signed and dated by the apprentice, learning provider and employer to confirm that the apprentice has covered the target areas and criteria.

Evidence of achievement of ERR

The completed declaration, in Appendix A of the *Workbook for Apprentices*, must be returned to Skills for Justice via Apprenticeship Certificates England (ACE). For more details see:

www.acecerts.co.uk

For a copy of the Skills for Justice *Workbook for Apprentices*, please see the following link: www.sfjuk.com/sectors/fire-rescue/developing-talent/apprenticeships/

The remaining sections apply to all levels and pathways within this framework.

How equality and diversity will be met

Within Fire and Rescue Services in England women are under-represented; only 14% of the total workforce are female. However the distribution of women is not balanced. Women actually outnumber men (54% female compared to 46% male) within support roles (such as Community Safety Adviser/Advocate). Whereas the percentage of women in operational roles (such as Firefighter) is much lower. Ethnic minority workers account for around 6% of support roles. However within the service ethnic minority workers account for around 4% of the whole workforce. (Source: Department for Communities and Local Government, Fire and Rescue: Operational Statistics Bulletin for England 2011-2012)

The likely reasons for the demographics of this workforce are:

- a perception of the sector as high risk
- a perceived lack of career opportunities may be limiting the number of applicants
- operational roles may be perceived as being more suitable for men

In order to address these issues, awareness of Fire and Rescue Services as a profession is being raised through:

- producing careers information, advice and guidance including, career progression pathways and case studies
- raising awareness to encourage people from under-represented groups to consider the Fire and Rescue Service as a career
- development of Apprenticeships to create progression routes into and from occupations within Fire and Rescue Services

Training providers and employers MUST comply with the Equality Act 2010 to ensure that applicants are not discriminated against in terms of entry to and promotion within the industry, using the nine protected characteristics of:

1. age
2. disability
3. gender
4. gender reassignment
5. marriage and civil partnerships
6. pregnancy and maternity
7. race
8. religion and belief
9. sexual orientation

More information about the Equality Act can be found here: www.homeoffice.gov.uk/eq

[ualities/equality-act/](#)

Skills for Justice will monitor take up and achievement of all Apprenticeships as part of its Apprenticeship Strategy and take steps to address any barriers to take up and achievement.

On and off the job guided learning (England)

Total GLH for each pathway

The recommended minimum Guided Learning Hours (GLH) for the Community Safety Apprenticeship are shown below for each pathway. A flexible approach to learning is encouraged for those who have prior learning or experience. Therefore the minimum duration and GLH may be reduced, but only where a learner can demonstrate previous relevant learning or experience. However the following minimums apply:

1. To comply with Skills Funding Agency requirements, learners aged 16-18 must spend a minimum of 12 months on this Apprenticeship programme. Learners aged 19+ must also spend a minimum of 12 months on this Apprenticeship programme, unless they have documented evidence of accredited or recognised prior learning. Where documented evidence of accredited or recognised prior learning is provided, learners aged 19+ must still spend a minimum of six months on this apprenticeship.
2. Please note, to comply with the Apprenticeship, Skills, Children and Learning Act 2010, a minimum of 280 Guided Learning Hours within the first year of the Apprenticeship and at least 280 Guided Learning Hours (pro rata) in each subsequent year must be completed.

Community Fire Safety Pathway

The total amount of Guided Learning Hours (GLH) which includes both on and off the job guided learning is 406 GLH. This must take a minimum of 12 months.

Minimum off-the-job guided learning hours

Community Fire Safety Pathway

An apprentice will need to complete a minimum of 247 GLH off the job (61% of the total GLH), over a minimum of 12 months for this framework.

The requirement for off the job guided learning is calculated as follows:

- 85 GLH Level 2 Certificate in Knowledge of Community Fire Safety
- 45 GLH Level 2 Functional Skill in Maths (or alternative - see transferable skills section)
- 45 GLH Level 2 Functional Skill in English (or alternative - see transferable skills section)
- 45 GLH Level 1 Functional Skill in ICT (or alternative - see transferable skills section)
- 5 GLH Appraisals related to this Apprenticeship programme
- 10 GLH for ERR and Induction (to reflect the % of time for induction and ERR delivered/completed off the job)
- 12 GLH minimum for mentoring

How this requirement will be met

GLH should:

- achieve clear and specific outcomes which contribute directly to the successful achievement of the framework and this may include accredited and non-accredited elements of the framework
- be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager
- allow access as and when required by the apprentice either to a tutor, teacher, mentor or manager
- be delivered during contracted working hours
- be delivered through one or more of the following methods: individual and group teaching, e-learning, distance learning, coaching, mentoring, feedback and assessment, collaborative/networked learning with peers and guided study
- be recorded e.g. in a log book or diary

Evidence of off the job GLH will be:

- completion certificate for the relevant knowledge based qualification
- Level 2 Functional Skills certificates for Maths and English (or alternative – see transferable skills section)
- Level 1 Functional Skills certificate for ICT (or alternative – see transferable skills section)
- completion of the declaration in Appendix A of the Skills for Justice *Workbook for Apprentices* which confirms that requirements for GLH, Personal Learning & Thinking Skills and ERR have been met (please see the section on ERR for more details about the workbook)
- coaching and mentoring record, log or diary - not required at certification

Providers will be responsible for ensuring that the minimum off the job GLH has been met when apprentices apply for Apprenticeship certificates. For more information on certification see the following link: www.acecerts.co.uk

Minimum on-the-job guided learning hours

Community Fire Safety Pathway

For this pathway an apprentice will need to complete a minimum of 159 on the job GLH.

The requirement for on the job guided learning is calculated as follows:

- 159 GLH Level 2 Certificate in Delivering Community Safety Activities

How this requirement will be met

On the job GLH should:

- achieve clear and specific outcomes which contribute directly to the successful achievement of the framework and this may include accredited and non-accredited elements of the framework
- be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager
- allow access as and when required by the apprentice either to a tutor, teacher, mentor or manager
- be delivered during contracted working hours
- be delivered through one or more of the following methods: individual and group teaching, coaching, mentoring, feedback and assessment, collaborative/networked learning with peers

Evidence for on the job GLH will be:

- completion certificate for the relevant competence based qualification
- completion of the declaration in Appendix A of the Skills for Justice *Workbook for Apprentices* which confirms that requirements for GLH have been met (please see the section on ERR for more details about the workbook). This workbook will be used to evidence PLTS, ERR and GLH

Providers will be responsible for ensuring that the minimum on the job GLH has been met when apprentices apply for Apprenticeship certificates. For more information on certification see the following link: www.acecerts.co.uk

Personal learning and thinking skills assessment and recognition (England)

Summary of Personal Learning and Thinking Skills

There are six Personal, Learning and Thinking Skills (PLTS) that provide a framework for describing the qualities and skills needed for success in learning and life. PLTS have been mapped to the competence based qualification for this framework. This mapping gives an indication as to the most likely places where each of the PLTS can be demonstrated. However PLTS can be demonstrated throughout the whole Apprenticeship. Apprentices must be introduced to PLTS during induction so that they learn to recognise when they are achieving the skills for themselves. Apprentices, line managers and providers must provide examples and evidence in the *Workbook for Apprentices* of where each of these skills have been demonstrated.

How to meet the requirements for PLTS:

On completion of the framework the learning provider, apprentice and line manager should complete the declaration in Appendix A of the *Workbook for Apprentices* to confirm that PLTS have been demonstrated.

The *Workbook for Apprentices* and PLTS Mapping document can be downloaded at the following link: [www.w.sfjuk.com/sectors/fire-rescue/developing-talent/apprenticeships/](http://www.sfjuk.com/sectors/fire-rescue/developing-talent/apprenticeships/)

As part of this framework apprentices must achieve the standards set out below:

Creative thinking

Creative Thinking involves:

- generating ideas and exploring possibilities
- asking questions to extend thinking
- connecting own and others' ideas and experiences in inventive ways
- questioning own and others' assumptions
- trying out alternatives or new solutions and following ideas through
- adapting ideas as circumstances change

Creative thinking can be delivered and demonstrated through the following units:

Level 2 Community Fire Safety Pathway

- J/505/6847 Gather data and intelligence to support community safety activities
- K/502/7986 Ensure your own actions reduce risks to health and safety

Independent enquiry

Independent Enquiry involves:

- identifying questions to answer and problems to resolve
- planning and carrying out research, appreciating the consequences of decisions
- exploring issues, events or problems from different perspectives
- analysing and evaluating information, judging its relevance and value
- considering the influence of circumstances, beliefs and feelings on decisions and events
- supporting conclusions, using reasoned arguments and evidence

Independent enquiry can be delivered and demonstrated through the following units:

Level 2 Community Fire Safety Pathway

- J/505/6847 Gather data and intelligence to support community safety activities
- A/505/6845 Carry out community safety activities
- F/505/6846 Deliver practical activities on home safety
- K/502/7986 Ensure your own actions reduce risks to health and safety

Reflective learning

Reflective Learning involves:

- assessing yourself and others, identifying opportunities and achievements
- setting goals with success criteria for your personal development and work
- reviewing progress, acting on the outcomes
- inviting feedback and dealing positively with praise, setbacks and criticism
- evaluating experiences and learning to inform your future progress
- communicating your learning in relevant ways for different audiences

Reflective learning can be delivered and demonstrated through the following units:

Level 2 Community Fire Safety Pathway

- J/505/6847 Gather data and intelligence to support community safety activities
- A/505/6845 Carry out community safety activities
- F/505/6846 Deliver practical activities on home safety
- K/502/7986 Ensure your own actions reduce risks to health and safety

Team working

Team Working involves:

- collaborating with others to work towards common goals
- reaching agreements, managing discussions to achieve results
- adapting behaviour to suit different roles and situations, including leadership roles
- showing fairness and consideration to others
- taking responsibility, showing confidence in yourself and your contribution
- providing constructive support and feedback to others

Team working can be delivered and demonstrated through the following units:

Level 2 Community Fire Safety Pathway

- J/505/6847 Gather data and intelligence to support community safety activities
- A/505/6845 Carry out community safety activities
- F/505/6846 Deliver practical activities on home safety
- K/502/7986 Ensure your own actions reduce risks to health and safety

Self management

Self Management involves:

- seeking out challenges or new responsibilities and showing flexibility when priorities change
- working towards goals, showing initiative, commitment and perseverance
- organising time and resources, prioritising actions
- anticipating, taking and managing risks
- dealing with competing pressures, including personal and work-related demands
- responding positively to change, seeking advice and support when needed
- managing your emotions and building and maintaining relationships

Self management can be delivered and demonstrated through the following units:

Level 2 Community Fire Safety Pathway

- J/505/6847 Gather data and intelligence to support community safety activities
- F/505/6846 Deliver practical activities on home safety
- K/502/7986 Ensure your own actions reduce risks to health and safety

Effective participation

Effective Participation involves:

- discussing issues of concern, seeking resolution where needed
- presenting a persuasive case for action
- proposing practical ways forward, breaking these down into manageable steps
- identifying improvements that would benefit others as well as yourself
- trying to influence others, negotiating and balancing diverse views to reach workable solutions
- acting as an advocate for views and beliefs that may differ from your own

Effective participation can be delivered and demonstrated through the following unit:

Level 2 Community Fire Safety Pathway

- J/505/6847 Gather data and intelligence to support community safety activities
- A/505/6845 Carry out community safety activities
- F/505/6846 Deliver practical activities on home safety
- K/502/7986 Ensure your own actions reduce risks to health and safety

Additional employer requirements

There are no additional employer requirements.

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For more information visit
www.afo.sscalliance.org