



Strathclyde Fire Brigade

Interim Guidance



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The Integrated Personal Development System (IPDS)

BACKGROUND

In 1992 the Central Fire Brigades Advisory Council (CFBAC) Joint Training Committee established a training strategy group (TSG) with specific terms of reference. These were to analyse the training, selection and development needs of the UK Fire Service both in the short and long term and to identify problems and make proposals for action. Published in 1994 they made a total of 78 recommendations and the task of progressing the recommendations was given to the Implementation Working Group (IWG) on Training Strategy.

As a result of collaboration between Fire Service expertise and resources a competence framework was produced to take forward 3 key recommendations of the 1994 TSG. Those three key recommendations were that qualifications, training and development systems for the Fire Service should be based on the competence approach and that the aim should be to have, within 5 years, training and assessment based on competence standards. This would be followed in the longer term by a standards framework and a qualification system which is capable of linking nationally and, if appropriate, throughout Europe.

The competency based training and assessment should be based on job function and role. What is competence? It is defined as the successful application of knowledge, skill and ability to set stated outcomes of expected workplace performance within an individuals role.

In order to measure performance in a given role, Rolemaps for the Fire Service were developed. These are the most important feature of any given competence framework. They are the foundation of all training programmes and they are essential to assessments of performance that determine the achievement and maintenance of competence.

A role is defined as an individuals job that comprises a number of functional activities. A Rolemap is defined as a collection of performance outcomes grouped together into functions that define the activities relevant to a particular role.

Using a Rolemap will identify how that role contributes to achieving the organisation's aims, goals and objectives. Within a Rolemap there is no constraint on the number of functions identified for a particular role. The number of functions may vary from role to role, many of which may be common to other roles. For example, functions that appear in a Rolemap for a Crew Manager may also appear in the Rolemap for a Watch Manager. What will be different

is the context in which the work is carried out, the levels of responsibility and the range of conditions that apply to that particular role. The same element may appear in different Rolemaps although the context or range across which we carry out the activity may be different. However, the desired outcomes will be the same.

In September 1996, the Home Office issued Fire Service Circular 8/96 to all Chief Executives and Chief Fire Officers in England and Wales on standards of occupational competence. An equivalent circular 5/96 was issued by the Scottish Office Home Department to the Fire Service in Scotland on 15 October 1996. These circulars recommended to Brigades the use of standards of competence, training for competence and a structured assessment system.

The circulars encouraged Brigades to apply for status of approved centre for the awarding of National and Scottish Vocational Qualifications (N/SVQ's). As you will be aware the Brigade trained a number of personnel to D32, D33 and D34 level at this time.

A Standards Working Group (SWG) was established by the IWG, to develop a competence frame work. The frame work will be based upon a single set of occupational standards against which the performance of the workforce could be measured. The framework combined the Emergency Fire Services Lead Body (EFSLB) and the London Fire and Civil Defence Authority (LFCDA) standards to form a single set of draft national Fire Service standards of competence, which reflect the roles of personnel within local authority brigades.

After the SWG produced Fire Service Circular 15/97, Training For Competence, extensive research clearly showed that there was a lack of clarity in the message that FSC 15/97 was trying to convey to the Fire Service. It was widely perceived solely as a training issue and not as a means to achieving personal and organisational development, which could be integrated into every role and used as a tool to measure the organisational effectiveness and its continuous development(Performance Management). On the back of this a group called the Integrated Personal Development Working Group (IPDWG) was formed. This joint venture brought together representatives from all parts of the U.K. Fire Service and Industry. It was formed to take forward the work of the SWG who produced the FSC 15/97.

The initial sub groups of the IPDWG namely, Standards Development Group, Implementation Group, Communications Group and the Review Group provided the foundation for creditable and competent progression to achieving the IPDWG objectives. the name Integrated Personal Development System (IPDS) was born shortly after the groups inception. This was followed quickly by a tool called the Personal development Helix which identified all areas of the

Integrated system. The “Helix” is shown below and an explanation of all areas accompanies it.

Currently the IPDWG are overseen by the Integrated Personal Development Advisory Board (IPDAB), a strategic group. This allows the working groups to meet and feed their proposed work and completed work through IPDAB for comment or ratification.

IPDAB work very closely with the Office Of The Deputy Prime Minister (ODPM), on all issues relating to IPDS, and as you aware the ODPM now have responsibilities for the U.K. Fire Service, this being devolved to the Scottish Parliament in Scotland.

Eventually the Brigade will be issued with an all encompassing Guidance Manual which will be issued via IPDAB and The ODPM.

INTEGRATED PERSONAL DEVELOPMENT SYSTEM

The Training and Development within the Fire Service is now based on a system of IPDS. This is an overarching strategy encompassing all Fire Service staff , including non uniformed, at every career stage, from the point of entry (attraction) to the service right through to retirement.

IPDS embraces the full range of Fire Service activity and is intended to enable Fire service staff to attain and subsequently maintain the level of competence required to meet the demands of their role. The key elements of IPDS are:

- National objectives for development and training
- A structure which is related to role rather than rank
- A national standard process for recruitment and selection based on role related competencies.
- A national strategy for training at local, regional and central level that supports staff in achieving and maintaining competence in the roles and activities they perform.
- National Occupational Standards (NOS) for each of the main areas of activity
- Scottish Vocational Qualifications (SVQ’s) based on the NOS
- Targeted personal development
- A personal development record for all fire service staff.

Reference has been made to ranks disappearing in favour of roles, what are these roles and how do we attempt to equate them with each other? What is a National Standard and what is

the difference between these and Roles? It is important, when using these materials to have a clear understanding of the difference between Rolemaps and National Occupational Standards, the following explanation hopes to assist with understanding the difference.

Rolemaps

These provide a framework for standards which are relevant to a specific, organisation-defined role such as Crew Manager, Watch Manager etc. Each rolemap contains a number of units of competence.

National Occupational Standards (NOS)

These are nationally agreed standards of competence which form the basis of National/Scottish Vocational Qualifications (N/SVQ's). Each qualification contains a number of units of competence.

Rolemap units are the same as units of National Standards, however the combination of units in a rolemap is not the same as the combination of units within an N/SVQ.

This is because rolemaps and N/SVQ's serve two different purposes. The former provides a framework for progression within an organisation; the later provides a framework for achievement of an externally recognised, nationally benchmarked qualification.

By linking rolemaps and N/SVQ's, through use of the same standards, internal progression and achievement can be directly linked to achievement of a Fire Service N/SVQ and a generic Management N/SVQ.

By linking development specifications, rolemaps and N/SVQ's, a "common language" for all aspects of human resource development and management is established.

NOS define competence in an occupation. A suite of standards therefore sets out all the activities of a profession and defines what a nationally accepted level of competence would look like. The majority of employment sectors in the UK and Europe use NOS to set the standard for competent performance. Standard setting bodies, commonly known as **Sector Skills Councils (SSC)**, are responsible for drawing up the standards. There is a SSC for each profession, consisting of key representatives e.g. employers, unions and professional bodies. They develop the standards under consultation with stakeholders across the sector.

NOS are the foundation of the IPDS and are derived from a functional(what is done) and task(how it is done) analysis of all of the roles found in the service. This analysis was used to draw up the series of Rolemaps mentioned earlier. NOS are broken down into **units, elements, performance criteria** and **knowledge statements** that describe the key requirements of the role.

SVQ'S are national qualifications that acknowledge occupational competence. They are recognised across the UK and Europe and are the Scottish equivalents of National Vocational Qualifications (NVQ's). Each SVQ contains a number of units of competence – derived from the appropriate NOS

The following list identifies the roles that will be introduced nationally in the coming months and is followed on page seven by an estimated comparison of which rank relates to each new role.

Operational / Dayshift Personnel

- Firefighter
- Crew Manager
- Watch Manager
- Station Manager
- Group Manager
- Area Manager
- Brigade Manager
- Direct Trainer
- Fire Safety

Command & Control Staff

- Control Operator
- Control Watch Manager
- Control Supervisor
- Control Manager

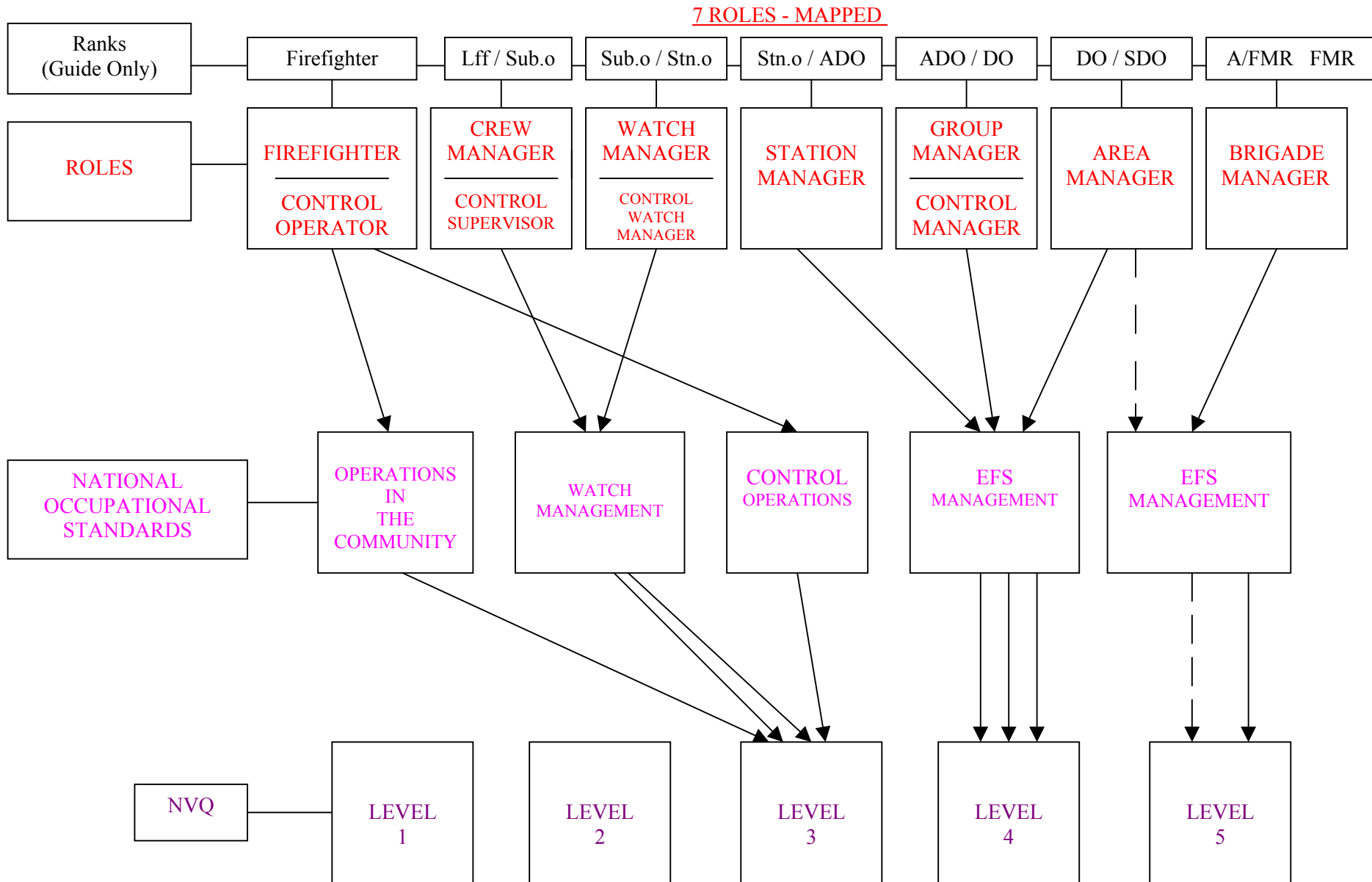
National Occupational Standards

-
- Operations in the Community level 3
- Watch Management Level 3
- Control Operations Level 3
- Emergency Fire Service Management (EFSM) NOS Level 4
- Emergency Fire Service Management (EFSM) NOS Level 5

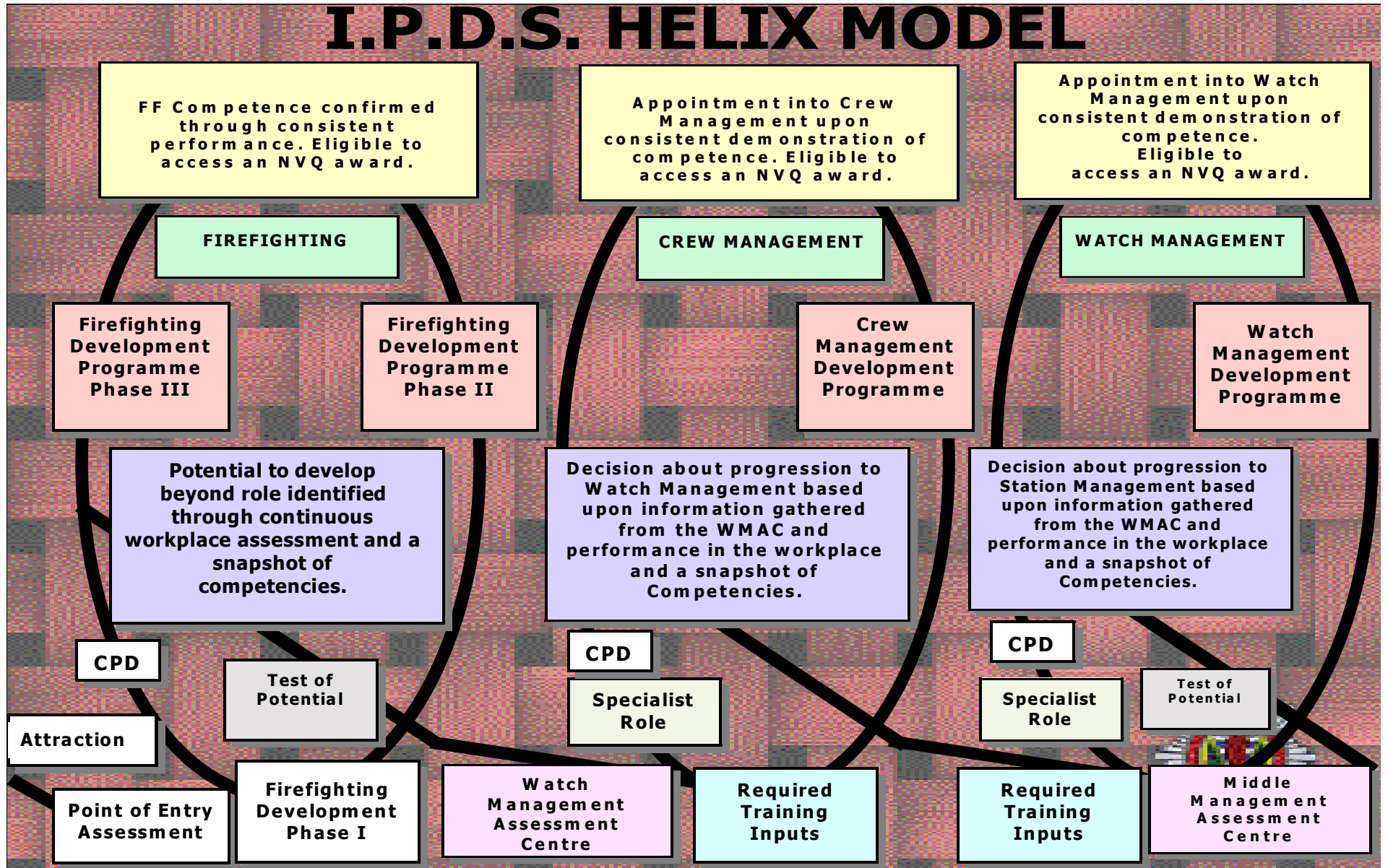
Attached to this document as appendix 1 is a copy of the unit titles for the Emergency Fire Service National Occupational Standards. Due to an attempt to keep this guidance reasonably small, the elements within each title are not identified. The references on the left hand side of the titles identify the following:

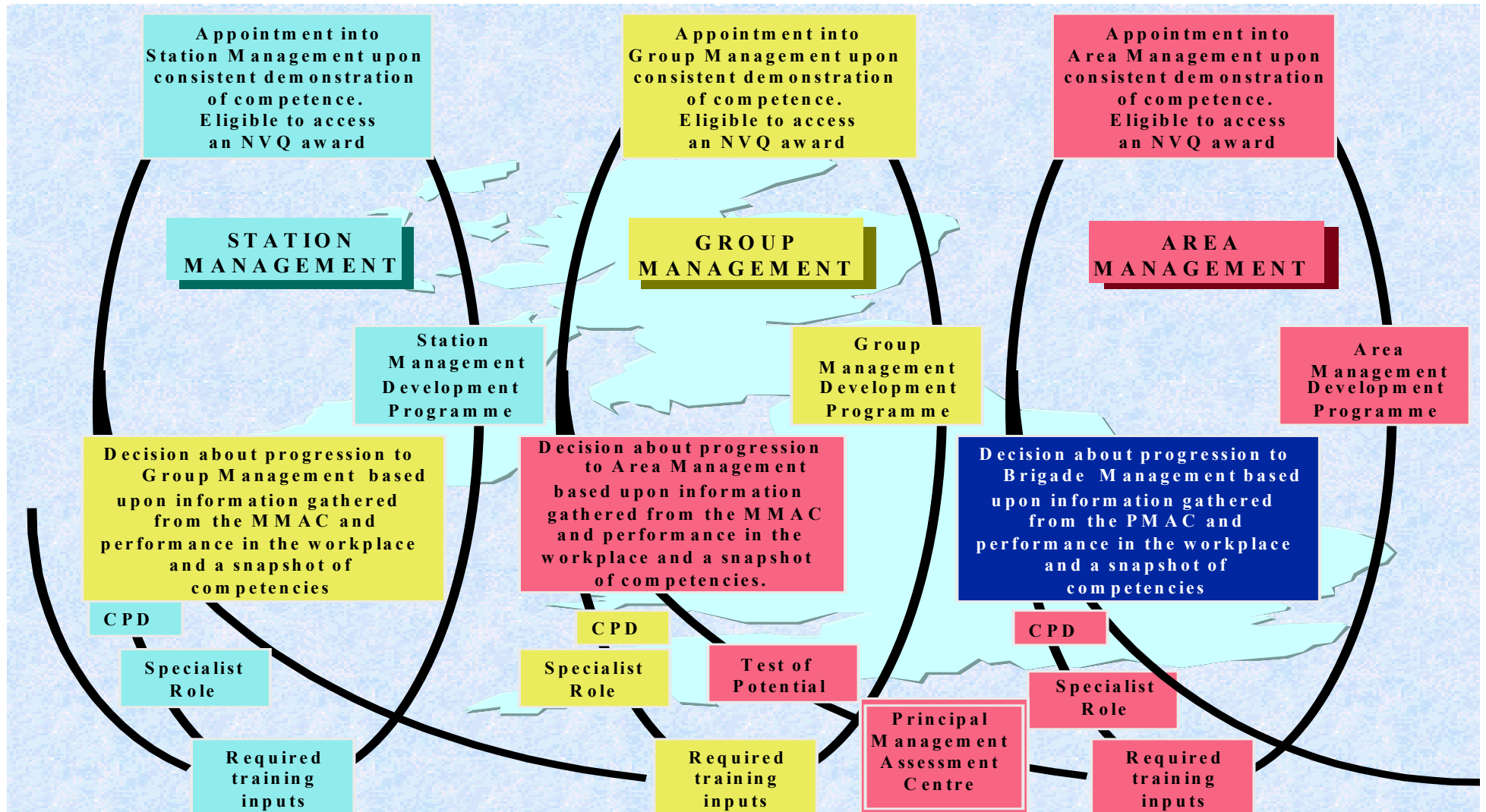
- FF-Firefighter
- WM-Watch Manager
- A- Assessor Standard
- CO-Control Operator
- EFSM-Emergency Fire Service Management Standard

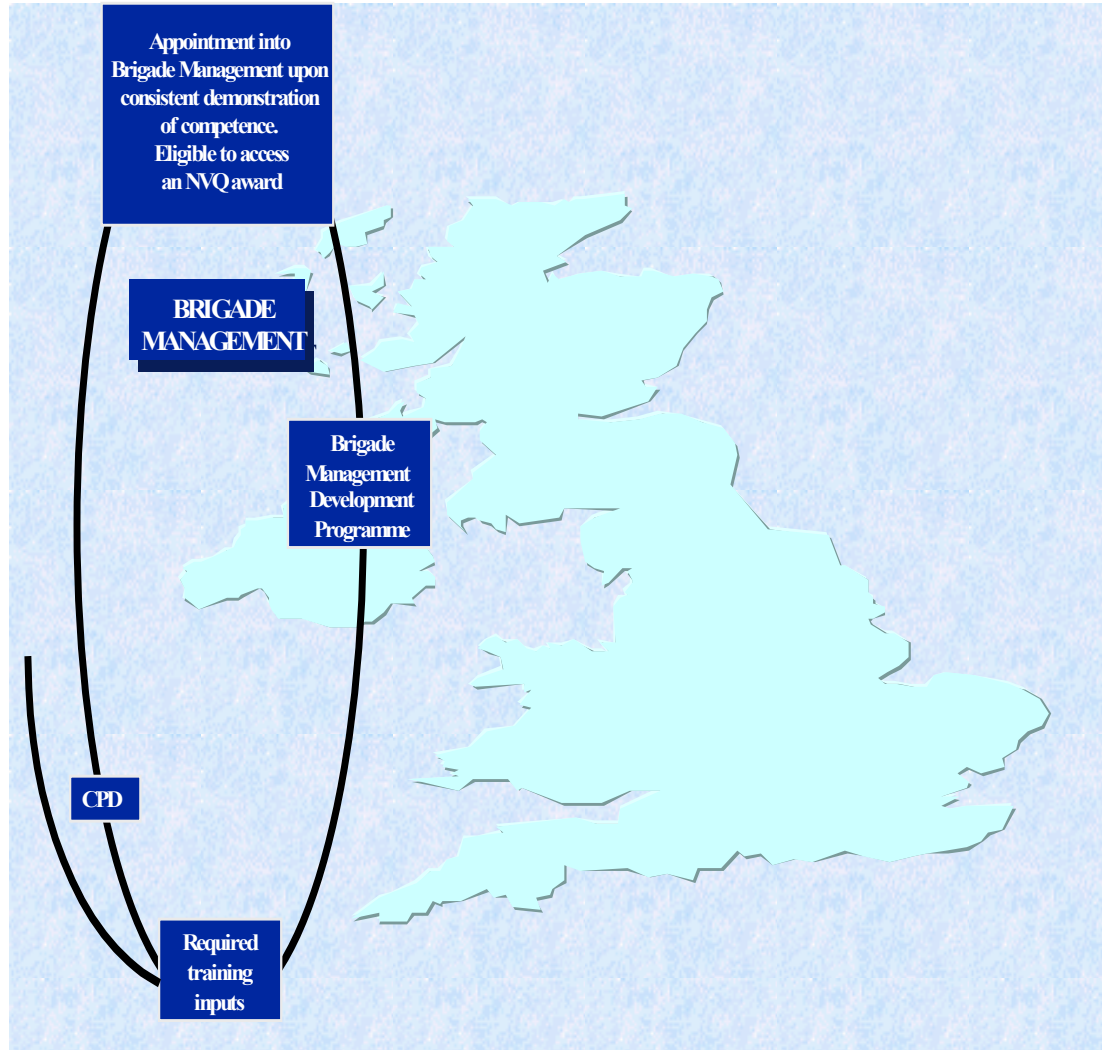
As mentioned above, the “ Helix ”, shown on pages, eight, nine and ten below identifies the areas and the process involved from Point of Entry to Brigade Manager. An explanation of each area is given from page nine onwards.



I.P.D.S. HELIX MODEL







An Explanation Of [each box on] The “Helix”

Attraction / Point Of Entry Selection Tests (POEST)

National working group to provide guidance when work completed.

This is aimed at those that want to become Firefighters. It is important that applicants must have the necessary physical capabilities, personal qualities and attributes(competencies) that will enable them to develop into competent Firefighters. POEST must provide an open, transparent, equitable, fair and legally defensible system that focuses on the real needs of the Firefighters role as defined by the NOS. Work on the POEST consists of three phases. Phase one is to determine the required competencies(i.e. what we are looking for). Phase two is to design the means to test for these competencies. Phase three is to carry out a validation study(or pilot). The following tasks remain to be completed.

- Phases one and two will be completed in January 2004
- Phase three, the validation study will be completed by August 2005 if the consultants get full co-operation from all stakeholders.

Note:

The Appointment and Promotion Regulations require that Brigades apply certain criteria to those joining the service. Legal advice given to the ODPM states that Brigades would have to comply with these criteria during any pilot of new POEST. The POEST consultants have stated that restricting applicants to the pilot would reduce its validity. ODPM will therefore attempt to amend the A&P Regulations in order to ensure validity is achieved.

DEVELOPMENT

Development can be sub divided into three parts:

- Phase I, II and III
- Development modules
- Development tasks

These form a series of development tools that support the acquisition and application of relevant skills and knowledge.

PHASES I, II and III

These identify the process's that exist to show how individuals are expected to:

- Acquire the knowledge skills and understanding needed to perform their role [**Phase I**]
- Apply this while performing their role [**Phase II**]
- Then maintaining competence and further develop within their role [**Phase III**]

The above process applies to *every role* and to the development of any new skill in an existing role, e.g. a competent Firefighter, who is subsequently being developed to provide specialist community safety advice, first *acquires*, then *applies* and goes on to *maintain* the skills to do this.

The Phases of development derive from earlier work on Firefighter development and the National Occupational Standards. The result is a system that applies the development process generically to all the roles listed on page 5.

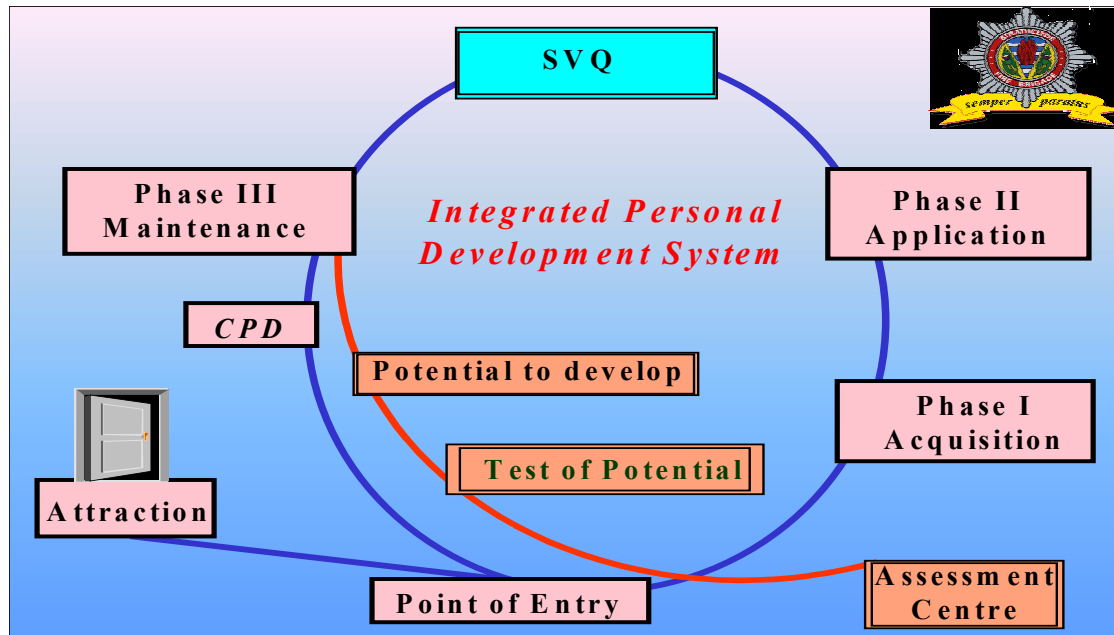
Development Modules

These are training and development specifications that can be used by organisations to design and deliver development for each role in a way that is flexible enough to meet local needs while maintaining national standards. Development modules can be role specific or generic to several roles. They may be delivered locally, co-operatively or nationally.

There are over ninety development modules with further modules incorporating specialist functions under development. The modules have been developed by representatives of practitioners of each of the roles, their managers and their trainers in partnership with training and Development Consultants.

Modules for specialised areas such as Fire Safety, Fire Investigation and Training and Development, are being developed in partnership with sector experts. The suite of modules can be expanded as required. The work to achieve a full library of these modules within Strathclyde will take some considerable time after work commences.

Development programmes are the basis for development within the “Helix”.



The benefits of a development programme are that:

- It gives a systematic structure to development within any role.
- It identifies how individuals can progress from one role to another.
- It openly and transparently demonstrates a systematic approach for all roles
- It is modular – development opportunities can be selected from a menu. Modular development can be delivered as single modules or a cluster of modules.
- It is flexible – modules can be chosen when they are most relevant to an individuals development.
- It is individualised – people only receive the development they need, removing the “sheep-dip”, frequency based approach to development.

The development module database for Firefighter, Control Operations, Control and Watch Management has been developed and is expected to be available by mid – August 2003.

Development Tasks

These are templates that assist to create realistic scenarios that can be used to assess individuals, teams, groups or organisations in situations where evidence does not occur naturally. The Brigade will not be provided with a list of scenarios but will be able to apply the template to any situation .

Firefighter Initial Training Programme (Acquisition of Knowledge, Skills and Understanding) Phase I

The following pages explain phases I, II and III. In order to clarify and explain the system and to keep the detail in this document to the minimum size, the explanation is given using the process for a trainee Firefighter. It is important to note that this process is repeated for every other role identified earlier on page 5.

The Initial Training Programme is carried out at The Scottish Fire Service Training College (SFSTC), Gullane.

On acceptance into the Fire Service the trainee undertakes a modular programme of training and development which incorporates the National Occupational Standards. This is designed to develop the Knowledge, Skills and Understanding (KS&U) of the Trainee in those modules considered relevant to this stage of development and subsequent to taking their place as an effective member of a Firefighting crew.

During induction the safety critical needs are addressed as a priority. This includes:

- All matters relating to the health and safety of the trainee specific to the workplace
- And
- Limitations in the use of workplace equipment, processes and procedures

The Phase I programme is designed to ensure that no trainee:

- Receives less favourable treatment on grounds of age, gender, sexual orientation, social background, race, status, religion, ethnicity, appearance and work style, or
- Is disadvantaged by conditions or requirements which cannot be shown to be justified, or
- Is subjected to bullying or harassment, whether sexual, racial or in any other form.

Throughout the programme trainees are assisted by the organisation, which will promote a positive working environment that encourages support from all members of the workforce.

Acquisition: *The stage at which a trainee is undertaking a structured learning programme designed to develop their KS&U identified for a particular role.*

The role based development programme for Firefighters is focused on the demonstration of workplace performance to the National Occupational Standards both in **acquisition** and **application**. Workplace performance is measured in Phase II, an explanation of which follows this section.

Reader please note: The following explanation of the phases involved within the Helix refer to Trainee Firefighter. It is important to stress that the explanation of these development phases are relevant to all roles after the trainee firefighter phase, e.g Crew Manager to Brigade Manager.

Entry Into Phase I

Prior to embarking on Phase I, an explanation will be given to all trainee's of the IPDS. The demands and benefits of undertaking the programme will be explained to help motivate them to achieve its objectives. The information and advice provided will be appropriate to the trainee's needs, trainees will also be given sufficient time and encouragement to ask questions.

Acquisition of Knowledge, Skills and Understanding.

The programme of acquisition of KS&U is modelled against the selected modules designed for the role of Firefighter.

These cover the following headings:

MODULE	DESCRIPTION
Equality & Fairness	Treating all people with whom you come into contact with respect and dignity.
Personal Development	Conduct of a positive attitude, approach and presentation in line with organisational policies.
Health Safety & Risk Management	Using your skill and experience to manage risks and hazards in the working environment.
Employee Relations	Promoting a positive image, building relationships and seeking to continually improve yourself and the organisation within the limits of your role.
Environmental Risks & Control	Identifying risk to the environment and protecting against them.
Hazards & Risks – Building & Structures	Understanding the construction of and risks associated with all relevant types of structures and their interaction in an emergency situation
Dealing With Transport Incidents	Respond effectively to a range of incidents involving transport.
Dealing With Fire Incidents	Respond effectively to incidents involving fire.
Dealing with HazMat incidents	Respond effectively to incidents involving hazardous materials.
Save and rescue endangered life	Respond effectively to incidents involving rescues.
Treat casualties and support people at incidents	Render immediate treatment to casualties. The support of people involved in all types of incidents.

Managing yourself	Maintain ability to perform your occupational role within the organisation.
Community safety and advice and support	Inform and educate your community on safety matters
Maintaining internal resources	Testing, servicing and maintaining resources relevant to your occupational role.

Evidence Gathering

Throughout Phase I the trainee will be provided with the opportunity to demonstrate KS&U, assessed against National Occupational Standards, within the training environment.

Evidence can be divided into performance and knowledge evidence.

Performance Evidence

There are two types of performance evidence appropriate to Phase I:

- Evidence of performance workplace activities- this will take the form of direct observation supported by authenticated reports of activities performed

And

- Product Evidence- This will take the form of a personal development record or reports produced as part of the workplace activity.

Knowledge Evidence

While some knowledge evidence can be gained from assessment of workplace performance, it cannot be assumed that because some aspects of knowledge have been demonstrated the rest can be inferred. It is essential therefore that knowledge evidence be collected to cover all items of knowledge and understanding specified in the selected modules required for Phase I completion. This may be done by practical demonstration of skills / tasks, oral assessment, written assessment or a combination of the above, using pre-set questions.

Recording

A reliable system is used for recording evidence, assessment judgements and decisions in relation to Phase I. All assessments are fully auditable. The audit systems are capable of recording, who assessed what, on what date, and all evidence should be clearly linked to the Firefighter. Evidence is recorded on a personal development record at an appropriate time, and longer term will be I.T. based.

Assessment

The emphasis is on assessment of explicit tasks and processes related to trainees overall performance in the workplace. Assessment must consider appropriate task, environmental, contingency and interpersonal skills, and draw from the selected modules above.

The programme will be assessor led. This approach will help assessors and trainees by:

- Encouraging the trainee to develop the skill of self assessment and thereby recognise their own training needs,

And

- Giving the trainee the opportunity to recognise what constitutes evidence,

And

- Determining progress towards the confirmation of competence within Phase I

The workplace assessor, will hold a recognised assessor qualification and be sector competent.

On return from SFSTC the trainee will embark on Phase II. All relevant paperwork and forms will be supplied by the SFSTC.

Until such times as sufficient assessors are in place within the Brigade it is anticipated that trainees will join those stations that have recognised assessors, if this is not possible then at least the same command as those with the recognised assessors.

Phase II

Firefighter Intermediate Programme (**Application** of Knowledge, Skills and Understanding)

Application: *The stage at which a Firefighter has demonstrated competence in acquisition and is able to apply Knowledge, Skills and Understanding in the workplace.*

Phase II has been designed to complete the NOS in application. Completion of Phase II is when the Firefighter has proved competence in application. Any additional (or specialist) requirements identified by organisations must be mapped to the NOS.

The current Training Development Plan and Probationary Firefighter Procedure should still be used, until such time as the Brigade have all the development modules in place, to provide a structured development programme for all trainees during this Phase II period.

It would appear appropriate, based on the IPDS, that on successful completion of Phase I & II the Firefighter will be deemed to be competent.

Phase II should be undertaken in an environment that ensures the appropriate level of supervision is in place to reduce risk to as low as reasonably practicable.

Training Centre exit interview.

On completion of Phase I an interview would have taken place between the trainer from Phase I and the trainee. The purpose of this interview is to de-brief the trainee's performance during initial training. On completion of the interview a final Phase I report will have been produced.

Introduction to the workplace/organisation

On introduction to the workplace the safety critical needs relating to the workplace must be addressed as a priority. This must include:

- All matters relating to Health & Safety of the Firefighter specific to the workplace.
- Limitations in the use of workplace equipment / procedures, i.e equipment / procedures not covered in Phase I
- Specific role for Phase II Firefighter, i.e risk assessed exposure to incident hazards.

At all times it is important for the Brigade to promote a positive working environment that encourages support and guidance from all members of the workforce. This approach should assist Firefighters in identifying development opportunities.

As soon as possible after joining the workplace a meeting should take place between the trainee and the line manager to discuss the way forward. This meeting should include a review of the Phase I documentation, highlighting particular areas of development. A personal development plan should be agreed, detailing how the Phase II process will be accomplished, at present the current probationary programme combined with the training development plan will be utilised to ensure development is structured.

The roles and responsibilities of all participants in the process should be confirmed. This will include:

- Watch / Crew managers
- Trainers
- Firefighter / s
- Workplace Assessor
- Line Managers
- Verifier

Knowledge, skills and understanding have been acquired during Phase I, the application of these will begin as soon as the action plan has been agreed between the Firefighter and their line manager. Any K, S & U which have been identified during the assessment process it will be necessary for the Firefighter to receive training to address these needs.

Evidence Gathering

To progress through Phase II the firefighter must provide evidence that will be assessed against National Occupational Standards.

The currency of all evidence provided will be subject to the relative risk.

The ideal evidence source is that gathered from naturally occurring events. If circumstances do not allow the Firefighter to gather sufficient evidence of this nature within a timescale determined by the organisation, then evidence from simulations may be introduced to strengthen the unit evidence.

Evidence can be divided into performance and knowledge evidence.

Performance Evidence

There are two types of performance evidence appropriate to Phase II:

- Evidence of performance workplace activities- this will take the form of direct observation supported by authenticated reports of activities performed

And

- Product Evidence- This will take the form of a personal development record or reports produced as part of the workplace activity.

Knowledge Evidence

While some knowledge evidence can be gained from assessment of workplace performance, it cannot be assumed that because some aspects of knowledge have been demonstrated the rest can be inferred. It is essential therefore that knowledge evidence be collected to cover all items of knowledge and understanding specified in the selected modules required for Phase II completion. This may be done by practical demonstration of skills / tasks, oral assessment, written assessment or a combination of the above, using pre-set questions.

Recording

A reliable system is used for recording evidence, assessment judgements and decisions in relation to Phase I. All assessments are fully auditable. The audit systems are capable of recording, who assessed what, on what date, and all evidence should be clearly linked to the Firefighter. Evidence is recorded on a personal development record at an appropriate time, and longer term will be I.T. based. Firefighters will have access to their own records and will be responsible for ensuring their currency, accuracy and authenticity.

Assessment

The emphasis of assessment in the workplace must change from an assessment of explicit tasks and processes (as in phase I), to one that assesses a Firefighters overall performance in the workplace. Assessments must consider appropriate task, environmental, contingency and interpersonal skills.

The opportunity for assessment will be led primarily by the Firefighter:

- Allowing the Firefighter to develop the skill of self assessment and thereby recognise their own training needs.
- Giving the Firefighter the opportunity to recognise what constitutes evidence.
- Causing minimum interference with assessors other work.

Any change of assessor or workplace will require a formalised meeting between the Firefighter and new workplace assessor to ensure continuity of development for the firefighter.

The workplace assessor, where practical, should hold a recognised assessor qualification and be sector competent.

Outcomes Of Assessed Evidence

Where evidence has been assessed there are three possible outcome decisions from the assessment:

1. Where the evidence is current, valid and authentic but insufficient then the Firefighter will be directed to gather further evidence.
2. Where assessment leads to an identification of a development need an informal discussion should be held to try to establish the reason. Appropriate action in the form of support and counselling will be planned and agreed. Support can be further training, mentoring and guidance. Where a candidate consistently fails to meet the accepted standard this will

result in a referral to their supervisory officer/line manager and ultimately to the management team for further consideration.

3. Where the evidence is current, valid, authentic and sufficient, the firefighter will be directed to continually maintain their skills, knowledge and understanding.

Performance Review

Performance reviews will be conducted periodically and whenever considered necessary by the firefighter and / or line manager.

Review systems should be:

- Ongoing – given throughout the development for each role.
- Positive – this informs the firefighter of what has been achieved.
- Specific – relates to particular actions or targets where the firefighter knows they are performing well or where further development is required.
- Constructive – if the firefighter is not doing something well, any barriers to progress should be identified and suggestions made about how to improve performance.
- Recorded – outcomes and decisions should be recorded.

Performance review needs to be an interactive process that motivates and encourages firefighters to take responsibility for their own learning and evaluate their own progress.

Action Plan

Where performance leads to an identified development need, a discussion shall be held to establish and agree an appropriate action plan.

Where performance confirms competence, the firefighter will be directed to continue to maintain their knowledge, skills and understanding.

PHASE III

When competence has been demonstrated and all evidence is verified as current, valid, authentic and sufficient the firefighter will have completed Phase II. A meeting should take place between firefighter and line manager to discuss the way forward. The transition to phase III should be discussed, detailing how further development will be accomplished through either CPD or specialist role development. The roles and responsibilities of all participants in the process should be confirmed.

As with the application phase, opportunities to maintain skills, knowledge and understanding will come from workplace activities.

Once again, where there is limited opportunity to maintain skill, knowledge and understanding in the workplace, it will be important to ensure that realistic scenarios and simulations are made available. The development activities that allow individuals to apply their skill, knowledge and understanding will also be used in the maintenance phase.

It is important to stress that all personnel other than trainees will also be working to achieve a record of evidence towards gaining competence in their role. It is anticipated that in the short term only trainees will register for SVQ route. This is due to the organisational need to train an appropriate number of assessors to have in place to assess those who will require it, this is

likely to take some time to put into place. When sufficient numbers of assessors are in place it is anticipated that those personnel who wish to take up the SVQ route will be allowed to do so.

Nationally a group are currently working towards developing and designing a standardised portfolio for recording evidence for Phase II and III. In time this will be issued to all personnel who will then be able to work towards achieving the requirements for competence within their relevant role.

CONTINUING PERSONAL DEVELOPMENT (CPD)

Definition of CPD

“The systematic acquisition, application, maintenance, improvement and broadening of role based knowledge and skills, to support competent performance, personal development and organisational development throughout each individuals working life.”

Continuing development is about learning and the systems necessary to ensure that learning is managed within a structure focused towards specific outcomes. Its application within IPDS will therefore focus on the knowledge, skills and understanding required by individuals, to ensure they can:

- Continue to operate competently within their current role,
- Or
- Develop the knowledge, skills and understanding necessary to prepare them for progression beyond their current role.

Development activities target the personal development needs of individuals, within the professional context of their role in the organisation and are identified through analysis of organisational, role or individual requirements. They must be programmed within a systematic and structured process that:

- Establishes the need for development to be undertaken.
- Identifies suitable activities and programmes them specifically to the needs of individuals.
- Defines development objectives in terms of role based outcomes that can be transferred to action and change in the workplace.
- Provides integrated and accessible support systems.
- Validates development activities in respect of their value and relevance.
- Delivers development by the most appropriate means.
- Records the outcome.
- Reviews performance and identifies development needs.

For a number of years, CPD initiatives have been used by professional institutions as a tool to support standards of performance and quality of service, by ensuring that individual professionals:

- Maintain the knowledge, skills and understanding required of their role
- And
- Develop new knowledge, skills and understanding to prepare for change and career progression.

Continuing development activities were traditionally focused towards the development needs of individual professionals. The contemporary approach, however, is to link development

undertaken by individuals to organisational learning and development, where it can be viewed as an investment in the human resource of organisations, then transferred into action and change in the workplace. This focus on personal learning and skills development in the context of organisational needs is central to the theme of IPDS and also follows the training model described in The Health And Safety Executive Publication “Successful Health And Safety Management” (HSG65).

Formal CPD Activities

These cover a wide range of subjects and meet previously identified personal and organisational development needs. In the main, formal activities are undertaken away from the work environment and include:

- Courses leading to relevant recognised professional qualifications.
- Vocationally related further and higher education courses.
- Training courses, seminars and conferences, both in-house and external.
- Attendance at meetings of professional associations.

All formal CPD activities will undergo a systematic evaluation process to ensure they provide relevant learning and skills development to meet the identified needs of:

- Individual employees, within and for development beyond their current role.
- The organisation, as identified through environmental analysis and strategic, or corporate risk assessment.

Informal CPD Activities

All aspects of informal self-development are important, irrespective of whether they occur through vocational or personal activities. By their very nature, informal activities can often be difficult to quantify, but it is important that their learning value is recognised. Informal activities can be self-directed and will generally fall within one of the following categories:

- Work-based activities.
- Self-directed learning.
- Personal activities outside work.

Learning and skills development do not have to be directly connected to employment activities. Many valuable opportunities exist outside the work environment, including;

- Voluntary or charity work, including duties such as member of school boards, JP, etc.
- Organising social or sports events, or helping in the management of a club or society.
- Writing and talking on subjects other than those related to an individuals job.
- Courses of higher or further education.

A development module database for, Firefighter, Control Operations, Control and Watch Mangement has been developed and is expected to be available to Brigades in the near future. Firefighter development programmes and activities are under construction, work is expected to be complete by December 2003.

Crew /Watch manager development programmes and activities are under review and a proposal for the delivery of elements in Scotland will be submitted to CACFOA P&T in August 2003.

Control development programmes and activities are being worked on and it is expected that work will be complete early 2004.

It is worthy of note that many theorists and professional associations use the term Continuing *Professional* Development, even though the concept has its focus squarely on development of the individual.

References by other organisations to CPD within a professional context may therefore be taken to have the same practical meaning as Continual Personal Development within IPDS.

TEST OF POTENTIAL AND ASSESSMENT DEVELOPMENT CENTRES (ADC)

The test of potential and ADC's are still subject to a national working group findings which will provide full guidance on this area. The group is currently awaiting guidance from consultants who will provide best value and best practice advice on how Brigades nationally should address this area.

As you are aware Strathclyde Fire Brigade currently operate Selection/Assessment Centres for each rank (soon to be role) and has been doing so quite successfully for several years now. The process operated at present is subject to full audit and review constantly to meet national guidance and concerns of those individuals who are exposed to this process.

Test Of Potential

The actual ADC day or days are often seen as the fundamental part of an assessment process. In fact, what happens prior to the ADC in terms of an application process is equally important. A highly objective ADC can be fundamentally flawed if there is subjective barrier to getting there.

In an ideal world of unlimited resources, every individual who expresses a desire to attend the ADC would be able to do so. This is the case with existing Statutory Examinations at Leading Firefighter, Sub Officer and Station Officer levels – there is no barrier to taking the examination other than time and inclination to study.

Nationally the working group and the consultants are determining the format the Test Of Potential will take, this will include the possibility that the test will be a method of short listing" candidates.

As stated above the test of potential format is still under discussion.

Assessment Development Centres are the component of the IPDS that help organisations to identify individuals with the potential to be developed beyond their current role. ADC's will use behavioural indicators and identified Personal Qualities and Attributes (PQA's) to assess this potential.

ADC's are events, not locations and they provide a range of techniques and instruments that:

- Measure individual skills, knowledge, abilities and attitudes relevant to success in the workplace.
- Assess potential to progress to the next role.
- Identify development needs.

ADC's for the Service will be designed using the NOS as a framework to identify the behavioural indicators, PQA's and an individual's potential to develop new skills, knowledge and understanding. The ADC's will be designed in a way that allows consistency across the service and transferability between Brigades. It is intended that all participants will be given feedback from the ADC process to assist with their own progression.

The Statutory Examinations will no longer be applicable once ADC's are in place. Advice on their phasing out is still to be issued but it is anticipated that a cross over period will exist to allow those requiring to sit outstanding papers, the opportunity to do so.

Under IPDS, there is a need to upgrade the current promotion arrangements to take into account the NOS and Rolemaps. The statutory examinations do not measure behavioural attribute and research into human resource management "best practice" has proven that ADC's are a more robust and reliable method of identifying potential than examinations and interviews on their own.

As the NOS are split into three management levels:

- Supervisory Management (incorporating Crew and Watch Management roles)
- Middle Management (incorporating Station and Group Manager roles)
- Senior Management (incorporating Area and Brigade Management roles)

the ADC's have also been aligned to these management levels.

The full ADC component is unlikely to be available before April 2004. However new PAQ's against which staff should be assessed for new roles will be issued along with supporting material in October 2003.

Personal Development Records (PDR's)

PDR's are part of the IPDS that records achievement, competence and further development need. Guidance will be given to organisations regarding the requirements for records associated with role – related development and assessment.

A recording methodology is required to provide a structure for personal records that will compliment the IPDS and withstand scrutiny of audit. This is necessary to ensure consistency and transferability across organisations.

The records should indicate where and how competence has been achieved, record identified development needs and show how these have been or will be satisfied. Recording systems should be non bureaucratic to save management time and encourage people to feel that they own their development.

PDR's inform the development planning process on a need basis, whether the needs arise from individuals, teams or the organisation.

PDR guidance for Brigades, which is consistent with best practice in the field, will be issued in the near future. A proposal to develop a Scottish recording system will be submitted to CACFOA P&T in August 2003.

Role Related Pay Structure

Any new pay structure will affect and be affected by the IPDS. Although discussions are still ongoing, likely tasks might include:

- NJC agree a new pay structure.
- NJC issue advice to Fire Authorities on implementation.
- Fire Authorities develop a local pay structure within the national framework.
- Ranks are assimilated into roles.
- IPDS is used to allow staff to move within and between roles.

LEGISLATIVE CHANGES

In order to fully implement IPDS, changes will have to be made to the Appointment and Promotion regulations. The partial amendment to allow the POEST pilot to take place is expected to be completed by 16th July 2003 with full amendment of the regulations by 12th November 2003.

PART – TIME WORKERS

It is important to ensure that IPDS can be implemented as a workforce development framework for all staff, regardless of the shift pattern they work. Extensive research is going on nationally to produce guidance on how this could be achieved and the final report is due very soon.

EUROPEAN WORK

The IPDS Working Group were unsuccessful in obtaining European funding to expand the work of the IPDS within the European community. However, there was a commitment from more than thirty partners to adopt this system within a European framework. A new application is to be pursued in October 2003. This initiative is now underpinned by a draft Directive from the EU Economic and Social Committee requiring vocational competence to be defined for all employment sectors.

If you wish more information at anytime regarding IPDS you can visit the following web-sites.

- The Integrated Personal Development Working Group (IPDWG) newsletter and other information: www.firepod.org.uk
- The Scottish Fire Service College, Gullane: www.scottish-fireservicescollege.org
- The Fire Service College, Moreton-In-Marsh: www.fireservicecollege.ac.uk

Internal enquiries should be directed to your line managers who can contact the Brigades training policy officer at Brigade HQ and gain the appropriate response.

COMMUNICATIONS

The key to the effective implementation of IPDS is the successful communication of the principles, practices, guidance documents and supporting material. Ongoing work nationally includes;

- An IPDS Manual being produced by the Office of the Deputy Prime Minister (ODPM) containing all guidance documents that have been issued.
- Existing, nationally produced guidance documents that are incompatible with IPDS will be revoked or amended.
- The FirePod website will receive increased funding from the ODPM and will contain the electronic version of IPDS Manual and the Development Module database
- A guide is being produced to help organisations choose from existing National Occupational Standards for support staff.

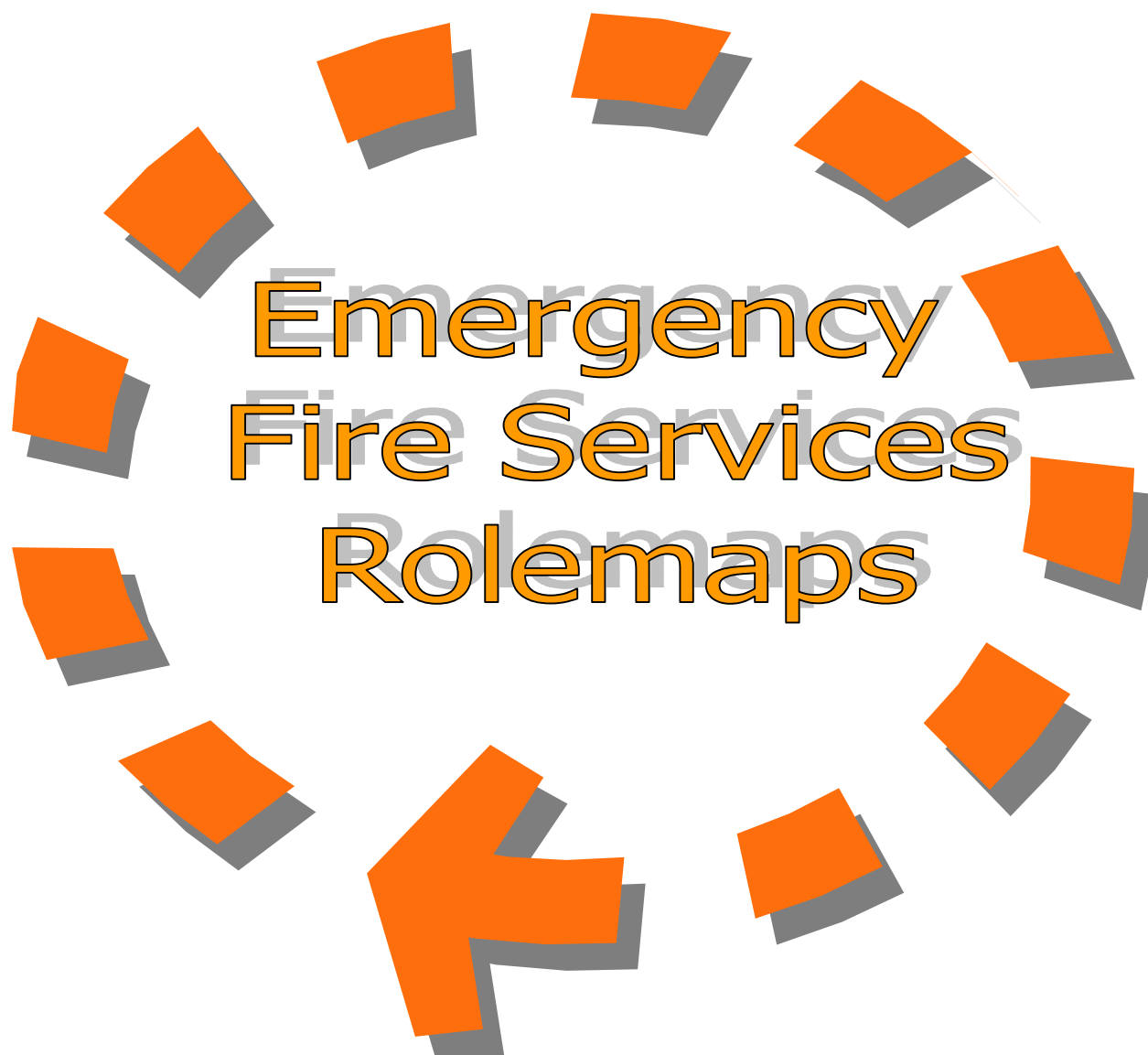
FINAL COMMENT

The Brigade is committed to the IPDS and its full success within this organisation. Yes there will be unique challenges to its smooth introduction and operation in the short term, but with all members of the organisation committed to achieving its principles we will be assured of an organisation that has the commensurate competence at each level.

This will lead to a safer, more efficient, better educated, more confident and accountable workforce, both uniformed and non- uniformed.

We owe it to ourselves and to the public we ultimately serve.

APPENDIX ONE



The rolemaps enclosed are based on EFS National Occupational Standards and

- Operations in the Community NVQ Level 3 (2002)
- Control Operations NVQ Level 3 (2002)
- Watch Management NVQ Level 3 (2002)
- EFS Management NOS (2003)

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Firefighter Rolemap

Ref	Title
FF1	Inform and educate your community to improve awareness of safety matters
FF2	Take responsibility for effective performance
FF3	Save and preserve endangered life
FF4	Resolve operational incidents
FF5	Protect the environment from the effects of hazardous materials
FF6	Support the effectiveness of operational response
FF7	Support the development of colleagues in the workplace
FF8	Contribute to safety solutions to minimise risks to your community
FF9	Drive, manoeuvre and redeploy fire service vehicles

Crew Manager Rolemap

Ref	Title
FF1	Inform and educate your community to improve awareness of safety matters
FF8	Contribute to fire safety solutions to minimise risks to your community
WM1	Lead the work of teams and individuals to achieve their objectives
WM2	Maintain activities to meet requirements (MCI A1)
WM4	Take responsibility for effective performance
WM5	Support the development of teams and individuals
WM6	Investigate and report on events to inform future practice
WM7	Lead and support people to resolve operational incidents

Options

<u>L20</u>	<u>Support competence achieved in the workplace</u>
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Watch Manager Rolemap (Operations)

Ref	Title
WM1	Lead the work of teams and individuals to achieve their objectives
WM2	Maintain activities to meet requirements
WM3	Manage information for action
WM4	Take responsibility for effective performance
WM5	Support the development of teams and individuals
WM6	Investigate and report on events to inform future practice
WM7	Lead and support people to resolve operational incidents
WM9	Support the efficient use of resources
WM10	Acquire, store and issue resources to provide service
WM11	Respond to poor performance in your team

<u>Options</u>	
<u>A1</u>	<u>Assess candidate using a range of methods</u>
<u>A2</u>	<u>Assess candidate by observation</u>

Control Operator Rolemap

Ref	Title
C01	Maintain information on EFS operational resources
C02	Take responsibility for effective performance
C03	Co-ordinate response to assist with resolution of event
C04	Maintain reliability and readiness of control operations equipment
C05	Manage information to support the needs of your community
C06	Support the development of colleagues in the workplace
C07	Drive, manoeuvre and redeploy fire service vehicles
C08	Enter and integrate data and present information using a computer system

Control Watch Manager Rolemap

Ref	Title
WM1	Lead the work of teams and individuals to achieve their objectives
WM2	Maintain activities to meet requirements
WM3	Manage information for action
WM4	Take responsibility for effective performance
WM5	Support the development of teams and individuals
WM6	Investigate and report on events to inform future practice
WM8	Lead and support control operations to resolve operational events
WM9	Support the efficient use of resources
WM10	Acquire, store and issue resources to provide service delivery
WM11	Respond to poor performance in your team

<u>Options</u>	
<u>A1</u>	<u>Assess candidate using a range of methods</u>
<u>A2</u>	<u>Assess candidate by observation</u>

Control Supervisor Rolemap

Ref	Title
WM1	Lead the work of teams and individuals to achieve their objectives
WM2	Maintain activities to meet requirements
WM3	Manage information for action
WM4	Take responsibility for effective performance
WM5	Support the development of teams and individuals
WM6	Investigate and report on events to inform future practice

<u>Options</u>	
<u>L20</u>	<u>Support competence achieved in the workplace</u>

Control Manager/Station Manager Rolemap

Ref	Title
EFSM2	Lead, monitor and support people to resolve operational incidents
EFSM3	Determine solutions to hazards and risks identified through inspection and investigation
EFSM10	Plan and implement activities to meet service delivery needs
EFSM12	Manage the effective use of resources
EFSM13	Select required personnel
EFSM14	Manage the performance of teams and individuals to achieve objectives
EFSM15	Develop teams and individuals to enhance workplace performance
EFSM16	Manage yourself to achieve work objectives
EFSM21	Provide information to support decision making

<u>Options</u>	
<u>A1</u>	<u>Assess candidate using a range of methods</u>
<u>A2</u>	<u>Assess candidate by observation</u>
<u>V1</u>	<u>Conduct Integral Quality Assurance of the assessment process</u>

Group Manager Rolemap

Ref	Title
EFSM2	Lead, monitor and support people to resolve operational incidents
EFSM6	Implement organisational strategy
EFSM9	Implement and manage change in organisational activities
EFSM10	Plan and implement activities to meet service delivery needs
EFSM11	Determine effective use of physical and financial resources
EFSM13	Select required personnel
EFSM14	Manage the performance of teams and individuals to achieve objectives
EFSM15	Develop teams and individuals to enhance workbased performance
EFSM16	Manage yourself to achieve work objectives
Optional	
EFSM17	Advise on development and implementation of quality policies
EFSM18	Implement quality assurance systems
EFSM19	Monitor compliance with quality systems
EFSM22	Develop information systems to support service delivery objectives
EFSM23	Agree project plan to meet specified objectives
EFSM24	Co-ordinate projects to achieve objectives

<u>Options</u>	
<u>A1</u>	<u>Assess candidate using a range of methods</u>
<u>A2</u>	<u>Assess candidate by observation</u>
<u>V1</u>	<u>Conduct Integral Quality Assurance of the assessment process</u>

Area Manager Role

Ref	Title
EFSM2	Lead, monitor and support people to resolve operational incidents
EFSM5	Plan implementation of organisational strategy to meet objectives
EFSM6	Implement organisational strategy
EFSM8	Lead organisational strategy through effective decision making
EFSM9	Implement and manage change in organisational activities
EFSM11	Determine effective use of physical and financial resources
EFSM13	Select required personnel
EFSM14	Manage the performance of teams and individuals to achieve objectives
EFSM15	Develop teams and individuals to enhance workbased performance
EFSM16	Manage yourself to achieve work objectives
EFSM20	Exchange information to ensure effective service delivery
Optional	
EFSM17	Advise on development and implementation of quality policies
EFSM18	Implement quality assurance systems
EFSM19	Monitor compliance with quality systems
EFSM22	Develop information systems to support service delivery objectives
EFSM23	Agree project plan to meet specified objectives
EFSM25	Manage project to meet objectives

<u>Options</u>	
<u>A1</u>	<u>Assess candidate using a range of methods</u>
<u>A2</u>	<u>Assess candidate by observation</u>
<u>V1</u>	<u>Conduct Integral Quality Assurance of the assessment process</u>

Brigade Manager Rolemap

Ref	Title
EFSM1	Provide strategic advice and support to resolve operational incidents
EFSM4	Plan organisational strategy to meet agreed aims and objectives
EFSM5	Plan implementation of organisational strategy to meet objectives
EFSM7	Evaluate organisational performance against agreed measures
EFSM8	Lead organisational strategy through effective decision making
EFSM13	Select required personnel
EFSM14	Manage the performance of teams and individuals to achieve objectives
EFSM15	Develop teams and individuals to enhance workbased performance
EFSM16	Manage yourself to achieve work objectives
EFSM20	Exchange information to ensure effective service delivery

<u>Options</u>	
<u>A1</u>	<u>Assess candidate using a range of methods</u>
<u>A2</u>	<u>Assess candidate by observation</u>
<u>V1</u>	<u>Conduct Integral Quality Assurance of the assessment process</u>