



**Learner Assessment Guide**  
**Unit Standard 3286**  
**Control vegetation fires using dry fire fighting techniques**  
**(Level 3, Credit 2, Version 3)**

**Level Descriptor**

Level	Process	Employing	Responsibility
3	<b>Carrying out processes that:</b> <ul style="list-style-type: none"> <li>• Require a range of well developed skills</li> <li>• Offer a significant choice of procedures</li> <li>• Are employed within a range of familiar contexts</li> </ul>	<b>Employing:</b> <ul style="list-style-type: none"> <li>• Some relevant theoretical knowledge</li> <li>• Interpretation of available information</li> <li>• Discretion and judgement</li> <li>• A range of known responses to familiar problems</li> </ul>	<b>Applied:</b> <ul style="list-style-type: none"> <li>• In directed activity with some autonomy</li> <li>• Under general supervision and quality checking</li> <li>• With significant responsibility for the quantity and quality of output</li> <li>• With possible responsibility for the output of others</li> </ul>

**Descriptors:**

Credit 2 - requires approximately 20-24 hours of learning, practice, and assessment for a person with no previous knowledge or experience.

Version 3 - This document has been prepared based on version 3 of the Unit Standard.

**Elements:**

1. Demonstrate knowledge of the use of hand tools when fighting vegetation fires.
2. Construct a fire line when fighting vegetation fires.
3. Mop up and patrol following a vegetation fire.

**Prerequisites:**

None.

**Assessment Conditions:**

This unit standard may be assessed under real or simulated conditions. Knowledge components may be assessed using written assessment or oral questioning.

**Resources:**

1. Assessment practical exercise scenarios provided by the assessor.
2. A selection of at least six different types of hand or mechanical tools. May be any of those shown in the primary resource but must include shovels.
3. Safety equipment: helmets, long sleeve shirt and trousers / fire overalls, suitable footwear, and specialist gear as appropriate for chainsaw operators.

**Special Notes:**

The primary reference for this unit is available from FRSITO.

Compliance with the providers Health and Safety policy and procedures is mandatory.

### **Assessment Brief Instructions:**

The assessor may use pre-course, on course, post course or workplace written or oral assessments as evidence towards gaining the knowledge based components of this unit. The assessor will evaluate the relevance of the evidence against the unit standard. The lists below provide an outline of the assessment components a learner should expect to encounter in achieving this unit.

This unit may be assessed in two ways:

- As a theory test and a practical simulation / real fire, or
- As a practical simulation / real fire with oral questions from the assessor to cover knowledge components.

**This Learner Assessment Guide is simply a guide and does not determine the sufficiency or validity of evidence the assessor must evaluate using assessment best practice criteria.**

**LEARNERS SHOULD ALWAYS REVIEW THE REQUIREMENTS CONTAINED IN THE UNIT STANDARD DOCUMENT PRIOR TO REQUESTING ASSESSMENT.**

### **Assessing Element 1: Demonstrate knowledge of the use of hand tools when fighting vegetation fires**

Learner will give clear and simple explanations to identify and describe:

Six different types of hand tools and describe their use in dry fire fighting.

Safety precautions that must be adopted when using the hand tools you have identified.

- Position with respect to fire
- Personal safety
- Safety of crew

What hand tools you would use how you would use them to contain three types of fire situation given.

Flame length limits for safe fire attack using hand tools.

Usually assessed using oral questions or a written assessment. May be assessed using oral questions at a simulation or real fire.

### **Assessing Element 2: Construct a fire line when fighting vegetation fires**

Learner will:

Demonstrate one of the two methods of constructing a fire line

- Progressive
- or step-up

Choose the method most suited for the environment where this assessment is conducted and participate as part of a crew to construct a fire line using the hand or mechanical tools described above.

Must rotate through different positions in the line and use each of the different tools (subject to qualifications for chainsaws if used).

Learner will identify the quickest, safest, and easiest route to create a fire line of sufficient width for the flame height described by the assessor, using construction techniques such as:

- use of natural barriers
- avoidance of heavy fuel material
- width, height of adjacent and overhanging vegetation
- positioning of burnt and un-burnt material
- trenching on slopes

Learner demonstrates construction of fire line to allow for:

- location
- anchor point

- width, height of adjacent and overhanging vegetation
- positioning of burnt and un-burnt material
- trenching on slopes

### **Assessing Element 3: Mop up and patrol following a vegetation fire**

Learner will:

As part of the simulation or real fire, demonstrate patrolling the fire area and identifying hot spots and taking action to make them safe from breaking out.

When identifying hot spots, note whether they are:

- Isolated
- and/ or extinguished
- and/ or contained
- and/ or assistance sought

The assessor will mark hot spots for learner to deal with and will give oral details about the nature of the burning. Learner may be asked oral questions during this demonstration.