

apprenticeship FRAMEWORK

Emergency Fire Service Operations

Issued by
Skills for Justice (fire and rescue
services etc)

apprenticeship
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Document status:
Issued



Emergency Fire Service Operations

Information on the Issuing Authority for this framework:

Skills for Justice (fire and rescue services etc)

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

Issue number: 2	This framework includes:
Framework ID: FR00489	Level 3
Date this framework is to be reviewed by: 01/04/2015	This framework is for use in: England

Short description

This framework is for Firefighters from a Fire and Rescue Service. Firefighters respond to emergency situations and rescue life and property from all types of incidents. They also make an area safer by minimising the risks, including the social and economic costs, caused by fire and other hazards. This is a Level 3 framework which will allow Firefighters to build the knowledge and skills needed to perform their job role competently.

Contact information

Proposer of this framework

A number of Fire and Rescue Services across England proposed this framework to promote high standards across the service.

Developer of this framework

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Revising a framework

Contact details

Who is making this revision:

Your organisation:

Your email address:

Why this framework is being revised

(no information)

Summary of changes made to this framework

(no information)

Qualifications removed

(no information)

Qualifications added

(no information)

Qualifications that have been extended

(no information)

Purpose of this framework

Summary of the purpose of the framework

This framework is designed to develop an apprentice's skills, knowledge and understanding. Firefighters must be physically and mentally prepared as their role can, at times, be very demanding.

The purpose of this framework is to create a comprehensive package of training to ensure that trainees within the Fire Service have the required level of knowledge, understanding and skills to become competent in their role. This framework will address current and future workforce challenges, specifically serving to:

- improve transferability
- maintain high levels of motivation of staff
- retain talent and experience
- become more effective

The Fire and Rescue sector aims to attract more women and people from BME groups into the sector and to upskill the existing workforce and has the following targets*:

- By 2013, a minimum of 15 per cent of new entrants to the operational sector to be women
- By 2013 recruitment of minority ethnic staff across the whole organisation to be at the same percentage as the minority ethnic representation in the local working population
- Fire and Rescue Authorities with very low minority ethnic working age populations and low recruitment requirements may set a target in terms of individuals recruited over the five year period rather than a percentage of total recruitment
- By 2013, parity in rates of retention and progression between minority ethnic and white employees, and between men and women
- the Justice system overall needs to recruit around 109,000 entrants to the sector by 2014 to replace those who retire or leave

**Information from Communities and Local Government, Fire and Rescue Service National Framework 2008-11*

The vision is for the Justice and Community Safety sectors to have frameworks of flexible qualifications for all staff that meet the skills priorities for the sectors, which adds value and offers opportunities for career progression and transfer to other roles across the sectors. This Advanced Level Apprenticeship has been updated with the help of employers in Fire and Rescue to include the new qualifications for Firefighters working in Fire and Rescue Services to

meet their skills needs and professionalise the service.

This framework is set at Level 3 and is aimed at both new and existing Firefighters. Apprentices will be expected to carry out a variety of duties including working closely with the local community to increase their level of safety awareness in order to help prevent fires and other incidents occurring in the first place. Apprentices will promote fire safety and fire safety standards in public and commercial premises by acting and advising on all matters, relevant to their role, relating to the protection of life and property from fire and other risks. Lectures, exercises, practice drills and other forms of training are an integral and ongoing part of their role.

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

- providing flexible access to a high quality Level 3 skills programme, which offers a real alternative to GCSEs and A levels for those who prefer this style of learning and achievement
- incorporating skills to improve the general literacy and numeracy 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 Justice and Community Safety sectors in England

Aims and objectives of this framework (England)

Aim:

To create a nationally approved Apprenticeship framework, combining skills and knowledge, that provides a work based route to competence in the Emergency Fire and Rescue Services. The framework will help to standardise the skills of Firefighters, improving transferability between services.

Objectives:

- to formally recognise learning and development
- to promote standardisation of learning and development
- to improve transferability opportunities of skills and staff
- to promote high standards of training

Entry conditions for this framework

The following skills and attributes are essential to apprentices in this occupation:

- motivation to succeed
- willingness to learn and apply that learning in the workplace
- ability to communicate effectively with a range of people
- ability to work in a team environment
- ability to achieve operational physical fitness

Firefighters often work under a shift based system; so an apprentice must be prepared to work days, nights, weekends and bank holidays as required.

The following are not entry conditions for this framework but are included for information as these are likely to be the conditions set by Fire and Rescue employers to gain employment as a Firefighter:

Applicants will be put through a range of ability tests including psychological tests to assess their ability to process information, problem solve and work with numbers. There may be a questionnaire to assess their personal qualities and attributes. Applicants also have to complete numerous physical tests which assess their physical competence and their confidence and ability to follow instructions.

Due to the high-risk nature of the work applicants to Fire and Rescue Services may be required to reach the age of 18 years or over before undertaking operational duties. Applicants usually have to complete a declaration of any criminal convictions that are unspent (under the Rehabilitation of Offenders Act 1974) and also pass a medical.

Level 3

Title for this framework at level 3

Advanced Level Apprenticeship in Emergency Fire Service Operations

Pathways for this framework at level 3

Pathway 1: Emergency Fire Service Operations

Level 3, Pathway 1: Emergency Fire Service Operations

Description of this pathway

Emergency Fire Service Operations (in the Community)

The total number of credits that an apprentice must attain on the Qualifications and Credit Framework (QCF) for the pathway is **91**. This is achieved through completion of the Knowledge, Competence and Transferable Skills qualifications.

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

There are no additional entry requirements for this pathway. General entry requirements are specified in the general entry conditions section.

Job title(s)	Job role(s)
Firefighter	Respond to emergencies and rescue life and property from all types of incidents. Make an area safer by minimising the risks caused by fire and other hazards. Work closely with the local community to help prevent fires and other incidents occurring.

Qualifications

Competence qualifications available to this pathway

C1 - Level 3 NVQ Diploma in Emergency Fire Services Operations in the Community					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	501/2320/8	EDEXCEL	37	209	N/A

Knowledge qualifications available to this pathway

K1 - BTEC Level 3 Diploma in Emergency Fire and Rescue Services Operations in the Community					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	600/0698/5	EDEXCEL	39	180	N/A

Combined qualifications available to this pathway

N/A

Notes on competence and knowledge qualifications (if any)

K1a provides the underpinning knowledge and understanding for C1a.

Transferable skills (England)

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

English	Minimum level or grade	Credit value
Functional Skills qualification in English	2	5
GCSE qualification (with enhanced functional content)	C	5
Key Skills qualification in Literacy 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*	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	Minimum level or grade	Credit value
Functional Skills qualification in Information and Communications Technology (ICT)	2	5
GCSE qualification in ICT (with enhanced functional content)	C	5
Key Skills qualification in ICT achieved either before September 2013 as part of the Apprenticeship, or... *	2	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 in the framework as mandatory at a minimum of Level 2.

Progression routes into and from this pathway

Progression into this pathway

Progression into this pathway can be from a variety of routes including:

- direct entry from a school, college or other training programme
- direct entry from another occupation
- direct entry from young Firefighter schemes
- direct entry for existing Firefighters
- those who are not currently in education, employment or training
- training and qualifications such as the 14-19 Diploma in Public Services or BTEC Level 2 Award/Certificate/Diploma in Fire and Rescue Services in the Community

Progression from this pathway:

Jobs:

Progression from this pathway, with further experience/training, may be into more senior roles within Fire and Rescue Services, for example:

- Crew Manager
- Watch Manager
- Section Manager
- Group Manager
- Area Manager
- Brigade Manager

Progression from this pathway may also be into other roles within the Justice sector, for example; Police Officer, Police Community Support Officer (PCSO).

Further training and qualifications:

Progression within the Fire Service will involve Firefighters expanding and extending their occupational knowledge into areas and qualifications such as:

- Leadership
- Management
- Command
- Community Safety
- Fire Safety
- Learning & Development
- Other professional qualifications

The achievement of the qualifications within the framework will offer entry opportunities into Higher Education.

For more information on careers see the Skills for Justice website at: www.skillsforjustice.com/careers.asp

UCAS points for this pathway: N/A

Delivery and assessment of 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 this 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 be designed so that the apprentice:

- knows and understands the range of employer and employee statutory rights and responsibilities under Employment Law. This should cover the apprentice's rights and responsibilities under the Employment Rights Act 1996, Equality Act 2010 and Health & Safety legislation, together with the responsibilities and duties of employers
- knows and understands the procedures and documentation in their organisation which recognise and protect their relationship with their employer. Health & Safety and Equality & Diversity training must be an integral part of the apprentice's learning programme
- knows and understands the range of sources of information and advice available to them on their employment rights and responsibilities. Details of Access to Work and Additional Learning Support must be included in the programme
- understands the role played by their occupation within their organisation and industry
- has an informed view of the types of career pathways that are open to them
- knows the types of representative bodies and understands their relevance to their skill, trade or occupation, and their main roles and responsibilities
- knows where and how to get information and advice on their industry, occupation, training and career
- can describe and work within their organisation's principles of conduct and codes of practice
- recognises and can form a view on issues of public concern that affect their organisation and industry

How to meet the requirements for ERR:

A 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 declaration, in Appendix A of the Workbook for Apprentices, must be returned to Skills for Justice with the certificate claim form, on completion of the Apprenticeship framework.

For a copy of the Skills for Justice Workbook for Apprentices, please see the following link: www.skillsforjustice.com/template01.asp

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

How equality and diversity will be met

A key concern of the sector is that it does not reflect the community it serves.

- Black and Minority Ethnic (BME) groups and women are currently under represented as Firefighters in England. Within Fire and Rescue the workforce is 96.1% male and 96.3% white. The general make up of the wider workforce in the Justice and Community Safety sectors is around 53% male and 95% white.
- over half of the Justice and Community Safety Sectors workforce is between the age of 35 and 54 and around 12% are aged over 55.

Likely reasons which have contributed to this imbalance include:

- a perception of the sector as high risk, and a perceived lack of career opportunities may be limiting the number of applicants
- people wishing to enter the sector are often unaware of the breadth of opportunity and different roles that the Justice and Community Safety sectors offer, as well as the scope of career pathways from these roles, in particular the ways in which they could enter one area of the Justice/Community Safety sector by transferring skills gained in another area
- lack of an Apprenticeship route which offers a high quality standardised programme of training and development within Fire and Rescue Services and across the wider Justice and Community Safety sectors
- stereotypical views of the Fire and Rescue Service as a white, male dominated workforce
- vacancies are sometimes advertised in areas where there are little or no BME communities

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
- Women and Work initiatives involving training, case studies, videos, organisational impact studies and an Alumni page at www.skillsforjustice.com/template01.asp

-unlocking the potential of women in the Justice and Community Safety sectors – although funding for this ceases in 2011, over the past 3 years Skills for Justice have helped over 1,000 women gain bursaries to take training to further their skills and confidence, through the Women & Work project

-Skills for Justice secured £580,000 Government funding for a skills development programme for 625 women employed in the Justice and Community Safety sectors in England

-management coaching and mentoring course for women

Visit the careers website for the Justice and Community Safety Sector at www.skillsforjustice.com/careers.asp

Apprenticeships are seen as a vital route to encourage a greater diversity of individuals into the industry, therefore entry conditions to this framework are extremely flexible.

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 8 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

Skills for Justice will monitor take up and achievement of all Apprenticeships in the Justice and Community Safety sectors as part of its Apprenticeship Strategy and take steps to address any barriers to take up and achievement as part of its Sector Qualifications Strategy.

On and off the job guided learning (England)

Total GLH for each pathway

Total GLH for this pathway:

The total amount of Guided Learning Hours (GLH) which includes both on and off the job guided learning is 561GLH. For the average apprentice this will take approximately 24 months. This means that apprentices must complete 280.5 GLH per year.

Minimum off-the-job guided learning hours

Minimum off the job GLH for this pathway:

An apprentice will need to complete a minimum of 352GLH off the job (63% of the total GLH), over approximately 24 months for this framework. This means that apprentices must complete 176 off the job GLH per year.

How this requirement will be met

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

- 180GLH BTEC Level 3 Diploma in Emergency Fire and Rescue Services Operations in the Community
- 45GLH Level 2 Functional Skill in Maths (or alternative - see transferable skills section)
- 45GLH Level 2 Functional Skill in English (or alternative - see transferable skills section)
- 45GLH Level 2 Functional Skill in ICT (or alternative - see transferable skills section)
- 10GLH Appraisals related to this Apprenticeship programme
- 15GLH for ERR and Induction (to reflect the % of time for induction and ERR delivered/completed off the job)
- 12 Hours minimum for mentoring

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 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:

- BTEC Level 3 Diploma in Emergency Fire and Rescue Services Operations in the Community
- Level 2 Functional Skills certificates for Maths and English (or alternative - see transferable skills section)
- Level 2 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 have been met (please see the section on ERR for more details about the workbook)

Providers will be responsible for ensuring that the minimum off the job GLH has been met

when applying for Apprenticeship certificates. For more information on certification see the following link: www.skillsforjustice.com/template01.asp

Minimum on-the-job guided learning hours

For this pathway an apprentice will need to complete a minimum of 209 on the job GLH over approximately 24 months for this framework. This means that apprentices must complete 104.5 on the job GLH per year.

How this requirement will be met

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

- 209GLH Level 3 NVQ Diploma in Emergency Fire Service Operations in the Community

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 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 and collaborative/networked learning with peers

Evidence for on the job GLH:

- Level 3 NVQ Diploma in Emergency Fire Service Operations in the Community
- 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 applying for Apprenticeship certificates. For more information on certification see the following link: www.skillsforjustice.com/template01.asp

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.

Personal Learning and Thinking Skills (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 the 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.skillsforjustice.com/template01.asp

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 unit:

- FF2 Take responsibility for effective performance in fire and rescue

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:

- FF2 Take responsibility for effective performance in fire and rescue
- FF3 Save and preserve endangered life
- FF4 Resolve fire and rescue operational incidents
- FF5 Protect the environment from the effects of hazardous materials
- FF6 Support the effectiveness of operational response

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:

- FF2 Take responsibility for effective performance in fire and rescue
- FF3 Save and preserve endangered life
- FF4 Resolve fire and rescue operational incidents
- FF5 Protect the environment from the effects of hazardous materials
- FF6 Support the effectiveness of operational response

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:

- FF2 Take responsibility for effective performance in fire and rescue
- FF3 Save and preserve endangered life
- FF4 Resolve fire and rescue operational incidents
- FF5 Protect the environment from the effects of hazardous materials
- FF6 Support the effectiveness of operational response

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:

- FF2 Take responsibility for effective performance in fire and rescue
- FF3 Save and preserve endangered life
- FF4 Resolve fire and rescue operational incidents
- FF5 Protect the environment from the effects of hazardous materials
- FF6 Support the effectiveness of operational response

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 units:

- FF2 Take responsibility for effective performance in fire and rescue
- FF3 Save and preserve endangered life
- FF4 Resolve fire and rescue operational incidents
- FF5 Protect the environment from the effects of hazardous materials
- FF6 Support the effectiveness of operational response

Additional employer requirements

N/A

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For more information visit
www.apprenticeshipframeworksonline.semta.org.uk