



**FireQual Certificate in Fire Risk Assessment at SCQF Level
7**

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Version Control

The below table displays information relating to when changes were made to this document and what changes have been made.

Please continue to check back with the FireQual website to ensure you are accessing the most recent version.

Date of Update	Name	Description of Update
April 2021	Nic Preston	Creation of document
May 2021	Nic Preston	Addition of regulatory award codes
June 2021	Nic Preston	Addition of SCQF level and credit rating to unit details

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About Us

FireQual was established in 2020 in response to a need to provide structure and rigour to qualifications that support the strengthening of the competencies of those involved in all aspects of fire safety and the wider building industry.

FireQual provide nationally and internationally recognised qualifications ensuring that wherever an individual achieves the qualification, they have met the same requirements providing confidence in the level of their knowledge and skills.

As a result, industry and employers can be confident in the knowledge and skills of those that work for them and the wider society can have confidence in those that provide services to them.

Qualification Summary

This qualification is intended to address the identified requirements for the development of behaviours, knowledge, and skills in relation to the conducting of fire risk assessments in the field.

The conducting of fire risk assessments aims to remove or reduce the risk of hazards and to identify safety measures that are required to ensure the safety of people within the premises.

This qualification addresses the behaviours, knowledge, and skills that have been identified by industry as important to develop individuals to be able to conduct risk assessments in an effective manner.

The qualification also addresses the importance of the need to continually update behaviours, knowledge, and skills through a rolling programme of continuous professional development to keep up with current and future practices and thinking.

Qualification Details

Title	FireQual Certificate in Fire Risk Assessment at SCQF Level 7
Regulator	SQA Accreditation
Qualification Reference Number	R679 04
Date for First Registrations	19 th May 2021
Last Date for Registrations	31 st December 2024
Grading System	Pass/Fail
SCQF Credit Rating	24
Notional Time (hours)	242
Guided Learning (hours)	62
Directed Learning (hours)	110
Assessment Time (hours)	70
Age Ranges	19+
Assessment Type	Portfolio of evidence
Entry Requirements	<p>Candidates should be proficient in core skills literacy, numeracy, and communication.</p> <p>Candidates should be employed or conducting fire risk assessments or be in a position that they are able to complete fire risk assessments as part of their employment or voluntary position. Without this, candidates will not be able to meet the evidence requirements of the qualification as practical demonstration of behaviours and skills is required.</p>
Progression Routes	<p>Candidates undertaking this qualification could progress to other qualifications available relating to fire safety such as those relating to the commissioning, design, installation, or maintenance of fire protection systems. The qualification will also support career progression through the development of essential knowledge and skills relating to the role of fire risk assessment</p>

Qualification Structure

This qualification has the following structure:

Those undertaking this qualification must achieve the units listed within this specification

Unit Reference	Unit Title	SCQF Level	SCQF Credits	Mandatory/Optional
UP32 04	Principles of Fire Risk Assessment	7	11	Mandatory
UP33 04	Conducting Fire Risk Assessments	8	9	Mandatory
UP34 04	Continuous Professional Development for Fire Risk Assessors	7	4	Mandatory

Regulatory Details

The Regulator

SQA Accreditation's functions are set out in the Education (Scotland) Act 1996 as amended by the Scottish Qualifications Act 2002.

The organisation has two main roles: accreditation, and awarding qualifications.

It accredits qualifications other than degrees and approves and quality assures Awarding Bodies that plan to enter people for these qualifications.

Further details regarding SQA Accreditation can be seen by visiting their website, <https://accreditation.sqa.org.uk/>.

The Scottish Credit and Qualifications Framework (SCQF)

The SCQF was launched in 2001 as a framework within Scotland to support those who undertake qualifications or otherwise engage with education understand how a qualification compares to another. Each qualification within the framework will hold a level.

By using two measures, the level of a qualification or learning programme and the number of credit points awarded, the Framework helps you understand and compare various Scottish qualifications.

The level of qualification indicates the level of difficulty and the number of credit points indicates the length of time it takes to complete. One SCQF credit point represents an average of 10 hours of learning time.

Qualification Level

There are twelve levels of qualification within the SCQF with each qualification being allocated one level which will be represented within the title. The levels within the SCQF are as follows:

SCQF Level	Comparison
Level 1	National 1, Awards
Level 2	National 2, Award, National Certificate, National Progression Award
Level 3	National 3, Award, Skills for Work, National Certificate, National Progression Award
Level 4	National 4, Award, Skills for Work, National Certificate, National Progression Award, SVQ
Level 5	National 5, Awards, Skills for Work, National Certificate, National Progression Award, Modern Apprenticeship, SVQ
Level 6	Higher, Awards, Skills for Work, National Certificate, Professional Development Award, National Progression Award, Modern Apprenticeship, Foundation Apprenticeship, SVQ
Level 7	Advanced Higher, Awards, Scottish Baccalaureate, Higher National Certificate, Advanced Certificate, Professional Development Award, Certificate of Higher Education, Modern Apprenticeship, SVQ
Level 8	Higher National Diploma, Advanced Diploma, Professional Development Award, Diploma of Higher Education, Higher Apprenticeship, Technical Apprenticeship, SVQ
Level 9	Professional Development Award, Bachelors/Ordinary Degree, Graduate Diploma, Graduate Certificate, Graduate Apprenticeship, Technical Apprenticeship, SVQ
Level 10	Professional Development Award, Honours Degree, Graduate Diploma, Graduate Certificate, Graduate Apprenticeship, Professional Apprenticeship
Level 11	Professional Development Award, Masters Degree, Integrated Masters Degree, Post Graduate Diploma, Post Graduate Certificate, Graduate Apprenticeship, Professional Apprenticeship, SVQ
Level 12	Professional Development Award, Doctoral Degree, Professional Apprenticeship

Credit Rating

SCQF qualifications will be assigned a credit value to indicate how much learning is involved when undertaking the qualification. One credit is the equivalent of ten notional learning hours.

Guided Learning is activity that is undertaken by an individual that is taught, instructed by or under the direct supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training whether face to face or through real time electronic means, e.g. video conferences.

Directed Learning is activity that is undertaken by an individual that is not under the direct supervision of a lecturer, supervisor, tutor or other appropriate provider of education including the accessing of pre-recorded training sessions where there is no real time interaction.

Assessment is activity that the learner undertakes to evidence their competency against the knowledge and/or skills requirements of the qualification in order to achieve the qualification.

Notional Learning is calculated by adding together the time that the 'average' candidate would take to complete the guided learning, directed learning and assessment activities to achieve the qualification.

Delivery Organisation Requirements

Pre-Approval

Prior to the promotion or delivery of this qualification an organisation is required to successfully apply to join the FireQual network and gain prior approval to deliver this qualification. Until this has been gained, an organisation will not be able to promote or recruit individuals to undertake this qualification.

Delivery of Training

FireQual do not deliver training or resources to aid the training and preparation of individuals in preparation for undertaking assessment of this qualification.

It is the responsibility of the organisation to design, develop and provide training resources to support individuals to develop the necessary knowledge and skills to enable them to demonstrate their competencies with relation to the requirements of this qualification.

FireQual do indicate areas for inclusion within the unit details held within this specification and can provide guidance to organisations as they develop their own materials.

Registration of Individuals

It is the responsibility of organisations to ensure that individuals they are supporting towards the achievement of the qualification are registered in a timely manner and, at the latest, by the last date for new starts as indicated within this specification.

If an individual has not been registered and entered for the relevant assessment by this date, we cannot guarantee that they will be accepted.

Certification of Individuals

It is the responsibility of organisations to ensure that certification claims are made in a timely manner to ensure that individuals are not delayed in receiving their certification.

Where a qualification has expired or withdrawn, there will be a published date for last certification and all certification claims should be submitted by this date as, if they are received late, we cannot guarantee that certification can be provided.

Delivery Staff Requirements

Those wishing to deliver, assess or quality assure the qualification should hold sufficient knowledge of the subject matters covered within the qualification and demonstrate that they have undertaken continuous professional development to ensure their knowledge is kept up to date.

Sufficient knowledge should be demonstrated by individuals having been serving officers or having worked as a fire risk assessor or related industry for a minimum of two years.

It is expected that those that wish to assess or quality assure the qualification hold or are working towards the relevant qualifications.

Candidate Information

Entry Requirements

Candidates should be proficient in core skills literacy, numeracy, and communication.

Candidates should be employed or conducting fire risk assessments or be in a position that they are able to complete fire risk assessments as part of their employment or voluntary position.

Without this, candidates will not be able to meet the evidence requirements of the qualification as practical demonstration of behaviours and skills is required.

Assessment Method

This qualification is assessed through a portfolio of evidence which will be generated by the candidate with support from the Assessor/Tutor. There are no mandatory assessment methods for the achievement of this qualification, but Centres may wish to use the following methods to aid in the collection and recording of evidence:

- Competency statements
- Practical demonstrations
- Oral questioning
- Professional discussion
- Product evidence
- Knowledge questions/banks

Recognised Prior Learning

Recognition of Prior Learning (RPL) is defined as:

'A method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills that they already possess and do not need to develop through a course of learning.' (Ofqual 08/3726)

Its aim is to reduce duplication and undue burden on candidates where they can demonstrate that they already possess the knowledge, understanding and skills through recent, robust, and demonstrable methods.

Where a candidate is thought to be suitable to access recognised prior learning (RPL), they should be aware that it is not a quick 'work around'. They are still required to meet all the requirements of the unit and/or qualification and they are required to demonstrate sufficient evidence of their prior learning.

In applying recognised prior learning (RPL), Centres should first ensure that candidates are aware of the options available to them as part of the induction process so that opportunities are considered from the outset and no unnecessary duplication takes place in the learning and/or assessment process.

This should include the principles of recognised prior learning (RPL), the processes involved, how the candidate will be supported by the Centre and details of any impact on training and assessment costs.

Where it is thought that an application for recognised prior learning (RPL) is appropriate for a candidate, evidence should be gathered. The nature of the evidence will depend on the subject matter and qualification and guidance will be provided by FireQual as required.

For example, when a candidate makes an application based on a previous unit and/or qualification they have achieved, copies of the standards they met previously must be provided alongside evidence of their prior achievement. This ensures that FireQual can make an assessment as to whether the previous achievement meets both the content and rigour of the FireQual unit and/or qualification.

An example of this would be where the FireQual unit and/or qualification requires a candidate to have completed a task, but the previous experience or learning gave them knowledge of how to manage others who would complete the task.

This would not meet the requirements of the FireQual unit and/or qualification as one requires them to understand and be able to complete a task and the other requires them to understand and be able to manage others who would complete the task. This would demonstrate a different set of skills than required by the FireQual unit and/or qualification.

Where a candidate wishes to use worked experience of their knowledge and/or skills rather than achievement of a previous unit and/or qualification, they will need to detail their evidence of the work experience and explain how this matches the requirements of the FireQual unit and/or qualification.

Prior to making an application to FireQual, the Centre should assess the evidence against the unit and/or qualification standard making sure they are satisfied, in their best opinion, that an application will be successful.

Centres should make submissions to FireQual at the point of registration which ensures that where an application is declined there is no impact on the deadlines set for the candidate's achievement. If an application is declined, there will be additional time required if a candidate wishes to appeal the decision or where alternative assessment methods are required for completion.

An application should include, at a minimum, evidence forming the basis of the application, mapping of the evidence to the FireQual unit and/or qualification standards and a rationale for how the evidence matches the requirements.

Due to the nature of FireQual qualifications, it is important that evidence used to support the use of recognised prior learning (RPL) is up to date.

As a result, candidates that wish to make an application should be able to demonstrate evidence that is within twelve months of completing the unit and/or qualification they wish to make an application for.

If the unit and/or qualification is completed, ie. a claim for certification, after the twelve months currency, the candidate will be unable to claim RPL.

Evidence that is older than twelve months in age will not be sufficient to apply for recognised prior learning (RPL).

Additionally to this, where there is a change in law and/or other professional and/or industry standards, the twelve month limitation may be shorter to ensure that knowledge and/or skills reflects those in existence at the time of completing the unit and/or qualification.

There are circumstances that FireQual would not normally accept applications for recognised prior learning (RPL), for example:

- Where there is a legal, regulatory and/or industry professional requirement for current assessments to take place
- Where a unit and/or qualification is assessed through e-Assessment and no equivalency rules apply
- Where a unit and/or qualification relates to a regulated profession
- Where a unit and/or qualification provides a licence to practice
- Where a unit and/or qualification relates to health and safety laws and practices

This ensures that candidates demonstrate the most up to date knowledge and skills in relation to the requirements of the unit and/or qualification to meet legal, professional, and ethical requirements.

For the same reasons, a candidate can achieve a maximum of 70% of a FireQual qualification making use of recognised prior learning (RPL).

This ensures candidates demonstrate current knowledge and skills and that they have completed sufficient work towards a qualification rather than being able to achieve multiple qualifications by the achievement of a previous one.

Reasonable Adjustments and Special Considerations

A reasonable adjustment is any action that helps to reduce the effect of a disability or access issue that places the candidate at a distinct disadvantage during the completion of an assessment. They are made to an assessment for a qualification to enable a candidate to demonstrate knowledge, skills and understanding of the levels of attainment required by the specification, for the qualification.

In their application a reasonable adjustment must not impact the integrity or validity of the qualification but may include:

1. Allowing extra time to complete assessment
2. Providing assessment materials in specific formats (e.g. Braille)
3. Providing assistance during assessment (e.g. sign language interpreter)
4. Reorganising the assessment room (removal of visual stimuli for autistic learners)
5. Changing assessment method (changing from written to spoken assessment)
6. Using assistive technology
7. Providing coloured transparencies to overlay and view assessment papers.

Reasonable adjustments may be applied to either paper-based or e-Assessment and, in the case of e-Assessment, may be made available through the user settings on the electronic device used for assessment at the time of exam.

In cases where paper-based assessment is carried out, reasonable adjustments are put in place, prior to assessment, through arrangements between the Centre and FireQual.

Reasonable adjustments constitute an arrangement to give the learner fair access to the qualification and must not be used to give any learner an unfair advantage over other learners sitting the same assessment. The use of reasonable adjustments will not be taken into account during the assessment of a candidate's work.

Special considerations may be applied after the assessment if there was a reason the candidate may have been disadvantaged during the assessment. For example, special considerations may be applied if the candidate experienced; illness, injury or another event, outside of their control and has had or is likely to have had, a material impact on the candidate's ability to take an assessment.

Requests for special considerations should be made to FireQual in accordance with the published policy on Reasonable Adjustments and Special Considerations.

Appeals

The organisation providing this qualification will have a published appeals policy detailing how a candidate should appeal any assessment decisions that they have made. If one has not been provided, it can be requested from a member of staff at the organisation who will provide one.

A candidate should follow the organisation's appeals process prior to escalating an appeal to FireQual.

Where a candidate wishes to appeal a decision made by FireQual rather than the delivery organisation, they will have four weeks from the date of notification of the assessment decision. They should submit as much detail to explain the reasons for the appeal and evidence to support the reasoning.

The FireQual appeals process contains multiple escalation stages culminating in an independent review. On completion of the FireQual appeals process, a further appeal can be escalated to SQA Accreditation and further details of their escalation and appeals process can be found on their site at <https://accreditation.sqa.org.uk/>.

Please note that there may be non-refundable charges made to support the costs of processing an appeal where an appeal is not upheld.

Complaints

The organisation providing this qualification will have a published complaints policy detailing how a candidate should submit a complaint if they feel they have not received a satisfactory service in the delivery of this qualification. If a copy has not been provided, it can be requested from a member of staff at the organisation who will provide one.

A candidate should follow the organisation's complaints process prior to escalating a complaint to FireQual.

Where a candidate wishes to complain about the service provided by FireQual rather than the delivery organisation, they should submit as much detail to explain the reasons for the complaint and evidence to support the reasoning.

We do understand that a candidate may wish to make a complaint anonymously and we will attempt to process these complaints in the normal manner. There may however be occasions where an anonymous submission can cause any subsequent investigation to be hindered and so it may not be possible to reach a comprehensive outcome.

If a candidate does not agree with the outcome of the FireQual complaints investigation process, they can access our appeals process to challenge this.

Due to the nature of complaints and the outcomes that these can lead to, we may be unable to provide full details of remedial actions taken as a result of a complaint being upheld, for example where an action relates to personnel.

In these instances, we will provide information as to whether the complaint has been upheld and, where the candidate has been adversely affected in the progress or achievement of this qualification, the actions that will be taken to remedy this.

Where the candidate may not be happy with the outcome of the complaints process, and all FireQual stages have been exhausted, they can submit their complaint to SQA Accreditation at The Optima Building, 58 Robertson Street, Glasgow, G2 8DQ.

SQA Accreditation will consider an escalated complaint with regards to:

- A failure to provide a service
- An inadequate quality of standard of service
- A request for a service or for information which has not been actioned or answered
- The expression of a view that a policy or process is inappropriate
- Wrong information about academic programmes
- The quality and availability of facilities and learning resources
- A decision regarding centre approval made by FireQual
- A decision regarding a specific award approval
- A decision to de-approve a specific award
- An external verification decision
- Assessment decisions

Once the SQA Accreditation complaints process has been exhausted, if the candidate remains dissatisfied, they can refer the complaint to the Scottish Public Services Ombudsman (SPSO).

The SPSO cannot normally look at:

- A complaint that has not completed all previous stages
- Events that happened, or that you became aware of, more than a year ago
- A matter that has been or is being considered in court

Please note that there may be non-refundable charges made to support the costs of processing a complaint and subsequent appeal where a complaint or subsequent appeal is not upheld.

Units

The following pages contain details of the unit(s) contained within this qualification and the relevant information that must be followed to support achievement of the qualification.

Principles of Fire Risk Assessments

Reference Number	UP32 04		
Unit Status	Mandatory		
Unit SCQF Level	7	Unit SCQF Credit	11
Guided Learning (hours)	40		
Directed Learning (hours)	60		
Assessment Time (hours)	14		
Grading System	Pass/Fail		
Assessment Method	Portfolio of evidence		

Unit Overview

This unit covers the knowledge that underpins the importance of fire risk assessments and the concepts involved including legal, regulatory and enforcement practices, the behaviour of fire, the impact of fire on people, escape methodologies, fire prevention and protection and the management of fire safety.

Evidence should demonstrate the knowledge of candidates to ensure it is up to date with current practices.

As this unit requires a candidate to demonstrate their knowledge of the subject matter rather than their application in a practical context, evidence could be gathered using candidate statements, knowledge question banks, and/or professional/knowledge discussions.

It would not normally be possible or appropriate to gather knowledge-based criteria through practical demonstration as knowledge cannot be inferred unless practical demonstrations are supplemented by oral/written questioning, eg. why did you do that? Is there a requirement that governs how you do that?

Evidence may also be presented in the format of recognised prior learning for the completion of this unit if deemed appropriate as part of the assessment planning process but the RPL must demonstrate up to date knowledge of the subject matters.

Evidence that is older than twelve months in age will not be sufficient to apply for recognised prior learning (RPL). In these instances, supplementary evidence will be required to refresh the currency, eg. professional discussion covering current understanding confirming that the knowledge is still relevant to legal, regulatory, and professional requirements and practices.

Additionally, where there is a change in law and/or other professional and/or industry standards, the twelve-month limitation may be shorter to ensure that knowledge and/or skills reflects those in existence at the time of completing the unit and/or qualification.

Unit Detail

Learning Outcomes		Assessment Criteria
A	Understand the concept of fire risk assessment	<ol style="list-style-type: none"> 1. Describe the importance of fire risk assessment to building and life safety 2. Explain the methodologies of conducting fire risk assessments 3. Identify the meaning of the term 'fire hazard' and the different types of hazard 4. Identify the meaning of the term 'fire risk' and how it relates to the term 'as low as reasonably practicable' (ALARP) 5. Describe how ALARP should be applied proportionately to risk within a building

		<ol style="list-style-type: none"> 6. Explain the removal of a hazard being the first step in fire prevention and how to react where it cannot be removed to help reduce the risk in other ways 7. Identify the knowledge and skill requirements for conducting fire risk assessments within a variety of settings: <ol style="list-style-type: none"> a. Offices and shops b. Factories and warehouses c. Sleeping accommodation d. Residential care premises e. Educational premises f. Small and medium places of assembly (holding 300 people or less) g. Large places of assembly (holding more than 300 people) h. Theatres, cinemas and similar premises i. Open air events and venues j. Animal premises and stables k. Transport premises and facilities
B	Understand legal, regulatory requirements and enforcement practices	<ol style="list-style-type: none"> 1. Explain the relevant legislation and regulatory requirements applicable to fire risk assessment and its requirements including duties placed on particular persons and/or roles 2. Explain the guidance relevant to the legislative and regulatory requirements that supports interpretation and implementation 3. Identify the distinction between general fire precautions (GFPs) required by fire safety legislation and process fire precautions (PFPs) required by health and safety legislation 4. Identify the relevant enforcing authorities for legislation and regulatory requirements under which fire risk assessment is conducted 5. Describe the methods of enforcement available to the relevant agencies 6. Identify the difference between enforcement and prohibition notices 7. Identify the types of actions that can be issued through an enforcement notice 8. Describe the methods used to review non-compliance with enforcement notice actions and the potential legal ramifications of non-compliance
C	Understand the behaviour of fire	<ol style="list-style-type: none"> 1. Describe the principles of combustion (triangle of fire) 2. Explain fire growth and how it gets progressively bigger 3. Explain how a component/product becomes part of a system and needs to be assessed as part of the construction project 4. Explain how fires can start and how the spread of fire and products of combustion can impact on components of a building 5. Identify failures and/or changes to a building that could change the way a fire and products of combustion travel through a building 6. Describe movement of smoke and other products of combustion 7. Describe how construction materials behave in a fire 8. Describe how different structural designs of buildings behave in a fire 9. Explain how fire spread can be inhibited by passive and active fire protection methods 10. Explain how the alteration of a building can invalidate pre-existing fire safety precautions and/or strategies
D	Understand the impact of fire on people	<ol style="list-style-type: none"> 1. Identify the hazards to people from fire, namely: <ol style="list-style-type: none"> a. Loss of visibility b. Elevated temperature c. Toxic gases d. Oxygen depletion 2. Describe current professional thinking and practical guidance on human behaviour in fire including:

		<ul style="list-style-type: none"> a. Their reaction to the discovery of a fire and/or a fire alarm signal b. The impact of frequent false alarms on their willingness to act and/or evacuate c. The effect of splitting family groups <p>3. Explain the importance of the actions of those in charge at the time of a fire</p> <p>4. Explain the importance of staff training and the influence of training and drills on occupant behaviour in the event of a fire</p>
E	Understand escape methodologies	<ul style="list-style-type: none"> 1. Describe the principles of fire related emergency planning and evacuation 2. Explain the importance of a structured emergency plan and its compatibility with the normal everyday use of the premises 3. Explain the effect of escape route design on evacuation behaviour, including the tendency to use familiar egress routes 4. Describe the means of escape strategies for different types of occupancy 5. Describe the principles relating to: <ul style="list-style-type: none"> a. alternative escape routes, dead ends, and single direction of escape b. horizontal and vertical escape c. travel distances and travel times d. provision of adequate number(s) and dimensions of routes and exits e. appropriate use of door releases and other escape devices f. protected escape routes g. relative and ultimate places of safety h. means of escape other than stairs 6. Describe the relationship between fire detection systems and means of escape 7. Explain how smoke control systems can assist means of escape 8. Describe the provisions for, and maintenance of, evacuation signage and emergency lighting 9. Describe how different needs of people can affect the selection of the appropriate means of escape including: <ul style="list-style-type: none"> a. the presence of and an awareness of <ul style="list-style-type: none"> i. how mobile, visual, or cognitive impairments can affect the evacuation strategy of the premises ii. how disabilities can affect the evacuation strategy of the premises, eg. autism giving rise to shutdowns caused by increased noise levels iii. how children and the very elderly can affect the evacuation strategy of the premises iv. how people asleep or otherwise unable to escape quickly can affect the evacuation strategy of the premises b. an awareness of the different lone workers, isolated workers c. an awareness of personal emergency evacuation plans d. an understanding of the different types of evacuation strategies including simultaneous evacuation, phased evacuation, progressive horizontal evacuation, zoned evacuation

		e. Procedures and methods of assisted evacuation including the need for the training of staff in the emergency procedures and use of such equipment
F	Understand fire safety management	<ol style="list-style-type: none"> 1. Describe the principles of and practices of the management of fire safety and how they relate to the protection of life of persons within and around premises 2. Describe available resources and status of responsibility of the person responsible for the management of fire safety 3. Explain the importance of staffing levels to fire safety management (staff occupant ratio) 4. Explain the importance of fire training – including fire drills and responsibility levels in the event of a fire 5. Describe communication procedures (alerting to fire, internal communications, notification to emergency services) 6. Explain the importance of maintenance and testing of fire safety systems and record keeping 7. Explain the importance of degraded systems planning 8. Explain the importance of abnormal occupancy planning 9. Explain the importance of fire load management 10. Explain the importance of monitoring of special or unusual hazards 11. Identify the documentation required for legislation

Conducting Fire Risk Assessments

Reference Number	UP33 04		
Unit Status	Mandatory		
Unit SCQF Level	8	Unit SCQF Credit	9
Guided Learning (hours)	14		
Directed Learning (hours)	30		
Assessment Time (hours)	42		
Grading System	Pass/Fail		
Assessment Method	Portfolio of evidence		

Unit Overview

This unit covers the activities required to conduct a fire risk assessment. Assessment of this unit should be through practical demonstration within a minimum of three of the following contexts:

- a. Offices and shops
- b. Factories and warehouses
- c. Sleeping accommodation
- d. Residential care premises
- e. Educational premises
- f. Small and medium places of assembly (holding 300 people or less)
- g. Large places of assembly (holding more than 300 people)
- h. Theatres, cinemas, and similar premises
- i. Open air events and venues
- j. Animal premises and stables
- k. Transport premises and facilities
- l. High rise residential buildings

Evidence should demonstrate the candidate's ability to complete the risk assessment process from the planning stage through to conducting and reporting on the outcomes of the risk assessment.

As this unit requires a candidate to demonstrate their practical application of skills, evidence could be gathered using production of work product, peer review, observation, competence interview/discussion, competence statements, and/or supervision and recording statement.

Unit Detail

Learning Outcomes		Assessment Criteria
A	Be able to prepare to conduct a fire risk assessment	<p>Candidates will be able to:</p> <ol style="list-style-type: none"> 1. Ensure own knowledge and skills are appropriate and sufficient to be able to conduct the fire risk assessment for the particular building/context 2. Work with other agencies and sources to gather relevant information to support planning to undertake the risk assessment including: <ol style="list-style-type: none"> a. Existing information relating to previous risk assessments for the particular building/context b. Previous non-compliances reported and progress on their resolution c. Enforcement or prohibition notices previously issued

		<ul style="list-style-type: none"> d. Relevant legal, regulatory, and local requirements for the building/context type 3. Identify an appropriate methodology for conducting the risk assessment suitable for the building/context based on all relevant information gathered 4. Communicate with the client following organisational requirements and professional standards to: <ul style="list-style-type: none"> a. Arrange and confirm the date and time of the risk assessment b. Explain the process that will be followed c. Confirm and agree service contracts with the client including the responsibilities and expectations of all parties as part of the risk assessment d. Request any information, access or persons required during the assessment to be made available and that the client is aware of their legal duties and obligations to engage fully with the risk assessment process 5. Plan and arrange availability of the resources required to conduct the risk assessment
<p style="text-align: center;">B</p>	<p style="text-align: center;">Be able to conduct a fire risk assessment</p>	<p>Candidates will be able to:</p> <ul style="list-style-type: none"> 1. Make introductions with the client ensuring that all is in place and ready for the risk assessment to take place 2. Apply the previously agreed plans for conducting the risk assessment adapting to unforeseen circumstances and events as they present themselves 3. Identify from documentation, by observation and, where necessary inspection of measures that are not immediately visible, whether in place or at planning stage, issues relating to: <ul style="list-style-type: none"> a. Common and process fire hazards b. Failures and/or changes to the building that could change the way a fire and products of combustion travel through the building c. Failures to comply with specific legal, regulatory, or local requirements particularly those that may lead to the commission of an offence d. Failings in the level of passive and/or active fire protection provided by existing systems and equipment e. The management capabilities and controls in place f. The people at risk within the premises as a result of the hazards or other non-conformities identified 4. Involve the client during the risk assessment at appropriate points to increase their understanding of the risk assessment process and the hazards and/or non-conformities that have been identified

C	Be able to report the outcomes of a fire risk assessment	<p>Candidates will be able to:</p> <ol style="list-style-type: none"> 1. Interpret and apply technical knowledge appropriately to ensure judgements are compliant with legal, regulatory and local requirements 2. Make an informed judgement on the appropriate level of fire precautions in the building/context where the fire risk assessment has been carried out 3. Determine the extent to which fire safety arrangements in premises are adequate and whether duty holders comply with the relevant fire safety legislation 4. Evaluate the risk(s), and consider the appropriate method(s) of managing the risk(s) 5. Provide advice to the client following organisational reporting procedures with clear recommendations on actions to ensure compliance with legal, regulatory, and local requirements including the need for new or upgraded systems and equipment where appropriate 6. Recommend controls to manage residual risks, including where necessary in higher risk situations temporary controls that might be required until a permanent control is implemented 7. Confirm the understanding of the contents of the report and action plans with the client and provide additional instruction and guidance where appropriate or requested to support the understanding and implementation of identified improvements 8. Inform the client under what circumstances there would be a need to notify enforcement agencies of non-compliances where there is a potential legal breach or risk to life and, if appropriate, inform the client of an intention to make such a notification <p>As appropriate, complete a follow up to monitor the activities of the client in their implementation of identified actions</p>
D	Be able to behave appropriately when dealing with a client	<p>Candidates will be able to:</p> <ol style="list-style-type: none"> 1. Comply with legal, professional, and organisational requirements whilst conducting the risk assessment including: <ol style="list-style-type: none"> a. Health and safety b. Data protection and security c. Contractual and invoicing d. Equal opportunities e. Legal, regulatory, and local requirements with relation to fire risk assessments 2. Identify, declare and manage appropriately own and others perceived or actual conflicts of interest that could give rise to call into question the reliability of the fire risk assessment process 3. Work in a professional and ethical manner whilst conducting the risk assessment including: <ol style="list-style-type: none"> a. Working in a reliable, trustworthy, and accurate manner b. Working objectively and avoiding bias in decisions made and recommendations and/or actions identified c. Respecting confidentiality where not in conflict with legal, regulatory, and local requirements d. Addressing access or equal opportunities concerns when dealing with others

		<ul style="list-style-type: none">e. Avoiding situations that could give rise to improper influencef. Avoiding deception or attempts to conceal and working to prevent this happening including reporting to appropriate enforcement agencies where required
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Continuous Professional Development for Fire Risk Assessors

Reference Number	UP34 04		
Unit Status	Mandatory		
Unit SCQF Level	7	Unit SCQF Credit	4
Guided Learning (hours)	8		
Directed Learning (hours)	20		
Assessment Time (hours)	14		
Grading System	Pass/Fail		
Assessment Method	Portfolio of evidence		

Unit Overview

This unit covers the need to maintain personal and professional knowledge, behaviours, skills, and ethical and professional standards for the provision of fire risk assessment services.

Evidence should demonstrate current practice of candidates and their ability to complete personal development audits and plan for activities that will support their continuous development in the future.

As this unit requires a candidate to demonstrate their practical application of skills, evidence could be gathered using production of work product including personal development plans, peer review including formal appraisal systems, competence interview/discussion, and/or competence statements.

Unit Detail

Learning Outcomes		Assessment Criteria
A	Be able to assess own knowledge, skills and working practices	<p>Candidates will be able to:</p> <ol style="list-style-type: none"> 1. Review own current knowledge and skills for conducting fire risk assessments within a variety of settings: <ol style="list-style-type: none"> a. Offices and shops b. Factories and warehouses c. Sleeping accommodation d. Residential care premises e. Educational premises f. Small and medium places of assembly (holding 300 people or less) g. Large places of assembly (holding more than 300 people) h. Theatres, cinemas and similar premises i. Open air events and venues j. Healthcare premises k. Animal premises and stables l. Transport premises and facilities m. High rise residential buildings 2. Take account of feedback from colleagues/stakeholders/clients/other relevant persons or bodies 3. Identify the settings with which own current knowledge and skills are not sufficient to conduct fire risk assessments

B	Be able to construct and implement a personal development plan	<p>Candidates will be able to:</p> <ol style="list-style-type: none"> 1. Apply appropriate techniques to identify own preferred learning style 2. Identify improvements that could be made to own knowledge, behaviours, skills, and ethical and professional standards 3. Identify improvements that could be made to own professional networks to support own knowledge, behaviours, skills, and ethical and professional standards development 4. Construct a personal development plan to address the improvements identified 5. Conduct the identified development activities
C	Be able to evaluate personal development activities	<p>Candidates will be able to:</p> <ol style="list-style-type: none"> 1. Evaluate the impact of personal development activities on own performance and the quality of fire risk assessment provision 2. Identify further development activities to continually improve own performance and the quality of fire risk assessment provision 3. Review and update personal development plan to take account of further development activities