



**FireQual Award in Fire Risk Assessment in High-Risk
Premises 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
September 2022	Nic Preston	Creation of document
April 2022	Steve Skarratt	Amended % for RPEL requirement and the premises details to align with the new standard Appendix A
July 2023	Steve Skarratt	Removed date from Copyright and amended premises definition statement
October 2023	Steve Skarratt	Addition of Qualification Comparison Table

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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 high-risk premises.

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 Award in Fire Risk Assessment in High-Risk Premises at SCQF Level 7
Regulator	SQA Accreditation
Qualification Reference Number	R791 04
Date for First Registrations	26 th October 2022
Last Date for Registrations	30 th September 2025
Grading System	Pass/Fail
SCQF Credit Rating	12
Notional Time (hours)	117
Guided Learning (hours)	49
Directed Learning (hours)	14
Assessment Time (hours)	54
Age Ranges	19+
Assessment Type	Portfolio of evidence
Entry Requirements	<p>Candidates must be able to show evidence of either having completed the FireQual Medium-Risk Premises qualification (or equivalent), and/or evidence of sufficient experience of completing suitable and sufficient fire risk assessments in medium-risk premises (as defined by the Benchmark Standard).</p> <p>Candidates should be proficient in core skills literacy, numeracy, and communication. Candidates must have access to the relevant environment, tools and materials to allow them to successfully complete the assessments as detailed later in this document.</p>

Progression Routes	Candidates who complete this qualification could progress to other higher-level qualifications provided by FireQual to further develop their knowledge of the subject of fire safety.
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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
UR49 04	Principles of Fire Risk Assessment in High-Risk Premises	7	4	Mandatory
UR48 04	Conducting Fire Risk Assessments in High-Risk Premises	7	8	Mandatory

Comparing qualification levels

The table shows a comparison between qualification levels on the Scottish Credit and Qualifications Framework (SCQF), the Regulated Qualifications Framework (RQF) and Credit and Qualifications Framework (CQFW) in England and Wales, and the European Qualifications Framework (EQF).

Scottish Credit and Qualifications Framework (SCQF)	Qualifications in England & Wales (RQF/CQFW)	European Qualifications Framework (EQF)
12	8	8
11	7	7
10/9	6	6
8/7	5/4	5
6	3	4
5	2	3
4	1	2
3	E3	1
2	E2	
1	E1	

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.

The Principles of Assessment

The information below sets out the common principles relating to the assessment process to support in the planning and conducting of assessments for the achievement of this qualification.

The Assessor

Assessors are at the front of the assessment process and, as such, are the first line of quality assurance within the delivery of FireQual qualifications by assessing the evidence produced by the candidate.

This involves getting to know the candidate and their style and capabilities, planning the generation of evidence with them and supporting the collection of the planned evidence.

Assessors ensure that the assessment process runs according to the requirements of the organisation they are employed by and, by virtue of this, the requirements of FireQual and the Regulator.

They are often the first people to report problems or ask for advice from their Internal Quality Assurer raising points to address to ensure the integrity of the delivery and certification of the qualification.

Initial Assessment

Centres should complete an initial assessment with candidates prior to the commencement of the qualification to ensure that the subject matter and level of the qualification is the most appropriate to meet their needs.

This initial assessment should also form part of the planning process so that the most appropriate methods of assessment are chosen to suit the candidate and their learning environment whilst also meeting any mandatory assessment methods the qualification may contain.

It is at this time that Recognised prior experience and learning (RPEL) should be considered and if seen as a viable option, the candidate should be encouraged to provide their evidence for consideration.

Assessment Planning for Internally Assessed Evidence

Prior to carrying out an assessment thorough planning should be completed to identify the assessment methods to be used to provide the candidate with the best opportunity to demonstrate their knowledge, skills, and behaviours to meet the requirements of the qualification.

Plans should include:

- The location and time the assessment will take place
- Ensuring that the evidence produced will meet the needs of being authentic, valid, reliable, current, and sufficient
- Identifying any mandatory assessment methods
- Identifying the qualification requirements that will be met by the planned assessments

The candidate should be included within the planning process so that they are aware of what is required of them and how it matches to the requirements of the qualification.

Judging Internally Assessed Evidence

Once evidence has been generated it must be judged against the requirements of the qualification.

This should be the agreed opinion of the Assessor and candidate of the extent the evidence meets the requirements of the qualification. It should index the evidence against the requirements of the qualification clearly showing the claims to competence that have been made.

When judging evidence, the Assessor ensures it is:

- Authentic – is it the work of the candidate?
- Valid – is the evidence relevant to the qualification requirements?
- Reliable – if a different Assessor completed the assessment would they reach the same decision?
- Current – does the evidence show the candidate meets the qualification requirements at the time of the assessment? Especially important when using Recognised prior experience and learning (RPEL)
- Sufficient – does the evidence meet the requirements of the qualification

Feedback for Internally Assessed Evidence

Feedback should be provided to the candidate for each assessment carried out and recorded on the assessment documentation and should feed into both assessment planning and the completion of progress reviews.

The feedback should provide the candidate with information relating to:

- Whether the planned assessment has been completed
- The quality of the assessment completed
- What has been covered within the standards
- What is required to be completed to move the qualification forward

Mandatory Assessment Methods

Some units may require mandatory forms of assessment to be completed. FireQual will make note in each unit whether mandatory assessment methods apply. If it states that there are no mandatory assessment methods, a suggestion of the types of assessments that could be used will be provided.

Authentication of Internally Assessed Candidate Evidence

Centres must have knowledge and certainty that all assessments undertaken are entirely the work of the candidate being assessed and a statement of authenticity signed by the candidate and Assessor must be present within the portfolio.

The exact wording of the statements of authenticity are at the discretion of the Centre but the below are examples that can be used or used as a basis for the generation of a statement.

'I confirm that all of the evidence presented in relation to the qualification/unit has been produced by myself and meets the requirement of being authentic, sufficient, valid and current to the standards required.'

'I confirm that I have assessed all of the work produced and have ensured that the work is that of the named candidate. I have ensured that during the learning process the evidence is authentic, sufficient, valid and current to the standards required.'

Recording Assessments Using Technology

Technology can be used for the recording of assessments and can often provide greater flexibility and enhance the effectiveness and quality of the assessments being conducted. Where technology is used, the Assessor should:

- Identify those present within the assessment
- Identify the date and time of the assessment, if recorded at a later date, eg. where an audio recording is used for an observation after the event due to background noise, both the original date and time and the recorded date and time should be recorded and an explanation of why it has been recorded at a later time
- Identify the timeframe for evidence where recorded assessments are in excess of 5 minutes

Recordings should be made available in the most appropriate format to ensure that it can be reviewed later. Where recordings have been conducted using bespoke software packages, the centre is required to make this software available, at their cost, to allow for monitoring activities to take place.

Externally Assessed Assessment Methods

e-Assessment

An e-Assessment is where technology, usually a computer and online system is used to assess the performance and measure the knowledge and skills of a candidate in a controlled environment.

Similar to an exam, an e-Assessment is usually made up of a variety of question types which require a candidate to submit a response.

Where an assessment is conducted through this method it will be indicated in the unit details along with the relevant pass mark required.

Centres and candidates such read the FireQual e-Assessment policy and e-Assessment guide to familiarise themselves with this form of assessment in more detail.

Internally Assessed Assessment Methods

Candidate Statement

Statements provide an effective method of gathering information from a candidate without an Assessor having to be always present. It is a way of a candidate providing information of their normal working practices or how they handled a particular type of situation.

They should be well planned to ensure they provide the relevant information to meet the qualification requirements and relate to real life situations that they have been involved in providing dates, times, what they did, how they did it and why they did what they did.

Knowledge Bank

It is likely that the candidate will have a quantity of knowledge criteria that they are required to evidence to demonstrate they understand the principles of the subject matter and the reasons underpinning why they do what they do when completing tasks. The use of a knowledge bank, otherwise known as a Q&A session, would provide the candidate with a set of knowledge questions, which they can then provide written or verbal responses to. Indeed, this is particularly useful where knowledge criteria are multi-part and complex.

In these instances, the questions posed to candidates could be either the assessment criteria listed within the unit(s) or criteria that is reworded into a question.

Observation

Observation is one of the most commonly used assessment types and can be applied to most situations. They are normally conducted by the Assessor and can be used to confirm that the candidate has met the requirements of the qualification by demonstrating their competence.

Observations are a particularly useful way of capturing naturally occurring evidence (i.e. evidence which isn't pre-planned) and when recording the Assessor should ensure that they attempt to record an account of all that occurs.

Observations are less obtrusive than other assessment methods and therefore allow the Assessor to get a true reflection of the candidate's skill and character.

It can be difficult to ensure that all detail is captured during an observation, particularly if conducted in a busy environment and so Assessors need to focus on recording key events and facts only and attempt to minimise disruption as much as possible.

Product Evidence

Product evidence refers to any real work output which the candidate produces, i.e. letters, emails, documents, reports, risk assessments, etc.

It should be used as supplementary evidence as it isn't possible for an Assessor or candidate to declare product as authentic, or reliable, without a corresponding personal statement, observation or witness statement, for example.

Product evidence is invaluable, however, in the provision of 'proof' of work completed and the standard met, and the collection of product evidence should therefore be encouraged for this reason.

Professional Discussion

Professional discussions need to be carefully planned, using the assessment plan and both the Assessor and candidate need to be absolutely clear on what criteria is due to be covered, what additional, supplementary evidence needs to be provided, how the professional discussion will be recorded and when and where it will be held.

The assessment plan can then be used as a 'to do' list to ensure that no criteria is missed. Professional discussions provide the Assessor and the candidate with the tool to fully explore evidence presented to maximise the cross-referencing potential of any evidence recorded.

Professional discussions should be recorded by the Assessor although it is important that the Assessor ensures that they do not dominate the process. The Assessor should, where possible, ask open, 'non-leading' questions and ensure that the candidate is doing most of the talking and providing most of the explanation.

This is to ensure the validity and authenticity of the evidence. Professional discussions can be recorded in writing, but digitally recorded discussions provide additional authenticity and can speed up the process.

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 candidates)
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 candidate fair access to the qualification and must not be used to give any candidate an unfair advantage over other candidates 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.

Recognised Prior Experience and Learning

Recognition of Prior Experience & Learning (RPEL) is defined as:

'A method of assessment that considers whether a candidate 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 experience and learning (RPEL), 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 experience and learning (RPEL), 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 experience and learning (RPEL), 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 experience and learning (RPEL) 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 experience and learning (RPEL) is up to date.

As a result, candidates that wish to make an application should be able to demonstrate evidence that is within eighteen 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 eighteen months currency, the candidate will be unable to claim RPEL.

Evidence that is older than eighteen months in age will not be sufficient to apply for recognised prior experience and learning (RPEL).

Additionally to this, where there is a change in law and/or other professional and/or industry standards, the eighteen 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 experience and learning (RPEL), 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.

A candidate can, where appropriate, and subject to the limitations mentioned above, submit evidence against all elements of a FireQual qualification making use of recognised prior experience and learning (RPEL).

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.

Scenario/Case Study

An effective way of exploring and assessing a candidate's knowledge is to see how it has been applied and scenario or case study-based assessment can do just that.

Through the provision of a scenario or case study and the completion of knowledge-based questions a candidate can demonstrate their understanding of a subject matter and provide the Assessor with the opportunity to further develop the evidence through knowledge questioning or professional discussion.

Short Answer Questions (SAQs) or Assignment

SAQs or assignments can provide an opportunity to capture evidence of knowledge and understanding. These assessment tools can either be Centre devised or developed by FireQual. The assessment tool must clearly evidence which learning outcomes and assessment criteria are being assessed.

Assessments can be developed for individual units or more holistically across units. FireQual provides some example SAQs and assignments but if a Centre prefers to develop their own these must be authorised by FireQual in advance.

SAQs or Assignments are useful to test knowledge and understanding at a higher level (although not exclusively). A written assessment can require additional skills such as literacy, study, research, referencing and demonstration of assessment verbs at a higher level: e.g., "evaluate" or "analyse".

Consideration must be paid to the suitability of this assessment method for the type of qualification, level of qualification, access arrangements and any potential advantage or disadvantage to candidates.

Simulation

In exceptional circumstances evidence from simulation can be used to compliment the primary evidence drawn from activities. Simulation should only occur where the candidate would otherwise be precluded from providing the necessary evidence for demonstrating they met the requirements of the standards because of the nature of their environment or work.

Simulated activities should match as closely as possible those that occur in a real environment. This is particularly important where these activities and their outcomes are being assessed to provide evidence to demonstrate the candidate is meeting the requirements of the standards.

If simulation is to be used, prior agreement as to the arrangements must be sought from FireQual prior to the assessment taking place. Activities should take place in a realistic working environment that:

- Is based on activities, events, challenges and markets
- Includes a comprehensive range of demands, activities, constraints and challenges typical of those that would be met in a real environment
- Gives candidates access to facilities, advice and support that would be normal for the activity, event or type of challenge presented
- Places candidates under pressures of time, resources and access to support that would be normal in an activity, event or type of challenge presented
- Is organised and managed as would a real activity
- Is subject to normal workplace controls regarding health and safety, equal opportunities, and codes of conduct

The use of simulation does not preclude the need for the candidate to be within a relevant job role if required by the qualification to enable them to generate the necessary evidence.

Witness Testimony

Witness statements can provide an opportunity for capturing evidence of situations where it is unlikely that the candidate could be observed by their Assessor. For example, if a candidate has recently completed a fire risk assessment but it was not possible to arrange for attendance of the Assessor, this scenario could be captured as evidence through a witness statement.

Witness statements need to be carefully planned and structured to ensure they provide specific detail on the area being assessed.

For this reason, it's advisable to either provide a template or for the Assessor to interview the witness and record their statement either in writing or digitally.

Witness statements have a tendency to be overly generic, providing testament as to the candidate's general excellent behaviour and performance, but failing to provide specific detail or examples of how and when this has been demonstrated.

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, within 20 working days from enrolment.

If an individual has not been registered and entered for the relevant assessment by the last date for new starts as indicated within this specification, 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.

Continuous Professional Development

Continuous Professional Development (CPD) is an important part of embedding improvements within the operations of a Centre encouraging the development of knowledge and skills within the staff members involved in the management, quality assurance and delivery of FireQual qualifications.

Although Centres have a responsibility to encourage and provide opportunities for CPD to staff members, it is also an individual's responsibility to engage in CPD opportunities as they become available.

CPD should:

- Ensure that staff members are trained to the required levels to carry out their roles
- Maintain knowledge and skill levels on an ongoing basis
- Support and motivate staff members in owning their own development
- Promote continuous improvements in operations of the organisation and management, quality assurance and delivery of the qualification(s)

Examples of Continuous Professional Development

CPD is individual to the staff member and the role they are carrying out as it should be relevant to the knowledge and skills they require at that moment in time. It should also keep in mind potential future developments including possible career progression routes.

The following are examples of CPD that could be carried out, but is not an exhaustive list:

- Completion of relevant qualifications for the role, eg. teaching, assessment, verification qualifications
- Completion of relevant subject matter qualifications, ie. if delivering qualifications within the fire safety industry then undertake the qualifications being delivered or similar ones that help develop knowledge and skills within the subject area
- Engage in work experience/refresher days within industry
- Attend observer training
- Attend standardisation meetings/events
- Proactively work on the development of digital literacy skills
- Engage in and complete mandatory training as required by the employer
- Attend internal and external events/conferences/consultation groups
- Maintain membership with relevant organisations linked to the subject specialism
- Engage in and complete company inductions and continual review processes

Centre Responsibilities for Continuous Professional Development

It is the responsibility of the Centre to ensure that there is in place a CPD policy setting out the requirements of staff members and that all staff members are aware of its content. A Centre CPD system should detail the following:

- Examples of the types of CPD that could be completed

- The minimum level of CPD required per annum, in this instance a minimum of 30 hours CPD per annum is required
- The recording mechanisms for CPD
- The review mechanisms for CPD

Records of relevant CPD activities will be reviewed as part of the FireQual ongoing quality monitoring processes.

Internal Quality Assurance of Internally Assessed Evidence

The minimum sampling levels expected by the Internal Quality Assurer(s) (IQAs) within a Centre are as follows:

Category	Sampling Ratio (as a minimum)
Newly qualified Assessors/Trainers or Assessors/Trainers new to the Centre or those Assessors/Trainers who are continually falling short of the standard required	100% sampling rate
	Observation of practice every 3-months
Assessors/Trainers who are in need of development but often meet the standard required	50% sampling rate
	Observation every 6-months
Assessors/Trainers who are experienced with the qualification they have been assigned to and continually meet the standard required	25% sampling rate
	Observation every 12-months

As with the rates used by FireQual, the rates for Centres should be considered as a minimum and an Internal Quality Assurer (IQA) should select a higher proportion of folders where deemed necessary and appropriate to do so.

Sampling should be of full units and not just individual learning outcomes within a unit. A minimum of 25% of units within a folder should be sampled and all units within a qualification must be sampled across candidates within a 12-month period to ensure that quality and consistency has been checked.

Where not all units within a qualification are delivered within a 12-month period then sampling should be across all units that have been delivered within the 12-months.

Evidence may be holistically assessed across multiple units but should only be considered against the unit(s) that are part of the sample unless the findings of the sample lead to concerns that could impact on additional units or where it is felt that an increase in the number of units sampled would be appropriate and beneficial to the maintaining of standards.

Centre Standardisation

Centres are expected to carry out their own standardisation activities ensuring they continue to develop and improve their performance and the quality of the provision of FireQual qualifications.

Although the frequency of standardisation activities is not dictated, it is good practice to conduct these at least quarterly whether face to face or through appropriate electronic conferencing facilities, eg. video conferencing.

These activities should be evidenced as having taken place and should include:

- Update on changes in the requirements as a FireQual Centre
- Update on changes in the requirements of qualifications
- Update on any findings from FireQual approval, re-approval, monitoring and/or external quality assurance activities
- Review of example training materials/practices
- Review of example candidate work
- Review of assessment practices, eg. induction, planning, judgement of evidence, feedback, ongoing signposting
- Review of quality assurance practices, eg. planning, sampling, feedback

Standardisation can also be used where an Assessor/Trainer and/or Quality Assurer is unable to reach a decision as to the quality of a candidate's work and where discussions with one or more persons could support a decision being made.

Records of standardisation activities will be reviewed as part of the FireQual ongoing quality monitoring processes.

FireQual will also run standardisation activities to bring together Centres who are delivering the qualification to share insights into best practice and areas for improvement. This information should be fed into Centre level standardisation activities to help in self-assessment and planning improvements moving forward.

Centre Assessment Standards Scrutiny for Internally Assessed Evidence

As part of our duty to maintain standards of the delivery and certification of FireQual qualifications, Centres will be subject to quality monitoring activities.

We will sample the evidence generated by candidates for the achievement of this qualification to check that the requirements for the delivery and assessment of the qualification have been consistently met and that certification claims are accurate and justified.

We will sample Centres at a frequency based on the risk rating that has been allocated to them as follows:

Risk Rating	Sampling Frequency	Sampling Ratio (as a minimum)
Green	Once a year unless required more frequently due to not holding Direct Claims Status for an eligible qualification	1 folder for every 10 completed
Amber	6-monthly unless required more frequently due to not holding Direct Claims Status for an eligible qualification	2 folders for every 10 completed
Red	Quarterly or more frequently due to the nature of the sanction giving rise to a Red risk rating	5 folders for every 10 completed

If it is deemed necessary, either due to information held about a Centre or whilst conducting the review, a greater sample can be selected without prior notice as can the frequency of sampling be increased as deemed necessary.

Where possible, we will select folders from each of the Assessors/Trainers and Internal Quality Assurers (IQAs) and each of the delivery locations of the Centre where multiple exist.

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 Assessment in High-Risk Premises

Reference Number	UR49 04		
Unit Status	Mandatory		
SCQF Level	7	Unit Credit	4
Guided Learning (hours)	28		
Directed Learning (hours)	8		
Assessment Time (hours)	6		
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, and the methods and practices to undertake a fire risk assessment within a high-risk building.

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

The unit relates to high-risk buildings, including **but not limited to** those that are 18-metres and over in height, defined as:

Residential buildings occupied by more than 50 persons who may be persons who may be unfamiliar with the building or have impairments or specialised needs, or retail and commercial buildings occupied by over 100 staff and the public, or certain industrial premises, or premises involved with healthcare activities, or particular heritage properties; and **may contain one or more of the features below,**

- Exceed 7-storey in height above ground floor level or have occupancy below ground that has no direct egress to ground level
- With internal travel distances that exceed 60 metres
- With abnormal or transient hazards
- With a floor area exceeding 600 square metres
- With single stairways or complicated exit arrangements
- With combustible or unknown cladding
- Lacks active fire protection or other fire mitigating measures
- Construction might be Traditional, Modular, Lightweight Timber Frame, or External Wall System or other.

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 experience and learning for the completion of this unit if deemed appropriate as part of the assessment planning process, but the Recognition of Prior Experience and Learning (RPEL) must demonstrate up to date knowledge of the subject matters.

Evidence that is older than eighteen months in age will not be sufficient to apply for recognised prior experience and learning (RPEL). In these instances, supplementary evidence will be required to refresh the currency, e.g. 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 eighteen-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.

The CPD section of this unit can be used as a vehicle to demonstrate up to date knowledge where evidence for use with RPEL is older than the eighteen-month period.

Unit Detail

Learning Outcome	Assessment Criteria	Indicative Content
<p>1. Understand the requirements of fire risk assessment in high-risk buildings</p>	<p>1.1 Summarise the common causes of fire, and fire spread in different types of high-risk premises (as defined in the qualification)</p>	<p>Use of current Fire Statistics for different types of premises. Break down of fires by premises type eg. Hospitals, schools, High Rise, etc. Identification of prevalent causes specific to premises type/occupancies</p>
	<p>1.2 Evaluate the fire resisting properties of three types of materials used in construction, and explain how their use can affect the fire safety of a building</p>	<p>Eg. Brick and Block, concrete, glass, steel, stone, timber, cladding, rainscreen etc.</p>
	<p>1.3 Explain, using examples of different types of High risk premises, the importance of taking human behaviour into consideration when designing adequate means of escape</p>	<p>Recognition and response times, personal factors, crowd movement, training, procedures, health related behaviour factors, cultural behaviours and attitudes, route choices etc.</p>
	<p>1.4 Explain the types and purposes of passive fire protection systems that may be present in high-risk premises. (as defined in the qualification)</p>	<p>Lining materials, fire door types, escape routes, compartmentation, fire stopping and penetration seals, Fire resisting ducts and dampers, Fire resisting glazing, Sandwich panels, cladding, rainscreens, specialisms due to premises type, fire signage, associated standards etc.</p>
	<p>1.5 Explain the types and purposes of active fire protection systems that may be present in high-risk premises. (as defined in the qualification)</p>	<p>Specialised detection and alarm systems, categories of system, types of detection, types of alarm, fire suppression systems e.g. Gas, Deluge, water mist, sprinkler, portable fire extinguishing equipment, emergency lighting, voice evacuation systems, associated standards etc.</p>
	<p>1.6 Explain a range of fire prevention activities that could be applied to high-risk premises. (as defined in the qualification)</p>	<p>RR(FS)O Article 10 - (a) avoiding risks; (b) evaluating the risks which cannot be avoided; (c) combating the risks at source; (d) adapting to technical progress; (e) reducing the dangerous by the non-dangerous or less dangerous; (f) developing a coherent overall prevention policy which covers technology, organisation of work and the influence of factors relating to the work environment; (g) giving collective protective measures priority over individual measures; and (h) giving appropriate instructions to employees. Any specialized measures specific to certain types of high risk premises – eg. Heritage, Prisons etc.</p>
	<p>1.7 Explain the fire safety management systems appropriate to high-risk premises. (as defined in the qualification)</p>	<p>Policy, Fire Strategy, Plan to achieve life safety, property protection, business continuity and protecting the environment : Resources and authority (Article 8 and Article 11); Competence/Fire safety training (Article 21); Communication (Article 8 and Article 11); Control of work on site (Article 9 and Article 20); Maintenance and testing (Article 17); Fire Risk Assessment (Article 9); and Emergency planning (Article 15).</p>

2. Understand legislation and guidance relevant to fire risk assessment in high-risk premises	2.1 Identify the appropriate key guidance documents that apply to different high-risk premises and briefly explain their purpose.	As appropriate: e.g. ADB, BS9999, BS9991, BB100, BS8489, BS5839, BS5306, BS5266, BS7273, HTM 05-02, <i>ONR's Safety Assessment Principles for Nuclear Facilities, PSI 11/25, etc.</i>
	2.2 Explain the difference between regulation and guidance.	A clear distinction should be made about the differences demonstrating understanding that guidance is not law.
	2.3 Summarise the legislative requirements placed on responsible person/duty holders and the regulators -(including enforcement options)	Role of the Responsible Person, Article 5(3) people, regulators – powers, enforcement options.
3. Be able to update knowledge of fire risk assessment methods and practices within high-risk buildings	3.1 Identify sources of information that could be used to reflect on and inform own practice including assessments conducted by colleagues and others within the industry across a range of high-risk buildings	External sources such as lead bodies, trade bodies, associations, seminars, webinars, conferences, publication subscriptions etc. "internal" sources from colleagues both formal and informal.
	3.2 Reflect on own understanding of professional and ethical standards, including acting in a non-biased manner and without conflict, and identify areas for improvement	Produce written evidence of reflection using an appropriate model.
	3.3 Evaluate methods to address weaknesses in current knowledge and practice.	Consider a variety of CPD methods available (as per, but not limited to, 3.1 indicative content above) and evaluate them in terms of pros and cons.
	3.4 Develop a CPD action plan to: <ul style="list-style-type: none"> • set activities, • timeframes • review methods in the development of own knowledge and practice 	Produce a reasonable and feasible CPD plan.

Conducting Fire Risk Assessments in High-Risk Premises

Reference Number	UR48 04		
Unit Status	Mandatory		
SCQF Level	7	Unit Credit	8
Guided Learning (hours)	21		
Directed Learning (hours)	6		
Assessment Time (hours)	48		
Grading System	Pass/Fail		
Assessment Method	Portfolio of evidence		

Unit Overview

This unit covers the activities required to conduct a fire risk assessment with a high-risk building.

The unit relates to high-risk buildings, including **but not limited to** those that are 18-metres and over in height, defined as:

Residential buildings occupied by more than 50 persons who may be persons who may be unfamiliar with the building or have impairments or specialised needs, or retail and commercial buildings occupied by over 100 staff and the public, or certain industrial premises, or premises involved with healthcare activities, or particular heritage properties; and may contain one or more of the features below,

- Exceed 7-storey in height above ground floor level or have occupancy below ground that has no direct egress to ground level
- With internal travel distances that exceed 60 metres
- With abnormal or transient hazards
- With a floor area exceeding 600 square metres
- With single stairways or complicated exit arrangements
- With combustible or unknown cladding
- Lacks active fire protection or other fire mitigating measures

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.

Assessment of this unit should be through practical demonstration following the principles:

- Complete at least three suitable and sufficient fire risk assessments of a high-risk building (as defined above).
- Evidence completion of the assessment through sign off by an experienced independent person who can verify the assessment has been completed to legal, industry and professional standards
- Professional discussion talking through from start to finish what the candidate did, how they did it and why they did it to both contextualise their learning and demonstrate their full understanding of the process of carrying out a fire risk assessment to legal, industry and professional standards.

Unit Details

Learning Outcome	Assessment Criteria	Indicative evidence
<p>1. Be able to conduct a fire risk assessment and evaluate the level of fire safety management within high-risk buildings</p>	<p>1.1 Complete pre-assessment work to gather all relevant information and tools required for the assessment including from other organisations, e.g. local authorities, housing regulators and the Fire and Rescue Service.</p>	<p>Evidence of collection of data and information from client and/r other relevant organisations.</p>
	<p>1.2 Assess resource requirements and provide relevant information to the client, e.g. a projection of timescales and costs, and agree prior to the assessment taking place.</p>	<p>Evidence of provision of relevant information to the client prior to the assessment being undertaken.</p>
	<p>1.3 Draw up a plan to conduct the fire risk assessment including an appropriate audit system based on relevant professional standards.</p>	<p>Produce a completed plan for the Fire Risk Assessment.</p>
	<p>1.4 Communicate effectively with the client to organise a time and date to conduct the assessment and agree any access/persons required.</p>	<p>Evidence of effective communication with the client e.g. Notes, email, phone call transcripts, communication log etc.</p>
	<p>1.5 Refer to appropriate guidance, applicable codes, and standards to aid the completion of the assessment.</p>	<p>Reference to appropriate guides. Codes and Standards supporting any recommended action or justification of decisions within the report produced for the client.</p>
	<p>1.6 Identify fire risks within a high-risk building.</p>	<p>All significant risks will be identified and included in the report.</p>
	<p>1.7 Identify where any of the risks identified, exceed own knowledge and skills and require referral to more experienced persons and/or gather relevant information and the support of others to conduct the fire risk assessment.</p>	<p>Evidence of where further research or external advice sought to help identify fire safety issues, or potential solutions. e.g Notes, email, phone call transcripts, etc.</p>
	<p>1.8 Undertake a suitable and sufficient External Wall Survey and assign appropriate further action where needed.</p>	<p>Evidence that a survey has been undertaken. This ac can be combined with 1.7 if appropriate.</p>
	<p>1.9 Act professionally with unforeseen challenges that may arise whilst conducting a fire risk assessment and adapt original plans accordingly including bringing in others who may have more experience to provide support.</p>	<p>If this does not occur, then explain how would you deal with such a situation, using previous examples or an assessor generated scenario.. This can be covered in the professional discussion.</p>
	<p>1.10 Comply with all health and safety requirements for safe working practices within the environment and report any concerns to the client and own supervisor as appropriate.</p>	<p>Evidence that H&S requirements have been identified and met – i.e. site induction records, own risk assessment records etc.</p>
	<p>1.11 Recommend proportionate solutions to mitigate the risks identified following relevant guidance, standards, regulations, and best practice for the environment being assessed.</p>	<p>Appropriate solutions to significant risks identified during the Fire Risk Assessment observation phase will be included in the final report.</p>

	1. 12 Provide information to the client of the result of the assessment and solutions required to mitigate risks and check their understanding.	Evidence that the report has been provided to the client, and that a discussion has taken place to ensure the client understands the content including any recommended actions.
2. Be able to communicate effectively with others relevant to carrying out fire risk assessments within high-risk buildings	2.1 Utilise oral, written, and electronic communications in collaborating the following persons/groups, e.g. supervisors, colleagues, clients, enforcement agencies and/or other relevant persons/agencies	Evidence of effective communications with other parties.
	2.2 Uphold requirements with regards to data security and commercial sensitivities in line with legal and professional standards in all communications	Evidence that data security and commercial sensitivities have been observed.
3. Be able to behave appropriately when dealing with a client	3.1 Identify, declare, and manage perceived or actual conflicts of interest, in line with organisational requirements, that could give rise to call into question the reliability of the fire risk assessment process.	If this does not occur, then explain how would you deal with such a situation. Using previous experience or an assessor generated scenario. This can be covered in the professional discussion.
	3.2 Work in a professional and ethical manner, with support from others whilst conducting the risk assessment, e.g.: <ul style="list-style-type: none"> • Working in a reliable, trustworthy, and accurate manner • Working objectively and avoiding bias in decisions made and recommendations and/or actions identified • Respecting confidentiality where not in conflict with legal, regulatory, and local requirements • Respecting diversity and equal opportunities whilst communicating with others 	Evidence of this will be provided largely as a result of the information gained from ac 1.1 – 1.12 and 2.1 – 2.2