



**FireQual Award in the Servicing and Maintenance of  
Portable Fire Extinguishers at SCQF Level 6**

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## Version Control

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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
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# Contents

About Us.....	6
Qualification Summary .....	7
Qualification Details .....	7
Qualification Structure .....	8
Regulatory Details .....	9
The Regulator.....	9
The Scottish Credit and Qualifications Framework (SCQF) .....	9
Qualification Level .....	9
Credit Rating .....	10
The Principles of Assessment.....	11
The Assessor .....	11
Initial Assessment .....	11
Assessment Planning for Internally Assessed Evidence .....	11
Judging Internally Assessed Evidence .....	12
Feedback for Internally Assessed Evidence .....	12
Mandatory Assessment Methods.....	12
Authentication of Internally Assessed Candidate Evidence.....	12
Recording Assessments Using Technology .....	13
Externally Assessed Assessment Methods .....	13
e-Assessment.....	13
Internally Assessed Assessment Methods .....	13
Candidate Statement .....	13
Knowledge Bank .....	14
Observation .....	14
Product Evidence .....	14
Professional Discussion .....	14
Reasonable Adjustments and Special Considerations .....	16
Recognised Prior Learning.....	16
Scenario/Case Study .....	18
Short Answer Questions (SAQs) or Assignment .....	18
Simulation.....	19
Witness Testimony .....	19
Delivery Organisation Requirements .....	20
Pre-Approval .....	20
Delivery of Training .....	20
Registration of Individuals .....	20

Certification of Individuals .....	20
Delivery Staff Requirements .....	20
Continuous Professional Development.....	21
Examples of Continuous Professional Development.....	21
Centre Responsibilities for Continuous Professional Development.....	21
Internal Quality Assurance of Internally Assessed Evidence.....	22
Centre Standardisation .....	22
Centre Assessment Standards Scrutiny for Internally Assessed Evidence.....	23
Appeals .....	24
Complaints .....	24
Units .....	26
Principles of Portable Fire Extinguisher Servicing and Maintenance .....	27
Conducting Portable Fire Extinguisher Servicing and Maintenance.....	30

## **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 servicing and maintenance of portable fire extinguishers.

The conducting of the servicing and maintenance of portable fire extinguishers aims to achieve compliance with statutory requirements, and to aid the safety measures that are required to ensure the safety of people within the premises, and to protect property.

This qualification addresses the behaviours, knowledge, and skills that have been identified by industry as important to develop individuals to be able to service and maintain portable fire extinguishers in an effective manner.

## Qualification Details

Title	FireQual Award in the Servicing and Maintenance of Portable Fire Extinguishers at SCQF Level 6
Regulator	SQA Accreditation
Qualification Reference Number	R793 04
Date for First Registrations	26 <sup>th</sup> October 2022
Last Date for Registrations	30 <sup>th</sup> September 2025
Grading System	Pass/Fail
SCQF Credit Rating	5
Notional Time (hours)	48
Guided Learning (hours)	28
Directed Learning (hours)	10
Assessment Time (hours)	10
Age Ranges	16-18, 19+
Assessment Type	e-Assessment and Portfolio of evidence
Entry Requirements	There are no pre-requisite entry requirements for registration and completion of this qualification. However, 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.
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.

## Qualification Structure

This qualification has the following structure:

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

<b>Unit Reference</b>	<b>Unit Title</b>	<b>SCQF Level</b>	<b>SCQF Credits</b>	<b>Mandatory/Optional</b>
UR51 04	Principles of Portable Fire Extinguisher Servicing and Maintenance	6	3	Mandatory
UR52 04	Conducting Portable Fire Extinguisher Servicing and Maintenance	6	2	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.

## **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 Learning (RPL) 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 Learning (RPL)
- 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 Learning

Recognition of Prior Learning (RPL) 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 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.

### **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 extinguisher service and maintenance 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 in a position to service and maintain fire extinguishers for a minimum of two years.

Although not mandatory, it is good practice 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 6-monthly 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 Portable Fire Extinguisher Servicing and Maintenance

Reference Number	UR51 04		
Unit Status	Mandatory		
SCQF Level	6	Unit SCQF Credit	3
Guided Learning (hours)	21		
Directed Learning (hours)	5		
Assessment Time (hours)	5		
Grading System	Pass/Fail		
Assessment Method	e-Assessment	Pass Mark	75%

### Unit Overview

This unit covers the knowledge that underpins the servicing and maintenance of portable fire extinguishers and the appropriate professional standards associated with this function, namely the requirements of BS 5306 -3 -8 -9 -10 and BS EN 3.

The unit is assessed through a multiple-choice e-Assessment carried out through the FireQual online assessment system within an invigilated environment. The use of Recognised Prior Learning (RPL) is not applicable to this unit and all candidates will be required to achieve a pass within the associated multiple-choice e-Assessment.

Candidates are required to achieve a minimum of 75% to pass the e-Assessment and, if required, can re-sit the e-Assessment once the opportunity for further knowledge development has taken place to provide the best chances of achievement. The e-Assessment is achieved on a pass/fail basis and not a graded scale.

The e-Assessment will be open book, i.e. candidates will be able to have copies of the relevant standards to hand for reference. FireQual does not provide copies of standards and this will be up to the training centre or candidate to provide.

Learning Outcome	Assessment Criteria	Indicative Content
<p>1. Understand the requirements for the commissioning and maintenance of portable fire extinguishers (BS 5306 – 3)</p>	<p>1.1 Identify the requirements for the commissioning of extinguishers as part of the installation</p>	<p>1.1 Why it is needed; where is it done and by who; etc.</p>
	<p>1.2 State the maintenance intervals for extinguishers and the types of service that should be carried out plus commissioning/ basic tolerances.</p>	<p>1.2 Basic Service - Annual +/- 1 months, Extended Service – 5 years from commissioning or 6 years from date of manufacture, then every 5 years Overall – 10 years.</p>
	<p>1.3 Describe the labelling requirements for extinguishers.</p>	<p>1.3 Maintenance label, Corrective Action Required (CAR), Condemned Label. Etc.</p>
	<p>1.4 Outline the process to be followed when evaluating the fitness for service of extinguishers, and the actions to be taken.</p>	<p>1.4 Examine for corrosion, dents, gouges, cracks, UV damage, non-metal extinguisher body any corrosion, damage, fault or wear of any part intrinsic to the effectiveness of the body material; 2) any non-minor damage from abrasions or cuts; 3) any unintended bulge, depression, cracking or implosion; 4) any evidence of any chemical attack or UV degradation, etc.</p>
	<p>1.5 Describe the process to be followed when dealing with an extinguisher that is to be condemned.</p>	<p>1.5 Make the extinguisher safe (if safe to do so), apply “condemned” sticker, complete service label, remove to a safe location/remove from site, fill in report, obtain customer signature, replace extinguisher if possible. make sure candidates know how to make safe e.g., by inversion or removal of cartridge etc.</p>
	<p>1.6 Describe the process to be followed when dealing with an extinguisher requiring corrective action.</p>	<p>1.6 Apply corrective action sticker, mark the reason why on the service label, inform the customer. Quarantine the extinguisher etc.</p>
	<p>1.7 Identify key information to be included in written reports following maintenance of an extinguisher.</p>	<p>1.7 Company contact details, date of maintenance, type of maintenance undertaken, any requirement for additional extinguishers, name of the technician, signatures (customer and technician) etc.</p>
	<p>1.8 Explain what is meant by a competent person.</p>	<p>1.8 A person with sufficient knowledge, skills, training and experience etc. relating to the role undertaken.</p>

	1.9 Explain the need for training and ongoing refreshers in relation to competence	1.9 Skills fade, awareness of standard and legislation changes over time, knowledge of best practice, etc.
2. Understand the selection and positioning of portable fire extinguishers (BS 5306 - 8)	2.1 Summarise the factors to be considered for the provision of extinguishers.	2.1 Risks involved, size of area to be covered, specialist risks etc.
	2.2 Identify the requirements for the mounting AND positioning of extinguishers.	2.2 Location, Accessibility, Proximity, Avoidance of Corrosion and Vandalism, Avoidance of extreme temperature, Mounting and Signage (LAPAAMS), etc.
3. Understand the recharging of portable fire extinguishers (BS 5306 – 9)	3.1 Summarise the factors that would require an extinguisher to be recharged.	3.1 Full or partial discharge, low pressure, low weight, out of date media, etc.
	3.2 Identify the requirements for the labelling of extinguishers.	3.2 Use of verified parts, low freeze additive, etc.
4. Understand the colour coding to indicate the extinguishing medium contained in portable fire extinguishers (BS 5306 – 10)	4.1 Describe the colour coding used to identify extinguishing media.	4.1 Red – water, Cream – foam, Blue for Powder, Black for CO <sub>2</sub> , Canary yellow for wet chem, Class D – signal violet (purple) etc.
	4.2 Identify the requirements for the size and location of colour indicators.	4.2 Between 3 – 10% of the body, must go above Part 1 (writing on the front of the extinguisher) as a continuous block etc.
5. Understand Health and Safety requirements when working with fire extinguishers.	5.1 Explain the different elements of safe handling of fire extinguishers during the service, refilling, and safe disposal stages.	5.1 Safe location, appropriate PPE, keep safety pin in and secured with a tamper seal unless working on the head assembly, use of correct tools for the job, technician must be trained, good housekeeping, safe removal of head assembly, awareness of gas cartridge dangers, etc.
	5.2 Explain the Health and Safety factors, additional to those in 5.1, to consider when working on a customer's site.	5.2 Awareness of customer H&S procedures, site rules, permits etc.
6. Transportation of extinguishers and use of extinguishers on vehicles.	6.1 Summarise the ADR regulations for the provision of fire extinguishers in commercial vehicles.	6.1 ADR table, size of vehicle vs no. of extinguishers etc.
	6.2 Identify the requirements relating to the safe transportation of fire extinguishers.	6.2 Appropriate packaging, transported upright if possible, securely fastened,. Green diamond to be fixed to rear of van etc.

## Conducting Portable Fire Extinguisher Servicing and Maintenance

Reference Number	UR52 04		
Unit Status	Mandatory		
SCQF Level	6	SCQF Credit	2
Guided Learning (hours)	7		
Directed Learning (hours)	5		
Assessment Time (hours)	5		
Grading System	Pass/Fail		
Assessment Method	Portfolio of evidence		

### Unit Overview

This unit covers the activities required to conduct maintenance and servicing of portable fire extinguishers.

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

- Carry out at least one maintenance and service task for the following types of extinguishers; CO2, cartridge and stored pressure from start to finish. A recording document will be provided to ensure that all necessary elements of the maintenance and service has been completed to the correct standard
- 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 Content
1. Be able to carry out basic maintenance and service of an extinguisher	1.1 Carry out initial checks of the extinguisher	1.1 safety pin fitted, Unit matches the sign, correct unit for the risk? Check travel distance to next extinguisher, Check bracket or stand. Etc.
	1.2 Carry out a basic service on the extinguisher	1.2 Checks: Appropriate to type, date, check not condemned, service label, operating/service instructions, gauge if fitted, remove and check safety pin, horn, elbow and hose, weight against tolerance, replace "o" rings, <b>For Powder</b> , fluidity of powder, syphon/dip tube, strainer/filter Internal condition, <b>For Cartridge operated</b> cartridge date and condition, mechanism and actuating pin, UV damage as appropriate, corrosion on thread, cross threading, vent holes and slots, fit tamper seal. Etc.
	1.3 Complete checks on the extinguisher service label	1.3 Check: commissioning information, date of service, type of service, weight, technician ID, next service date if applicable. Last/next extended service overall etc.