



SFJ Awards Level 5 Certificate in Fire Investigation

**Consultation Draft
December 2018**



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Proposed SFJ Awards Level 5 Certificate in Fire Investigation

Draft Qualification Structure and Units

December 2018

1 About SFJ Awards

SFJ Awards is part of the Workforce Development Trust, together with Skills for Justice and Skills for Health. For over 10 years **Skills for Health** and **Skills for Justice** have been working with employers, Governments of the UK and agencies within the skills system, to better equip workforces with the right skills now and for the future.

During this time both Skills for Health and Skills for Justice have earned an enviable reputation for their knowledge of the health and justice sectors and their proactive approach to the development of skills and qualifications, along with an ability to deliver genuinely workable solutions for the employers they represent.

SFJ Awards is an awarding organisation that builds upon this reputation. We work with employers in the policing, community safety, legal, armed forces and health sectors and understand their specific challenges, enabling us to quality assure learning outcomes that are suited to the needs of the sectors.

Customer satisfaction is the cornerstone of our organisation, and is delivered through an efficient service, providing excellent value for money.

2 Background to proposed SFJ Awards Level 5 Certificate in Fire Investigation

This qualification is being reviewed by SFJ Awards as it has been operational for five years and sector has identified it requires updating.

SFJ Awards wish to consult with any stakeholders who may have an interest in and wish to comment on the draft qualification.

3 What units include

The draft units included in the **SFJ Awards Level 5 Certificate in Fire Investigation** are made up of the following main components:

- Unit title – providing a clear indication of the content of the unit
- Unit level – indicating the level of the unit in relation to RQF level descriptors, included in section 7
- Learning outcomes – setting out what a learner is expected to know, understand or be able to do as the result of a process of learning

- Assessment criteria – specifying the standard a learner is expected to meet to demonstrate that the learning outcomes have been achieved
- Guided Learning Hours (GLH) – define the number of hours where the learner is given specific input, usually by a tutor, in order to achieve the learning outcomes
- Credit value – specifying the number of credits that will be awarded to a learner who has achieved the learning outcomes

4 Proposed qualification structure

The proposed qualification consists of 4 units which have been designed to develop the knowledge and skills of learners who investigate, report and present evidence related to incidents involving fire and/or explosion;

Structure:	4 mandatory units
Number of Credits:	22
Guided Learning Hours:	50
Total Qualification Time:	220

Unit No	Unit Title	Level	Credit Value	GLH
1	L/503/2257 Prepare to investigate an incident involving fire and/or explosion	5	6	10
2	R/503/2258 Investigate an incident involving fire and/or explosion	5	8	23
3	Y/503/2259 Report on the investigation of incidents involving fire and/or explosion	5	4	9
4	J/503/2256 Present evidence related to fire investigations in court and at other hearings	5	4	8

The draft units are available in Section 6 of this document.

5 Consultation

The development team would welcome feedback on the proposed **SFJ Awards Level 5 Certificate in Fire Investigation**. In particular we are seeking views from experts, employers and other stakeholders who have knowledge of and/or whose organisation involves Fire Investigation:

We are looking for feedback on the following:

- Unit content
- Qualification structure
- Qualification and unit level
- Credit values
- Guided Learning Hours (GLH)

- Total Qualification Time (TQT)¹
- Is the qualification fit for purpose?
- Are there are changes you would recommend?
- Is there anything missing from the qualification?

Please send this consultation on to any colleagues who may also be able to comment on the development.

Comments can be sent by email and/or comments/tracked changes included on the units.

All feedback should be sent to the Qualifications Team at SFJ Awards by **18 January 2019**

E-mail: QualificationsTeam@sfjawards.com

Address: SFJ Awards
Consult House
Meadow Court Business Park
4 Hayland Street
Sheffield
S9 1BY

If you have any queries on the consultation, please contact us on the above email or by telephone 0114 284 1970.

¹ See Section 8 for information on TQT

6 Draft units

Title	Prepare to investigate an incident involving fire and/or explosion	
Level	5	
Unit Number	L5-FI-01	
Credit Value	6	
GLH	10	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	Guidance
1. Understand the principles of investigation of fire and/or explosion	1.1 evaluate the levels and types of investigation of fire and/or explosion	
	1.2 explain the purposes and priorities of fire investigation in relation to: <ul style="list-style-type: none"> • Community fire safety • Criminal proceedings • Insurance considerations • Civil litigation • Research and potential outcomes 	
	1.3 summarise the principles of hazard identification, risk assessment and management in the context of fire and/or explosion investigation	

	1.4	summarise the principles of the investigative process based on scientific method.	
	1.5	explain the use of science to determine the origin, cause and behaviour of fire and/or explosion	
	1.6	summarise how the principles of fire and/or explosion dynamics are applied to an investigation	
	1.7	explain the use and application of resources typically used in an investigation of fire and/or explosion	Learners must be able to explain the use and application of a minimum of 5 resources
	1.8	determine factors and actions which influence the potential and actual contamination of a scene	
2. Understand the legal and organisational requirements in relation to investigation of fire and/or explosion	2.1	explain the powers of entry for fire investigation personnel	The powers will differ between organisations, ie Fire and Rescue Services will have different powers of entry to private Fire Investigation organisations, therefore the learner should relate to their own role/organisation
	2.2	summarise the legislative and organisational requirements when dealing with members of the public	
	2.3	explain the necessity for sub-judice	

	within an investigation	
	2.4 summarise the requirements for obtaining consent to carry out a scene investigation	Will be different depending on the organisation, therefore learner should relate to their own role/organisation
	2.5 evaluate the benefits of taking an interagency team approach	
	2.6 summarise the relevant standard protocols and joint memorandums of understanding in relation to fire and/or explosion investigation	This should include reference to Codes of Practice for Fire Investigators.
	2.7 summarise relevant health and safety legislation and its application to fire/explosion? investigation	
	2.8 summarise the role, responsibilities and limits of authority of specialists and other agencies involved in fire/explosion investigation	Consider who has primacy at a Fire/explosion Investigation Consider the different levels and types of specialisms available to the investigator
3. Be able to determine the nature and scope of the investigation	3.1 confirm the type, location, extent and circumstances of the incident	
	3.2 determine scene priorities in relation to the fire and/or explosion investigation	

	3.3 evaluate available information relevant to the incident	
	3.4 establish the need for the involvement of specialists and other agencies in the investigation	Consider the fact that these “specialists” could range from utilities groups to building surveyors to forensic scientists.
4. Be able to set up working arrangements to carry out an investigation	4.1 agree with internal and external personnel: <ul style="list-style-type: none"> • arrangements for the safety and security of the scene • the methodology, timing, people and resources required for the investigation • primacy, roles, responsibilities and levels of authority and confidentiality for those involved • arrangements for the preservation, recovery and storage of evidence 	
	4.2 obtain relevant consent for the investigation to go ahead	This may vary depending on the type of investigation and the primacy involved.
	4.3 confirm all agreements and arrangements are recorded	

Additional information about the unit	
Unit aim(s)	This unit is about preparing to investigate an incident involving fire and/or explosion
Assessment guidance	<p>For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.</p> <p>For the practical components, simulation or scenario-based evidence in a learning and development environment is recommended.</p>

Title	Investigate an incident involving fire and/or explosion	
Level	5	
Unit Number	L5-FI-02	
Credit Value	8	
GLH	23	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	Guidance
1 Understand the methods and science of fire/explosion investigation	1.1 explain the methods and equipment for handling and storing evidence to preserve continuity, avoid damage and any cross contamination	Consider both physical and documentary evidence, ie contemporaneous notes, photos, items sampled from the scene, etc.
	1.2 explain the purpose of gathering information from victims and witnesses of incidents	
	1.3 compare methods of gathering information from victims and witnesses	
	1.4 explain the fire science used in fire investigation	Consider the fire tetrahedron, pyrolysis, science of combustion, etc.
	1.5 analyse the process for identifying, eliminating and confirming potential ignition sources	

	1.6	explain the principles of correlating burn patterns to identify area of origin and evaluate fire/explosion behaviour	
	1.7	analyse the structural and environmental factors which may influence fire suppression and development	Consider the building layout, ventilation methods and types of integral fire suppression and reasons for rapid fire development.
	1.8	<p>evaluate the potential and actual contribution of the:</p> <ul style="list-style-type: none"> • structure • finishes • fittings • equipment, and • processes <p>to the development of an incident</p>	
2 Understand the requirements of working on scene	2.1	summarise the benefits of conducting an internal and external survey of the structure and surrounds in relation to the investigation of fire development	Consider fire spread from other locations, housekeeping and accumulations of fuel loading.
	2.2	explain the process for identifying and recording evidence for either accidental or deliberate causes of fire	
	2.3	explain the principles of fire scene reconstruction	
	2.4	explain the importance of maintaining continuity and integrity of evidence	

	2.5	evaluate techniques for excavating fire debris whilst preserving key evidence	
	2.6	explain methods for recovering evidence from incidents including fatalities	
	2.7	explain the requirements for dealing with the deceased in a dignified manner whilst giving due regard to the objectives of the investigation and the nature of risk	
	2.8	explain methods for recording the scene	
	2.9	analyse the behaviours of people involved in fire	
3	Be able to recover and preserve physical and documentary evidence relevant to the investigation		
	3.1	evaluate those factors that may have a bearing on the origin, cause and development of the incident	
	3.2	protect, recover and preserve evidence	
	3.3	confirm the investigation processes using relevant Personal Protective Equipment and resources identified during the Risk Assessment process	

4 Be able to manage the collection and preservation of evidence	4.1 liaise with individuals and agencies to achieve the handover of all relevant information and evidence where the responsibility for investigation is beyond own legitimate scope	
	4.2 comply with relevant legal, ethical and regulatory requirements in relation to fire/explosion investigation	
	4.3 organise evidence in a way that will assist analysis	
	4.4 confirm all evidence is accurately preserved and stored	
5 Be able to collect witness evidence relevant to the investigation	5.1 confirm details of people who may have information about the incident and their involvement	
	5.2 gather information from relevant people to support the investigation	Consider internal colleagues, police and other agencies.
	5.3 carry out planned collection of data and information from witnesses and victims in accordance with relevant legislation and organisational requirements	
	5.4 gather information in a way that: <ul style="list-style-type: none"> • promotes co-operation • encourages open and honest response 	

6 Be able to compile and provide available evidence	6.1	confirm the validity, relevance and sufficiency of evidence	
	6.2	confirm available evidence is complete to resolve discrepancies where possible	
	6.3	record and disclose discrepancies, omissions, anomalies or inconsistencies in the evidence	
	6.4	confirm the specified requirements for labelling, storing and forwarding evidence	Consider reports, photographs, physical evidence, etc
	6.5	confirm that intended recipients receive compiled evidence and supporting report	
Additional information about the unit			
Unit aim(s)	This unit is about investigating an incident involving fire and/or explosion		
Assessment guidance	<p>For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.</p> <p>For the practical components, simulation or scenario-based evidence in a learning and development environment is recommended.</p>		

Title	Report on the investigation of incidents involving fire and/or explosion		
Level	5		
Unit Number	L5-FI-03		
Credit Value	4		
GLH	9		
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	Guidance	
1 Understand the requirements for reporting on the investigation of incidents involving fire and explosion	1.1 explain legal and organisational requirements for the recording and secure storage of information relating to incidents	Consider GDPR	
	1.2 explain the purpose and importance of samples recovered from the scene		
	1.3 explain the contribution of fire and explosion debris analysis to a report	Consider what tests are available	
	1.4 explain the relevance of reporting the contribution of the: <ul style="list-style-type: none"> • structure • finishes • fittings • equipment, and • processes 		

	to the incident	
	1.5 explain the relevance of reporting the contribution of, or the lack of, Fire Safety measures and practice, , in relation to the incident	
	1.6 explain the process for forming and testing hypotheses in relation to the scientific methodology	Use of another person's work to prove a hypotheses is acceptable but this work must be referenced and credit given.
	1.7 explain the principles of developing and presenting a final hypothesis and conclusions	
2 Be able to evaluate the results of an investigation	2.1 record information relating to the investigation in a way that supports validation and scrutiny	
	2.2 classify records and supporting information in a logical sequence for evaluation	
	2.3 review information to identify any adaptations to accepted working procedures and practices	
	2.4 analyse numerical data for its relevance and support to the investigation outcomes	One type of evidence could be an accurate floor plan showing "to scale" room sizes, etc
	2.5 clarify access to and availability of supplementary materials that support the report in accordance with the rules of	

	disclosure	
	2.6 confirm records and supporting materials relating to the investigation are maintained in a durable and retrievable form	
3 Be able to report the conclusions of an investigation	3.1 confirm the report includes information that is accurate, current, valid and relevant to the investigation	
	3.2 confirm the report conforms to legal requirements with reference to case notes and related materials	
	3.3 present hypotheses and conclusions in clear and unambiguous terms	
	3.4 support conclusions with factual evidence and reasoned, impartial arguments	
	3.5 clarify reasoning for discounting or eliminating specific hypotheses	
	3.6 produce the report in a format agreed within own organisation	
	3.7 provide a disclosure list containing material not contained within the report	
	3.8 confirm receipt of report by all intended authorised recipients	

Additional information about the unit	
Unit aim(s)	This unit is about reporting on the investigation of incidents involving fire and/or explosion.
Assessment guidance	<p>For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.</p> <p>For the practical components, simulation or scenario-based evidence in a learning and development environment is recommended.</p>

Title	Present evidence related to fire investigations in court and at other hearings	
Level	5	
Unit Number	L5-FI-04	
Credit Value	4	
GLH	8	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	Guidance
1. Understand legal and organisation requirements relating to presenting evidence in court and at other hearings	1.1 explain rules of evidence applicable to cases involving fire investigation	
	1.2 summarise procedures, practice and protocols in courts and hearings involving fire investigation	
	1.3 explain disclosure rules in relation to evidence and unused materials	
	1.4 summarise key features of legislation, organisational requirements and guidelines in relation to presenting evidence in court and at other hearings	Consider reference to the Forensic Science Regulator legal guidelines
	1.5 explain reasons why it is important to present evidence in accordance with relevant legal and organisational requirements	

	1.6	explain the roles and responsibilities of the agencies and personnel involved in courts and hearings	
2 Understand the requirements for providing evidence relating to fire investigations	2.1	explain the importance in keeping up to date in own field of expertise	
	2.2	explain how opinion is used in courts and hearings in relation to fire investigation	
	2.3	explain how to compile factual statements and reports for use in courts and hearings	
	2.4	explain the importance of presenting evidence in courts and hearings which is consistent with written materials provided	
3 Be able to prepare for court or other hearings	3.1	respond promptly to any warnings, citations or notifications received from courts or other hearings	
	3.2	compile all evidence in accordance with conventions for recording, labelling and presentation	Evidence will include documents, real, notes and records and interview transcripts
	3.3	maintain an audit trail of information and materials requested by and provided to the court or hearing	
	3.4	make available relevant exhibits, maintaining their continuity and integrity at all times	

	3.5	review all evidence in advance of the hearing in order to identify the relevant issues, facts and opinion	
	3.6	liaise with agencies and individuals involved in the case	
4 Be able to present evidence relating to fire investigations to court or other hearings	4.1	appear at court in accordance with court protocols, procedures and practice for attendance and behaviour	
	4.2	provide oral evidence that is consistent with written evidence provided as part of the case	
	4.3	provide opinion when requested, based on the facts established in the investigation	
	4.4	respond to questions in accordance with court proceedings and protocols	
	4.5	liaise with court officials in accordance with court protocols	
Additional information about the unit			
Unit aim(s)	This unit is about presenting evidence related to fire investigations in court and at other hearings.		
Assessment guidance	<p>For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.</p> <p>For the practical components, simulation or scenario-based evidence in a learning and development environment is recommended.</p>		

7 Level Descriptors²

Level	Knowledge Descriptor (the learner...)	Skills Descriptor (the learner can...)
5	<p>Has practical, theoretical or technological knowledge and understanding of a subject or field of work to find ways forward in broadly defined, complex contexts.</p> <p>Can analyse, interpret and evaluate relevant information, concepts and ideas.</p> <p>Is aware of the nature and scope of the area of study or work.</p> <p>Understands different perspectives, approaches or schools of thought and the reasoning behind them.</p>	<p>Determine, adapt and use appropriate methods, cognitive and practical skills to address broadly defined, complex problems.</p> <p>Use relevant research or development to inform actions.</p> <p>Evaluate actions, methods and results.</p>

² Qualification and Component Levels, Ofqual November 2018
<https://www.gov.uk/guidance/ofqual-handbook/section-e-design-and-development-of-qualifications>

8 Total Qualification Time (TQT)

Values for Total Qualification Time³, including Guided Learning, are calculated by considering the different activities that Learners would typically complete to achieve and demonstrate the learning outcomes of a qualification. They do not include activities which are required by a Learner's Teacher based on the requirements of an individual Learner and/or cohort. Individual Learners' requirements and individual teaching styles mean there will be variation in the actual time taken to complete a qualification. Values for Total Qualification Time, including Guided Learning, are estimates.

Some examples of activities which can contribute to Total Qualification Time include

- Independent and unsupervised research/learning
- Unsupervised compilation of a portfolio of work experience
- Unsupervised e-learning
- Unsupervised e-assessment
- Unsupervised coursework
- Watching a pre-recorded podcast or webinar
- Unsupervised work-based learning
- All Guided Learning

Some examples of activities which can contribute to Guided Learning include:

- Classroom-based learning supervised by a Teacher
- Work-based learning supervised by a Teacher
- Live webinar or telephone tutorial with a Teacher in real time
- E-learning supervised by a Teacher in real time
- All forms of assessment which take place under the Immediate Guidance or Supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

³ Total Qualification Time, Ofqual November 2018
<https://www.gov.uk/guidance/ofqual-handbook/section-e-design-and-development-of-qualifications>