SFJ Awards Level 4 Certificate in Fire Safety (Fire Auditors)

Qualification Handbook

SFJ Awards Level 4 Certificate in Fire Safety (Fire Auditors)

Qualification Number: 600/8396/7

Version	Date of issue	Amendment(s)	Page
V4	23.10.17	Add Total Qualification Time (Section 2.4)	6
		Update Use of Languages (Section 2.9)	7
		Update Section 3 Centre Requirements (no change to requirements)	8
		Update Section 4 Assessment (no change to requirements, more information provided)	9-18
		Update SFJ Awards branding and copyright information	Various
V3	10.12.15	Update SFJ Awards contact details	4
		Remove references to QCF	Various
		Add SFJ Awards unit numbering	Various

Contents

1   Introduction

1.1   About us

SFJ Awards is part of the Skills for Justice Group. For the last 10 years Skills for Justice has 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 Skills for Justice has earned an enviable reputation for its knowledge of the sector and its proactive approach to the development of skills and qualifications, along with an ability to deliver genuinely workable solutions for the employers it represents.

SFJ Awards is an awarding organisation that builds upon this reputation, and understands the specific challenges facing the Policing, Community Safety, Legal and Armed Forces sectors, 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, customer-led service, providing excellent value for money.

1.2   Customer Service Statement

Our Customer Service Statement is published on SFJ Awards website giving the minimum level of service that Centres can expect. The Statement will be reviewed annually and revised as necessary in response to customer feedback, changes in legislation, and guidance from the qualifications Regulators.

1.3   Centre Support

SFJ Awards works in partnership with its customers. For help or advice contact:

SFJ Awards
Consult House
Meadowcourt Business Park
4 Hayland Street
Sheffield
S9 1BY

Tel: 0114 284 1970

E-mail: info@sfjawards.com
Website: www.sfjawards.com

2   The Qualification

2.1   Overall Objective for the Qualification

This handbook relates to the following qualification:

- SFJ Awards Level 4 Certificate in Fire Safety (Fire Auditors)

This qualification is aimed at experienced fire safety officers who are looking to develop their knowledge and skills for more complex premises and environments, with specific reference to fire auditors.

2.2   Pre-entry Requirements

There are no pre-entry requirements for enrolling to complete this qualification but the learner is likely to have experience of fire safety in an auditing role.

2.3   Units and Rules of Combination

SFJ Awards Level 4 Certificate in Fire Safety (Fire Auditors)

The qualification consists of five mandatory units, which give learners a total of 23 credits.

Unit Number	Ofqual Reference	Unit Title	Level	Credit Value
L4-FS-01	K/503/3593	Visit complex premises and environments for the purposes of fire safety regulation	4	4
L4-FS-02	M/503/3613	Review fire protection systems in complex premises and environments	4	5
L4-FS-03	R/503/3605	Review safety measures at locations that are regulated and/or licensed	4	4
L4-FS-04	T/503/1927	Ensure measures are in place to protect people from fire in complex premises and environments	4	5
L4-FS-05	Y/503/3606	Assess risks associated with fire in complex premises and environments	4	5

The detailed content of each of the units in the above qualification is provided in Section 5.

2.4 Total Qualification Time (TQT)

Total Qualification Time comprises of the following two elements.[1]

(a)   The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and

(b)   An estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Please note these are estimated hours. It is the responsibility of centres to decide the appropriate course duration, based on their learners' ability and level of existing knowledge. It is possible, therefore, that the number of guided learning hours will vary from one centre to another according to learners' needs.

Guided learning hours consist of all occasions when a member of training centre staff is present to give specific guidance towards the learning aim of the programme. This definition includes lectures, tutorials, supervised study and assignments.

The Total Qualification Time and Guided Learning Hours for this qualification are as follows:

Qualification Title	TQT	GLH
SFJ Awards Level 4 Certificate in Fire Safety (Fire Auditors)	230	112

2.5 Age Restriction

This qualification is available to learners aged 18+ years.

2.6 Opportunities for Progression

This qualification creates a number of opportunities for progression into existing fire safety qualifications.

2.7 Exemption

No exemptions have been identified.

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[1] Total Qualification Time criteria, Ofqual September 2015
https://www.gov.uk/government/publications/total-qualification-time-criteria

2.8   Credit Transfer

Credits from identical units that have already been achieved by the learner may be transferred.

2.9   Use of Languages

SFJ Awards business language is English and we provide assessment materials and qualification specifications that are expressed in English. Assessment specifications and assessment materials may be requested in Welsh or Irish and, where possible, SFJ Awards will try to fulfil such requests.

SFJ Awards will provide assessment materials and qualification specifications that are expressed in Welsh or Irish and support the assessment of those learners, where the number of learners makes it economically viable for SFJ Awards to do so. More information is provided in the SFJ Awards' Use of Language Policy.

For learners seeking to take a qualification and be assessed in British Sign Language or Irish Sign Language, please refer to SFJ Awards' Reasonable Adjustments Policy. A learner may be assessed in British Sign Language or Irish Sign Language where it is permitted by SFJ Awards for the purpose of Reasonable Adjustment.

Policies are available on our website www.sfjawards.com or on request from SFJ Awards.

3   Centre Requirements

Centres must be approved by SFJ Awards and also have approval to deliver the qualifications they wish to offer. This is to ensure centres have the processes and resources in place to deliver the qualifications. Approved centres must adhere to the requirements detailed in the SFJ Awards Centre Handbook, which includes information for centres on assessment and internal quality assurance processes and procedures and is available in the centres' area of the SFJ Awards website http://sfjawards.com/approved-centres.

Centres are responsible for ensuring that their assessor and internal quality assurance staff:

- are occupationally competent and/or knowledgeable as appropriate to the assessor or IQA role they are carrying out
- have current experience of assessing/internal quality assuring as appropriate to the assessor or IQA role they are carrying out, and
- have access to appropriate training and support.

Information on the induction and continuing professional development of those carrying out assessment and internal quality assurance must be made available by centres to SFJ Awards through the external quality assurance process.

This qualification handbook should be used in conjunction with the SFJ Awards Centre Handbook, the SFJ Awards Assessment Policy and the SFJ Awards Quality Assurance (Internal and External) Policy. All policies are available on the website www.sfjawards.com or on request from SFJ Awards.

4 Assessment

4.1 Qualification Assessment Methods

Assessment methods that can be used for the SFJ Awards Level 4 Certificate in Fire Safety (Fire Auditors) are as follows:

- Coursework
- E-assessment
- Multiple Choice Examination
- Oral Examination
- Portfolio of Evidence (including for example records of professional discussions, question and answer sessions, reflective accounts and observation reports)
- Practical Demonstration / Assignment
- Practical Examination
- Written Examination

4.2 Assessors

4.2.1 Occupational Competence

Due to the risk-critical nature of the work, particularly when assessing in the justice and health sectors, and the legal implications of the assessment process, assessors must understand the nature and context of the learners' work. This means that assessors must be occupationally competent. Each assessor must therefore be, according to current sector practice, competent in the functions covered by the units they are assessing. They will have gained their occupational competence by working within the sector relating to the units or qualification they are assessing.

Assessors must be able to demonstrate consistent application of the skills and the current supporting knowledge and understanding in the context of a recent role directly related to the qualification units they are assessing as a practitioner, trainer or manager.

4.2.2 Occupational Knowledge

Where assessors are assessing knowledge-based qualifications, they must be occupationally knowledgeable.

4.2.3 Qualification Knowledge

Assessors must be familiar with the qualification units they are assessing. They must be able to interpret and make judgements on current working practices and technologies within the area of work.

4.2.4   Assessor Competence

Assessors must be able to make valid, reliable and fair assessment decisions. To demonstrate their competence, assessors must be:

- qualified with a recognised assessor qualification, or
- working towards a recognised assessor qualification, or
- able to prove equivalent competence through training to appropriate national standards, for example, National Occupational Standard 9: Assess learner achievement[2] or Police Sector Standard for the Training of Assessors, Assessor Standard.

Approved centres will be required to provide SFJ Awards with current evidence of how each assessor meets these requirements, for example certificates of achievement or testimonials.

4.2.5   Continuing Professional Development

Assessors must actively engage in continuous professional development activities to maintain:

- occupational competence and knowledge by keeping up-to-date with the changes taking place in the sector(s) for which they carry out assessments
- professional competence and knowledge as an assessor.

4.3   Internal Quality Assurers

4.3.1   Occupational Knowledge

Internal quality assurers (IQAs) must be occupationally knowledgeable across the range of units for which they are responsible prior to commencing the role. Due to the risk-critical nature of the work, particularly in the justice and health sectors, and the legal implications of the assessment process, they must understand the nature and context of the assessors' work and that of their learners. This means that they must have worked closely with staff who carry out the functions covered by the qualifications, possibly by training or supervising them, and have sufficient knowledge of these functions to be able to offer credible advice on the interpretation of the units.

4.3.2   Qualification Knowledge

IQAs must understand the content, structure and assessment requirements for the qualification(s) they are internal quality assuring.

Centres should provide IQAs with an induction to the qualifications that they are responsible for quality assuring. IQAs should also have access to ongoing training and updates on current issues relevant to these qualifications.

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[2] National Occupational Standards for Learning and Development, LLUK 2010

4.3.3   Internal Quality Assurer Competence

IQAs must occupy a position in the organisation that gives them the authority and resources to:

- coordinate the work of assessors
- provide authoritative advice
- call meetings as appropriate
- conduct pre-delivery internal quality assurance on centre assessment plans, for example, to ensure that any proposed simulations are fit for purpose
- visit and observe assessment practice
- review the assessment process by sampling assessment decisions
- ensure that assessment has been carried out by assessors who are occupationally competent, or for knowledge-based qualifications occupationally knowledgeable, in the area they are assessing
- lead internal standardisation activity
- resolve differences and conflicts on assessment decisions.

To demonstrate their competence, IQAs must be:

- qualified with a recognised internal quality assurance qualification, or
- working towards a recognised internal quality assurance qualification, or
- able to prove equivalent competence through training to appropriate national standards, for example National Occupational Standard 11: Internally monitor and maintain the quality of assessment[3] or Police Sector Standard for the Training of Internal Verifiers, Internal Verifier Standard.

Approved centres will be required to provide SFJ Awards with current evidence of how each IQA meets these requirements, for example certificates of achievement or testimonials.

4.3.4   Continuing Professional Development

IQAs must actively engage in continuous professional development activities to maintain:

- occupational knowledge by keeping up-to-date with the changes taking place in the sector(s) for which they carry out assessments
- professional competence and knowledge as an IQA.

4.4   External Quality Assurers

External quality assurers (EQAs) are appointed by SFJ Awards to approve centres and to monitor the assessment and internal quality assurance carried out by centres. SFJ Awards is responsible for ensuring that their external quality assurance team have:

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[3] National Occupational Standards for Learning and Development, LLUK 2010

- sufficient occupational knowledge
- current experience of external quality assurance
- access to appropriate training and support.

External quality assurance is carried out to ensure that there is compliance, validity, reliability and good practice in centres. EQAs must have appropriate occupational and verifying knowledge and expertise.

4.4.1   External Quality Assurer Competence

To demonstrate their competence, EQAs must be:

- qualified with a recognised external quality assurance qualification, or
- working towards a recognised external quality assurance qualification.

4.4.2   Continuing Professional Development

EQAs must maintain their occupational and external quality assurance knowledge. They will attend training and development designed to keep them up-to-date, facilitate standardisation between staff and share good practice.

4.5   Expert Witnesses

Expert witnesses, for example line managers and supervisors, can provide evidence that a learner has demonstrated competence in an activity. Their evidence contributes to performance evidence and has parity with assessor observation. Expert witnesses do not however perform the role of assessor.

4.5.1   Occupational Competence

Expert witnesses must, according to current sector practice, be competent in the functions covered by the units for which they are providing evidence.

They must be able to demonstrate consistent application of the skills and the current supporting knowledge and understanding in the context of a recent role directly related to the qualification unit that they are witnessing as a practitioner, trainer or manager.

4.5.2   Qualification Knowledge

Expert witnesses must be familiar with the qualification unit(s) and must be able to interpret current working practices and technologies within the area of work.

4.6   Assessing Competence

The purpose of assessing competence is to make sure that an individual is competent to carry out the activities required in their work. Assessors gather and judge evidence during normal work activities to determine whether the learner demonstrates their competence

against the standards in the qualification unit(s). Competence should be demonstrated at a level appropriate to the qualification. The skills required at the different qualification levels are defined in Ofqual's level descriptors.[4] Further information on qualification levels is included in the SFJ Awards Assessment Policy.

Evidence must be:

- Valid
- Authentic
- Sufficient
- Current
- Reliable.

Assessment should be integrated into everyday work to make the most of opportunities that arise naturally within the workplace.

4.7   Methods for Assessing Competence

Qualifications may be assessed using any method, or combination of methods in Section 4.1, which clearly demonstrate that the learning outcomes and assessment criteria have been met.

Assessors need to be able to select the right assessment methods for the competences that are being assessed, without overburdening the learner or the assessment process, or interfering with everyday work activities. SFJ Awards expects assessors to use a combination of different assessment methods to make a decision about an individual's occupational competence. Further information on assessment methods is provided below and also in the SFJ Awards Assessment Policy.

4.7.1   Observation

SFJ Awards believes that direct observation in the workplace by an assessor or testimony from an expert witness is preferable as it allows for authenticated, valid and reliable evidence. Where learners demonstrate their competence in a real work situation, this must be done without the intervention from a tutor, supervisor or colleague.

However SFJ Awards recognises that alternative sources of evidence and assessment methods may have to be used where direct observation is not possible or practical.

4.7.2   Testimony of witnesses and expert witnesses

Witness testimonies are an accepted form of evidence by learners when compiling portfolios. Witness testimonies can be generated by peers, line managers and other individuals

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[4] Qualification and Component Levels: Requirements and Guidance for All Awarding Organisations and All Qualifications, Ofqual 2015, www.gov.uk/government/publications/qualification-and-component-levels

working closely with the learner. Witnesses are defined as being those people who are occupationally expert in their role.

Testimony can also be provided by expert witnesses who are occupationally competent **and** familiar with the qualification unit(s). Assessors will not need to spend as long assessing expert witness testimony as they would a witness testimony from a non-expert. Therefore if expert witnesses are involved in the assessment strategy for a qualification a greater number of learners can be managed by a smaller number of assessors.

The assessor is however responsible for making the final judgement in terms of the learner meeting the evidence requirements for the qualification unit(s).

4.7.3 Work outputs (product evidence)

Examples of work outputs include plans, reports, budgets, photographs, videos or notes of an event. Assessors can use work outputs in conjunction with other assessment methods, such as observation and discussion, to confirm competence and assure authenticity of the evidence presented.

4.7.4 Professional discussion

Discussions allow the learner to describe and reflect on their performance and knowledge in relation to the standards. Assessors can use discussions to test the authenticity, validity and reliability of a learner's evidence. Written/audio records of discussions must be maintained.

4.7.5 Questioning the learner

Questioning can be carried out orally or in written form and used to cover any gaps in assessment or corroborate other forms of evidence. Written/audio records of all questioning must be maintained.

4.7.6 Simulations

Simulations may take place either in a non-operational environment which is not the learner's workplace, for example a training centre, or in the workplace. Proposed simulations must be reviewed to ensure they are fit for purpose as part of the IQA's pre-delivery activity.

Simulations can be used when:

- the employer or assessor consider that evidence in the workplace will not be demonstrated within a reasonable timeframe
- there are limited opportunities to demonstrate competence in the workplace against all the assessment criteria
- there are health and safety implications due to the high risk nature of the work activity
- the work activity is non-routine and assessment cannot easily be planned for
- assessment is required in more difficult circumstances than is likely to happen day to day.

Simulations must follow the principles below:

1. The nature of the contingency and the physical environment for the simulation must be realistic
2. Learners should be given no indication as to exactly what contingencies they may come across in the simulation
3. The demands on the learner during the simulation should be no more or less than they would be in a real work situation
4. Simulations must be planned, developed and documented by the centre in a way that ensures the simulation correctly reflects what the specific qualification unit seeks to assess and all simulations should follow these documented plans
5. There should be a range of simulations to cover the same aspect of a unit and they should be rotated regularly.

4.8   Assessing Knowledge and Understanding

Knowledge-based assessment involves establishing what the learner knows or understands at a level appropriate to the qualification. The depth and breadth of knowledge required at the different qualification levels are defined in Ofqual's level descriptors.[5] Further information on qualification levels is included in the SFJ Awards Assessment Policy.

Assessments must be:

- Fair
- Robust
- Rigorous
- Authentic
- Sufficient
- Transparent
- Appropriate.

Good practice when assessing knowledge includes use of a combination of assessment methods to ensure that as well as being able to recall information, the learner has a broader understanding of its application in the workplace. This ensures that qualifications are a valid measure of a learner's knowledge and understanding.

A proportion of any summative assessment may be conducted in controlled environments to ensure conditions are the same for all learners. This could include use of:

- Closed book conditions, where learners are not allowed access to reference materials
- Time bound conditions
- Invigilation.

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[5] Qualification and Component Levels: Requirements and Guidance for All Awarding Organisations and All Qualifications, Ofqual 2015 www.gov.uk/government/publications/qualification-and-component-levels

4.9   Methods for Assessing Knowledge

Qualifications may be assessed using any method, or combination of methods in Section 4.1, which clearly demonstrate that knowledge-based learning outcomes and assessment criteria have been met. Evidence of assessment, examples listed below, can be included in a portfolio of evidence.

a)   Written tests in a controlled environment
b)   Multiple choice questions
c)   Evidenced question and answer sessions with assessors
d)   Evidenced professional discussions
e)   Written assignments (including scenario-based written assignments).

Where written assessments are used centres must maintain a sufficient bank of assignments which are changed regularly.

4.10   Assessment Planning

Planning assessment allows a holistic approach to be taken, which focuses on assessment of the learner's work activity as a whole. This means that the assessment:

- reflects the skills requirements of the workplace
- saves time
- streamlines processes
- makes the most of naturally occurring evidence opportunities.

Planning assessment enables assessors to track learners' progress and incorporate feedback into the learning process; assessors can therefore be sure that learners have had sufficient opportunity to acquire the skills and knowledge to perform competently and consistently to the standards before being assessed. The assessment is therefore a more efficient, cost effective process which minimises the burden on learners, assessors and employers.

4.11   Standardisation

Internal and external standardisation is required to ensure the consistency of evidence, assessment decisions and qualifications awarded over time.

4.11.1 Internal standardisation

IQAs should facilitate internal standardisation events for assessors to attend and participate, in order to review evidence used, make judgments, compare quality and come to a common understanding of what is sufficient.

4.11.2 External standardisation

SFJ Awards will enable access to external standardisation opportunities for centres and EQAs over time.

Further information on standardisation is available in the SFJ Awards Quality Assurance (Internal and External) Policy and the SFJ Awards Standardisation Policy.

4.12 Recognition of Prior Learning (RPL)

Recognition of prior learning (RPL) is the process of recognising previous formal, informal or experiential learning so that the learner avoids having to repeat learning/assessment within a new qualification. RPL is a broad concept and covers a range of possible approaches and outcomes to the recognition of prior learning (including credit transfer where an awarding organisation has decided to attribute credit to a qualification).

The use of RPL encourages transferability of qualifications and/or units, which benefits both learners and employers. SFJ Awards supports the use of RPL and centres must work to the principles included in Section 6 Assessment and Quality Assurance of the SFJ Awards Centre Handbook and outlined in SFJ Awards Recognition of Prior Learning Policy.

4.13 Equality and Diversity

Centres must comply with legislation and the requirements of the RQF relating to equality and diversity. There should be no barriers to achieving a qualification based on:

- Age
- Disability
- Gender
- Gender reassignment
- Marriage and civil partnerships
- Pregnancy and maternity
- Race
- Religion and belief
- Sexual orientation

Reasonable adjustments are made to ensure that learners who are disabled are not disadvantaged in any way. Learners must declare their needs prior to the assessment and all necessary reasonable adjustment arrangements must have been approved by SFJ Awards and implemented before the time of their assessment.

Further information is available in the SFJ Awards Reasonable Adjustments and Special Considerations Policy and the SFJ Awards Equality of Opportunity Policy.

4.14 Health and Safety

SFJ Awards is committed to safeguarding and promoting the welfare of learners, employees and volunteers and expect everyone to share this commitment.

SFJ Awards fosters an open and supportive culture to encourage the safety and well-being of employees, learners and partner organisations to enable:

- learners to thrive and achieve
- employees, volunteers and visitors to feel secure
- everyone to feel assured that their welfare is a high priority.

Assessment of competence based qualifications in the justice sector can carry a high risk level due to the nature of some roles. Centres must therefore ensure that due regard is taken to assess and manage risk and have procedures in place to ensure that:

- qualifications can be delivered safely with risks to learners and those involved in the assessment process minimised as far as possible
- working environments meet relevant health and safety requirements.

5   Qualification Units

Unit number	L4-FS-01
Title	**Visit complex premises and environments for the purposes of fire safety regulation**
Level	4
Credit value	4
GLH	15
Unit aims	This unit is about planning and conducting audits or inspections of premises for the purposes of fire safety regulation; identifying potential breaches of the legislation and deciding the action self and owner[s]/ occupier[s] need to take, which may include informal and formal enforcement of fire safety legislation. The individual will also prepare effective inspection reports for the purposes of fire safety regulation, and communicate fire safety compliance or deficiencies to others for the purposes of the regulation.
	The requirements specified in Learning Outcome 1 relate to a general term used to encompass the individual's understanding of all aspects of carrying out visits for fire safety regulation in complex premises and environments.
	Contact will be made with the person(s) described within the relevant home nation's legislation.
	This unit is recommended for Regulators, i.e. anyone who has responsibility for ensuring the requirements of Fire Safety and associated regulation are being met through cooperation or enforcement.

Learning outcomes *The learner will:*	Assessment criteria *The learner can:*
1. Understand requirements for visiting complex premises and environments for the purposes of fire safety regulation	1.1 explain the aims, objectives and priorities of the regulatory authority
	1.2 explain the regulatory organisation's policies, instructions or procedures for conducting audits and inspections of complex premises and environments
	1.3 evaluate the links with other regulators to identify where their activities impinge on own in relation to fire safety regulation of complex premises and environments
	1.4 clarify the organisation's health and safety policy and its application in relation to visits to complex

			premises and environments
		1.5	explain the assessment of the level of fire safety risk on complex premises and environments
		1.6	explain how to select suitable options to move complex premises and environments towards compliance
		1.7	evaluate ways of assessing the impact of decisions made on the person[s], the premises and the community
		1.8	explain how to differentiate between formal and informal enforcement in the context of complex premises and environments
		1.9	clarify the assessment of control measures and management systems to identify breaches of legislation and risks to fire safety in complex premises and environments
		1.10	explain the requirements for communicating the implications of findings to colleagues within the organisation and appropriate people outside the organisation
2.	Be able to prepare for a visit to complex premises and environments	2.1	use appropriate databases and other information sources to identify person[s] and premises for audit and inspection, in line with the priorities of own authority
		2.2	plan a logical series of inspections for complex premises and environments which is consistent with the authority's plans and priorities
		2.3	plan individual audits and inspections for complex premises and environments, taking into account regulatory priorities and person[s] availability
		2.4	use information gathered to identify appropriate benchmarks and likely priorities for consideration during any contact with person[s]
		2.5	develop relevant topic areas for audit and inspection with reference to organisational priorities
3.	Be able to visit complex premises and environments to carry out audits and inspections	3.1	secure co-operation of the person[s] with authority to gain access to premises and carry out regulatory activity
		3.2	conduct audits and inspections of complex premises and environments safely
		3.3	manage the pace and process of the inspection with flexibility to deal appropriately with issues outside the scope of the plan
		3.4	identify systems and processes put in place to reduce risks
		3.5	deal with identified issue in a logical and systematic

		manner
	3.6	identify positive aspects of fire safety performance on which further change and development can be built
	3.7	critically compare findings with existing standards and against the principles of risk assessment and control to identify if any risk gap[s] exist
	3.8	select acceptable options to achieve acceptable standards where risks are inadequately controlled
	3.9	specify the enforcement action required to secure compliance by self and the appropriate person[s]
	3.10	assess the likely impact on the people and property resulting from enforcement action
	3.11	encourage development of fire safety policies, plans and procedures to influence appropriate risk management standards within complex premises and environments
4. Be able to report on the conduct and findings of the visit to complex premises and environments	4.1	prepare clear, concise inspection reports, in the agreed format
	4.2	prepare inspection reports which will - inform the next visit plan - identify who was met - indicate the purpose of the inspection - indicate any limitations - state the salient findings - state the action taken by self and the person[s]
	4.3	evaluate the effectiveness of the inspection against objectives in the plan
	4.4	arrange any further action required by own or another regulatory authority
	4.5	communicate findings to colleagues and update authority records

Additional information about the unit	
Assessment requirements specified by a sector or regulatory body (if appropriate)	For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed. For the practical components, simulation in a learning and development environment is recommended but assessment in a workplace environment is also permitted.

Unit number	L4-FS-02
Title	**Review fire protection systems in complex premises and environments**
Level	4
Credit value	5
GLH	28
Unit aims	This unit is about advising on management control systems and practices, and active and passive systems affording protection from fire to people, property and the environment. It includes the range of resources and equipment available relevant to the prevention, control, containment or elimination of outbreak of fire or related incidents. Individuals will work within their personal level of responsibility and authority for providing advice and information and dealing with compliance issues.
	The unit is recommended for Practitioners, i.e. anyone who is employed or contracted to work with others in an organisation – staff, owners and/or occupiers - to ensure that, within the scope of their responsibility, suitable and sufficient fire safety arrangements are made and maintained.
	It is also appropriate for Regulators, i.e. anyone who has the responsibility for ensuring the requirements of Fire Safety and associated regulation are being met through cooperation or enforcement.

Learning outcomes	Assessment criteria
The learner will:	*The learner can:*
1 Understand legislative and organisational requirements applicable to fire protection systems in complex premises and environments	1.1 summarise the legislative framework, consultation procedures and other mechanisms for achieving fire protection within existing, proposed and altered premises
	1.2 explain the principles of working in partnership with others in order to achieve a satisfactory level of fire safety
	1.3 summarise key aspects of national and international standards, codes of practice, guidance and legislation that address protection of people, property and the environment from fire
	1.4 explain the limitations of codes of practice and guidance when providing complex fire safety measures and proposals
	1.5 explain the use of fire risk assessment to justify departures from codes of practice and guidance
2 Understand procedures and processes for reviewing matters relating to fire protection systems in complex	2.1 explain the role of systems in protecting people, property and the environment from fire
	2.2 explain how to access sources of specialist support,

	premises and environments		advice and information
		2.3	summarise the factors affecting the formulation of risk-appropriate solutions within organisational constraints, for the protection of people, property and the environment
		2.4	explain how to prioritise options for fire protection to address assessed levels of risk
3	Be able to evaluate fire risks in complex premises and environments	3.1	distinguish the type, range and level of fire risk within different areas of the premises, in relation to its construction, layout and use
		3.2	review planned changes in construction, layout and use of complex premises and environments which may affect the suitability of the existing fire protection systems, or the choice of new systems
		3.3	determine the validity of the current risk assessment to identify risks which are not adequately controlled
		3.4	explain the adequacy and effectiveness of current fire protection systems
		3.5	obtain sufficient additional information to assist with recommendations where deficiencies are identified
		3.6	obtain specialist advice to support assessment where factors influencing risk are outside of own personal level of expertise
4	Be able to recommend options to support appropriate risk reduction measures, fire precautions and maintenance routines in complex premises and environments	4.1	select options for fire protection to control identified risks in complex premises and environments
		4.2	specify the contribution to, and impact on, the overall fire safety strategy of selected fire protection options
		4.3	prioritise options to meet legislative, regulatory and statutory requirements
		4.4	evaluate information that may influence the ultimate selection of fire protection systems
		4.5	summarise recommendations in agreed format and at sufficient level of detail to assist with decision making
		4.6	ensure others' understanding of recommendations and the implications associated with decisions on the selection, installation and maintenance of fire protection systems
		4.7	explain the action(s) required to meet legal and statutory requirements and the implications of non-compliance

Additional information about the unit	
Assessment requirements specified by a sector or regulatory body (if appropriate)	For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.
	For the practical components, simulation in a learning and development environment is recommended but assessment in a workplace environment is also permitted.

Unit number	L4-FS-03
Title	**Review safety measures at locations that are regulated and/or licensed**
Level	4
Credit value	4
GLH	28
Unit aims	This unit is about auditing and advising on the risks associated with locations that are regulated and/or licensed. It applies to working in complex premises and environments. Individuals will work within their personal level of responsibility and authority in terms of providing advice, information and dealing with regulatory and/or licensing matters. The context of this standard may vary in different Authority areas due to the regulatory requirements therein.
	The requirements specified in Learning Outcome 1 relate to a general term used to encompass the individual's understanding of all aspects of reviewing safety measures in complex premises and environments that are regulated and/or licensed.
	The unit is recommended for Practitioners, i.e. anyone who is employed or contracted to work with others in an organisation - managers, staff, trade unions, owners and/or occupiers - to ensure that, within the scope of their responsibility, suitable and sufficient fire safety arrangements are made and maintained.
	It is also appropriate for Regulators, i.e. anyone who has the responsibility for ensuring the requirements of Fire Safety and associated regulation are being met through cooperation or enforcement.

Learning outcomes	Assessment criteria
The learner will:	*The learner can:*
1 Understand requirements for reviewing safety measures in complex premises and environments that are regulated and/or licensed	1.1 explain the signage requirements for the location and, where relevant, category and type
	1.2 summarise the legislative framework and the mechanisms of enforcement within own, and others, level of responsibility
	1.3 explain the purpose and function of safety solutions and control measures associated with the protection of people, property and the environment in relation to the risks associated with the location
	1.4 explain the function of the facilities required at site to assist a responder to manage and resolve an incident
	1.5 evaluate the potential for incidents to occur at the

		1.6	explain licensing requirements associated with the location
		1.7	specify the requirements for records associated with the location's usage
2	Be able to determine risks in complex premises and environments	2.1	establish the nature and level of the risks associated with the type and use of the location
		2.2	liaise with appropriate enforcement agencies to evaluate the effectiveness of the existing risk assessment
		2.3	evaluate risk reduction and control measures in respect of the management of the location
		2.4	confirm the suitability and sufficiency of existing control measures
3	Be able to recommend controls to manage specific risks in complex premises and environments	3.1	advise on the effectiveness of self-determined risk assessment and actions which require attention
		3.2	generate options for improving control measures for the management of complex premises and environments
		3.3	prioritise options, taking account of local, national, international and regulatory requirements
		3.4	recommend action to ensure compliance specifying the benefits and implication of each option at a sufficient level of detail that can be understood by the appropriate people
		3.5	specify the consequences of non-compliance with external requirements
Additional information about the unit			
Assessment requirements specified by a sector or regulatory body (if appropriate)	For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed. For the practical components, simulation in a learning and development environment is recommended but assessment in a workplace environment is also permitted.		

Unit number	L4-FS-04
Title	**Ensure measures are in place to protect people from fire in complex premises and environments**
Level	4
Credit value	5
GLH	21
Unit aim	This unit is about ensuring that required fire safety resources are available, including active and passive fire protection systems. It applies to working in complex premises and environments. Implementation will be in accordance with a pre-determined risk assessment and risk management system to ensure that the risk reduction, fire precautions and maintenance routines are sustained.
	The requirements specified in Learning Outcome 1 relate to a general term used to encompass the individual's understanding of all aspects of the protection of people from fire in complex premises and environments.
	The unit is recommended for Practitioners, i.e. anyone who is employed or contracted to work with others in an organisation - managers, staff, representatives, owners and/or occupiers - to ensure that, within the scope of their responsibility, suitable and sufficient fire safety arrangements are made and maintained.
	It is also appropriate for Regulators, i.e. anyone who has the responsibility for ensuring the requirements of Fire Safety and associated regulation are being met through cooperation or enforcement.

Learning outcomes *The learner will:*	Assessment criteria *The learner can:*
1. Understand requirements for the protection of people from fire in complex premises and environments	1.1 explain the range, type and purpose of fire precautions in place
	1.2 explain existing internal and external fire safety management systems
	1.3 explain who has responsibility for fire safety management systems
	1.4 explain the internal and external checking and certification procedures and their frequency
	1.5 summarise the procedures for reporting deficiencies, defects, damage or omissions and who has authority to take corrective action
	1.6 explain how to maintain effectiveness in the implementation of current fire procedures and other contingency arrangements
	1.7 summarise the training requirements in relation to the protection of people from fire
	1.8 summarise the organisational requirements for

			records associated with fire safety equipment, fire precautions and management systems
		1.9	explain own and others responsibilities in maintaining fire safety requirements for premises user(s)
		1.10	explain how to access sources of information, advice and support
2.	Be able to ensure resources are available to manage fire risks in complex premises and environments	2.1	confirm sufficient fire safety measures and resources of the correct type are in place to meet the requirements of the risk assessment
		2.2	confirm sufficient notices and instructions relating to equipment are correctly placed, are legible and current
		2.3	confirm people with fire safety responsibility are aware of their role and of the training they are required to undertake
		2.4	confirm arrangements and action plans for access, egress and evacuation are in place
		2.5	notify appropriate people of any deficiencies, defects and lack of resources

Additional information about the unit

Assessment requirements specified by a sector or regulatory body (if appropriate)	For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.
	For the practical components, simulation in a learning and development environment is recommended but assessment in a workplace environment is also permitted.

Unit number	L4-FS-05
Title	**Assess risks associated with fire in complex premises and environments**
Level	4
Credit value	5
GLH	20
Unit aims	This unit is about the practitioner, either on their own or in co-operation with others, ensuring that, as far as is reasonably practical, everyone on the premises can escape safely in the event of a fire. This will also include making certain that the risk reduction, fire precautions and maintenance routines are sustainable. It applies to working in complex premises and environments. Individuals will be working within their personal level of responsibility for advice, information and enforcement issues.
	The requirements specified in Learning Outcome 1 relate to a general term used to encompass the individual's understanding of all aspects of assessing fire risks in complex premises and environments.
	The responsibility for the assessment lies with the person(s) described within the relevant home nation's legislation.
	The unit is recommended for Practitioners, i.e. anyone who is employed or contracted to work with others in an organisation - manager, staff, owners and/or occupiers - to ensure that, within the scope of their responsibility, suitable and sufficient fire safety arrangements are made and maintained.
	It is also appropriate for Regulators, i.e. anyone who has the responsibility for ensuring the requirements of Fire Safety and associated regulation are being met through cooperation or enforcement.

Learning outcomes	Assessment criteria
The learner will:	*The learner can:*
1 Understand requirements for assessing fire risks within complex premises and environments	1.1 explain the principles and methodologies for risk assessment and its validity in complex premises and environments
	1.2 explain the principles and methods of fire safety in complex premises and environments including structure, materials and access issues affecting fire safety
	1.3 explain why fire risk assessment may be used to justify departures from codes of practice
	1.4 explain the effect of the development of fire safety principles on people, property and the environment

		1.5	explain the purpose of management system(s), and passive and active fire protection system(s) in complex premises and environments
		1.6	summarise common causes of fire and the significance of the common causes in different occupancies
		1.7	explain how fire incidents can impact on business continuity and stakeholders in complex premises and environments
		1.8	analyse the impact of the diversity of occupants in relation to safety responses
		1.9	define human behaviour in the context of fire prevention and defence against fire in complex premises and environments
		1.10	analyse the factors affecting the formulation of risk-appropriate measures within organisational constraints, for the protection of people, property and the environment
		1.11	evaluate the role and interests of stakeholders in the protection of life, property and the environment from fire
2	Understand processes and guidance relevant to fire risk assessment in complex premises and environments	2.1	explain how to access sources of specialist advice and support
		2.2	summarise the relevant national legislative framework and the mechanisms of enforcement in new, altered and existing buildings
		2.3	explain organisational policy and working practices in relation to risk assessment in complex premises and environments
		2.4	explain the methods and techniques for identifying, assessing and interpreting relevant data and associated information
		2.5	clarify the consultation procedures relating to fire safety
		2.6	clarify the roles, responsibilities, level of authority and requirements of self and others within the context of formal proceedings
		2.7	critically compare the guidance and codes of practice that address safety of life from fire and compliance with legislation for complex fire safety measures

3	Be able to evaluate fire hazards and risks in complex premises and environments	3.1	evaluate the type and level of risk associated with identified hazards
		3.2	identify all physical areas within the scope of the evaluation
		3.3	identify relevant people who may be at risk
		3.4	assess the significance of identified risks and their potential for harm to people, property and the environment
		3.5	evaluate the effectiveness of current control measures
		3.6	determine the need for existing or new control measures
4	Be able to specify solutions to minimise risks from fire in complex premises and environments	4.1	develop suitable options to eliminate, reduce or control risks in complex premises and environments
		4.2	develop a rationale for prioritisation against critical factors to support risk management decisions
		4.3	seek advice and support to address issues that are outside of own level of responsibility or expertise
		4.4	obtain agreement and approval from those with the authority to take forward actions that have been determined
		4.5	advise on actions to meet legal and statutory requirements and implications of non-compliance

Additional information about the unit	
Assessment requirements specified by a sector or regulatory body (if appropriate)	For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.
	For the practical components, simulation in a learning and development environment is recommended but assessment in a workplace environment is also permitted.

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