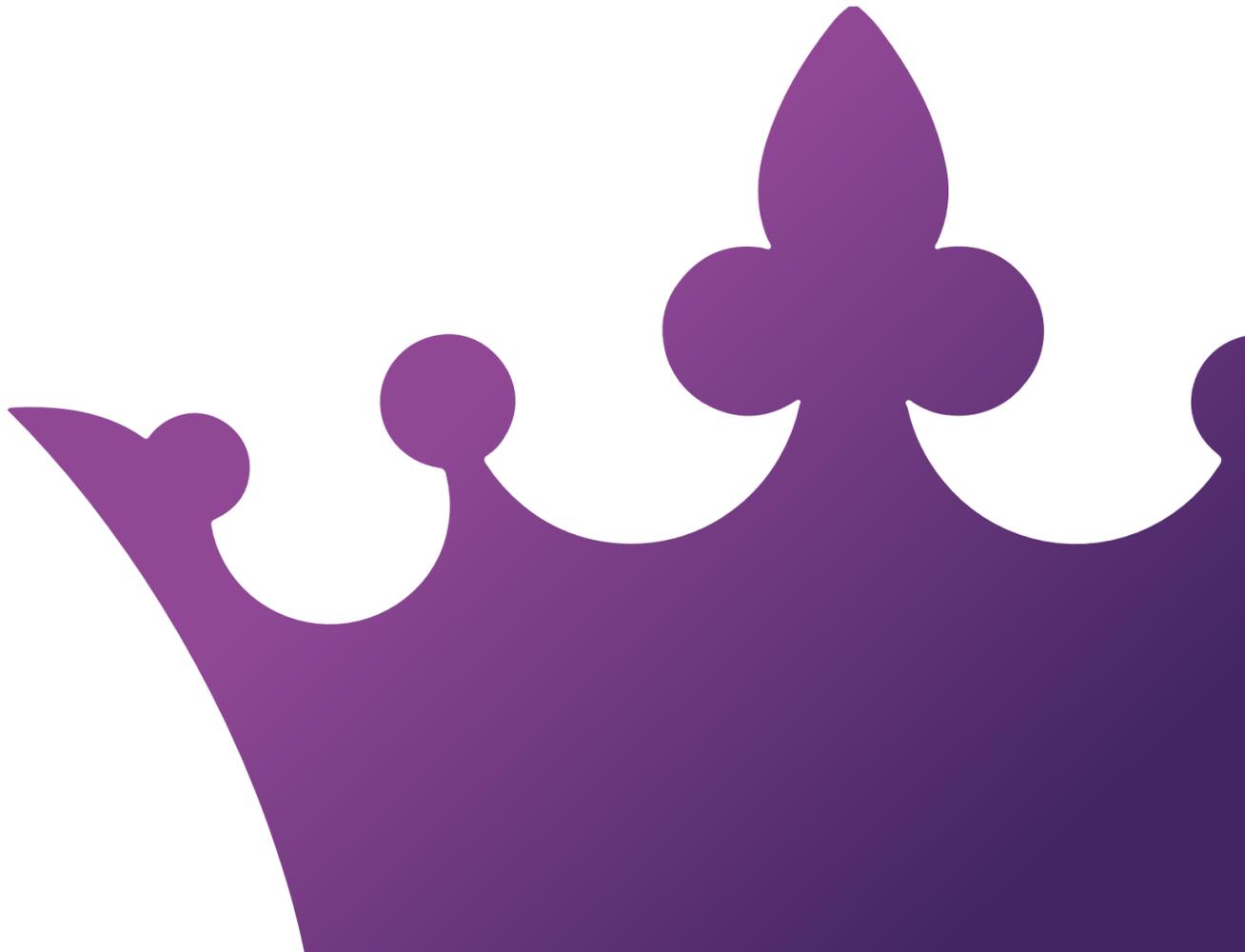# SFJ Awards Level 2 Certificate in Fire Sprinkler Installation (Domestic and Residential)

Qualification Handbook

SFJ Awards Level 2 Certificate in Fire Sprinkler Installation (Domestic and Residential)

Ofqual Qualification Number: 610/3701/1

Qualifications Wales Number: C00/4945/2

Operational Start Date: March 1st 2024

Document Control

Revisions and Amendment Register

Date of Issue	Page No	Revision	Version
March 2024		N/A	1
August 2024	10	Amendment to age requirements	2

Contents

1   Introduction

1.1   About Us

SFJ Awards is part of the Workforce Development Trust group, together with Skills for Justice, Skills for Health and People 1ˢᵗ International. The Workforce Development Trust is a not-for-profit organisation helping employers to continually improve their workforce through increasing productivity, improving learning solutions and helping to boost the skills for staff across a wide range of industries throughout the UK and internationally.

SFJ Awards is an independent Awarding Organisation, regulated by the UK qualifications regulators, including Ofqual, CCEA and Qualifications Wales, to assess, quality assure and certificate learners and employees, helping training providers and employers to continue developing a highly skilled workforce for the future. Our values are 'For Skills, For Flexibility and For Jobs' and our work embodies the core charitable aims of the wider Workforce Development Trust group that ultimately supports better jobs. We add value to employers and training providers by delivering a wide range of sector-specific regulated qualifications, bespoke learner certification and quality assurance; SFJ Awards is also an End-Point Assessment Organisation for Apprenticeships in England.

Whilst predominantly delivering qualifications and assessments to meet the needs of Policing, Fire and Rescue, Community Justice, Custodial Care, Armed Forces, Security and Emergency Services, we continue to grow into markets that require a robust, and quality assured certification solution.

1.2   Customer Service Statement

Our Customer Service Statement is published on the 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 Qualification Objective

This handbook relates to the following qualification:

SFJ Awards Level 2 Certificate in Fire Sprinkler Installation (Domestic and Residential)

The objective of this qualification is to provide learners with the knowledge and skills required to install fire sprinkler systems in domestic and residential settings. This qualification is intended for people employed in the mechanical fire protection sector installing fire sprinklers to develop the knowledge and competences necessary to meet the industry standards for the installation role. The framework of the qualification should provide sufficient flexibility for the variations in different jobs and locations.

2.2 Pre-entry Requirements

There are no pre-entry requirements to enrol on this qualification. However, learners should be able to work at level 2 or above and be able to work at heights. Centres must ensure that learners are able to complete this qualification, for example, through completing a skills scan to ensure they can work at the appropriate level.

2.3 Qualification Structure

To be awarded this qualification the learner must achieve **3** mandatory units as shown in the tables below.

Mandatory Units						
Unit Number	Odyssey Reference	Unit Title	Level	Credit	GLH	TQT
1	T/650/9790	An Introduction to the Fire Sprinkler Industry	2	1	8	12

| 2 | K/650/9788 | Effective Communication and Working Relationships in the Workplace | 2 | 2 | 12 | 26 |
| 3 | D/650/9793 | Domestic and Residential Fire Sprinkler Installation | 2 | 14 | 102 | 136 |

2.4 Total Qualification Time (TQT)

Values for Total Qualification Time[1], 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.

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

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[1] Total Qualification Time, Ofqual
https://www.gov.uk/guidance/ofqual-handbook/section-e-design-and-development-of-qualifications

Qualification Title	TQT	GLH
SFJ Awards Level 2 Certificate in Fire Sprinkler Installation (Domestic and Residential)	174	122

2.5 Grading

This qualification is graded pass / fail.

2.6 Age Range and Geographical Coverage

This qualification is available to learners aged **18** years and over and is regulated in England and Wales.

2.7 Opportunities for Progression

This qualification creates a number of opportunities for progression:
- Level 3 Certificate/Diploma in Fire Science, Operations, Fire Safety and Management
- (VRQ)
- Level 3 Certificate in Fire Safety (Fire Auditors)
- Level 2 Diploma in Team Leading
- Level 3 NVQ Certificate in Building Services Engineering Technology and Project Management
- Level 3 Diploma in Business Management
- Level 3 Certificate in Leadership and Management Practice for the Construction and Built Environment Sector

2.8 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   Qualification Units

Title	An Introduction to the Fire Sprinkler Industry
Level	2
Unit Number	1
GLH	8

Learning Outcome – *The learner will:*	Assessment Criteria – *The learner can:*		Indicative Contents:
1. Understand the Sprinkler Industry	1.1	State the key purposes of the Domestic and Residential Sprinkler Industry	Promote fire safety in the build environment, protection of life and property, control fire size, prevent spread of fire, part of a fire engineered solution. Design, install, commission, and maintain systems to approved standards.
	1.2	Summarise the history of the Fire Sprinkler Industry	Fire was a serious risk in man-made buildings in the early 1800s. Risk factors included: Candles and fireplaces as the main sources of light and heat; flammable materials and lack of education about fire safety issues. Theatres among other public buildings, presented huge fire risks and the first fire sprinkler system was at Theatre Royal, Drury Lane in London in 1812. The manually activated system featured an airtight reservoir of

| | | | 95,000 litres of water with connection to a 10-inch water pipe joined to a series of smaller pipes with half inch-wide holes to release water in the case of fire.

Similar systems were commonly used up to 1885 in textile mills throughout New England, North America. Experiments had started into automatic fire sprinkler systems by 1860 with the first official patent given in 1872. Henry S. Parmelee, of New Haven, Connecticut, developed the existing patent at his piano factory designing a fully automatic fire sprinkler system patented in 1881. The automatic sprinkler system, he invented a year earlier, was activated by a glass bulb containing heat sensitive substances that expanded and shattered the glass in the presence of fire. It was the forerunner of many systems in use today.

Fire sprinkler systems were in wide use in commercial buildings by the 1940s. Insurance companies encouraged manufacturers, retail establishments and other businesses to install them with discounts in premiums. |
| | 1.3 | Explain misconceptions about fire sprinklers | Only heads in immediate vicinity of fire operate, not entire system as depicted in media.

Water supply for systems tanks and pumps not required if mains supply provides adequate flow and pressure.

Modern systems can provide specialized solutions for specific risks, unobtrusive designs, concealed options. |

			Heads not actuated by smoke, dust, fumes, aerosol spray e.g. burnt toast, smoking. Legionella Pestis: Research, no realistic chance of contracting from a sprinkler system operation. Water damage (10 times less than fire service hoses).
	1.4	Explain the importance of fire sprinklers in saving life and property	Statistics (2014): 99% of fires controlled by sprinklers alone. Death rate (2014): No UK fire deaths as a result of a fire in a building with a fully functioning sprinkler system. Proactive: Automatically operated, no human intervention required. Automatic actuates alarm/fire alarm, notify fire service. Benefits: Reduced spread of fire and damage due to smoke and heat. Less environmental impact. Reduction in insurance premiums. Reduction in fire development and size, extended travel time to evacuate building, improved safety for occupants.

			Used to compensate for reduced fire safety measures e.g. poor compartmentation, extended travel distance, poor water supplies. Reliable: Accidental operation of system extremely unlikely. Products produced to high standards with safety margins.
2. Understand the use and management of components required for domestic and residential sprinkler systems	2.1	Identify the components of the sprinkler system	Sprinkler heads Conventional refer 3.2 Pipework – different types including flexi Brackets Fixings Water supplies Valves inc. monitor Frost protection
	2.2	Explain how the various components of a sprinkler system operate	Heads CPVC Pump
	2.3	Explain how incorrect storage may affect sprinkler system components	This includes all the above as well as how poor practice can affect systems Dos and Don'ts Expansion loops Exposed areas
	2.4	Explain correct use of sprinkler system components	

| 3. Understand the standards used in the Fire Sprinkler Industry | 3.1 | Identify the relevant standards for the Fire Sprinkler Industry | Design and installation:
Commercial systems designed and installed to BS 12845, Residential systems designed and installed to BS 9251.

Residential systems (typically BS9251, but can include other, e.g. NFPA, EN16925):
Primarily for protection of life. Often installed in smaller CPVC pipe with solvent welded joints. |
| | 3.2 | Identify the relevant standards for the Commercial Fire Sprinkler Industry | Commercial systems (typically BS EN 12845):
Primarily for property protection, uses large quantities of water with larger pipework often in steel with mechanical joints. May be installed for insurance requirements.

Life safety systems, e.g., shopping malls have additional features, e.g., zoned areas of operation, dual water supplies.

Commercial system tanks and pumps are larger than residential systems. Pumps may be diesel powered with large steel tanks. |

Additional information about the unit

| Delivery guidance | This unit develops the learner's knowledge and understanding of the Fire Sprinkler Industry. Areas covered include: the aims and purposes of the Fire Sprinkler Industry; the importance of development in Fire Sprinkler Industry and the elements of the Fire Sprinkler Industry. |
| Assessment guidance | Assessment is by portfolio. |

| | All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding; including:

• Question and answer test
• Multiple choice questions
• Question and answer verbal (ensure records are kept)
• Essay
• Other

An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from Odyssey. All Assessment criteria must be met. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped. |

Title	Effective communication and working relationships in the workplace
Level	2
Unit Number	2
GLH	12

Learning Outcome – *The learner will:*	Assessment Criteria – *The learner can:*		Indicative Contents:
1. Understand how to communicate with others in the workplace	1.1	Describe how to respond to different customer needs and attitudes	Customer requirements: Understanding requirements, why works are carried out and what are they trying to achieve. Customer needs and expectations are a priority.
	1.2	Identify positive and negative behaviour in relation to equality and diversity in the workplace	Diversity and equality: Important in the workplace. How this can then affect the productivity and safety of the workforce.
	1.3	State when different forms of communication should be used in the workplace	Communication: Essential to use various methods of communication, overcome educational and environmental issues. Factors that influence this: Forms of communication used i.e. language barriers, hearing and or sight impairment, literacy issues, environmental noise, distance, or obstructions between communicators etc.

	1.4	Describe how to check that information has been understood	Understanding Information: There are various means of ensuring and checking that information has been understood. 1) Site induction 2) Toolbox talks: Can then be used with a test to ensure the information has been clearly understood.
	1.5	State the importance of communicating all the information necessary to the relevant person	Communication: Clear, Accurate, Imperative to explain the correct requirements and procedures to carry out the work in a safe and efficient manner. Without all of the information being provided and understood the work may not be carried out correctly or safely.
	1.6	State the importance of responding positively to queries from customers and the public	Customer and public queries: A good positive attitude and response to any queries from clients or the public is of utmost importance to ensure they have confidence in you. Even the most competent engineers can undermine the client's confidence by portraying a poor attitude to customer queries.
2. Understand how to establish positive working relationships	2.1	State the principles of good working relationships and why such relationships may break down	Relationship Building: Respect other people's thoughts, views, and principles even when they differ from your own. Breakdowns occur when there is a disregard for the other person or team's views etc. Manner: Assertive, non-aggressive, respectful.

	2.2	Identify the importance of considering others' opinions	Decisions: Having all the information including other opinions and thoughts will allow a better decision-making process and hopefully a better outcome.
3. Understand how to record and pass on information	3.1	State where to find up-to-date information needed to carry out own job	Information: Work sheets, plans and any other work instructions should contain the information to allow the work to be carried out. Supervisor: The supervisor should convey any other information and ensure you have all the necessary information. Site office: Provide any health and safety information relating to the site and site boards will display any risk areas that affect the workplace.
	3.2	Identify the different ways in which information is recorded	Ways in which information is recorded: Written, drawings, video, PowerPoint presentations, pictorial etc.
	3.3	Describe the procedures for recording, acknowledging, and responding to incoming information	Recording: Acknowledging and responding to incoming information, sign to acknowledge receipt of the information and understanding. Question and Answer session: Often conducted to check that the information has been understood. Response sheets:

			Complete and return to show that the information and instructions have been understood, information required to be able to carry out the works. If anything is not clear, then information must be sought from the supervisor.
	3.4	Describe what actions to take when encountering problems passing on information	Passing on information: If information passed on is not understood or clear, then a supervisor must be informed. Issues: If there are issues when passing on information, try to identify why and report to a supervisor explaining the problem. Without full understanding, the works may not be carried out correctly or safely.
	3.5	Explain the actions to be taken when dealing with discrepancies and variations	Installation is carried out to the required specification, standard and requirements, and in line with the installation design . Discrepancies and variations: These should be reported to the appropriate authority and action taken to ensure the system will operate as intended. The correct guidance should be given to Clients and end users on the systems being installed.
4. Understand how to provide relevant functional and technical information to the relevant person(s)	4.1	Identify the types of job information that may be required by others in the workplace, including where relevant, the need to keep colleagues informed about own work activities	Job Information: Programme and progress, health and safety including risk assessment. Non-compliant materials, equipment, and plant.

	4.2	Identify technical and functional information sources which may be considered	<u>Information Sources:</u> Standards, guidance notes, site literature, site specific reports.
	4.3	Identify the technical and functional information that they are providing	<u>Technical and functional information:</u> References to various management system literature will identify what information should be provided.
	4.4	Describe the safety implications and functional consequences of supplying inaccurate or incomplete information	<u>Safety Issues:</u> Improper COSHH assessments can lead to health issues. Non-compliance to health and safety protocols i.e. wearing PPE has clear consequences.

Additional information about the unit	
Delivery guidance	This unit is about communicating politely and effectively with other people that you might encounter when conducting your work. Communicating with others is also important to you if you work alone when you must follow workplace procedures to keep in touch with your workplace and/or colleagues.
Assessment guidance	Assessment is by portfolio. All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding; including: • Question and answer test • Multiple choice questions

	• Question and answer verbal (ensure records are kept) • Essay • Other An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from Odyssey. All Assessment criteria must be met. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.

Title	Domestic and Residential Fire Sprinkler Installation
Level	2
Unit Number	3
GLH	102

Learning Outcome – *The learner will:*	Assessment Criteria – *The learner can:*		Indicative Contents:
1. Be able to conduct pre-installation checks	1.1	Identify checks required to ensure sprinkler system can be installed	Environment: Check the environment is safe to work in. Workspace, safe work zone. Risk: Potential dangers i.e. holes in the floor, People working at heights etc. Review of RAM's (Risk Assessment Method statement). Review all site specific H&S requirements, Communication: Be aware who else is on site and who to report, coordination clashes etc. Awareness of site: Familiarise yourself with the site, code of conduct. Sprinkler Drawing Checks: Any Sloped ceilings on site that are not identified on the drawing,

			Any bulkheads or ceiling obstructions, coffered ceilings. Minimum distance from light fittings. Anything in the way of our head locations that mean we cannot install our head location in the designed location. Any deviations need to be reported to your office. Can the sprinkler pipe route be installed as per the design? If not, you need to report this to designs team and carry out a new hydraulic calculations. Site may need to be informed of the new requirements. Head positions, is anything obstructing our final position? Do not just move the head without getting approval from your designer. Run though with the designer the hydraulic calculations route and make sure the fittings match that calculations. Any heat source changes, i.e. Open fire, ovens, all sprinkler heads must be a certain distance away. Review any expansion loops that might be required. CPVC only. Check for all unprotected areas identified on the drawing to make sure the floor area is as per the drawing. Design parameters. Fire Stopping checks: Does site have any specific fire stopping guidelines that must be maintained, i.e. going through fire stopping letterbox. Pipework clearance, extra brackets required.

			Checked with site for any incompatible products that might affect us. Give training on ECS cracks in CPVC pipe. Materials: Storing materials, Suitable space to do so. Go into more detail, especially with Sprinkler head storage, what are good & bad practices on site for storing sprinkler heads. Being aware of approved products, i.e., non-approved flexi hoses drop. Teach them how to tell if the product is approved Building location: Ensuring the address details are correct. Tools: Tools should be fit for purpose. PPE: PPE should be suitable for the job, Appropriate PPE for material, i.e., Plastic, Steel etc.
	1.2	Contribute to organisational compliance in the Domestic and Residential Sprinkler Industry through own actions	Company policy: By not following the company's policies and procedures can lead to the company losing its accreditations and reputation with Clients and potential Clients.

			Standards: Systems not installed to the correct standards can endanger life and property, the main purpose of correct sprinkler installation is to prevent danger to life and property. Disadvantages: Having to return to a site to modify, alter or extend a system can lead to additional cost which cannot be recouped. Therefore, it is important that actions follow the required procedures. Policies/Procedures: By not installing the system as required - drawings, specification and standards, this can lead to the system being non-compliant and not operational in the event of a fire.
	1.3	Comply with health and safety requirements, relevant statutory regulations, and industry standards/codes of practice at all times	Health and Safety: CSCS Scheme (skill card) A CSCS skill card is required to enable access to the site. Silica dust, H&S weekly checks that must be carried out. Task or trade specific risks need to be considered such as dust suppression (inc. silica dust), presence and management of asbestos, additional regular H&S checks/checklists etc. Site procedure:

			Registering on and off site. Fit for duty: In good health to be able to work on site. Access: Lifts, steps (MEWPS) Mobile elevated working platforms, etc.
	1.4	Identify Personal Protective equipment used onsite when installing Domestic and Residential sprinkler systems	PPE: Fit for purpose, Appropriate PPE for environment. RAMS (Risk Assessment Method statement): PPE should be listed, PPE awareness, hard hat, steel toe cap boots etc.
	1.5	Identify how to raise a problem identified at pre-installation	Report to supervisor and/or designer
2. Be able to communicate with others in the workplace	2.1	Keep the relevant person(s) informed about the works	Reporting: Know who you directly report to or who is in charge of this element of work. Be clear on your role.
	2.2	Communicate effectively without causing undue disruption to normal working activities	Communicate: Be clear on how long the work activity should take, how long you have to undertake the activity and frequency of communication. Work Activity:

			Focus on the task and do not be prone to idle communication.
	2.3	Present a positive image of the organisation	Image: Representing the organisation with a positive image must be maintained at all times, this can be attitude, personal cleanliness and appearance. Behaviour: Review lines of communication and authority, be clear on the organisation's chain of command/hierarchy.
	2.4	Give customers and others relevant information following organisational requirements	Give customers and others relevant information: If any changes occur, then the information must be passed on to all affected persons.
	2.5	Respond promptly, clearly, and politely to questions and comments from customers and others	Communication and organisational representation: A good positive attitude and response to any queries from clients or others is of utmost importance to ensure they have confidence in you. Even the most competent engineers can undermine the client's confidence by portraying a poor attitude to customers' queries. It is important to meet customers' expectations and be confident in your own capability and the organisation's.
	2.6	Check that customers and others have understood the information correctly	Communication: Speak clearly and slowly, ensure information conveyed is understood.

3. Be able to establish and maintain positive working relationships	3.1	Establish and maintain productive working relationships with relevant people	Working Relationships: Understand who else is involved and their roles. Understand how your role impacts on others.
	3.2	Contribute to effective team working	Team working: When opportunities arise to communicate always contribute. Objectives: Understand team objectives and how you fit into these.
	3.3	Respond appropriately to requests for help of information which fall within own job	Procedures: Take time to understand reporting procedures i.e. written forms requiring completion.
	3.4	Identify the appropriate person to speak to when requests for assistance fall outside own area of responsibility	Responsibility: Awareness of job description and reporting procedures. Roles: What is your role and who do you report to.
4. Be able to record and pass on information	4.1	Use up to date information to carry out the task	Using up to date information to carry out the task: Check all information and work data is up to date. Changes that are not noted may cause issues with coordination and safety.
	4.2	Record information following organisational requirements	Recording Information: Note any changes on work sheets and mark up plans accordingly if changes occur.

			Supervisor: Check with supervisor before carrying out any changes to original work instructions.
	4.3	Pass on accurate information promptly and take appropriate action when this cannot be done	Communication: Communicate with the supervisor or customer when required and ensure you inform responsible person before you proceed. If this cannot be done on site, then ensure the information is passed on to a main office or main contractor's representative.
5. Be able to provide relevant, functional, and technical information to the relevant person	5.1	Respond effectively to requests for job information from the relevant person(s)	Job Information: Recording job progress i.e. marked up drawings, job lists etc.
	5.2	Identify the relevant person(s) that need to be supplied with technical and functional information	Identify: Be clear on all parties within the team and their roles.
	5.3	Obtain current and relevant information required for the work	Information: Know where to obtain relevant information i.e. verbal written work instructions.
	5.4	Identify any unusual features of the condition of the system, equipment, or component	Plan and inspect before carrying out task.

6. Be able to install pipework and associated components	6.1	Select equipment for the task	Tools: Dependant on material, plastic/steel, copper, hand tools. Drilling/fixings. Access: Lifts, steps (MEWPS) Mobile elevated working platforms, etc.
	6.2	Carry out checks on installation materials	Materials: Materials must comply with the drawing and work instructions.
	6.3	Use equipment in line with manufacturer's or organisational instructions	Tools: Cutter, deburring tool, measuring equipment – predominantly for plastic (dependant on task and material), spirit level. Testing equipment, must be in date & celebrated Threading machine: For steel. Roll grooving machine: For steel. Drills and fixing devices: All materials. Hand tools (e.g., sprinkler spanner): Steel/Plastic.

			Integrity of tools: Should be fit for purpose.
	6.4	Carry out installation under supervision	Setting out: Measuring and setting out of the pipework/brackets. Setting out sprinkler heads & how to install them. Brackets: Selecting correct brackets for the site. Bench work: Self-assembly, Fabrication. Fixing pipework Drilling Drilling & notching Joists Wall penetrations of walls & other building surfaces. Jointing process and techniques: Including ongoing inspections. CPVC curing times, Dry joints
	6.5	Describe problems that can occur during installation	Materials: Plastic - Dry joint, expansion, and contraction issues, over tightening of hangers, curing times, chemical compatibility. Steel - Trapped gaskets, poor/cross threads.

			Pipes and Fittings - Incorrect pipe sizes, inappropriate fittings, or excessive use of fittings. Drawings and specifications - Different drawings, adjustment of contract or change or contractors.
7. Be able to identify faults after installation	7.1	Describe how to identify faults after installation	How to identify faults after installation: Visual inspection of sprinkler heads/joints; Comply with Manufacturer's instructions; Codes of Practice. Drawing: Teach about what is required on a as built drawing and when the office need it.
	7.2	Rectify identified faults	Faults: Take steps to alert supervisor, establish cause of the fault, undertake rectification of faults under supervision as appropriate.
	7.3	Explain the importance of conducting a system integrity test	System integrity test procedure: Codes of practice, Quality Management. Benefits of carrying out test by codes of practice: Financial impact, Cost effective, Reputation.
	8.1	Identify handover procedure for completion of work	Site procedures: Work instructions, company protocol.

8. Be able to complete handover procedure for completion of work			Verbal communication: Accountability. Review of work done: Reflection on what has been achieved.
	8.2	Complete handover procedure to confirm completion of work	Site procedures: Work instructions, company protocol. Verbal communication: Accountability. Review of work done: Reflection on what has been achieved. Handover: Carry out handover to responsible supervisor/person
9. Understand limits of responsibility and authority to deal with problems within own role	9.1	Explain limits of responsibility within own role	Job description/Course Details: Contains details of own responsibility.
	9.2	Explain limits of authority within own role when dealing with problems	Job description/Course Details: Contains details of own responsibility.
	9.3	Explain who to report to when problems are beyond limits of own authority	Job description/Course Details: Contains details of own responsibility.

Additional information about the unit	
Delivery guidance	This unit develops the learner's skills and competences so that they are able to conduct pre-installation checks, prepare the work environment for installation of sprinkler systems and install pipework and associated components. They will also develop the skills to be able to identify faults after installation and to understand their limits of responsibility and authority to deal with problems within own role. They will then be able to carry out handover procedures for completion of work.
Assessment guidance	Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from Odyssey. All Assessment criteria must be met. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.
Simulation	Simulation is only permitted under certain circumstances where the centre can demonstrate that performance evidence has been impossible to obtain.

4 Centre Requirements

4.1 Centre Responsibilities

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.

When a centre applies to offer a qualification, they will need to provide evidence that they have sufficient resources and infrastructure in place for delivery of that qualification:

- evidence of assessor and IQA competence
- sample assessment materials and mark schemes
- scheme of work
- details of available resources

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
- have access to appropriate training and support
- are independent and any conflicts of interests are managed and monitored appropriately by SFJ Awards

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 handbook should be used in conjunction with the following SFJ Awards documents:

- Assessment Guidance
- Centre Handbook
- Centre Assessment Standards Scrutiny (CASS) Strategy
- Conflict of Interest Policy
- Whistleblowing Policy
- Malpractice and Maladministration Policies

- Equality and Diversity Policy
- Appeals Policy
- Complaints Policy
- Sanctions Policy
- Examinations and Invigilation Policy
- Risk and Centre Monitoring Policy
- Fair Access and Equality of Opportunity Policy
- Reasonable Adjustment and Special Considerations Policy
- Standardisation Policy
- Direct Claims Policy
- Centre Approval Process

All documents referenced in the strategy are available to centres on Odyssey, SFJ Awards learner management system, or on request from SFJ Awards.

4.2   Centre Assessment Standards Scrutiny (CASS) Strategy

Awarding Organisations are required by Ofqual to have a CASS Strategy in place to improve the controls where an assessment is devised and marked by a centre.[2] In line with our CASS Strategy, SFJ Awards will determine the most appropriate CASS approach for each qualification / qualification suite using a risk based approach.

Any Subject Matter Experts (SMEs) used by centres to develop and/or mark assessments must declare any conflict of interest and centres must ensure that any such conflicts are mitigated. All details of such conflicts of interest must be recorded by the centre.

SFJ Awards will require sample assessments from centres to maintain confidence with our centres' approach to maintaining the integrity of our quality assurance strategy defined within the CASS strategy. Centre marking will be subject to external quality assurance.

Centres are **permitted** to develop and mark assessments for the qualification(s) in this handbook, in line with our CASS Strategy.

4.3   Facilities

Training and assessment for approved qualifications must take place in a suitable environment that has been approved by SFJ Awards. The environment must be adequately equipped for training, conducive to effective learning, and must comply with current Health and Safety requirements. Equipment for practical activities must be readily available and fit

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[2] Condition H2 - Centre Assessment Standards Scrutiny where an assessment is marked by a Centre

for purpose. All examination venues must comply with the policy, standards, and regulations specified by SFJ Awards to gain approval for knowledge-based assessment.

Training and assessment facilities must comply with the ongoing approval arrangements of SFJ Awards.

4.4   Trainers

Some sectors specify trainer requirements for qualification delivery, for example first aid and security. Details of any specific trainer requirements are included in this qualification handbook. Centres should therefore check the handbook, or with SFJ Awards, for any trainer requirements that apply to the qualification(s) they wish to deliver. Centres applying for approval with SFJ Awards will be required to provide SFJ Awards with current evidence of how each trainer meets the requirements, for example certificates of achievement, CV or CPD records.

5 Assessment

5.1 Qualification Assessment Methods

Assessment methods[3] that can be used for the SFJ Awards Level 2 Certificate in Fire Sprinkler Installation (Domestic and Residential) are as follows:

- Aural Examination
- E-assessment
- Multiple Choice Examination
- Portfolio of Evidence (including for example records of professional discussions, question and answer sessions, work products)
- Practical Demonstration / Assignment
- Practical Examination
- Task-based Controlled Assessment
- Written examination
- Observation
- Professional Discussion
- Interview
- Presentation and Questioning
- Project

5.2 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 Guidance.

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[3] Selected from assessment methods listed on Ofqual's regulatory system (Portal)

[4] Ofqual Handbook: General Conditions of Recognition, Section E - Design and development of qualifications www.gov.uk/guidance/ofqual-handbook/section-e-design-and-development-of-qualifications

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.

5.3   Methods for Assessing Competence

Qualifications may be assessed using any method, or combination of methods, as stipulated either by SFJ Awards or within specific qualifications, and which clearly demonstrate that the learning outcomes and assessment criteria have been met. Some sectors may have specific assessment requirements that apply to their qualifications and where these apply, details will be included in the qualification-specific handbook.

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 expect assessors to use a combination of different assessment methods to make a decision about an individual's occupational competence. Assessment methods which are most likely to be used are outlined below. However, these are included for guidance only and there may be other methods which are suitable. Further information on assessment methods is included in the SFJ Awards Assessment Guidance.

5.3.1 Observation

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

5.3.2 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 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).

5.3.2 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.

5.3.4 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.

5.3.5 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.

5.3.6 Simulations

Simulations may take place either in a non-operational environment which is not the learner's workplace, for example a training centre. The qualification handbook will specify whether simulations are allowed for the qualification and/or units within it. 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

5.4 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 Guidance.

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:

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[5] Ofqual Handbook: General Conditions of Recognition, Section E - Design and development of qualifications www.gov.uk/guidance/ofqual-handbook/section-e-design-and-development-of-qualifications

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

Where assessment in controlled environments is considered appropriate for qualifications, or the use of specific assessment materials (for example, exemplars or scenarios) is required, information will be included in the qualification handbook.

5.5 Methods for Assessing Knowledge and Understanding

SFJ Awards expect assessors to use a variety of different assessment methods to make a decision about an individual's knowledge and understanding, which are likely to include a combination of the following:

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

Where written assessments are centre-devised and centre-assessed, centres must:

- maintain a sufficient bank of assignments which are changed regularly
- record how risks in tests/exams conducted in controlled environments are mitigated
- conduct assessments in line with SFJ Awards Examination and Invigilation Policy

Centres must take into account the qualification when selecting knowledge assessment methods to ensure they are appropriate and allow the learner to evidence the assessment criteria. For example, MCQs are unlikely to be appropriate for higher levels qualifications or assessment criteria which require learners to 'explain', 'describe', 'evaluate' or 'analyse'.

5.6 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.

6 Assessor Requirements

6.1 Occupational Knowledge and Competence

Due to the risk-critical nature of the work, particularly when assessing in the public and security 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 unit(s) they are assessing. They will have gained their occupational competence by working within the sector relating to the unit(s) or qualification(s) 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 unit(s) they are assessing as a practitioner, trainer or manager.

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

6.2 Qualification Knowledge

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

6.3 Assessor Competence

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

- qualified with a recognised assessor qualification, or
- working towards a recognised assessor qualification

However, there may be circumstances when assessors have the equivalent competence through training to appropriate national standards, and SFJ Awards will agree this on a case-by-case basis.

Assessors' experience, knowledge and understanding could be verified by a combination of:

- curriculum vitae and employer endorsement or references
- possession of a relevant NVQ/SVQ, or vocationally related qualification
- corporate membership of a relevant professional institution
- interview (the verification process must be recorded and available for audit)

Recognised assessor qualifications include, but are not limited to:

- RQF/QCF Level 3 Award in Assessing Competence in the Work Environment
- RQF/QCF Level 3 Award in Assessing Vocationally Related Achievement
- RQF/QCF Level 3 Certificate in Assessing Vocationally Related Achievement
- An appropriate Assessor qualification in the SCQF as identified by SQA Accreditation
- A1 Assess candidates using a range of methods
- D32/33 Assess candidate performance, using differing sources of evidence

Where assessors hold an older qualification e.g. D32/33 or A1, they must provide evidence of Continuing Professional Development (CPD) to demonstrate current competence.

Assessors must hold an assessor qualification, or equivalent competence if agreed by SFJ Awards, relevant to the type of qualification(s) they are assessing e.g.

- Level 3 Award in Assessing Competence in the Work Environment:
  For assessors who assess **competence in a work environment**, which requires the use of the following assessment methods: observation, examining work products or outputs, oral questioning, discussion, use of witness testimony, learner statements and Recognition of Prior Learning (RPL).
- Level 3 Award in Assessing Vocationally Related Achievement:
  For assessors who assess **knowledge and/or skills in vocationally related areas** using the following assessment methods: tests of skills, oral questioning, written questions, case studies, assignments, projects and RPL.

To be able to assess both knowledge and competence-based qualifications, new assessors should be working towards the **Level 3 Certificate in Assessing Vocational Achievement.** Centres must have in place a procedure to ensure that their trainee assessors have a representative sample of their assessment decisions counter signed by a qualified and competent assessor. SFJ Awards will provide centres with guidance on the ratio of qualified/trainee assessors.

Trainee assessors working towards a qualification must be registered for the qualification with a regulated AO and achieve it within 18 months. Assessor competence will be checked through annual External Quality Assurance checks.

Centres must check the qualification handbook for assessor requirements for the qualification(s) they are approved to deliver as some sectors have different requirements

e.g. security, education and training, assessor and quality assurance, and learning and development.

Centres applying for approval with SFJ Awards will be required to provide SFJ Awards with current evidence of how each assessor meets these requirements, for example certificates of achievement. Centres who apply for approval to offer additional qualifications will be required to provide evidence of assessor competence for the qualifications they wish to offer.

6.4   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.

It is the centre's responsibility to retain the CPD information of assessors. Assessor competence and CPD will be checked by External Quality Assurers at the centre's annual compliance visit.

7 Internal Quality Assurer Requirements

7.1 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, community safety and security 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.

7.2 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.

7.3 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

However, there may be circumstances when IQAs have the equivalent competence through training to appropriate national standards, and SFJ Awards will agree this on a case-by-case basis. Recognised IQA qualifications include, but are not limited to:

- RQF/QCF Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- RQF/QCF Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- An appropriate IQA qualification in the SCQF as identified by SQA Accreditation
- V1 Conduct internal quality assurance of the assessment process
- D34 Internally verify the assessment process

Where IQAs hold an older qualification e.g. D34 or V1, they must provide evidence of Continuing Professional Development (CPD) to demonstrate current competence. Approved centres will be required to provide SFJ Awards with current evidence of how each IQA meets these requirements, for example certificates of achievement.

Centres must have in place a procedure to ensure that their trainee IQAs have a representative sample of their IQA decisions counter signed by a qualified IQA who holds a minimum of the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice**.** SFJ Awards will provide centres with guidance on the ratio of qualified/trainee assessors.

Trainee IQAs working towards one of the above qualifications must be registered for the qualification with a regulated AO and achieve it within 18 months. IQA competence will be checked through annual External Quality Assurance checks.

7.4 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

Centres must check the qualification handbook for IQA requirements for the qualification(s) they are approved to deliver as some sectors have different requirements e.g. security, education and training, assessor and quality assurance, and learning and development.

8   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.

8.1   Occupational Competence

Expert witnesses must, according to current sector practice, be competent in the functions covered by the unit(s) 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.

8.2   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.

9   External Quality Assurers

External quality assurance is carried out by SFJ Awards to ensure that there is compliance, validity, reliability and good practice in centres. 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 are responsible for ensuring that their external quality assurance team have:

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

9.1 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

Relevant qualifications include:

- Level 4 Award in the External Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice

Trainee EQAs working towards one of the above qualifications must be registered for the qualification with a regulated AO and aim to achieve it within 18 months. Whilst working towards a qualification, trainee EQAs will be supported by qualified EQA and receive training, for example by shadowing the EQA on compliance visits. EQA competence will be checked and monitored by SFJ Awards.

9.2 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.

10   Standardisation

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

10.1 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.

10.2 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) Guidance and the SFJ Awards Standardisation Policy.

11   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 support 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.

12   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 or who have additional learning needs 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.

All cases where reasonable adjustment has been used must be fully documented, made available for external quality assurance and retained for a minimum of 3 years.

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

SFJ Awards will conduct Equality Impact Assessments in the design and development of qualifications to minimise as far as possible any impact on learners with a protected characteristic, disability or additional learning needs.

13   Health and Safety

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

SFJ Awards foster 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 some sectors 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.

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