Level 4 Certificate in Fire Safety (Fire Auditors)

Qualification Number: 610/8239/9

Level 4 Diploma in Fire Safety (Fire Inspectors)

Qualification Number: 610/8240/5

Qualification Handbook

Operational Start Date: 01 April 2027

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Revisions and Amendment Register

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23 October 2026	1	Added qualification number	1.1

1. Introduction

1.1. About SFJ Awards

SFJ Awards is part of the Workforce Development Trust group, together with Skills for Justice, Skills for Health, People 1st International and iCQ Awards. 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 Regulation, Qualifications Wales and Qualifications Scotland Accreditation, to assess, quality assure and certificate learners and employees, helping training providers and employers to continue developing a highly skilled workforce for the future. 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 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

Email: info@sfjawards.com

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2. The Qualification

2.1. Qualification Objective

This handbook relates to the following qualifications:

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

The objective of this qualification is to develop the knowledge and skills required by individuals carrying out fire safety audits. It builds on the knowledge and skills covered in the SFJ Awards Level 3 Certificate in Fire Safety (Fire Auditors) and provides learners with a structured progression route to the SFJ Awards Level 4 Diploma in Fire Safety (Fire Inspectors).

SFJ Awards Level 4 Diploma in Fire Safety (Fire Inspectors)

The SFJ Awards Level 4 Diploma in Fire Safety (Fire Inspectors) is mandatory for apprentices undertaking the Level 4 Fire Safety Inspector apprenticeship (ST0746). The qualification is therefore aligned with the apprenticeship standard.

The objective of this qualification is to develop the knowledge and skills of individuals who have responsibility for undertaking fire safety inspections in complex premises. An inspector has a comprehensive understanding of fire safety regulation, risk reduction and relevant guidance and can competently apply this to the premises which fall within their remit. People in this role may be employed by a Fire and Rescue Service, or they may work for an organisation in the public, private or not for profit sector.

2.2. Pre-entry Requirements

Centres must carry out an initial assessment or skills scan before enrolment to confirm that learners are able to work at Level 4 and meet the demands of the programme.

As a minimum, centres should only enrol learners who can demonstrate one or more of the following:

- a relevant fire safety qualification at Level 3, or an accepted equivalent
- substantial recent experience supporting or undertaking appropriate fire safety activities in the workplace
- a role that provides access to appropriate workplace evidence and opportunities for supervised practice during delivery.

Where a learner does not meet the above expectations, the centre must record and justify how the learner will be supported to meet the demands of the qualification without reducing assessment standards.

Achievement of these qualifications on their own does not demonstrate occupational competence as a Fire Safety Auditor/Inspector. Competence must be evidenced through appropriate workplace experience, supervised practice, ongoing professional development and any relevant organisational authorisation.

2.3. Qualification Pathway

The SFJ Awards Level 3 Certificate in Fire Safety (Fire Auditors), Level 4 Certificate in Fire Safety (Fire Auditors) and Level 4 Diploma in Fire Safety (Fire Inspectors) have been developed to provide a structured qualification pathway.

Learners should normally complete the qualifications in sequence, progressing from the Level 3 Certificate to the Level 4 Certificate and then to the Level 4 Diploma. This pathway is designed to support progressive development of knowledge, skills and competence across fire safety auditing and inspection roles.

It is expected therefore that learners will have completed the Level 3 Certificate in Fire Safety (Fire Auditors) and gained experience in fire safety before starting the Level 4 Certificate. However learners may have alternative qualifications or experience, and these will be reviewed by SFJ Awards and / or the training provider on a case-by-case basis. Learners will need to evidence through the RPL process that the alternative qualification and their experience maps to the Level 3 Certificate in Fire Safety.

2.4. Qualification Structure

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

To be awarded this qualification the learner must achieve **4 mandatory** units as shown in the table below.

Mandatory Units					
Unit Number	**Odyssey Reference**	**Unit Title**	**Level**	**GLH**	**Total Unit Time**
1	6992	Understand fire safety legislation and regulation relating to high/er risk and/or complex premises, venues and environments	4	25	50
2	6993	Understand fire safety inspection/audit, compliance and enforcement in high/er risk and/or complex premises, venues and environments	4	35	70
3	6994	Plan and conduct fire safety inspections/audits and consultations in high/er risk and/or complex premises, venues and environments	4	35	75
4	6995	Review fire safety measures at regulated and/or licensed premises	4	25	40

SFJ Awards Level 4 Diploma in Fire Safety (Fire Inspectors)

To be awarded this qualification the learner must achieve **8 mandatory** units as shown in the table below. Learners who have already achieved the Level 4 Certificate in Fire Safety (Fire Auditors) will not have to repeat units 1-4 of the Level 4 Diploma in Fire Safety (Fire Inspectors) but would need to have relevant experience in the sector and knowledge of fire safety.

Mandatory Units					
Unit Number	**Odyssey Reference**	**Unit Title**	**Level**	**GLH**	**Total Unit Time**
1	6992	Understand fire safety legislation and regulation relating to high/er risk and/or complex premises, venues and environments	4	25	50
2	6993	Understand fire safety inspection/audit, compliance and enforcement in high/er risk and/or complex premises, venues and environments	4	35	70
3	6994	Plan and conduct fire safety inspections/audits and consultations in high/er risk and/or complex premises, venues and environments	4	35	75
4	6995	Review fire safety measures at regulated and/or licensed premises	4	25	40
5	6996	Review fire safety relating to existing or proposed construction in high/er risk and/or complex premises, venues and environments	4	70	85
6	6997	Review fire safety relating to premises under construction, demolition and alteration	4	15	30
7	6998	Draft and serve statutory enforceable documents for the purpose of fire safety regulation	4	20	40
8	6999	Prepare and present evidence for court and other formal proceedings in relation to fire safety	4	35	45

2.5. 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 these qualifications are as follows:

Qualification Title	GLH	TQT
SFJ Awards Level 4 Certificate in Fire Safety (Fire Auditors)	120	235
SFJ Awards Level 4 Diploma in Fire Safety (Fire Inspectors)	260	435

2.6. Grading

These qualifications are graded pass / fail.

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

2.7. Age Range and Geographical Coverage

These qualifications are recommended to learners aged **18 years** and over and are regulated in England and Wales.

2.8. Opportunities for Progression

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

Achievement of this qualification provides a clear progression route to the SFJ Awards Level 4 Diploma in Fire Safety (Fire Inspectors), enabling learners to build on their existing auditing knowledge and skills and develop competence across a broader range of fire safety inspection and regulatory activities.

Learners may also progress to further specialist study, such as the SFJ Awards Level 5 Diploma in Fire Engineering Design (Technician), depending on their role and career aspirations.

The qualification can support continued professional development within the fire safety sector and progression into roles with increased responsibility for auditing complex premises, fire safety regulation, risk management and compliance. It may also contribute towards professional recognition or appropriate grades of membership with organisations such as the Institute of Fire Safety Managers (IFSM) and the Institution of Fire Engineers (IFE), subject to their individual requirements.

SFJ Awards Level 4 Diploma in Fire Safety (Fire Inspectors)

Achievement of this qualification can support progression into more advanced or specialist roles within fire safety, particularly those involving the inspection of complex premises, regulatory and enforcement activity, building and construction matters, and the management of fire safety risk.

Learners wishing to further develop their technical knowledge may progress to relevant higher-level or specialist qualifications, including the SFJ Awards Level 5 Diploma in Fire Engineering Design (Technician), or other relevant learning within fire safety, fire engineering and the built environment.

The qualification may also support career development into roles with greater responsibility for fire safety regulation, compliance and enforcement, as well as continued professional development and progression towards appropriate grades of membership or professional recognition with bodies such as the Institute of Fire Safety Managers (IFSM), the Institution of Fire Engineers (IFE) and other relevant professional organisations, subject to their individual requirements.

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 or on request from SFJ Awards.

3. Qualification Units

3.1. Mandatory Units

Title	Understand fire safety legislation and regulation relating to high/er risk and/or complex premises, venues and environments
Level	4
Unit Number	1
Total Unit Time	50
GLH	25

Learning Outcomes *The learner will:*	**Assessment Criteria** *The learner can:*		**Guidance and/or Indicative Content**
1. Understand the fire safety legislative and regulatory framework relevant to high/er risk and/or complex premises, venues and environments	1.1	Summarise the fire safety legislative and regulatory framework relevant to high/er risk and/or complex premises, venues and environments including: • new/proposed premises • existing premises • premises under construction, demolition and alteration • licensed and/or regulated premises	Fire specific legislation relevant to the learner's nation: • Regulatory Reform (Fire Safety) Order 2005 • Fire Safety Act 2021 • Building Safety Act 2022 • Building Regulations • Construction (Design and Management) Regulations 2015 (CDM 2015), including health & safety file relating to buildings • Fire (Scotland) Act 2005 • Fire Safety (Scotland) Regulations 2006 • The Fire and Rescue Services (Northern Ireland) Order 2006

			• The Fire Safety Regulations (Northern Ireland) 2010 Legislation relating to licensed/regulated premises may include: • Licensing Act 2003 • Safety at Sports Grounds Act 1975
	1.2	Summarise the key principles underpinning the legislative and regulatory framework	
	1.3	Explain the different types of regulatory responses required under statutory consultation of the fire and rescue service and the timescales associated with them	Examples include: • Procedural guidance • Building regulations • Section 16 Building Safety Act 2022 9 (BSA) • Regulatory Reform (Fire Safety) Order 2005, Article 42 (special provisions in respect of licensed etc. premises)
2. Understand standards, guidance and codes of practice relating to fire safety	2.1	Explain the role of national and international standards that support protection of people, property and the environment from fire	Examples include: • The Fire Safety Regulations (Northern Ireland) 2010 • British Standards relating to fire safety e.g. ○ BS 9991 Fire safety in the design, management and use of residential buildings ○ BS 9999, Code of practice for fire safety in the design, management and use of buildings ○ BS 9997: Fire risk management systems ○ BS 5839: Fire detection and fire alarm systems for buildings - Design, installation, commissioning and maintenance of systems in non-domestic premises. Code of practice • PAS 9980: Fire Risk Appraisal of External Walls and Cladding of Flats

			• Safety Cases
	2.2	Summarise the key features of guidance relating to fire safety	
	2.3	Summarise codes of practice available to support fire safety	Examples include but are not limited to: • BS 9999:2017 - Fire safety in the design, management and use of buildings. Code of practice • Regulators' Code
	2.4	Evaluate the limitations of codes of practice and guidance when providing complex fire safety proposals	
3. Understand fire safety regulation	3.1	Explain the aims and objectives of the regulatory authority	Primary Authority Overview - GOV.UK
	3.2	Evaluate the role of the Primary Authority Scheme and the value it can add at local, regional and national levels	
4. Understand roles and responsibilities in fire safety regulation	4.1	Describe how to manage information gathered during a visit to high/er risk and/or complex premises or venues for the purpose of a formal investigation	For example, the requirement to retain all information when going to court.
	4.2	Explain why operational staff need to have access to valid, reliable and up to date fire safety information on premises, where the information is stored and how it can be accessed and used	

	4.3	Analyse own role and responsibilities in supporting formal investigations, including interpretation of policies and procedures	
	4.4	Identify legislation, policies and procedures of own organisation relating to fire safety regulation, including: • data protection • confidentiality • health and safety • lone working • safeguarding	Any relevant organisational policies and procedures should also be included but learners may consider: • Health and Safety at Work etc Act 1974 (HASAW) • GDPR – Data Protection Act 2018 • Equality, diversity and inclusion – Equality Act 2010
	4.5	Explain how legislation, and policies and procedures of own organisation, affect own role	For example: • Data protection • Confidentiality • Health and safety • Lone working • Safeguarding • Other relevant organisational policies and procedures
	4.6	Evaluate how own role must respect the law, the environment, national framework requirements and the effect on those they serve	
Additional information about the unit			
Assessment guidance	Learning outcomes can be assessed in a learning and development environment, a simulated learning and development environment or a workplace environment, where appropriate.		

Title	Understand fire safety inspection/audit, compliance and enforcement in high/er risk and/or complex premises, venues and environments
Level	4
Unit Number	2
Total Unit Time	70
GLH	35

Learning Outcomes *The learner will:*	**Assessment Criteria** *The learner can:*		**Guidance and/or Indicative Content**
1. Understand the management of fire risk in different types of high/er risk and/or complex premises or venues and environments	1.1	Explain the different types of high/er risk and/or complex premises or venues and environments	NFCC Guidance
	1.2	Analyse the risks and challenges associated with different types of high/er risk and/or complex premises or venues and environments	Examples may include: • Human behaviour • Different evacuation strategies
	1.3	Summarise risk management methods that can be found in different types of high/er risk and/or complex premises or venues and environments	Relevant sections of: • BS 9999 • BS 9997
2. Understand fire risk assessment	2.1	Explain a fire risk assessment process suitable for complex and higher-risk premises, including how specialist assessments and information may inform the overall assessment	Learners may consider: • Unusual building construction / facades • Dangerous substances • Explosive risk

	2.2	Critically compare approaches to risk assessment methodologies applicable to higher risk occupancies, including relevant fire safety examples	For example: • 9-Step • BS9792 • PAS 79-1
	2.3	Summarise common causes of fire and their significance in different occupancies	
	2.4	Explain how fire incidents can impact on business continuity and stakeholders in complex premises and environments	
	2.5	Evaluate the causes and consequences of unwanted fire signals and fires on business and fire and rescue services	Relevant sections of BS 5839
	2.6	Explain how unwanted fire signals and fires can be reduced	Relevant sections of BS 5839
	2.7	Explain how to prioritise options for fire protection to address assessed levels of risk	
3. Understand fire safety principles for high/er risk and/or complex premises or venues	3.1	Evaluate the role and interests of stakeholders in the protection of life, property and the environment from fire	
	3.2	Explain the role of systems and safety solutions in protecting people, property and the environment from fire	
	3.3	Explain passive and active fire safety measures that may be present in a high/er risk and/or complex premises	Refer to the NFCC competence framework for high-risk definitions • Automatic fire suppression systems

			• Fire alarms
			• Smoke control
			• Compartmentation etc
			• Fire doors
			• Relevant sections in:
			  ○ BS 9999
			  ○ NFCC Simultaneous evacuation guidance

	3.4	Analyse how fire safety systems interact with each other in accordance with relevant guides	
4. Understand how to carry out fire safety inspections/audits on high/er risk and/or complex premises or venues	4.1	Summarise the process of carrying out pre-audit checks	Learners may consider: • Review • Digital file • Google Maps • Primary Authority register etc
	4.2	Explain how to carry out fire safety inspections/audits on high/er risk and/or complex premises or venues	
5. Understand fire safety compliance and enforcement	5.1	Explain the levels of fire safety compliance and enforcement	For example: • Broadly Compliant • Notification of deficiencies (non-statutory) • Statutory Notice (Enforcement/alteration Notice) • Prohibition/restriction notices • Prosecution
	5.2	Evaluate how the Enforcement Management Model and better regulation interact with levels of fire safety compliance	Learners may consider: • Regulators Code

			• Relevant government department's role in fire safety:
			  ○ Implementing and enforcing building safety regulations.
			  ○ Overseeing cladding remediation and fire safety measures in high-risk buildings.
			  ○ Supporting the implementation of the Building Safety Act 2022
			• Safety Cases

	5.3	Summarise mechanisms of enforcement within own, and others, level of responsibility relating to: • new, altered and existing buildings • buildings under construction, demolition and alteration, whether occupied or unoccupied • licensed/regulated premises	
	5.4	Explain the internal and external checking and certification procedures and their frequency	
	5.5	Summarise the procedures for reporting deficiencies, defects, damage or omissions and who has authority to take corrective action	
	5.6	Explain how to initiate fire safety enforcement activities	Learners may consider: Investigations, notices, prosecutions, or prohibitions in response to identified fire safety non-compliance
	5.7	Explain how to undertake fire safety enforcement activities	Learners may consider: • Carrying out or executing inspections

			• Issuing notices • Prosecutions as part of an ongoing regulatory process

6. Understand working with individuals, groups and agencies relating to fire safety	6.1	Explain the different individuals and groups the fire safety inspector may interact with as part of own role	For example:
			• Person who has control of the premises:
			  ○ Responsible Person (England and Wales)
			  ○ Accountable Person (Defence Fire Safety Regulator - DFSR)
			  ○ Duty Holder (Scotland and Northern Ireland)
			• Resident engagement as part of public engagement duties and risk communication responsibilities

	6.2	Explain verbal and written communication methods which can be used to ensure the needs of differing individuals and groups are met	
	6.3	Specify the different agencies and the lead enforcement authorities within fire safety	Examples of enforcement agencies/organisations include: • Local authorities • Local boroughs • Trading standards • UK Explosives Approved Body (UK-EAB) • Sports Grounds Safety Authority • HSE
	6.4	Explain the role and responsibilities of enforcement authorities relating to: • new, altered and existing buildings • buildings under construction, demolition or alteration	

		• licensed/regulated premises	
	6.5	Analyse the benefits and support mechanisms other agencies and enforcement authorities can provide to support fire safety legislation in the built environment	For example: • Enforcing authorities under Article 25 of the Fire Safety Order • Organisations which can provide intelligence and information to facilitate enforcement activities
	6.6	Explain the purpose and role of collaborative partners	
	6.7	Evaluate the advantages of sharing information and collaborative working	
Additional information about the unit			
Assessment guidance	Learning outcomes can be assessed in a learning and development environment, a simulated learning and development environment or a workplace environment, where appropriate.		

Title	Plan and conduct fire safety inspections/audits and consultations in high/er risk and/or complex premises, venues and environments
Level	4
Unit Number	3
Total Unit Time	75
GLH	35

Learning Outcomes *The learner will:*	**Assessment Criteria** *The learner can:*		**Guidance and/or Indicative Content**
1. Be able to prepare and plan for fire safety interactions in high/er risk and/or complex premises or venues	1.1	Identify the purpose of the fire safety interaction	For example: • Initial inspection of premises • Follow-up inspections • Monitoring visits • Local knowledge • National events (e.g. Grenfell) • Intelligence-led audits • Risk-based Inspection Programmes (RBIPs) • Consultation
	1.2	Identify the role and interests of stakeholders relevant to the fire safety of the high/er risk and/or complex premises or venues	Stakeholders can include but are not limited to: • Employees • Management • Occupants/residents • Regulators e.g. Building Safety Regulator • Accountable persons May involve Private Finance Initiative (PFI) contracts

			which makes identification of Responsible Person (RP) more complex
	1.3	Gather information and documentation relating to fire safety measures within the premises	Information sources include location of premises, fire safety records, NFCC/Fire Authority records, fire safety design submissions etc. Learners may consider the following: • Do the premises fall under Building Safety Regulator (BSR)? • Are the premises in a primary authority? • What makes the premises complex? • HSE - establishments subject to the Control of Major Accident Hazards (COMAH) Regulations • Dangerous Substances and Explosive Atmospheres Regulations 2002 (DSEAR) • High-risk residential buildings (HRRB) • Hospital sites
	1.4	Evaluate documents for the purpose of fire safety regulation in high/er risk and/or complex premises or venues	Documents could include: • Guidance documents • Building plans • Fire safety information • Maintenance and service records • Fire risk assessments Learners could consider who carried out the fire risk assessment. If carried out internally, is there bias and lack of scrutiny?

2. Be able to conduct fire safety inspections/audits of complex/higher risk premises in line with organisational procedures	2.1	Secure co-operation of others to gain access to premises and carry out fire safety inspections/audits	Make contact with relevant persons on the premises
	2.2	Identify all physical areas within the scope of the fire safety inspection/audit and relevant persons	• Risk levels for self, others and the environment • Maintenance of health and safety
	2.3	Conduct fire safety inspections/audits using relevant information in line with own role	Learners may consider the following: • Escape routes • Fire doors • Cladding • Gateway 3 under BSR • Fire risk assessments
	2.4	Evaluate the type and level of fire risk associated with identified hazards in different areas of the premises, relating to its construction, layout and use	
	2.5	Review construction, layout and use of complex premises which may affect the suitability of existing fire protection systems, or the choice of new systems	
	2.6	Determine the validity of the current risk assessment to identify risks which are not adequately controlled	
	2.7	Assess the significance of identified risks and their potential for harm to people, property and the environment	

	2.8	Assess the adequacy and effectiveness of current fire protection systems	
	2.9	Evaluate the level of fire safety management arrangements in place using different information sources	Examples of sources may include: fire risk assessments, testing and maintenance records, policies, drills, and safety management activities
	2.10	Confirm sufficient fire safety measures and resources of the correct type are in place to meet the requirements of the risk assessment	
	2.11	Obtain additional information to assist with recommendations where deficiencies are identified	
	2.12	Evaluate the effectiveness of current control measures	
	2.13	Determine the need for existing or new control measures	
3. Be able to recommend options to support risk reduction measures, fire precautions and maintenance routines in complex/higher risk premises and environments	3.1	Select options for fire protection to control identified risks	
	3.2	Summarise the contribution to, and impact on, the overall fire safety strategy of selected fire protection options	
	3.3	Prioritise options to meet legislative, regulatory and statutory requirements	
	3.4	Evaluate information that may influence the selection of fire protection systems	

	3.5	Summarise recommendations to assist with decision making	
	3.6	Ensure others' understanding of recommendations and the implications associated with decisions on the selection, installation and maintenance of fire protection systems	
	3.7	Explain the action(s) required to meet legal and statutory requirements and the implications of non-compliance	
4. Be able to identify failures to comply with the relevant fire safety legislation and take appropriate action	4.1	Identify whether a failure to comply with relevant fire safety legislation or potential offence may have taken place	Legislation should be that relevant to learner's own nation/country
	4.2	Identify likely sources of evidence relating to possible failure to comply with relevant fire safety legislation or offences	Examples of sources may include: witness testimony, documents, visual or oral evidence
	4.3	Take action to preserve inspection/audit evidence	For example, taking photos or ensuring evidence is not tampered with
	4.4	Inform appropriate persons of actions taken to preserve evidence	Learners may consider use of Notice of Powers and Rights, which is good practice
5. Be able to manage the fire inspection process in line with legal and organisational requirements	5.1	Manage fire safety inspections effectively using a systematic approach	Process should be timely and flexible to adapt to unexpected findings
	5.2	Work within own level of authority, responsibility, and competence, and recognise when to seek assistance	

	5.3	Take responsibility to identify and challenge non-compliance and inappropriate behaviour in line with fire safety legislation throughout the inspection/audit process	For example: • Willingness of RP and/or staff to comply with the inspection/audit • Reporting an obvious construction defect or omission to the appropriate authority
	5.4	Act with confidence and integrity, applying sound judgment to create safer and practical outcomes to support compliance	
6. Be able to work with others when dealing with fire safety in high/er risk and/or complex premises or venues	6.1	Work with individuals and groups when dealing with fire safety	Individuals could include: • Employees • Management, including landlords, agents, risk assessors, facilities management companies • Occupants/residents of the premises • Accountable persons where appropriate as per the Fire Safety Act Groups could include those for resident engagement
	6.2	Work with other agencies to implement fire safety legislation	For example, with local and national regulators
	6.3	Respond to enquiries and requests from other organisations, in accordance with the Primary Authority	
	6.4	Use clear communication skills verbally and in writing, with the ability to interact with a wide range of audiences	For example, being persuasive and confident

7. Be able to produce reports, plans and correspondence in line with legal and organisational requirements	7.1	Produce reports, plans and correspondence according to the complexity of the premises	Reports may include information such as: • Purpose of inspection • Premises details • Findings of inspection • Hazards and risks • Actions taken Correspondence may be formal or informal and include statutory notices
	7.2	Use simple, clear language in reports and correspondence	
Additional information about the unit			
Assessment guidance	Assessment of this unit can be in a simulated learning and development or a workplace environment. This unit relates to all forms of audits, inspections and consultations. Examples could include local authority inspections and consultations with commercial designers.		

Title	Review fire safety measures at regulated and/or licensed premises
Level	4
Unit Number	4
Total Unit Time	40
GLH	25

Learning Outcomes *The learner will:*	**Assessment Criteria** *The learner can:*		**Guidance and/or Indicative Content**
1. Understand requirements for reviewing safety measures in complex premises and environments that are regulated and/or licensed	1.1	Explain the fire safety information, notices and signage required at regulated or licensed premises, taking account of the type and use of the location	May include events licensed by local authorities Location could be: • Licensed premises • Temporary / portable structure • Open air / temporary events / festivals • Regulated stands e.g. sports stands
	1.2	Explain licensing requirements associated with different locations	
	1.3	Explain the purpose and function of safety solutions and control measures, associated with the protection of people, property and the environment	• Risks should be associated with the location • Hierarchy of risk controls • Risk mitigation methods
	1.4	Explain the function of facilities required at sites to assist a responder to manage and resolve an incident	For example, • Access for emergency responders • Emergency water supplies • Communication

	1.5	Evaluate the potential for incidents to occur at different locations	Risks may include: • Tents • Fireworks • Care premises – high loss of life • Heightened measures may be required
	1.6	Specify the records required for different locations	For example, records for each particular event/venue
2. Be able to determine risks in regulated and/or licensed 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 management processes for the location	• Risk analysis, data gathering • Concerns with use of self-determined risk assessments (bias of internal staff etc)
	2.4	Confirm the suitability and sufficiency of existing control measures	Physical measures in place, are they suitable for the premises/ event?
3. Be able to recommend controls to manage risks and ensure compliance in licensed and/or regulated premises and environments	3.1	Identify options for improving control measures to manage risks in licensed and/or regulated premises and environments	
	3.2	Recommend action to ensure compliance with local, national, international and regulatory requirements, specifying the benefits and implications of each option	A sufficient level of detail should be provided that can be understood by the appropriate people

	3.3	Advise on the consequences of non-compliance with external requirements	For example: • Review of premises licence and/or lead to a prosecution under S136 of the Licensing Act 2003 • National implications for safety

Additional information about the unit	
Assessment guidance	Assessment from a learning and development environment is permitted for the knowledge and understanding learning outcomes. Assessment of the practical learning outcomes can be in a simulated learning and development or a workplace environment.
Links	The Purple Guide (safe outdoor event planning) Guide to Safety at Sports Grounds (Green Guide) 2025 changes to Approved Document B Guidance re care premises

Title	Review fire safety relating to existing or proposed construction in high/er risk and/or complex premises, venues and environments
Level	4
Unit Number	5
Total Unit Time	85
GLH	70

Learning Outcomes *The learner will:*	**Assessment Criteria** *The learner can:*		**Guidance and/or Indicative Content**

1. Understand building regulations relating to fire safety within existing, proposed and altered premises	1.1	Summarise the building consultation process	Learners may consider:
			• Tri-party approval process
			• Benefits of the process
			• Building Regulations and Procedural Guidance:
			  ○ What can the Fire Safety Enforcing Authority (FSEA) comment on (s4.3.7 of Procedural Guidance)
			  ○ How disagreements between Building Control Bodies (BCBs') and FSEA are resolved (s4.3.8 of Procedural Guidance)

	1.2	Summarise the difference between functional requirements and the guidance within building regulations	Set out the functional requirements How can various guidance be used to achieve the functional requirements?
	1.3	Summarise factors which influence the selection of regulations, codes of practice and	

		guidance associated with specific design, construction or alteration plans	
2. Understand procedures and processes for reviewing fire safety relating to existing or proposed construction	2.1	Explain how to access sources of specialist support, advice and information	
	2.2	Evaluate the application of methodologies, tools and techniques for risk assessment	
	2.3	Evaluate the impact of proposed construction or alteration on the existing fire safety systems both during and after implementation	
3. Understand types of building construction in relation to fire safety	3.1	Summarise different types of building construction	For example: • Traditional construction • Timber frame construction • Modern methods of construction (MMC) including volumetric modular /prefabricated • Steel frame construction • Concrete construction • Load-bearing masonry construction • Timber construction • Hybrid construction • Large panel systems
	3.2	Explain types and use of buildings where different construction methods are used	For example: • Heritage • Schools • Hospitals • Care homes • High-rise, including residential and commercial

			Types of buildings are limited to those which fall within the Fire Safety Inspector's remit as per Fire Safety competency framework
	3.3	Analyse how fire may impact on different types of building construction	For example: • Wind driven • Unusual fire/smoke spread • Downward spread • Stability of the structure e.g. large panel systems • Post / pre-stressed beams • Falling debris • Glass planing

	3.4	Explain how quality of materials and building construction can affect the fire performance of a building	Learner may consider issues such as:
			• Due diligence, for example
			  ○ incorrectly specified materials
			  ○ out of date third party accreditation
			  ○ incorrect third-party accreditation of materials
			• Those involved in the built environment supply chain and competency of the workforce e.g. understanding of English / ability to interpret instructions
			• Cavity barriers and fire stopping
			• Building Regulations 7
			• Inspection during the building process
			• Fire doors
			• External wall systems and risk to combustibility and fire spread
			• Large panel systems - structural risk context; construction types and failure under fire conditions

	3.5	Evaluate the impact of proposed construction or alteration on the existing fire safety systems both during and after implementation	For example: • Issues of compatibility of systems in existing and new construction • External wall systems - advanced inspection issues and remediation links; high-consequence risks
4. Understand the impact of building materials on fire safety	4.1	Explain classifications, specifications and limitations of building materials	For example: External wall systems and their relevance to combustibility and fire spread
	4.2	Analyse the interaction and compatibility between different building materials under varying circumstances	Circumstances may include for example wet / dry conditions Pyrolysis – materials that break down constant heating/cooling
	4.3	Evaluate the impact of fire on different building materials	
	4.4	Compare the methods of testing materials and the limitations of each	For example: • Single burning item v furnace • Chemical • Hammer testing • Hot nut • Desktop testing
	4.5	Explain how inappropriate selection, use, location, orientation and interaction of materials can affect the fire performance of a building	

5. Be able to evaluate and respond to plans, consultations and fire safety submissions associated with construction design	5.1	Obtain sufficient information from all available sources to enable an evaluation of fire safety design submissions and fire protection systems	
	5.2	Confirm the type, range and level of risks associated with proposals	
	5.3	Assess proposals against national and international design standards or guidance	
	5.4	Determine the validity of the fire strategy associated with the submission to identify risks which are not adequately controlled	
	5.5	Establish that the proposed control measures are suitable and sufficient to manage risks effectively	
	5.6	Assess the adequacy of fire safety measures where further information becomes available	
	5.7	Determine specialist advice to support the assessment, where factors influencing risk are outside of own personal level of expertise	
	5.8	Assess the impact of the proposed plans on existing fire safety arrangements when altering or adapting premises	
	5.9	Provide advice on consultations and submissions to determine statutory compliance with fire safety statutory codes of practice and legislation	Examples of consultations and submissions include: • Planning • Building regulations

			• House(s) of Multiple Occupancy • Licensing • Marriage venues
Additional information about the unit			
Assessment guidance	Assessment from a learning and development environment is permitted for the knowledge and understanding learning outcomes. Assessment of the practical learning outcomes can be in a simulated learning and development or a workplace environment.		

Title	Review fire safety relating to premises under construction, demolition and alteration
Level	4
Unit Number	6
Total Unit Time	30
GLH	15

Learning Outcomes *The learner will:*	**Assessment Criteria** *The learner can:*		**Guidance and/or Indicative Content**
1. Understand requirements for reviewing fire safety relating to premises under construction, demolition and alteration	1.1	Identify the enforcing authorities and their role and responsibilities relating to fire safety enforcement when premises are under construction, demolition or alteration	Examples include: • Health & Safety Executive (HSE) • Fire Authority • BSR and the Gateway process • Office for Nuclear Regulation • Ministry of Defence (MoD) • Crown Premises Fire Safety Inspectorate • Office of Rail and Road
	1.2	Explain critical hazards and risks associated with structures undergoing construction, demolition or alteration	• HSE website • Differentiate process fire risks (HSE) from ordinary fire risks • HSG 168 • Hot works • External wall systems - advanced inspection issues and remediation links; high-consequence risks • Large panel systems - structural risk context; construction types and failure under fire conditions

	1.3	Summarise the materials and substances that may be encountered during construction, alteration and demolition and the associated risks	Examples include: • Paints • Solvents • Flammable materials • Packaging • HSG 168 Acetylene may be encountered on demolition
	1.4	Review the impact of the proposed plans on existing fire safety arrangements when constructing, demolishing or altering premises	May include: • Escape routes • Fire doors • Compartmentation • Lighting • Firefighting equipment • Fire protection systems
	1.5	Explain likely effects of a fire incident on the structure, individuals and surrounding areas	Learners may consider issues such as: • Cladding • Large panel systems - structural risk context; construction types and failure under fire conditions • Impact on nearby businesses • Environmental contamination • Access for Fire and Rescue Services • Timber frame emitter distances • Falling debris • Storage of potentially flammable substances/materials underneath scaffolding and sheeting

			• Impact on different groups of people, including workers on site, fire and rescue personnel, members of public/those in immediate vicinity
	1.6	Explain control measures applicable to sites and surrounding areas where construction, demolition or alteration is planned or underway	Examples may include: • Firefighting equipment (FFE) • Fire alarms • Permits to work • Alerting HSE to hazards/risks • Arson prevention/site security • Additional properties/risks relating to heritage sites • Use of water curtains • Temporary compartmentation
	1.7	Explain the implications for short- and long-term management of risks in a situation of construction, alteration or demolition	Learners may consider issues such as: • Who is responsible person/duty holder? • Who manages and controls the risk? • Short term – continuity of managing risks can be lost • Long term – expect to be consistent • Management of multiple contractors • Partial occupancy
	1.8	Explain how to work with agencies and partners to exchange or obtain information to achieve a satisfactory level of fire safety	Examples of agencies/partners include: • Building control • Registered building control approver (RBCA) (formerly AI) • HSE Several parties will have a role in risk management and will have to exchange information and collaborate and

			cooperate to mitigate risk. These could be the Responsible Person, Duty Holder (5(3)), principle accountable person, CDM contractor, etc. May include sourcing specialist advice/documents
	1.9	Summarise roles and responsibilities of duty holders in construction, alteration or demolition	For example: • Principal contractors • Designers • Clients
2. Be able to review fire risk assessments for planned construction, demolition and alteration	2.1	Evaluate the suitability of the fire risk assessment	For example: • Step • 9 Step
	2.2	Liaise with other agencies to advise on the suitability of the fire risk assessment and risks identified to assist with future action	
3. Be able to provide advice on control measures to manage fire risks in premises under construction, demolition and alteration and the immediate vicinity	3.1	Evaluate the premises and immediate vicinity, which may be affected by incidents within the premises to be constructed, demolished or altered	
	3.2	Prioritise critical risks to the premises and defined area, including those affecting people, property and the environment	
	3.3	Provide advice on the optimum options for preventing and minimising risk, to limit possible harmful effects of incidents on people, property and the environment	

	3.4	Provide advice on the implications of implementing inadequate control measures and the consequences of such decisions	For example, non-compliance
Additional information about the unit			
Assessment guidance	Assessment from a learning and development environment is permitted for the knowledge and understanding learning outcomes. Assessment of the practical learning outcomes can be in a simulated learning and development or a workplace environment.		
Links	HSE: Information about health and safety at work		

Title	Draft and serve statutory enforceable documents for the purpose of fire safety regulation
Level	4
Unit Number	7
Total Unit Time	40
GLH	20

Learning Outcomes *The learner will:*	**Assessment Criteria** *The learner can:*		**Guidance and/or Indicative Content**
1. Understand requirements for drafting statutory enforceable documents for the purposes of fire safety regulation	1.1	Summarise the policies and priorities of the regulatory authority in relation to the drafting of statutory enforceable documents	Learners may consider providing a brief overview of national priorities and own organisation's policies, relating specifically to statutory enforceable documents. Statutory enforceable documents will be relevant to the learner's home nation and may include: • Statutory notices e.g. Alterations, enforcement, and/or prohibition notices • Licences • Approvals Statutory duty to enforce the Fire Safety Order-art 25-26
	1.2	Explain the application of fire safety legislation in relation to the drafting of statutory enforceable documents	Learners may refer to Articles 29-31, Collected Perceived Insights Into and Application of The Regulatory Reform (Fire Safety) Order 2005 For the Benefit of Enforcing Authorities
	1.3	Explain the relationship between the principal statutory provisions	A statutory (lawful) provision is one that requires the Responsible Person (RP) to comply with article 8-22B of

			the Fire Safety Order i.e. Alterations notice, Enforcement notice and Prohibition/Restriction notices Articles 8-22B and 38 RR(FS)O 2005
	1.4	Summarise the application of formal and informal enforcement actions in accordance with the regulatory authority's policies and procedures	For example, the difference between: • Discretionary powers (letters of fire safety matters and goodwill advice) • mandatory powers (statutory notices) • Determinations by the Secretary of State
	1.5	Explain the requirements for drafting clear, accurate and enforceable notices	Learners may refer to the implications of unclear/inaccurate notices
	1.6	Explain the process for withdrawing or extending notices	Learners may refer to circumstances when notices may be withdrawn or extended
2. Understand requirements for serving statutory enforceable documents for the purposes of fire safety regulation	2.1	Explain the enforcing authority policy on the process of issuing notices	Learners may consider their own organisation's policy, including the consultation process
	2.2	Explain how to identify the legal entity where the notice is to be served	Sources may include: • Companies House • Fire Safety Order - Articles 3, 5, 27, 48 • Insurance Certificates • Licensing Authority • Land registry Learners may consider: • Responsible person/control • Employer • Owner

			• Tenant/occupier • Managing agent • Corporate bodies • Leases and contracts • Shared duties
	2.3	Explain the circumstances in which notices can be issued	
	2.4	Clarify how statutory enforceable documents must be served to meet legal requirements	
	2.5	Explain the use of statutory enforceable documents by regulators to achieve desired outcomes	
	2.6	Summarise the appeals procedure and process	Only grounds for formal appeal: • Enforcement Notice based on factually inaccurate issues • Enforcement notice is legally flawed Fire authority erred in the exercise of its discretion in serving the Enforcement Notice
3. Be able to draft statutory enforceable documents	3.1	Identify the legal title of those to whom the document(s) are to be addressed	Learners may refer to Article 3 hierarchy in the Regulatory Reform (Fire Safety) Order 2005 and article 27 of powers
	3.2	Confirm the reason(s) for drafting the notice	Learners may refer to Article 31(3)(b) in the Regulatory Reform (Fire Safety) Order 2005

	3.3	Decide upon the type, content, compliance date and any conditions (schedule) of the notice to be issued	Details e.g. dates, must be specific
	3.4	Produce statutory enforceable documents which are clear and accurate	For example: • Documents should be written in plain English • Use of standard documents can promote clarity and accuracy
	3.5	Confirm that the action required by the notice will enable compliance with legislation and/or control the risk and is practical to enforce in the event of non-compliance	
	3.6	Confirm the understanding of the requirements of the notice with those serving the notice	This is required when the learner is not serving the notice The learner may evidence this through simulation by sending a copy of the notice to the assessor
4. Be able to serve statutory enforceable documents	4.1	Confirm own understanding of the requirements of the notice	
	4.2	Serve the notice in accordance with legal requirements	
	4.3	Inform the recipient of the appeals procedure and process, and receive the necessary appeal documentation	
	4.4	Share relevant information with people within own organisation, any other relevant statutory enforcing authority(s) and the general public	• Learners should follow their own organisation's procedures

			• Examples of other enforcing authorities may include building control body or housing teams • Use of relevant public registers
Additional information about the unit			
Assessment guidance	Simulation, for example use of scenarios, may be used for this unit where learners are not working in a regulatory role		

Title	Prepare and present evidence for court and other formal proceedings in relation to fire safety
Level	4
Unit Number	8
Total Unit Time	45
GLH	35

Learning Outcomes *The learner will:*	**Assessment Criteria** *The learner can:*		**Guidance and/or Indicative Content**
1. Understand evidence requirements in court and other formal proceedings in relation to fire safety	1.1	Summarise types of evidence which can be presented in court and formal proceedings	Examples may include: Documents: • Fire risk assessments conducted at the premises • Fire safety policies and procedures outlining fire safety measures in place • Maintenance and inspection records e.g. fire alarm testing, extinguisher servicing, and emergency lighting checks • Fire safety training records • Correspondence – Emails, letters, or reports highlighting concerns or recommendations about fire safety • Certificates or approvals confirming compliance to fire safety laws/regulations Photographic / video evidence: • Images of fire hazards e.g. obstructed exits, faulty alarms, or inadequate safety measures

			• CCTV footage showing fire-related incidents or failures in fire safety compliance
	1.2	Explain how witness statements can be used as evidence in court and other formal proceedings	May include: • Employee or resident statements from those affected by fire safety issues • Expert reports from fire safety experts or consultants evaluating compliance and risks • Fire and Rescue Service reports
	1.3	Summarise legal and regulatory evidence to support fire safety proceedings	Examples include: • Regulatory Reform (Fire Safety) Order 2005 • Building Regulations Approved Document B (Fire Safety) • British Standards • Previous cases and precedents
	1.4	Explain how evidence should be structured in preparation for court and formal proceedings	Learners may consider for example: • Chronological order – presenting documents in a timeline to show a sequence of events • Index and summary to order and explain the significance of documents • Highlight key points in reports and emails for easy reference
	1.5	Clarify legal requirements in relation to evidence	For example: • Authenticity of documents/ witness credibility - provide originals or certified copies • Experts should be suitably qualified • Compliance with Data Protection legislation/requirements

2. Understand requirements for presenting evidence in court and other formal proceedings in relation to fire safety	2.1	Summarise how to give evidence in a court or at proceedings with reference to notes and supporting materials	Learners may consider for example: • Who to address in court i.e. decision maker not counsel • Requirement to take an oath • Importance of being honest and answering all questions
	2.2	Explain the process for giving evidence in court and other formal proceedings	
	2.3	Explain circumstances in which evidence of opinion can be provided	May include for example: • Court recognised expert • Fire safety specialist under the Fire Safety Order articles (8-22)
	2.4	Explain the importance of maintaining control and composure under cross-examination	Learners may consider for example: • Situation of being cornered • Answering the question only • Importance of not contradicting one's testimony
	2.5	Explain the permitted liaison with victims, witnesses and defendants	For example: No interaction, limited interaction and unlimited interaction
	2.6	Clarify what constitutes a breach of court protocol or procedure and to whom any breaches should be reported	May include: • Speaking out • Use of telephones or taking images • Addressing court without permission • Entering and exiting court Timekeeping

	2.7	Clarify the roles and responsibilities of self and others within the context of court and formal proceedings	Others may include for example: • Judges or decision makers • Counsel, • Court usher and clerk
3. Be able to prepare evidence and reports relating to fire safety for court and other formal proceedings	3.1	Collate evidence to support the case	Considerations may include: • Building case file • Used or unused evidence • Disclosure • Investigative materials
	3.2	Submit reports and evidence that demonstrate there is a case to answer	For example: Prima facie case, skeleton argument to counsel
	3.3	Make available evidence and exhibits within own area of responsibility, taking steps to ensure their continuity and integrity	Considerations may include: • Chain of evidence • Security of evidence • Processes and procedures followed • Witness availability
	3.4	Prepare own evidence, notes and materials in advance of any proceedings	For example: • Witness statements - MG11 • Images pack • Expert opinion
	3.5	Communicate with relevant departments to enable a consistent approach	For example: Legal team in organisation and internal decision makers
	3.6	Inform responsible persons of actions taken	For example: Regular communication via formal routes

	3.7	Clarify the purpose, scope and expectation of own attendance at any proceedings	For example: • Witness in chief • Expert • Defence or prosecution witness
4. Be able to present evidence relating to fire safety to court and other formal proceedings	4.1	Conform to acceptable professional standards of behaviour and appearance	For example: • Punctuality • Adequately prepared with required documentation • Addressing judge/decision makers appropriately
	4.2	Deliver evidence and responses in a truthful, objective, clear and concise manner with due regard for the rules of evidence and procedures of the venue	
	4.3	Provide verbal evidence which is consistent with any written evidence provided	
	4.4	Respond to all directions of the court or proceedings promptly	
Additional information about the unit			
Assessment guidance	Simulation, for example use of scenarios, may be used for this unit where learners are not working in a regulatory role		

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 Approval Process
- Centre Assessment Standards Scrutiny (CASS) Strategy
- Centre Handbook
- Complaints Policy
- Conflict of Interest Policy
- Enquiries and Appeals Policy
- Examinations and Invigilation Policy
- Fair Access and Equality of Opportunity Policy
- Malpractice and Maladministration Policy and Procedures
- Reasonable Adjustments and Special Considerations Policy
- Recognition of Prior Learning (RPL) Policy
- Sanctions Policy
- Standardisation Policy
- Use of Artificial Intelligence (AI) Policy
- Vexatious Behaviour Policy
- Whistleblowing Policy

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 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.

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

5. Assessment

5.1. Qualification Assessment Methods

Assessment methods[3] that can be used for the SFJ Awards Level 4 Certificate in Fire Safety (Fire Auditors) and Level 4 Diploma in Fire Safety (Fire Inspectors) qualifications are as follows:

- E-assessment
- Multiple Choice Examination
- Oral 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 units. 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.

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.

[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

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).

5.3.3. 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.

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 in a non-operational environment which is not the learner's workplace, for example a training centre. The assessment guidance attached to each unit in section 3 of the handbook will specify where simulations are authorised. Please note that 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:

- 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).

[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

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 fire safety activities within the built environment, and the potential legal and public safety implications of the work being assessed, 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 Vocational 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 fire safety activities within the built environment, and the potential legal and public safety implications of the work being assessed, 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 IQAs.

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 a 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.

For Unit 8: *Prepare and present evidence for court and other formal proceedings in relation to fire safety*, learners may wish to use RPL from the Advanced Professional Certificate in Legal Skills in Investigation (APCIL) or the Advanced Professional Certificate in Investigative Practice (APCIP). Where the APCIL qualification is used, this must be current or supported by evidence that the learner has maintained currency through relevant practice or continuing professional development (CPD), in line with SFJ Awards policy. Additional evidence may also be required to demonstrate that all assessment requirements of the unit have been met. Please contact your EQA for further information.

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 reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- 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.

Appendix 1: Mapping of SFJ Awards Level 4 Diploma in Fire Safety (Fire Inspectors) to Level 4 Fire Safety Inspector Apprenticeship Standard (ST0746)[6] KSBs

	Unit 1				Unit 2						Unit 3							Unit 4			Unit 5					Unit 6			Unit 7				Unit 8			
LO	1	2	3	4	1	2	3	4	5	6	1	2	3	4	5	6	7	1	2	3	1	2	3	4	5	1	2	3	1	2	3	4	1	2	3	4
K1	■	■																																		
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K13	■																																			
K14				■																																
K15				■																																
K16				■																																

[6] This qualification has been mapped to the most up-to-date version of the apprenticeship standard at the time of development (V1.1 - https://skillsengland.education.gov.uk/apprenticeships/st0746-v1-1)

	Unit 1				Unit 2						Unit 3							Unit 4			Unit 5					Unit 6			Unit 7				Unit 8			
LO	1	2	3	4	1	2	3	4	5	6	1	2	3	4	5	6	7	1	2	3	1	2	3	4	5	1	2	3	1	2	3	4	1	2	3	4
K17						■																														
K18										■																										
S1												■																								
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S3																	■																		■	
S4				■																																
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S9																									■											
S10													■												■		■	■								
S11																■																				
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B4				■											■										■											
B5													■			■		■									■									
B6													■		■																					■
B7															■																					

	Unit 1				Unit 2						Unit 3							Unit 4			Unit 5					Unit 6			Unit 7				Unit 8			
LO	1	2	3	4	1	2	3	4	5	6	1	2	3	4	5	6	7	1	2	3	1	2	3	4	5	1	2	3	1	2	3	4	1	2	3	4
B8																																				

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