



SFJ Awards Level 2 Award in Fire Safety Principles

Regulation No: 601/3921/3

Contents	Page
Contact Us	3
Introduction	3
About this Qualification	4
Objective	4
Purpose	4
Sector	4
Structure	4
Estimated Total Qualification Time (TQT)*	4
Guided Learning Hours (GLH)**	4
Assessment	4
Practice MCQs	5
Age Range and Geographical Coverage	5
Learner Entry Requirements	5
Tutor Requirements	5
Centre Requirements	5
Unit 1: Fire Safety Principles D/601/9698	6
Unit 1 Guidance on Delivery and Assessment	10
Resources	11

Contact Us

We are here to help if you need further guidance from us. The SFJ AWARDS customer service team can be contacted between 9am and 5pm Monday to Friday at:

Email: info@sfjawards.com

Main Phone Switchboard: 0114 284 1970

Head Office Address:

**Grosvenor House,
Suite 4.02,
Central Park,
Telford,
TF2 9TW**

Introduction

This specification is intended for trainers, centres and learners. General information regarding centre approval, registration, Odyssey Online (SFJ AWARDS's candidate management system), assessment papers, certification, reasonable adjustments, special consideration, appeals procedures, are available from the website. This document should be read in conjunction with the SFJ AWARDS QMS Centre guide available from the website.

Version number

Please ensure that you have the latest and most up to date version of documents. Please check the website for the most up to date version. To check which version you have please see the footer which will give you the version number.

V2 updated January 2017: All pages re-formatted, updates to pages 3 and 4.

V3.0 updated November 2017: removal of (QCF) from qualification title, updates to page 4 (TQT added to structure table), removal of credit. TQT added in the unit section.

V4 updated June 2018: new address added

About this Qualification

The SFJ AWARDS Level 2 Award in Fire Safety Principles is a qualification aimed at individuals who intend to have responsibility for fire safety in the workplace. It provides learners with formal recognition of their knowledge and understanding of fire safety and is suitable for Fire Warden or Fire Marshall roles, as well as Managers, Supervisors and Team Leaders. The qualification is generic; therefore it is applicable to a variety of working environments.

All learners will cover the hazards and risks associated with fire in the workplace, how the risk is controlled, the principles and practice of fire safety management and the content of a fire safety briefing.

Objective

Preparing learners to progress to a qualification in the same subject area but at a higher level or requiring more specific knowledge, skills and understanding,

Purpose

E. Updating and continuing professional development (CPD)
E3. Develop knowledge and/or skills relevant to a particular specialisation within an occupation or set of occupations

Sector

1.3 Health and Social Care

Structure

To achieve the SFJ AWARDS Level 2 Award in Fire Safety Principles learners must achieve one credit from the single mandatory unit.

Unit	Level	Guided Learning Hours**	Estimated TQT*
Fire Safety Principles D/601/9698	2	9	10

Estimated Total Qualification Time (TQT)*

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

TQT is comprised of Guided Learning Hours (GLH) and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment, which takes place as directed by, but not under the supervision of a lecturer, supervisor or tutor. If a credit value is assigned to a qualification it is determined by TQT, as one credit corresponds to 10 hours of learning.

Guided Learning Hours (GLH)**

The guided learning hours for this individual unit are 9. It is the responsibility of training centres to decide the appropriate course duration, based on their learners' ability and level of existing knowledge. It is possible, therefore, that the number of Guided Learning Hours can vary from one training centre to another according to learners' needs.

Guided learning hours are all times when a member of provider staff is present to give specific guidance towards the learning aim being studied on the programme. This definition includes lectures, tutorials, and supervised study. It does not include hours where supervision or assistance is of a general nature and is not specific to the learners' studies.

Assessment

All assessment criteria in this qualification are assessed by portfolio, internally set and marked and externally quality assured by SFJ AWARDS. Centres are encouraged to use the SFJ AWARDS Workbook; passing all of the questions and activities in the SFJ AWARDS Workbook will ensure that all of the assessment criteria have been met.

However, centres are permitted to use their own documentation/ assessment materials, provided this is agreed with the EV prior to the commencement of any assessment. A variety of assessment methods can be used including:

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

This qualification is not graded, successful learners achieve a pass.

Practice MCQs

As an additional resource package, SFJ AWARDS offers multiple choice question papers and mark schemes for this qualification, which can be used as a classroom tool. These multiple choice questions are optional and cannot be used as part of the final summative assessment for the qualification, but they are an effective tool for interim/formative assessment.

If used by centres, the question papers should be marked internally. Centres can determine the conditions under which to test learners using the question papers. The multiple choice question papers and corresponding mark schemes can be downloaded from the website.

Age Range and Geographical Coverage

This qualification is approved for learners 14+ in England and Northern Ireland.

Learner Entry Requirements

There are no formal entry requirements. However, learners should be able to work at level 1 or above and be proficient in the use of English Language.

Progression

Learners who achieve this qualification can progress to a variety of qualifications using credits achieved from the single mandatory unit, including:

- The Level 2 Certificate in Health and Safety in the Workplace
- The Level 2 Award/ Certificate/ Diploma in Personal Development for Employability
- The Level 2 Certificate in Understanding Stewarding at Spectator Events
- The Level 2 Award in Hospitality Business Operations
- The Level 3 Certificate in Assessing Business Compliance

Tutor Requirements

It is best practice that trainers delivering this qualification hold at least one of the following:

- A verifiable history as a Local Authority Fire Officer supported with appropriate training
- NEBOSH National Certificate
- A recognised Level 3 or 4 Fire Safety qualification
- A level 3 or 4 Health and Safety Qualification or equivalent

They should also hold an appropriate teaching qualification e.g. PTLLS, Level 3 Award in Education and Training.

Centre Requirements

Centres must be approved by SFJ AWARDS in order to offer this qualification.

Unit 1: Fire Safety Principles D/601/9698

Guided Learning Hours: 9
 Unit Level: 2
 Total Unit Time: 10

Unit grid: Learning outcomes/Assessment Criteria/Content

Learning Outcome - The learner will:	Assessment Criteria - The learner can:		Indicative Contents:
1. Understand the hazards and risks associated with fire in the workplace	1.1	Explain how fires are caused in the workplace	Causes of fire in the workplace: Sources of ignition; oxygen; heat in close proximity. Common causes - poor housekeeping; inappropriate storage of combustibles; storage and use of dangerous substances; LPG storage; fireworks; machinery (lack of maintenance/cleaning, careless use); cooking; careless disposal of smoking materials; deliberate fire setting (arson).
	1.2	Describe the components of the fire triangle	Components of the fire triangle: Fuel - flammable solids, liquids and gases. Oxygen - from air, compressed oxygen or oxidising substances such as fireworks. Heat - from naked flames; smoking equipment; cooking; heaters; faulty or misused electrical equipment; arson; hot processes.
	1.3	Identify the hazards during or after a fire, including the products of combustion	Hazards during a fire: convective, conducted and radiated heat; rapid spread of fire; soot that reduces visibility; toxic chemicals released by the fire (e.g. Cyanides, acroelin, acid gases); reduced oxygen levels; poor visibility; exposed electrical cables; collapse of construction; flashover; backdraught. Hazards after a fire - toxic combustion products deposited on surfaces; unstable construction; trip hazards; dusts; falling debris; exposed electrical cables; leaking water and gas.
	1.4	Describe the characteristics of fire and smoke spread	Characteristics of fire spread: heat transfer by convection, conduction and radiation. Characteristics of smoke spread: Air consumed by fire, reduced oxygen levels; toxic combustion products; soot; smoke buoyancy; rising smoke plume (convection); mushrooming at ceiling; lateral spread of smoke; smoke filling of a room; fire room over-pressure; smoke leakage around doors/gaps; smoke travel in a corridor.

2. Understand how fire risk is controlled in the workplace	2.1	State the different methods used to identify and control fire hazards	Methods to identify fire hazards - fire risk assessment by competent person. Methods to control fire hazards: prevent oxygen, fuel and heat source coming together. Eliminate the hazard; reduce the quantities of combustibles stored/used; isolate fuel sources from sources of ignition; control, isolate or separate ignition sources and flammables.
	2.2	Define the term 'means of escape' in relation to fire hazards	Means of escape: safe escape route; place of relative safety; place of ultimate safety; control of smoke; alternative escape route; external escape; slip and trip hazards; blocked escape routes and exits; numbers of people; width of escape route; positioning and number of exits; bypass routes; lifts.
	2.3	Outline typical components for means of escape from fire hazards	Means of escape components: travel distance; dead end; inner room; corridor; staircase; protected route; fire resisting construction; fire resisting door; fire exit door; refuge; final exit; place of relative safety; place of ultimate safety; assembly point.
	2.4	Describe methods of fire detection and raising the alarm	Methods of raising the alarm: Shout of 'fire'; hand devices (gongs, bells, air horns); electrical fire alarms; manual call points; automatic fire detectors; sounders and bells; visual beacons; vibrating devices; voice alarm; schematic plan; power supply; staged fire alarms; false alarms.
	2.5	Describe the principle of how fires are extinguished	Principles of extinguishing fires: removal of heat (cooling) using water; separating oxygen and fuel (smothering) using foam/fire blanket; dry powder or carbon dioxide; interference with chemical reactions using halogenated hydrocarbons (halons).
	2.6	Describe how portable fire-fighting equipment should be used safely	Safe use of fire-fighting equipment:: classes of fire; classes of extinguishing media; correct selection of extinguisher; familiarity with operating method; operating instructions and other markings; recognising limitations of the equipment; hazards with particular extinguishers; safe use of a fire blanket; maintaining safe egress route; lone working.
	2.7	Identify common fixed fire-fighting systems and where they might be used	Common fixed fire-fighting systems: Hose reels; automatic water sprinkler systems; water deluge systems; gas flooding systems; powder and foam fixed installations; fire-fighting staircases; lobbies and lifts; dry and wet mains; smoke control systems; access routes for fire-fighting (vehicles and personnel); fire hydrants; information and communications for fire-fighters.

3. Understand the principles and practice of fire safety management at work	3.1	Outline the duties of employers and employees with respect to fire safety in the workplace	Employers' duties: fire risk assessment; preventative and protective measures required by the Regulatory Reform (Fire Safety) Order; competent persons; information/instruction/training for employees; information for non-employees (e.g. contractors); co-operation/co-ordination; information/communication with emergency services; dangerous substances; young people; maintenance. Employees' duties: co-operation with employer; safe workplace; informing employer of hazards or dangerous situations.
	3.2	Outline how to undertake a simple fire safety inspection in the workplace	Simple safety inspection: periodic checks (daily, weekly, monthly etc.); escape routes; fire resisting doors; exits; fire warning system; escape lighting; fire-fighting equipment; door release; external routes/stairs; fire shutters; generators; fixed fire-fighting installations; fire-fighting facilities; water supplies; access for fire-fighting; information and communication for fire-fighters.
	3.3	Describe the stages involved in a fire risk assessment	Stages of a fire risk assessment: identifying hazards; identifying people at risk; evaluating the risk; removal and reduction of risk; provision of appropriate preventative and protective measures; preparation of emergency plan; co-operation and co-ordination; information; instruction; training; recording significant findings and action taken; review.
4. Understand the role of the nominated fire warden	4.1	State the role and function of fire wardens in their workplace: <ul style="list-style-type: none"> • on a day-to-day basis • during an emergency • if they are not in their designated areas of responsibility when the alarm is raised 	Day to day role of fire wardens: workplace hazard identification and reporting; fire safety inspection; maintenance of fire systems; information, instruction and training. Emergency role of fire wardens: personal safety; emergency plan; assisting/encouraging evacuation (including those with disabilities); checking premises for people and/or fire; closing down equipment/machinery; using fire-fighting equipment; liaison with emergency services; performing supervisory/management role (e.g. roll call); salvage work. Fire warden not in designated location: emergency plan; assisting at the assembly point; salvage work.

	4.2	Outline the content of a fire safety briefing	Content of fire safety briefing: emergency plan - evacuation strategy; fire alarm system tests, call points and alarm signal; location of escape routes; fire exit signs; lifts; closing doors; people with difficulties (PEEPS); assembly points; re-entry to the building; special fire precautions for the premises.
--	-----	---	---

Unit 1 Guidance on Delivery and Assessment

Delivery

This unit develops the learner's knowledge of fire risk, fire prevention and safe usage of portable fire-fighting equipment. Learners will be able to demonstrate their knowledge of the causes of different types of fire (paper, wood, electrical, etc.) and the correct equipment to use in each case. Learners will also be able to identify and explain the use of fire detection equipment such as alarms and sirens, and raising the alarm in case of a fire emergency. Learners will be able to discuss the roles, responsibilities and duties of Fire Wardens and Marshalls as well as other employees during a fire emergency.

Assessment

All assessment criteria in this unit are assessed by portfolio, internally set and marked and externally quality assured by SFJ AWARDS. Centres are encouraged to use the SFJ AWARDS Workbook; passing all of the questions and activities in the SFJ AWARDS Workbook will ensure that all of the assessment criteria have been met.

However, centres are permitted to use their own documentation/ assessment materials, provided this is agreed with the EV prior to the commencement of any assessment. A variety of assessment methods can be used including:

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

Resources

Training Resources

Centres may use their own, or published learner support materials in delivering the qualification. Whatever support materials centres choose to use, they should ensure that their delivery methodology adequately prepares the learner for assessment.

SFJ AWARDS endorses published training resources and learner support materials by submitting the materials to a rigorous and robust quality assurance process, thus ensuring such materials are relevant, valid and appropriately support the qualification.

Resources and Useful websites

Health and Safety Executive	www.hse.gov.uk
The National Archives (for all UK legislation)	http://www.legislation.gov.uk
Health and Safety Executive for Northern Ireland	http://www.hseni.gov.uk
Proskills (Sector Skills Council for process and manufacturing sector)	http://www.proskills.co.uk/