



# **SFJ Awards Level 3 Award in Fire Safety Management**



# Qualification Handbook

## SFJ Awards Level 3 Award in Fire Safety Management

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# 1 Introduction

## 1.1 About us

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

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

SFJ Awards is an awarding organisation that builds upon this reputation, and understands the specific challenges facing the Policing, Community Safety, Legal, Armed Forces and Health sectors, enabling us to quality assure learning outcomes that are suited to the needs of the sectors.

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

## 1.2 Customer Service Statement

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

## 1.3 Centre Support

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

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

Tel: 0114 284 1970

E-mail: [info@sfjawards.com](mailto:info@sfjawards.com)

Website: [www.sfjawards.com](http://www.sfjawards.com)

# 2 The Qualification

## 2.1 Overall Objective for the Qualification

This handbook relates to the following qualification:

- SFJ Awards Level 3 Award in Fire Safety Management

The objective of the SFJ Awards Level 3 Award in Fire Safety Management is to provide the knowledge, understanding and skills required by:

- Individuals who have responsibility for fire risk management in simple and complex commercial premises
- Fire marshals/stewards at sports/recreational venues who have responsibility for ensuring availability of predetermined fire safety resources

The qualification is aimed at individuals whose responsibilities include:

- Carrying out and regularly reviewing a fire risk assessment of the premises
- Advising residents about safety precautions relating to them in the building
- Putting in place, and maintaining, adequate and appropriate fire safety measures to remove or reduce the risk to life
- Planning for an emergency
- Providing information, fire safety instruction and training for staff

The purpose of this qualification is therefore to develop the skills, knowledge and understanding required for:

- Individuals who have to carry out these fire safety tasks in business, commercial, care, construction and industrial premises
- Fire marshals/stewards at sports/recreational venues who have responsibility for ensuring availability of predetermined fire safety resources, including active and passive systems, to manage risks and respond to incidents of fire

## 2.2 Pre-entry Requirements

There are no pre-entry requirements for enrolling to complete this qualification.

## 2.3 Units and Rules of Combination

### SFJ Awards Level 3 Award in Fire Safety Management

This qualification is made up of two mandatory units as shown in the table below. Learners must complete both units to achieve the qualification.

Mandatory Units					
Unit Number	Odyssey Reference	Unit Title	Level	GLH	Total Hours
1	1298	Understand the principles of fire safety	3	8	12
2	1299	Fire safety management	3	8	12

## 2.4 Total Qualification Time (TQT)

Total Qualification Time comprises of the following two elements.<sup>1</sup>

- The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- An estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

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

Guided learning hours consist of all occasions when a member of training centre staff is present to give specific guidance towards the learning aim of the programme. This definition includes lectures, tutorials, supervised study and assignments. It does not include hours where supervision or assistance is of a general nature and is not specific to learners' study.

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

Qualification Title	TQT	GLH
SFJ Awards Level 3 Award in Fire Safety Management	24	16

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

## **2.5 Age Restriction**

This qualification is available to learners aged 18 years and over.

## **2.6 Opportunities for Progression**

This qualification creates opportunities for progression to relevant qualifications in fire safety and the fire and rescue sector.

## **2.7 Use of Languages**

SFJ Awards business language is English and we provide assessment materials and qualification specifications that are expressed in English. Assessment specifications and assessment materials may be requested in Welsh or Irish and, where possible, SFJ Awards will try to fulfil such requests. SFJ Awards will provide assessment materials and qualification specifications that are expressed in Welsh or Irish and support the assessment of those learners, where the number of learners makes it economically viable for SFJ Awards to do so. More information is provided in the SFJ Awards' Use of Language Policy.

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

Policies are available on our website [www.sfjawards.com](http://www.sfjawards.com) or on request from SFJ Awards.

# 3 Centre Requirements

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

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

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

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

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



# 4 Assessment

## 4.1 Qualification Assessment Methods

Assessment methods that can be used for the SFJ Awards Level 3 Award in Fire Safety Management are as follows:

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

## 4.2 Assessors

### 4.2.1 Occupational Competence

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

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

### 4.2.2 Occupational Knowledge

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

### 4.2.3 Qualification Knowledge

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

#### **4.2.4 Assessor Competence**

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

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

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

#### **4.2.5 Continuing Professional Development**

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

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

### **4.3 Internal Quality Assurers**

#### **4.3.1 Occupational Knowledge**

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

#### **4.3.2 Qualification Knowledge**

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

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

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<sup>2</sup> National Occupational Standards for Learning and Development, LLUK 2010

### 4.3.3 Internal Quality Assurer Competence

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

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

To demonstrate their competence, IQAs must be:

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

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

### 4.3.4 Continuing Professional Development

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

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

## 4.4 External Quality Assurers

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

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<sup>3</sup> National Occupational Standards for Learning and Development, LLUK 2010

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

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

#### **4.4.1 External Quality Assurer Competence**

To demonstrate their competence, EQAs must be:

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

#### **4.4.2 Continuing Professional Development**

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

#### **4.5 Expert Witnesses**

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

##### **4.5.1 Occupational Competence**

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

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

##### **4.5.2 Qualification Knowledge**

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

#### **4.6 Assessing Competence**

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

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

Evidence must be:

- Valid
- Authentic
- Sufficient
- Current
- Reliable.

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

#### **4.7 Methods for Assessing Competence**

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

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

##### **4.7.1 Observation**

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

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

##### **4.7.2 Testimony of witnesses and expert witnesses**

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

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

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

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

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

#### **4.7.3 Work outputs (product evidence)**

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

#### **4.7.4 Professional discussion**

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

#### **4.7.5 Questioning the learner**

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

#### **4.7.6 Simulations**

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

Simulations can be used when:

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

Simulations must follow the principles below:

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

#### **4.8 Assessing Knowledge and Understanding**

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

Assessments must be:

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

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

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

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

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

## **4.9 Methods for Assessing Knowledge and Understanding**

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

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

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

## **4.10 Assessment Planning**

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

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

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

## **4.11 Standardisation**

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

### **4.11.1 Internal standardisation**

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



#### **4.11.2 External standardisation**

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

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

#### **4.12 Recognition of Prior Learning (RPL)**

‘Recognition of prior learning (RPL) is the process of recognising previous formal, informal or experiential learning so that the learner avoids having to repeat learning/assessment within a new qualification. RPL is a broad concept and covers a range of possible approaches and outcomes to the recognition of prior learning (including credit transfer where an awarding organisation has decided to attribute credit to a qualification)’.<sup>6</sup>

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

#### **4.13 Equality and Diversity**

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

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

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

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

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<sup>6</sup> After the QCF: A New Qualifications Framework, Ofqual 2015  
<https://www.gov.uk/government/consultations/after-the-qcf-a-new-qualifications-framework>

#### **4.14 Health and Safety**

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

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

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

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

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

# 5 Qualification Units

<b>Title</b>	Understand the principles of fire safety	
<b>Level</b>	3	
<b>GLH</b>	8	
<b>Unit aim</b>	This unit is relevant to employees, fire wardens/marshals, managers and supervisors in business, commercial, care, construction and industrial premises, who undertake in-house fire safety management duties, and fire marshals/stewards at sports/recreational venues who have responsibility for ensuring availability of predetermined fire safety resources, including active and passive systems to manage risks and respond to incidents of fire.	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	<b>Guidance</b>
1. Understand fire hazards and risks in premises	1.1 Summarise the terms 'hazard' and 'risk'	
	1.2 Explain the fire tetrahedron	<ul style="list-style-type: none"> <li>• Components of the fire tetrahedron</li> <li>• Removal of elements of the tetrahedron to extinguish fires</li> </ul>
	1.3 Describe how fires spread in premises	<ul style="list-style-type: none"> <li>• Conduction</li> <li>• Convection</li> <li>• Radiated heat</li> </ul>
	1.4 Identify sources of ignition in premises	
	1.5 Identify sources of fuel in premises	

	1.6 Explain hazards that may be present during or after a fire	<ul style="list-style-type: none"> <li>Heat, smoke, visibility</li> </ul>
2. Understand fire risk assessments	2.1 Explain why fire risk assessments are required	
	2.2 Analyse how fire risk assessments relate to standard health and safety assessment principles	
	2.3 Explain who should carry out fire risk assessments	
	2.4 Explain the five-step approach to fire risk assessments	<a href="https://www.gov.uk/workplace-fire-safety-your-responsibilities/fire-risk-assessments">https://www.gov.uk/workplace-fire-safety-your-responsibilities/fire-risk-assessments</a>
	2.5 Analyse how the fire risk assessment process relates to implementing fire safety	
3. Understand how fire risk is controlled in premises	3.1 Define the term 'control measure'	
	3.2 Summarise the hierarchy of control measures	ERICPD - Eliminate, Reduce, Isolate, Control, Personal Protective Equipment (PPE), Discipline
	3.3 Explain how to reduce sources of ignition	
	3.4 Explain how to reduce sources of fuel	
	3.5 Explain the meaning of safety signage	<ul style="list-style-type: none"> <li>No Smoking signs</li> <li>Means of Escape signage (information)</li> <li>Warning signs</li> <li>Mandatory signs</li> <li>Combination signage</li> </ul>

		<ul style="list-style-type: none"> <li>• Fire point signage</li> <li>• Manual Call Point signage</li> </ul>
	3.6 Explain how fires are extinguished	
4. Understand the principles of means of escape and evacuation	4.1 Define the term 'means of escape'	
	4.2 Explain factors that contribute to safeguarding means of escape in premises	Compartmentation, warning, exits, alarms, detection
	4.3 Explain methods of detecting fires and raising the alarm	
	4.4 Explain actions to be taken in the event of a fire	<ul style="list-style-type: none"> <li>• Actions depending on type of detection system</li> <li>• Actions for evacuation in large premises</li> </ul>
5. Understand how to use fire extinguishers	5.1 Describe classes of fire	<ul style="list-style-type: none"> <li>• Class A type fires</li> <li>• Class B type fires</li> <li>• Class C type fires</li> <li>• Class D type fires</li> <li>• Electrical category fires</li> <li>• Class F type fires</li> </ul>
	5.2 Explain the different types of fire extinguisher	<ul style="list-style-type: none"> <li>• Water extinguishers</li> <li>• Foam extinguishers</li> <li>• Dry powder extinguishers</li> <li>• Carbon dioxide extinguishers</li> <li>• Wet chemical extinguishers</li> <li>• Limitations of fire extinguishers</li> </ul>

	5.3 Explain how to use fire extinguishers	<ul style="list-style-type: none"> <li>• PASS in when using fire extinguishers</li> <li>• Safety precautions to take when using fire extinguishers</li> </ul>
<b>Assessment Guidance</b>		
<p>The assessment can be any of or a combination of the following:</p> <ul style="list-style-type: none"> <li>• Multi choice questions/examination</li> <li>• Portfolio of evidence</li> <li>• Evidence from in house log books and professional discussion</li> <li>• Witness testimonies and documented evidence by third party fire risk assessment of audits of premises and responsible persons.</li> <li>• Professional discussion</li> <li>• Online learning and assessment</li> </ul>		

<b>Title</b>	Fire safety management	
<b>Level</b>	3	
<b>GLH</b>	8	
<b>Unit aim</b>	This unit is relevant to general managers and supervisors who undertake in-house fire safety management duties in commercial, retail, care, construction and industrial premises and fire marshals/stewards at sports/recreational venues who have responsibility for ensuring availability of predetermined fire safety resources, including active and passive systems to manage risks and respond to incidents of fire. Implementation will be in accordance with the pre-determined risk assessment and risk management system that has normally been provided by the organisation.	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	<b>Guidance</b>
1. Understand how to manage fire safety in relation to safeguarding employees from fire	1.1 Summarise key requirements of fire safety legislation	<ul style="list-style-type: none"> <li>• Regulatory Reform (Fire Safety) Order 2005</li> <li>• Identify types of premises to which the FSO applies</li> <li>• Identify the main requirements under the FSO</li> <li>• Identify the principles of fire prevention</li> <li>• Identify process of more than one person in control of a premise</li> <li>• Identify the term “Responsible Person”</li> <li>• Identify the term relevant persons</li> <li>• Identify enforcement outcomes</li> </ul>

	<p>1.2 Summarise procedures to be adopted to manage premises utility services</p>	<ul style="list-style-type: none"> <li>• Key responsibilities in managing electrical safety</li> <li>• Hazards associated with electricity</li> <li>• Factors which increase the risks from electricity</li> <li>• Portable electrical equipment</li> <li>• User checks on portable electrical equipment</li> <li>• Testing and maintenance of fixed electrical systems</li> <li>• Testing and maintenance of portable electrical equipment</li> <li>• Testing of fixed piped gas</li> <li>• Carbon monoxide inspections and detection</li> </ul>
	<p>1.3 Explain components of an evacuation plan</p>	
	<p>1.4 Explain general duties of fire marshals</p>	
	<p>1.5 Explain the general duties of an assembly point coordinator/evacuation officer</p>	
	<p>1.6 Explain principles for managing vulnerable persons</p>	<ul style="list-style-type: none"> <li>• For example: disabled, hard of hearing, language barriers, young, old (relevant to the premises)</li> <li>• Planning for disabled evacuation</li> <li>• Personal Emergency Evacuation Plans (PEEPs)</li> </ul>



	<p>1.7 Explain the principles for managing contractors and visitors</p>	<ul style="list-style-type: none"> <li>• Hot working, permits to work</li> <li>• Key requirements and checks before hot working can commence</li> <li>• Escorting, induction, awareness</li> <li>• Manage unknown visitors and members of the public</li> </ul>
	<p>1.8 Describe how to manage fire safety training</p>	<ul style="list-style-type: none"> <li>• Regulatory requirements for training employees</li> <li>• Subjects that may need to be covered within fire safety training</li> <li>• Importance of keeping training records</li> <li>• Difference between induction and periodic training</li> <li>• Key requirements of fire drill training</li> <li>• Responsibilities to train others not in own direct employment</li> </ul>
	<p>1.9 Describe fire precautions in relation to safe working in hazardous areas</p>	<ul style="list-style-type: none"> <li>• Heat, smoke, visibility</li> </ul>

	1.10 Explain principles of managing dangerous and hazardous substances	<ul style="list-style-type: none"> <li>• Flammables</li> <li>• Compressed gasses</li> <li>• Items subject to Control of Substances Hazardous to Health Regulations (COSHH)</li> <li>• Containment</li> <li>• Storage and signage</li> </ul>
2. Understand how to maintain means of escape	2.1 Explain how to conduct in-house checks on fire doors	<ul style="list-style-type: none"> <li>• General visual inspection of fire doors</li> </ul>
	2.2 Explain how to conduct in-house checks on emergency routes and exits	<ul style="list-style-type: none"> <li>• Understand physical check of door seals and fittings, door signage, exit routes, self-closing devices, hinges, fire emergency exits, push bar pads etc</li> <li>• Recording tests and frequency of checks and periodic tests</li> </ul>
3. Understand routine tests to be taken on active fire safety measures	3.1 Explain how to conduct in-house checks on emergency lighting	<ul style="list-style-type: none"> <li>• Types of emergency lighting</li> <li>• Where emergency lighting should be located</li> <li>• User test emergency lighting</li> <li>• Recording tests and frequency of checks and periodic tests</li> </ul>

	<p>3.2 Explain requirements to manage fire alarm systems in premises</p>	<ul style="list-style-type: none"> <li>• Key components of a fire alarm system</li> <li>• Availability of design, installation, commissioning and test certificates of fire alarm system (as per relevant British Standard) for inspection purposes</li> <li>• Daily checks of fire alarm systems</li> <li>• Weekly checks of fire alarm systems</li> <li>• Identify periodic maintenance schedules for fire alarm systems</li> <li>• Record in-house testing</li> </ul>
<p>4. Be able to manage in-house fire safety compliance</p>	<p>4.1 Carry out passive fire safety in-house compliance checks</p>	<ul style="list-style-type: none"> <li>• For example: partitioned walls, ceilings, fire doors, fire glazing, arson prevention (skips, fire loading)</li> <li>• Importance of maintaining compartmentation</li> <li>• Record findings and report actions</li> </ul>
	<p>4.2 Carry out active fire safety in-house compliance checks</p>	<ul style="list-style-type: none"> <li>• For example: weekly fire alarms tests, monthly emergency lighting tests, arson prevention (CCTV), sprinkler/water mist system checks, fire and associated health and safety signage</li> </ul>

		<ul style="list-style-type: none"> <li>• Fire extinguishers and extinguishing systems</li> <li>• Routine measuring of performance of fire safety measures</li> <li>• Record findings and report actions</li> </ul>
	4.3 Maintain safe means of escape	<ul style="list-style-type: none"> <li>• For example: fire exit route and fire door checks, stairwell checks, housekeeping, and emergency fire escape signage</li> <li>• Record findings and report actions</li> </ul>
	4.4 Implement evacuation strategies according to plan	<ul style="list-style-type: none"> <li>• For example: evacuation and fire drills</li> <li>• Disabled evacuation, including requirements for, and management of, disabled refuges</li> <li>• Record findings and report actions</li> </ul>
	4.5 Manage staff training relating to fire safety	<ul style="list-style-type: none"> <li>• For example: maintaining records, training needs</li> </ul>
	4.6 Manage periodic maintenance requirements	<ul style="list-style-type: none"> <li>• Maintenance certification for fire safety systems relevant to premises</li> <li>• Record findings and report actions</li> </ul>

	<p>4.7 Implement recommendations from applied fire risk assessments</p>	<ul style="list-style-type: none"> <li>• For example: communicate risk assessment findings to staff, address fire risk assessment action plan findings, maintain good practice from risk assessment findings</li> <li>• Record findings and report actions</li> </ul>
<p><b>Assessment Guidance</b></p>		
<p>The assessment can be any of or a combination of the following:</p> <ul style="list-style-type: none"> <li>• Multi choice questions/examination</li> <li>• Portfolio of evidence</li> <li>• Evidence from in house log books and professional discussion</li> <li>• Witness testimonies and documented evidence by third party fire risk assessment of audits of premises and responsible persons.</li> <li>• Professional discussion</li> <li>• Online learning and assessment</li> </ul>		

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