

Specification

Edexcel NVQ/competence-
based qualifications

**Edexcel Level 3 Certificate in Fire Safety
(Fire Auditors) (QCF)**

**Edexcel Level 4 Certificate in Fire Safety
(Fire Auditors) (QCF)**

**Edexcel Level 4 Diploma in Fire Safety
(Fire Inspectors) (QCF)**

First registration July 2011



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Our specialist suite of qualifications include NVQs, Apprenticeships, WorkSkills, Functional Skills, Foundation Learning, as well as our exclusive range of BTECs, from entry level right through to Higher National Diplomas.

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Qualification titles covered by this specification

This specification gives you the information you need to offer the Edexcel Level 3 and 4 qualifications in fire safety:

Qualification title	Qualification Number (QN)	Accreditation start date
Edexcel Level 3 Certificate in Fire Safety (Fire Auditors) (QCF)	600/2642/X	01/07/11
Edexcel Level 4 Certificate in Fire Safety (Fire Auditors) (QCF)	600/2647/9	01/07/11
Edexcel Level 4 Diploma in Fire Safety (Fire Inspectors) (QCF)	600/2652/2	01/07/11

These qualifications have been accredited within the Qualifications and Credit Framework (QCF) and are eligible for public funding as determined by the Department for Education (DfE) under Section 96 of the Learning and Skills Act 2000.

The qualification titles listed above feature in the funding lists published annually by the DfE and the regularly updated website. They will also appear on the Learning Aims Database (LAD), where relevant.

You should use the QCF Qualification Number (QN), when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique QCF reference number, which is listed in this specification.

The QCF qualification title and unit reference numbers will appear on learners' final certification documents. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

These titles replace the following qualifications from July 2011:

Qualification title

Edexcel Level 2 NVQ in Fire Safety

Edexcel Level 3 NVQ in Fire Safety

Edexcel Level 4 NVQ in Fire Safety

Qualification Number (QN)	Accreditation start date	Accreditation end date
QN: 100/5655/5	01/10/05	31/09/11
QN: 100/5656/7	01/10/05	31/09/11
QN: 100/5657/9	01/10/05	31/09/11

Key features of the Edexcel Level 3 and Level 4 qualifications in Fire Safety

These qualifications:

- are nationally recognised
- are based on the Fire Service National Occupational Standards (NOS).

The NOS, assessment requirements/strategy and qualification structures are owned by Skills for Justice.

What is the purpose of these qualifications?

Current fire safety regulations emphasise fire prevention and the management of risk. These qualifications support the development and accreditation of personnel with fire safety responsibilities. They are intended for non-emergency fire personnel employed in all types of businesses and workplaces. Personnel may be employed or contracted to work with others to ensure that suitable and sufficient fire safety arrangements are made and maintained, or in a regulatory role to ensure that the requirements are met through cooperation or enforcement.

Who are these qualifications for?

These qualifications are for all learners aged 18 and above who are capable of reaching the required standards.

Edexcel's policy is that the qualifications should:

- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all wishing to access the qualifications.

Edexcel Level 3 Certificate in Fire Safety (Fire Auditors) (QCF)

This qualification is suitable for managers, staff and owner-occupiers who are responsible for ensuring that suitable and sufficient fire safety arrangements are made and maintained. It is also suitable for personnel in a fire safety regulator role with responsibility for ensuring the requirements of fire safety and associated regulations are being met through cooperation or enforcement. They will operate in the context of simple premises for example small buildings with a simple layout such as small shops, offices or industrial units with easy means of escape. This does not include premises that include sleeping accommodation or premises used for high fire risk processes or storage.

Edexcel Level 4 Certificate in Fire Safety (Fire Auditors) (QCF)

This qualification is suitable for managers, staff and owner-occupiers who are responsible for ensuring that suitable and sufficient fire safety arrangements are made and maintained for complex premises for example large premises, premises occupied by large numbers of people, where there is a longer distance to an escape route, premises containing sleeping accommodation or premises used for high fire risk processes or storage.

Edexcel Level 4 Diploma in Fire Safety (Fire Inspectors) (QCF)

This qualification is suitable for fire safety practitioners employed to work with others, such as managers, safety site representatives, owners or occupiers to ensure that suitable and sufficient fire safety arrangements are made and maintained, including those for complex premises. It is also suitable for regulators who ensure that the requirements of fire safety and associated regulations are being met.

What are the benefits of these qualifications to the learner and employer?

These qualifications support the development of knowledge and skills, to a recognised national standard, for personnel operating in fire safety roles to support the requirements of fire safety legislative requirements.

What are the potential job roles for those working towards these qualifications?

At level 3, fire safety may be part of a manager or owner-occupier's role. More specialist fire safety roles at level 3 include fire safety advisors or officers.

At level 4, job roles include fire safety manager and fire safety engineers.

What progression opportunities are available to learners who achieve these qualifications?

These qualifications at level 3 enable accreditation in fire safety as appropriate to the context ie simple or complex premises that the learner operates within. Level 4 provides opportunities for progression to a fire safety specialist role.

Learners who have achieved the Edexcel Level 4 Certificate in Fire Safety (Fire Auditors) (QCF) may progress to the Level 4 Diploma in Fire Safety (Fire Inspectors) on achieving a further three units which facilitate progression and addresses access to the higher level.

What is the qualification structure for the Edexcel Level 3 Certificate in Fire Safety (Fire Auditors) (QCF)?

Individual units can be found in the *Units* section.

To achieve the Edexcel Level 3 Certificate in Fire Safety (Fire Auditors) (QCF) learners must achieve all six mandatory units to provide a total of 26 credits.

Mandatory units

Unit number	Unit reference	Unit title	Level	Credit
1	M/503/1893	Identify and report hazards and risks associated with fire in simple premises	3	4
2	J/503/3603	Assess risks associated with fire in simple premises	3	5
3	M/503/3420	Confirm measures are in place to protect people from fire in simple premises	3	5
4	R/503/3412	Review fire protection systems in simple premises	3	5
5	J/503/1916	Plan and gather evidence for the purposes of fire safety regulation in simple premises	3	4
6	J/503/3424	Visit simple premises for the purposes of fire safety regulation	3	3

What is the qualification structure for the Edexcel Level 4 Certificate in Fire Safety (Fire Auditors) (QCF)?

Individual units can be found in the Units section.

To achieve the Edexcel Certificate Level 4 in Fire Safety (Fire Auditors) (QCF) learners must achieve all five mandatory units to provide a total of 23 credits.

Mandatory units

Unit number	Unit reference	Unit title	Level	Credit
7	Y/503/3606	Assess risks associated with fire in complex premises and environments	4	5
8	T/503/1927	Ensure measures are in place to protect people from fire in complex premises and environments	4	5
9	M/503/3613	Review fire protection systems in complex premises and environments	4	5
10	R/503/3605	Review safety measures at locations that are regulated and/or licensed	4	4
11	K/503/3593	Visit complex premises and environments for the purposes of fire safety regulation	4	4

What is the qualification structure for the Edexcel Level 4 Diploma in Fire Safety (Fire Inspectors) (QCF)?

Individual units can be found in the Units section.

To achieve the Edexcel Level 4 Diploma in Fire Safety (Fire Inspectors) (QCF) learners must achieve a minimum of 37 credits.

Learners must achieve:

- 30 credits from the mandatory unit group
- 7 credits from the optional unit group.

Mandatory units

Unit number	Unit reference	Unit title	Level	Credit
7	Y/503/3606	Assess risks associated with fire in complex premises and environments	4	5
8	T/503/1927	Ensure measures are in place to protect people from fire in complex premises and environments	4	5
9	M/503/3613	Review fire protection systems in complex premises and environments	4	5
10	R/503/3605	Review safety measures at locations that are regulated and/or licensed	4	4
11	K/503/3593	Visit complex premises and environments for the purposes of fire safety regulation	4	4
12	H/503/3401	Review fire safety matters relating to existing or proposed construction	4	7

Optional units

Unit number	Unit reference	Unit title	Level	Credit
13	F/503/3406	Work in partnership to minimise risks to the community	4	4
14	T/503/3600	Support the management of risks at incidents	4	4
15	A/503/3405	Review fire safety matters relating to premises under construction, demolition and alteration	4	4
16	T/503/3421	Prepare and present evidence in court and other formal proceedings in relation to fire safety matters	4	3
17	L/503/3604	Draft statutory enforceable documents for the purposes of fire safety regulation	4	3
18	F/503/3597	Serve statutory enforceable documents for the purposes of fire safety regulation	4	3

How are the qualifications graded and assessed?

The overall grade for each qualification is a 'pass'. The learner must achieve all the required units within the specified qualification structure.

To pass a unit the learner must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- show that the evidence is their own.

The qualifications are designed to be assessed:

- in the workplace or
- in conditions resembling the workplace, as specified in the assessment requirements/strategy for the sector, or
- as part of a training programme.

Assessment strategy

The assessment requirements/strategy for these qualifications has been included in *Annexe C*. They have been developed by Skills for Justice in partnership with employers, training providers, awarding organisations and the regulatory authorities. The assessment strategy includes details of:

- external quality control of assessment
- workplace assessment
- the use of and characteristics of simulation
- the required occupational expertise of assessors and verifiers
- liaison between the SSC and awarding organisations

Evidence of competence may come from:

- **current practice** where evidence is generated from a current job role
- a **programme of development** where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace
- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of learning. They must submit sufficient, reliable and valid evidence for internal and standards verification purposes. RPL is acceptable for accrediting a unit, several units or a whole qualification
- a **combination** of these.

It is important that the evidence is:

Valid	relevant to the standards for which competence is claimed
Authentic	produced by the learner
Current	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
Reliable	indicates that the learner can consistently perform at this level
Sufficient	fully meets the requirements of the standards.

Types of evidence (to be read in conjunction with the assessment strategy in Annexe C)

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard in the assessment criteria. Evidence can take a variety of different forms including the examples below. Centres should refer to the assessment strategy for information about which of the following are permissible.

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- outcomes from simulation, where permitted by the assessment strategy (S)
- professional discussion (PD)
- assignment, project/case studies (A)
- authentic statements/witness testimony (WT)
- expert witness testimony (EPW)
- evidence of Recognition of Prior Learning (RPL).

The abbreviations may be used for cross-referencing purposes.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is, therefore, not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to reference the assessment criteria to which the evidence relates.

Evidence must be made available to the assessor, internal verifier and Edexcel standards verifier. A range of recording documents is available on the Edexcel website www.edexcel.com. Alternatively, centres may develop their own.

Centre recognition and approval

Centre recognition

Centres that have not previously offered Edexcel qualifications need to apply for and be granted centre recognition as part of the process for approval to offer individual qualifications. New centres must complete both a centre recognition approval application and a qualification approval application.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres already holding Edexcel approval are able to gain qualification approval for a different level or different sector via Edexcel online.

Approvals agreement

All centres are required to enter into an approvals agreement which is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Edexcel will act to protect the integrity of the awarding of qualifications, if centres do not comply with the agreement. This could result in the suspension of certification or withdrawal of approval.

Quality assurance

Detailed information on Edexcel's quality assurance processes is given in *Annexe A*.

What resources are required?

Each qualification is designed to support learners working in the fire and rescue services sector. The physical resources required to deliver and assess the qualifications must be of industry standard. Centres must meet any specific resource requirements outlined in *Annexe C: Assessment requirements/strategy*. Staff assessing the learner must also meet the requirements stated in this annexe.

Unit format

Each unit in this specification contains the following sections.

Unit title:					The unit title is approved on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).
Unit reference number:					This code is a unique reference number for the unit.
QCF level:					All units and qualifications within the QCF have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry level to level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional.
Credit value:					All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.
Guided learning hours:					A notional measure of the substance of a qualification. It includes an estimate of the time that might be allocated to direct teaching or instruction, together with other structured learning time, such as directed assignments, assessments on the job or supported individual study and practice. It excludes learner-initiated private study.
Unit summary:					This provides a summary of the purpose of the unit.
Assessment requirements/evidence requirements:					The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.
Assessment methodology:					This provides a summary of the assessment methodology to be used for the unit.
Learning outcomes:	Assessment criteria:	Evidence type:	Portfolio reference:	Date:	
			The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.	The learner should give the date when the evidence has been provided.	
Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.		The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.		Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.	

Units

Unit 1: Identify and report hazards and risks associated with fire in simple premises

Unit reference number: M/503/1893

QCF level: 3

Credit value: 4

Guided learning hours: 20

Unit summary

This unit is about identifying fire hazards, and contributing to continuous risk assessment by regular review, monitoring and reporting to ensure that risk reduction measures, fire precautions and maintenance routines are sustained. It applies to simple as opposed to complex premises and environments ie small buildings with a simple layout such as small shops, offices or industrial units with easy means of escape. This does not include premises that include sleeping accommodation or premises that are used for high fire risk processes or storage. Learners will work within a pre-determined location and with a defined level of responsibility and authority.

'Requirements' specified in learning outcome 1 relate to a general term used to encompass the learner's understanding of all aspects of hazard and risk reporting.

All activities carried out in this unit will be within the learner's own level of competence and authority.

This unit is for practitioners employed or contracted to work with others in an organisation, for example fire warden, fire marshal, site safety officer, owners or occupiers. They ensure that within the scope of their responsibility, suitable and sufficient fire safety arrangements are made and maintained.

Assessment methodology

For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

For the practical components, simulation in a learning and development environment is recommended but assessment in a workplace environment is also permitted.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand requirements for identifying and reporting hazards and risks associated with fire in simple premises</p>	<p>1.1 define the terms 'hazards and risks' in a fire safety context</p> <p>1.2 identify key features of hazard identification and risk assessment in simple premises</p> <p>1.3 describe typical consequences of failing to identify hazards and control risks</p> <p>1.4 identify organisational procedures relating to the identification of hazards and maintenance of fire precautions</p> <p>1.5 identify organisational and legal requirements for records associated with hazard identification, risk assessment and reporting</p> <p>1.6 summarise the nature of fire hazards, the causes of fire and the significance of common causes in different occupancies in own area of responsibility</p> <p>1.7 identify sources of information, advice and support in relation to hazards and risks associated with fire</p> <p>1.8 explain the requirements for reporting on fire safety issues</p> <p>1.9 describe the roles and responsibilities of others with authority to action fire safety</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Understand control measures to mitigate the risks from fire in simple premises</p>	<p>2.1 describe the range of extinguishing media, its location and correct application and use</p> <p>2.2 describe the premises' published fire routine</p> <p>2.3 describe the means of escape and pre-planned arrangements for ensuring safety of people in the event of fire, including those less able and their behaviours</p> <p>2.4 describe the purpose of fire precautions in the protection of people, property and the environment</p> <p>2.5 explain the triangle of fire</p> <p>2.6 explain basic preventive methods</p> <p>2.7 describe the purpose of training and the testing of fire precautions in relation to fire safety</p>			
<p>3 Be able to identify fire hazards and risks in simple premises</p>	<p>3.1 work to a due process for checking for hazards, risks and fire precautions</p> <p>3.2 monitor for hazards, risks and fire precautions</p> <p>3.3 assess risks and fire precautions within own level of responsibility</p> <p>3.4 inform people on the premises about their personal responsibilities and how they should report hazards</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Be able to report fire hazards and risks in simple premises</p>	<p>4.1 report identified hazards and risks</p> <p>4.2 keep accurate records of reviews and monitoring activities, including:</p> <ul style="list-style-type: none"> - the hazards and risks identified - fire precautions - the action taken to deal with risks and fire precaution needs <p>4.3 explain reviews and monitoring activities to specified personnel as required</p> <p>4.4 report lessons learned which contribute to continuous risk assessment and management processes</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 2: Assess risks associated with fire in simple premises

Unit reference number: J/503/3603

QCF level: 3

Credit value: 5

Guided learning hours: 25

Unit summary

This unit is about the practitioner, either on their own or in cooperation with others, ensuring that, as far as is reasonably practical, everyone on the premises can escape safely in the event of a fire. This will also include making certain that the risk reduction, fire precautions and maintenance routines are sustainable. It applies to simple as opposed to complex premises and environments ie small buildings with a simple layout such as small shops, offices or industrial units with easy means of escape. This does not include premises that include sleeping accommodation or premises that are used for high fire risk processes or storage. Learners will be working within their personal level of responsibility for advice, information and enforcement issues.

'Requirements' specified in learning outcome 1 relate to a general term used to encompass the learner's understanding of all aspects of assessing fire risks in simple premises.

The responsibility for the assessment lies with the person(s) described within the relevant home nation's legislation.

This unit is for practitioners employed or contracted to work with others in an organisation, for example fire warden, fire marshal, site safety officer, owners or occupiers. They ensure that within the scope of their responsibility, suitable and sufficient fire safety arrangements are made and maintained.

It is also appropriate for regulators with responsibility for ensuring the requirements of fire safety and associated regulations are being met through cooperation or enforcement.

Assessment methodology

For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

For the practical components, simulation in a learning and development environment is recommended but assessment in a workplace environment is also permitted.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand requirements for assessing fire risks associated with simple premises</p>	<p>1.1 describe valid methodologies for fire risk assessment in simple premises</p> <p>1.2 explain the principles and methods of fire safety in simple premises including structure, materials and access issues affecting fire safety</p> <p>1.3 explain why fire risk assessment may be used to justify departures from codes of practice</p> <p>1.4 explain how the principles of fire safety can affect people, property and the environment</p> <p>1.5 describe the purpose of management system(s), passive and active fire protection system(s) in simple premises</p> <p>1.6 summarise common causes of fire and the significance of the common causes in different occupancies</p> <p>1.7 describe how fire incidents can impact on business continuity and stakeholders in simple premises</p> <p>1.8 describe the impact of the diversity of occupants in relation to safety responses</p> <p>1.9 define the interaction and behaviour of people with components associated with fire prevention and defence against fire in simple premises</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.10 describe the factors affecting the formulation of risk-appropriate solutions within organisational constraints, for the protection of people, property and the environment</p> <p>1.11 evaluate the role and interests of stakeholders in the protection of life, property and the environment from fire</p>			
<p>2 Understand processes and guidance relevant to fire risk assessment in simple premises</p>	<p>2.1 explain how to access sources of specialist advice and support</p> <p>2.2 summarise the relevant national legislative framework and the mechanisms of enforcement in new, altered and existing buildings</p> <p>2.3 explain organisational policy and working practices in relation to risk assessment in simple premises</p> <p>2.4 explain the methods and techniques for identifying, assessing and interpreting relevant data and associated information</p> <p>2.5 explain the consultation procedures relating to fire safety</p> <p>2.6 summarise the roles, responsibilities, level of authority and requirements of self and others within the context of formal proceedings</p> <p>2.7 critically compare the guidance and codes of practice that address safety of life from fire and compliance with legislation for simple fire safety measures</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to evaluate fire hazards and risks in simple premises</p>	<p>3.1 evaluate the type and level of risk associated with identified hazards</p> <p>3.2 identify all physical areas within the scope of the evaluation</p> <p>3.3 identify relevant people who may be at risk</p> <p>3.4 determine the significance of identified risks and their potential for harm to people, property and the environment</p> <p>3.5 evaluate the effectiveness of current control measures</p> <p>3.6 determine the need for existing or new control measures</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Be able to agree solutions to minimise risks from fire in simple premises</p>	<p>4.1 develop suitable options to eliminate, reduce or control risks in simple premises</p> <p>4.2 develop a rationale for prioritisation against critical factors to support risk management decisions</p> <p>4.3 seek advice and support to address issues that are outside of own level of responsibility or expertise</p> <p>4.4 obtain agreement and approval from those with the authority to take forward actions that have been determined</p> <p>4.5 advise on actions to meet legal and statutory requirements and implications of non-compliance</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 3: Confirm measures are in place to protect people from fire in simple premises

Unit reference number: M/503/3420

QCF level: 3

Credit value: 5

Guided learning hours: 21

Unit summary

This unit is about ensuring that required fire safety resources are available, including active and passive fire protection systems. It applies to simple as opposed to complex premises and environments ie small buildings with a simple layout such as small shops, offices or industrial units with easy means of escape. This does not include premises that include sleeping accommodation or premises that are used for high fire risk processes or storage. Implementation will be in accordance with a pre-determined risk assessment and risk management system to ensure that the risk reduction, fire precautions and maintenance routines are sustained.

'Requirements' specified in learning outcome 1 relate to a general term used to encompass the learner's understanding of all aspects of the protection of people from fire in simple premises.

This unit is for practitioners employed or contracted to work with others in an organisation, for example fire warden, fire marshal, site safety officer, owners or occupiers. They ensure that within the scope of their responsibility, suitable and sufficient fire safety arrangements are made and maintained.

It is also appropriate for regulators with responsibility for ensuring the requirements of fire safety and associated regulations are being met through cooperation or enforcement.

Assessment methodology

For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

For the practical components, simulation in a learning and development environment is recommended but assessment in a workplace environment is also permitted.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand requirements for the protection of people from fire in simple premises</p>	<p>1.1 describe the range, type and purpose of fire precautions in place</p> <p>1.2 describe existing internal and external fire safety management systems</p> <p>1.3 identify who has responsibility for fire safety management systems</p> <p>1.4 explain the internal and external checking and certification procedures and their frequency</p> <p>1.5 summarise the procedures for reporting deficiencies, defects, damage or omissions and who has authority to take corrective action</p> <p>1.6 explain how to maintain effectiveness in the implementation of current fire procedures and other contingency arrangements</p> <p>1.7 describe the training requirements in relation to protection of people from fire</p> <p>1.8 explain the organisational requirements for records associated with fire safety equipment, fire precautions and management systems</p> <p>1.9 explain own and others responsibilities in maintaining fire safety requirements for premises user(s)</p> <p>1.10 explain how to access sources of information, advice and support</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to ensure resources are available to manage fire risks in simple premises</p>	<p>2.1 confirm there are sufficient fire safety measures and resources of the correct type in the correct location to meet the requirements of the risk assessment</p> <p>2.2 confirm sufficient notices and instructions relating to equipment are correctly placed, are legible and current</p> <p>2.3 confirm people with fire safety responsibility are aware of their role and the training they are required to undertake</p> <p>2.4 confirm arrangements and action plans for access, egress and evacuation are confirmed</p> <p>2.5 notify appropriate people of any deficiencies, defects and lack of resources</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 4: Review fire protection systems in simple premises

Unit reference number: R/503/3412

QCF level: 3

Credit value: 5

Guided learning hours: 28

Unit summary

This unit is about advising on management control systems and practices, and active and passive systems affording protection from fire to people, property and the environment. It includes the range of resources and equipment available relevant to the prevention, control, containment or elimination of outbreak of fire or related incidents. It applies to simple as opposed to complex premises and environments ie small buildings with a simple layout such as small shops, offices or industrial units with easy means of escape. This does not include premises that include sleeping accommodation or premises that are used for high fire risk processes or storage. Learners will work within their personal level of responsibility and authority for providing advice and information and dealing with compliance issues.

This unit is for practitioners employed or contracted to work with others in an organisation, for example fire warden, fire marshal, site safety officer, owners or occupiers. They ensure that within the scope of their responsibility, suitable and sufficient fire safety arrangements are made and maintained.

It is also appropriate for regulators with responsibility for ensuring the requirements of fire safety and associated regulations are being met through cooperation or enforcement.

Assessment methodology

For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

For the practical components, simulation in a learning and development environment is recommended but assessment in a workplace environment is also permitted.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand legislative and organisational requirements applicable to fire protection systems in simple premises	<p>1.1 describe the legislative framework, consultation procedures and other mechanisms for achieving fire protection within existing, proposed and altered premises</p> <p>1.2 explain the steps to take to work in partnership with others in order to achieve a satisfactory level of fire safety</p> <p>1.3 identify key aspects of national and international standards, codes of practice, guidance and legislation that address protection of people, property and the environment from fire</p> <p>1.4 explain the limitations of codes of practice and guidance when providing fire safety measures and proposals</p>			
2 Understand procedures and processes for reviewing matters relating to fire protection systems in simple premises	<p>2.1 explain the role of systems in protecting people, property and the environment from fire</p> <p>2.2 explain how to access sources of specialist support, advice and information</p> <p>2.3 explain the factors affecting the formulation of risk-appropriate solutions within organisational constraints, for the protection of people, property and the environment</p> <p>2.4 explain how to prioritise options for fire protection to address assessed levels of risk</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to evaluate fire risks in simple premises</p>	<p>3.1 distinguish the type, range and level of fire risk within different areas of the premises, in relation to its construction, layout and use</p> <p>3.2 review planned changes in construction, layout and use of simple premises which may affect the suitability of the existing fire protection systems, or the choice of new systems</p> <p>3.3 determine the validity of the current risk assessment to identify risks which are not adequately controlled</p> <p>3.4 explain the adequacy and effectiveness of current fire protection systems</p> <p>3.5 obtain sufficient additional information to assist with recommendations where deficiencies are identified</p> <p>3.6 identify sources of specialist advice to support assessment where factors influencing risk are outside of own personal level of expertise</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Be able to recommend options to support appropriate risk reduction measures, fire precautions and maintenance routines in simple premises</p>	<p>4.1 select options for fire protection to control identified risks in simple premises</p> <p>4.2 specify the contribution to, and impact on, the overall fire safety strategy of selected fire protection options</p> <p>4.3 prioritise options to meet legislative, regulatory and statutory requirements</p> <p>4.4 evaluate information that may influence the ultimate selection of fire protection systems</p> <p>4.5 summarise recommendations in agreed format and at sufficient level of detail to assist with decision making</p> <p>4.6 clarify others' understanding of recommendations and the implications associated with decisions on the selection, installation and maintenance of fire protection systems</p> <p>4.7 explain the action(s) required to meet legal and statutory requirements and the implications of non-compliance</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 5: Plan and gather evidence for the purposes of fire safety regulation in simple premises

Unit reference number: J/503/1916

QCF level: 3

Credit value: 4

Guided learning hours: 28

Unit summary

This unit is about the planning, gathering and collating of appropriate, accurate and relevant evidence in order to prepare for enforcement action or other formal proceedings. It applies to simple as opposed to complex premises and environments ie small buildings with a simple layout such as small shops, offices or industrial units with easy means of escape. This does not include premises that include sleeping accommodation or premises that are used for high fire risk processes or storage.

'Requirements' specified in learning outcome 1 relate to a general term used to encompass the learner's understanding of all aspects of evidence gathering for fire safety regulation in simple premises.

The responsibility for a premises lies with the person(s) described within the relevant home nation's legislation

This unit is recommended for regulators who have responsibility for ensuring the requirements of fire safety and associated regulation are being met through cooperation or enforcement.

Assessment methodology

For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

For the practical components, simulation in a learning and development environment is recommended but assessment in a workplace environment is also permitted.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand requirements for planning and gathering evidence for the purpose of fire safety regulation in simple premises</p>	<p>1.1 explain legal powers and enforcement duties under fire safety legislation</p> <p>1.2 explain organisational fire safety policy and the related procedures in relation to simple premises</p> <p>1.3 explain the types and purpose of mandatory and discretionary enforcement action</p> <p>1.4 clarify the limitations of law and regulations that govern the gathering of evidence and the taking of witness and interview statements as an officer enforcing fire safety law</p> <p>1.5 describe the different sources and types of information and evidence to access for the purpose of fire safety regulation in simple premises</p> <p>1.6 describe methods to analyse and evaluate information and evidence relating to fire safety regulation</p> <p>1.7 explain the roles, responsibilities, level of authority and requirements of self and others within the context of formal proceedings related to fire safety in simple premises</p> <p>1.8 explain how to access sources of specialist support, advice and information specific to fire safety in simple premises</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.9 explain how to use questioning and listening skills to obtain relevant information with a wide variety of people, and make effective use of techniques of persuasion and negotiation			
2 Be able to plan and prepare the gathering of evidence for fire safety regulation in relation to simple premises	2.1 identify whether an offence may have taken place 2.2 identify likely sources of evidence relating to possible offences 2.3 assess the relevance of identified evidence sources to the potential enforcement action being considered 2.4 identify the need for any immediate action to obtain and preserve evidence 2.5 take action to minimise the effect of actual or potential risk to evidence 2.6 inform relevant persons of actions taken to preserve evidence			
3 Be able to gather evidence for the purpose of fire safety regulation in relation to simple premises	3.1 identify potential evidence 3.2 follow rules to ensure continuity and admissibility of evidence 3.3 obtain statements from witnesses using relevant statutory powers 3.4 use questioning and listening skills to obtain information 3.5 inform responsible persons of actions taken			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to collate evidence for the purpose of fire safety regulation in relation to simple premises	4.1 collate evidence and information to support a decision that an offence has taken place 4.2 identify all materials that may be required for disclosure 4.3 prepare accurate reports and evidence in a logical sequence 4.4 inform other departments of actions to enable a consistent approach			

Learner name: _____ Date: _____
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 Assessor signature: _____ Date: _____
 Internal verifier signature: _____ Date: _____
 (if sampled)

Unit 6: Visit simple premises for the purposes of fire safety regulation

Unit reference number: L/503/3424

QCF level: 3

Credit value: 3

Guided learning hours: 14

Unit summary

This unit is about planning and conducting audits or inspections of premises for the purposes of fire safety regulation; identifying potential breaches of the legislation and deciding the action self and owner(s) or occupier(s) need to take, which may include informal and formal enforcement of fire safety legislation. The learner will also prepare effective inspection reports for the purposes of fire safety regulation and communicate fire safety compliance or deficiencies to others for the purposes of the regulation. It applies to simple as opposed to complex premises and environments ie small buildings with a simple layout such as small shops, offices or industrial units with easy means of escape. This does not include premises that include sleeping accommodation or premises that are used for high fire risk processes or storage.

'Requirements' specified in learning outcome 1 relate to a general term used to encompass the learner's understanding of all aspects of carrying out visits for fire safety regulation in simple premises.

Contact will be made with the person(s) described within the relevant home nation's legislation.

This unit is recommended for regulators who have responsibility for ensuring the requirements of fire safety and associated regulations are being met through cooperation or enforcement.

Assessment methodology

For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

For the practical components, simulation in a learning and development environment is recommended but assessment in a workplace environment is also permitted.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand requirements for visiting simple premises for the purposes of fire safety regulation</p>	<p>1.1 explain the aims, objectives and priorities of the regulatory authority</p> <p>1.2 explain the regulatory organisation’s policies, instructions or procedures for conducting audits and inspections of simple premises</p> <p>1.3 explain the links with other regulators to identify where their activities impinge on own in relation to fire safety regulation of simple premises</p> <p>1.4 describe the organisation’s health and safety policy and its application in relation to visits to simple premises</p> <p>1.5 explain the assessment of the level of fire safety risk on simple premises</p> <p>1.6 explain how to select suitable options to move simple premises towards compliance</p> <p>1.7 explain ways of assessing the impact of decisions made on the person(s), the premises and the community</p> <p>1.8 describe how to differentiate between formal and informal enforcement in the context of simple premises</p> <p>1.9 explain assessment of control measures and management systems to identify breaches of legislation and risks to fire safety in simple premises</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.10 describe the requirements for communicating the implications of findings to colleagues within the organisation and appropriate people outside the organisation</p>			
<p>2 Be able to prepare for a visit to simple premises</p>	<p>2.1 use appropriate databases and other information sources to identify person(s) and premises for audit and inspection, in line with the priorities of own authority</p> <p>2.7 plan a logical series of inspections for simple premises which is consistent with the authority's plans and priorities</p> <p>2.8 plan individual audits and inspections for simple premises, taking into account regulatory priorities and person(s) availability</p> <p>2.9 use information gathered to identify appropriate benchmarks and likely priorities for consideration during any contact with person(s)</p> <p>2.10 develop relevant topic areas for audit and inspection with reference to organisational priorities</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to visit simple premises to carry out audits and inspections</p>	<p>3.1 secure co-operation of the person(s) with authority to gain access to premises and carry out regulatory activity</p> <p>3.2 conduct audits and inspections of simple premises safely</p> <p>3.3 manage the pace and process of the inspection with flexibility to deal appropriately with issues outside the scope of the plan</p> <p>3.4 identify systems and processes put in place to reduce risks</p> <p>3.5 deal with identified issues in a logical and systematic manner</p> <p>3.6 identify positive aspects of fire safety performance on which further change and development can be built</p> <p>3.7 compare findings with existing standards and against the principles of risk assessment and control to identify if any risk gap[s] exist</p> <p>3.8 select acceptable options to achieve acceptable standards where risks are inadequately controlled</p> <p>3.9 identify the enforcement action required to secure compliance by self and the appropriate person(s)</p> <p>3.10 assess the likely impact on the people and property resulting from enforcement action</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4	<p>Be able to report on the conduct and findings of the visit to simple premises</p> <p>3.11 encourage development of fire safety policies, plans and procedures to influence appropriate risk management standards within simple premises</p>			
4.1	prepare clear, concise inspection reports, in the agreed format			
4.2	<p>prepare inspection reports which will inform the next visit plan and identify</p> <ul style="list-style-type: none"> - who was met - state the purpose of the inspection - state any limitations - indicate the salient findings and action taken by self and the person(s) 			
4.3	evaluate the effectiveness of the inspection against objectives in the plan			
4.4	arrange any further action required by own or another regulatory authority			
4.5	communicate findings to colleagues and update authority records			

Learner name: _____ Date: _____

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Internal verifier signature: _____ Date: _____
(if sampled)

Unit 7: Assess risks associated with fire in complex premises and environments

Unit reference number: Y/503/3606

QCF level: 4

Credit value: 5

Guided learning hours: 20

Unit summary

This unit is about the practitioner, either on their own or in cooperation with others, ensuring that, as far as is reasonably practical, everyone on the premises can escape safely in the event of a fire. This will also include ensuring that the risk reduction, fire precautions and maintenance routines are sustainable. It applies to working in complex premises and environments ie large premises, premises occupied by large numbers of people, where there is a longer distance to an escape route, premises containing sleeping accommodation or where the premises are used for high fire risk processes or storage. Learners will be working within their personal level of responsibility for advice, information and enforcement issues.

'Requirements' specified in learning outcome 1 relate to a general term used to encompass the learner's understanding of all aspects of assessing fire risks in complex premises and environments.

The responsibility for the assessment lies with the person(s) described within the relevant home nation's legislation.

This unit is for practitioners employed or contracted to work with others in an organisation, for example fire warden, fire marshal, site safety officer, owners or occupiers. They ensure that within the scope of their responsibility, suitable and sufficient fire safety arrangements are made and maintained.

It is also appropriate for regulators with responsibility for ensuring the requirements of fire safety and associated regulations are being met through cooperation or enforcement.

Assessment methodology

For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

For the practical components, simulation in a learning and development environment is recommended but assessment in a workplace environment is also permitted.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand requirements for assessing fire risks within complex premises and environments</p>	<p>1.1 explain the principles and methodologies for risk assessment and its validity in complex premises and environments</p> <p>1.2 explain the principles and methods of fire safety in complex premises and environments including structure, materials and access issues affecting fire safety</p> <p>1.3 explain why fire risk assessment may be used to justify departures from codes of practice</p> <p>1.4 explain the effect of the development of fire safety principles on people, property and the environment</p> <p>1.5 explain the purpose of management system(s), and passive and active fire protection system(s) in complex premises and environments</p> <p>1.6 summarise common causes of fire and the significance of the common causes in different occupancies</p> <p>1.7 explain how fire incidents can impact on business continuity and stakeholders in complex premises and environments</p> <p>1.8 analyse the impact of the diversity of occupants in relation to safety responses</p> <p>1.9 define human behaviour in the context of fire prevention and defence against fire in complex premises and environments</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.10 analyse the factors affecting the formulation of risk-appropriate measures within organisational constraints, for the protection of people, property and the environment</p> <p>1.11 evaluate the role and interests of stakeholders in the protection of life, property and the environment from fire</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Understand processes and guidance relevant to fire risk assessment in complex premises and environments</p>	<p>2.1 explain how to access sources of specialist advice and support</p> <p>2.2 summarise the relevant national legislative framework and the mechanisms of enforcement in new, altered and existing buildings</p> <p>2.3 explain organisational policy and working practices in relation to risk assessment in complex premises and environments</p> <p>2.4 explain the methods and techniques for identifying, assessing and interpreting relevant data and associated information</p> <p>2.5 clarify the consultation procedures relating to fire safety</p> <p>2.6 clarify the roles, responsibilities, level of authority and requirements of self and others within the context of formal proceedings</p> <p>2.7 critically compare the guidance and codes of practice that address safety of life from fire and compliance with legislation for complex fire safety measures</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to evaluate fire hazards and risks in complex premises and environments</p>	<p>3.1 evaluate the type and level of risk associated with identified hazards</p> <p>3.2 identify all physical areas within the scope of the evaluation</p> <p>3.3 identify relevant people who may be at risk</p> <p>3.4 assess the significance of identified risks and their potential for harm to people, property and the environment</p> <p>3.5 evaluate the effectiveness of current control measures</p> <p>3.6 determine the need for existing or new control measures</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Be able to specify solutions to minimise risks from fire in complex premises and environments</p>	<p>4.1 develop suitable options to eliminate, reduce or control risks in complex premises and environments</p> <p>4.2 develop a rationale for prioritisation against critical factors to support risk management decisions</p> <p>4.3 seek advice and support to address issues that are outside of own level of responsibility or expertise</p> <p>4.4 obtain agreement and approval from those with the authority to take forward actions that have been determined</p> <p>4.5 advise on actions to meet legal and statutory requirements and implications of non-compliance</p>			

Learner name: _____ Date: _____

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Internal verifier signature: _____ Date: _____
(if sampled)

Unit 8: Ensure measures are in place to protect people from fire in complex premises and environments

Unit reference number: T/503/1927

QCF level: 4

Credit value: 5

Guided learning hours: 21

Unit summary

This unit is about ensuring that required fire safety resources are available, including active and passive fire protection systems. It applies to working in complex premises and environments ie large premises, premises occupied by large numbers of people, where there is a longer distance to an escape route, premises containing sleeping accommodation or where the premises are used for high fire risk processes or storage. Implementation will be in accordance with a pre-determined risk assessment and risk management system to ensure that the risk reduction, fire precautions and maintenance routines are sustained.

'Requirements' specified in learning outcome 1 relate to a general term used to encompass the learner's understanding of all aspects of the protection of people from fire in complex premises and environments.

This unit is for practitioners employed or contracted to work with others in an organisation, for example fire warden, fire marshal, site safety officer, owners or occupiers. They ensure that within the scope of their responsibility, suitable and sufficient fire safety arrangements are made and maintained.

It is also appropriate for regulators with responsibility for ensuring the requirements of fire safety and associated regulations are being met through cooperation or enforcement.

Assessment methodology

For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

For the practical components, simulation in a learning and development environment is recommended but assessment in a workplace environment is also permitted.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand requirements for the protection of people from fire in complex premises and environments</p>	<p>1.1 explain the range, type and purpose of fire precautions in place</p> <p>1.2 explain existing internal and external fire safety management systems</p> <p>1.3 explain who has responsibility for fire safety management systems</p> <p>1.4 explain the internal and external checking and certification procedures and their frequency</p> <p>1.5 summarise the procedures for reporting deficiencies, defects, damage or omissions and who has authority to take corrective action</p> <p>1.6 explain how to maintain effectiveness in the implementation of current fire procedures and other contingency arrangements</p> <p>1.7 summarise the training requirements in relation to the protection of people from fire</p> <p>1.8 summarise the organisational requirements for records associated with fire safety equipment, fire precautions and management systems</p> <p>1.9 explain own and others responsibilities in maintaining fire safety requirements for premises user(s)</p> <p>1.10 explain how to access sources of information, advice and support</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to ensure resources are available to manage fire risks in complex premises and environments</p>	<p>2.1 confirm sufficient fire safety measures and resources of the correct type are in place to meet the requirements of the risk assessment</p> <p>2.2 confirm sufficient notices and instructions relating to equipment are correctly placed, are legible and current</p> <p>2.3 confirm people with fire safety responsibility are aware of their role and of the training they are required to undertake</p> <p>2.4 confirm arrangements and action plans for access, egress and evacuation are in place</p> <p>2.5 notify appropriate people of any deficiencies, defects and lack of resources</p>			

Learner name: _____ Date: _____

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(if sampled)

Unit 9: Review fire protection systems in complex premises and environments

Unit reference number: M/503/3613

QCF level: 4

Credit value: 5

Guided learning hours: 28

Unit summary

This unit is about advising on management control systems and practices, and active and passive systems affording protection from fire to people, property and the environment in complex premises eg large premises, premises occupied by large numbers of people, where there is a longer distance to an escape route, premises containing sleeping accommodation or where the premises are used for high fire risk processes or storage. It includes the range of resources and equipment available relevant to the prevention, control, containment or elimination of an outbreak of fire or related incidents.

Learners will work within their personal level of responsibility and authority for providing advice and information and dealing with compliance issues.

This unit is for practitioners employed or contracted to work with others in an organisation for example fire warden, fire marshal, site safety officer, owners or occupiers. They ensure that within the scope of their responsibility, suitable and sufficient fire safety arrangements are made and maintained.

It is also appropriate for regulators with responsibility for ensuring the requirements of fire safety and associated regulations are being met through cooperation or enforcement.

Assessment methodology

For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

For the practical components, simulation in a learning and development environment is recommended but assessment in a workplace environment is also permitted.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand legislative and organisational requirements applicable to fire protection systems in complex premises and environments</p>	<p>1.1 summarise the legislative framework, consultation procedures and other mechanisms for achieving fire protection within existing, proposed and altered premises</p> <p>1.2 explain the principles of working in partnership with others in order to achieve a satisfactory level of fire safety</p> <p>1.3 summarise key aspects of national and international standards, codes of practice, guidance and legislation that address protection of people, property and the environment from fire</p> <p>1.4 explain the limitations of codes of practice and guidance when providing complex fire safety measures and proposals</p> <p>1.5 explain the use of fire risk assessment to justify departures from codes of practice and guidance</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Understand procedures and processes for reviewing matters relating to fire protection systems in complex premises and environments</p>	<p>2.1 explain the role of systems in protecting people, property and the environment from fire</p> <p>2.2 explain how to access sources of specialist support, advice and information</p> <p>2.3 summarise the factors affecting the formulation of risk-appropriate solutions within organisational constraints, for the protection of people, property and the environment</p> <p>2.4 explain how to prioritise options for fire protection to address assessed levels of risk</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to evaluate fire risks in complex premises and environments</p>	<p>3.1 distinguish the type, range and level of fire risk within different areas of the premises, in relation to its construction, layout and use</p> <p>3.2 review planned changes in construction, layout and use of complex premises and environments which may affect the suitability of the existing fire protection systems, or the choice of new systems</p> <p>3.3 determine the validity of the current risk assessment to identify risks which are not adequately controlled</p> <p>3.4 explain the adequacy and effectiveness of current fire protection systems</p> <p>3.5 obtain sufficient additional information to assist with recommendations where deficiencies are identified</p> <p>3.6 obtain specialist advice to support assessment where factors influencing risk are outside of own personal level of expertise</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Be able to recommend options to support appropriate risk reduction measures, fire precautions and maintenance routines in complex premises and environments</p>	<p>4.1 select options for fire protection to control identified risks in complex premises and environments</p> <p>4.2 specify the contribution to, and impact on, the overall fire safety strategy of selected fire protection options</p> <p>4.3 prioritise options to meet legislative, regulatory and statutory requirements</p> <p>4.4 evaluate information that may influence the ultimate selection of fire protection systems</p> <p>4.5 summarise recommendations in agreed format and at sufficient level of detail to assist with decision making</p> <p>4.6 ensure others' understanding of recommendations and the implications associated with decisions on the selection, installation and maintenance of fire protection systems</p> <p>4.7 explain the action(s) required to meet legal and statutory requirements and the implications of non-compliance</p>			

Learner name: _____
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(if sampled)

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Date: _____

Unit 10: Review safety measures at locations that are regulated and/or licensed

Unit reference number: R/503/3605

QCF level: 4

Credit value: 4

Guided learning hours: 28

Unit summary

This unit is about auditing and advising on the risks associated with locations that are regulated and/or licensed. Learners will work within their personal level of responsibility and authority in terms of providing advice, information and dealing with regulatory and/or licensing matters. The context of this standard may vary in different authority areas due to the regulatory requirements therein.

'Requirements' specified in learning outcome 1 relate to a general term used to encompass the learner's understanding of all aspects of reviewing safety measures in complex premises and environments that are regulated and/or licensed.

This unit is for practitioners employed or contracted to work with others in an organisation, for example fire warden, fire marshal, site safety officer, owners or occupiers. They ensure that within the scope of their responsibility, suitable and sufficient fire safety arrangements are made and maintained.

It is also appropriate for regulators with responsibility for ensuring the requirements of fire safety and associated regulations are being met through cooperation or enforcement.

Assessment methodology

For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

For the practical components, simulation in a learning and development environment is recommended but assessment in a workplace environment is also permitted.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1. Understand requirements for reviewing safety measures in complex premises and environments that are regulated and/or licensed</p>	<p>1.1 explain the signage requirements for the location and, where relevant, category and type</p> <p>1.2 summarise the legislative framework and the mechanisms of enforcement within own, and others, level of responsibility</p> <p>1.3 explain the purpose and function of safety solutions and control measures associated with the protection of people, property and the environment in relation to the risks associated with the location</p> <p>1.4 explain the function of the facilities required at site to assist a responder to manage and resolve an incident</p> <p>1.5 evaluate the potential for incidents to occur at the location</p> <p>1.6 explain licensing requirements associated with the location</p> <p>1.7 specify the requirements for records associated with the location's usage</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to determine risks in complex premises and environments	2.1 establish the nature and level of the risks associated with the type and use of the location 2.2 liaise with appropriate enforcement agencies to evaluate the effectiveness of the existing risk assessment 2.3 evaluate risk reduction and control measures in respect of the management of the location 2.4 confirm the suitability and sufficiency of existing control measures			
3 Be able to recommend controls to manage specific risks in complex premises and environments	3.1 advise on the effectiveness of self-determined risk assessment and actions which require attention 3.2 generate options for improving control measures for the management of complex premises and environments 3.3 prioritise options, taking account of local, national, international and regulatory requirements 3.4 recommend action to ensure compliance specifying the benefits and implication of each option at a sufficient level of detail that can be understood by the appropriate people 3.5 specify the consequences of non-compliance with external requirements			

Learner name: _____
Learner signature: _____
Assessor signature: _____
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(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 11: Visit complex premises and environments for the purposes of fire safety regulation

Unit reference number: K/503/3593

QCF level: 4

Credit value: 4

Guided learning hours: 15

Unit summary

This unit is about planning and conducting audits or inspections of premises for the purposes of fire safety regulation; identifying potential breaches of the legislation and deciding the action self and owner(s)/occupier(s) need to take, which may include informal and formal enforcement of fire safety legislation. Learners will also prepare effective inspection reports for the purposes of fire safety regulation, and communicate fire safety compliance or deficiencies to others for the purposes of the regulation. The learner will work in the context of a complex premise eg large premises, premises occupied by large numbers of people, where there is a longer distance to an escape route, premises containing sleeping accommodation or where the premises are used for high fire risk processes or storage.

'Requirements' specified in learning outcome 1 relate to a general term used to encompass the learner's understanding of all aspects of carrying out visits for fire safety regulation in complex premises and environments.

Contact will be made with the person(s) described within the relevant home nation's legislation.

This unit is recommended for regulators who have responsibility for ensuring the requirements of fire safety and associated regulations are being met through cooperation or enforcement.

Assessment methodology

For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

For the practical components, simulation in a learning and development environment is recommended but assessment in a workplace environment is also permitted.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand requirements for visiting complex premises and environments for the purposes of fire safety regulation</p>	<p>1.1 explain the aims, objectives and priorities of the regulatory authority</p> <p>1.2 explain the regulatory organisation's policies, instructions or procedures for conducting audits and inspections of complex premises and environments</p> <p>1.3 evaluate the links with other regulators to identify where their activities impinge on own in relation to fire safety regulation of complex premises and environments</p> <p>1.4 clarify the organisation's health and safety policy and its application in relation to visits to complex premises and environments</p> <p>1.5 explain the assessment of the level of fire safety risk on complex premises and environments</p> <p>1.6 explain how to select suitable options to move complex premises and environments towards compliance</p> <p>1.7 evaluate ways of assessing the impact of decisions made on the person(s), the premises and the community</p> <p>1.8 explain how to differentiate between formal and informal enforcement in the context of complex premises and environments</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.9 clarify the assessment of control measures and management systems to identify breaches of legislation and risks to fire safety in complex premises and environments</p> <p>1.10 explain the requirements for communicating the implications of findings to colleagues within the organisation and appropriate people outside the organisation</p>			
<p>2 Be able to prepare for a visit to complex premises and environments</p>	<p>2.1 use appropriate databases and other information sources to identify person(s) and premises for audit and inspection, in line with the priorities of own authority</p> <p>2.2 plan a logical series of inspections for complex premises and environments which is consistent with the authority's plans and priorities</p> <p>2.3 plan individual audits and inspections for complex premises and environments, taking into account regulatory priorities and person(s) availability</p> <p>2.4 use information gathered to identify appropriate benchmarks and likely priorities for consideration during any contact with person(s)</p> <p>2.5 develop relevant topic areas for audit and inspection with reference to organisational priorities</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to visit complex premises and environments to carry out audits and inspections</p>	<p>3.1 secure co-operation of the person(s) with authority to gain access to premises and carry out regulatory activity</p> <p>3.2 conduct audits and inspections of complex premises and environments safely</p> <p>3.3 manage the pace and process of the inspection with flexibility to deal appropriately with issues outside the scope of the plan</p> <p>3.4 identify systems and processes put in place to reduce risks</p> <p>3.5 deal with identified issue in a logical and systematic manner</p> <p>3.6 identify positive aspects of fire safety performance on which further change and development can be built</p> <p>3.7 critically compare findings with existing standards and against the principles of risk assessment and control to identify if any risk gap[s] exist</p> <p>3.8 select acceptable options to achieve acceptable standards where risks are inadequately controlled</p> <p>3.9 specify the enforcement action required to secure compliance by self and the appropriate person(s)</p> <p>3.10 assess the likely impact on the people and property resulting from enforcement action</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.11 encourage development of fire safety policies, plans and procedures to influence appropriate risk management standards within complex premises and environments			
4 Be able to report on the conduct and findings of the visit to complex premises and environments	<p>4.1 prepare clear, concise inspection reports, in the agreed format</p> <p>4.2 prepare inspection reports which will</p> <ul style="list-style-type: none"> - inform the next visit plan - identify who was met - indicate the purpose of the inspection - indicate any limitations - state the salient findings - state the action taken by self and the person(s) <p>4.3 evaluate the effectiveness of the inspection against objectives in the plan</p> <p>4.4 arrange any further action required by own or another regulatory authority</p> <p>4.5 communicate findings to colleagues and update authority records</p>			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 12: Review fire safety matters relating to existing or proposed construction

Unit reference number: H/503/3401

QCF level: 4

Credit value: 7

Guided learning hours: 50

Unit summary

This unit is about commenting on the suitability of materials and the fire risks associated with the design, construction, alteration and use of premises. Learners will work within their personal level of responsibility and authority for providing advice and information and dealing with compliance issues.

This unit is for practitioners employed or contracted to work with others in an organisation, for example fire warden, fire marshal, site safety officer, owners or occupiers. They ensure that within the scope of their responsibility, suitable and sufficient fire safety arrangements are made and maintained.

It is also appropriate for regulators with responsibility for ensuring the requirements of fire safety and associated regulations are being met through cooperation or enforcement.

Assessment methodology

For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

For the practical components, simulation in a learning and development environment is recommended but assessment in a workplace environment is also permitted.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand legislative and organisational requirements for reviewing fire safety matters relating to existing or proposed construction	<p>1.1 summarise regulations, codes of practice and guidance associated with building construction or alteration, including national and international standards</p> <p>1.2 summarise the factors influencing the selection of regulations, codes of practice and guidance associated with specific design, construction or alteration plans</p> <p>1.3 explain the legislative framework and the mechanisms of enforcement in new, altered and existing buildings</p>			
2 Understand procedures and processes for reviewing fire safety matters relating to existing or proposed construction	<p>2.1 explain the steps to take to work with other partners in order to achieve a satisfactory level of fire safety</p> <p>2.2 determine how to access sources of specialist support, advice and information</p> <p>2.3 evaluate the correct application of methodologies, tools and techniques for risk assessment</p> <p>2.4 evaluate the impact of proposed construction or alteration on the existing fire safety systems both during and after implementation</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Understand the impact of building materials and construction methods on fire safety</p>	<p>3.1 explain classifications, specifications and limitations of building materials in relation to fire safety review</p> <p>3.2 clarify the interaction and compatibility between different building materials under varying circumstances</p> <p>3.3 analyse the methods of testing materials and the limitations of each</p> <p>3.4 explain how inappropriate selection, use, location, orientation and interaction of materials can affect the fire performance of a building</p> <p>3.5 explain how quality of construction can affect the fire performance of a building</p>			
<p>4 Be able to evaluate plans to determine fire risks associated with construction design</p>	<p>4.1 obtain sufficient information from all available sources to enable an evaluation of proposals</p> <p>4.2 confirm the type, range and level of risks associated with proposals</p> <p>4.3 assess proposals against national and international design standards or guidance</p> <p>4.4 determine the validity of the fire strategy associated with the submission to identify risks which are not adequately controlled</p> <p>4.5 establish that the proposed control measures are suitable and sufficient to manage risks effectively</p> <p>4.6 assess the adequacy of fire safety measures where further information becomes available</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.7 determine specialist advice to support the assessment, where factors influencing risk are outside of own personal level of expertise</p> <p>4.8 assess the impact of the proposed plans on existing fire safety arrangements when altering or adapting premises</p>			
5 Be able to evaluate planned use of materials and their effectiveness	<p>5.1 determine the classifications and specifications of the proposed materials</p> <p>5.2 assess the risks, advantages and disadvantages of material type, method of use and intended location</p>			
6 Be able to report on risks with recommendations to support appropriate risk reduction measures, fire precautions and maintenance routines	<p>6.1 report clearly and in detail to enable understanding by all recipients</p> <p>6.2 report accurately, in agreed format and within the agreed timescale</p> <p>6.3 make recommendations for further action based on the results of assessment</p> <p>6.4 indicate whether plans comply with current legislation, standards and company policy</p> <p>6.5 advise on action required to meet legal and statutory requirements</p> <p>6.6 advise on the implications of non-compliance with fire safety requirements</p> <p>6.7 specify any changes required to achieve compliance</p>			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 13: Work in partnership to minimise risks to the community

Unit reference number: F/503/3406

QCF level: 4

Credit value: 4

Guided learning hours: 10

Unit summary

This unit is about the management and coordination, liaison with stakeholders and implementation of action to improve fire safety and community safety. As well as a community that is served by a Fire and Rescue Service, the community can be specific to those that work or use specific environments such as: airports; docks and ports; industrial sites; railways etc.

'Requirements' specified in learning outcome 1 relate to a general term used to encompass the learner's understanding of all aspects of partnership work in the community.

This unit is for practitioners employed or contracted to work with others in an organisation, for example fire warden, fire marshal, site safety officer, owners or occupiers. They ensure that within the scope of their responsibility, suitable and sufficient fire safety arrangements are made and maintained.

It is also appropriate for regulators with responsibility for ensuring the requirements of fire safety and associated regulations are being met through cooperation or enforcement.

Assessment methodology

For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

For the practical components, simulation in a learning and development environment is recommended but assessment in a workplace environment is also permitted.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand requirements for working in partnership to minimise risks to the community</p>	<p>1.1 explain the principles of fire and community safety</p> <p>1.2 explain the range of tools available to obtain fire and community safety information</p> <p>1.3 explain the organisational policy and working practice in relation to fire and community safety</p> <p>1.4 analyse the stakeholders involved in fire and community safety and their roles and responsibilities</p> <p>1.5 summarise the objectives and components of safety education in the community</p> <p>1.6 explain the current safety programmes and activities and their purpose</p> <p>1.7 evaluate the critical risks within the community and associated control measures</p> <p>1.8 explain how to prioritise community safety initiatives</p> <p>1.9 explain how to keep a diverse community better involved and informed</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to liaise with stakeholders to improve safety in the community</p>	<p>2.1 evaluate information on safety from relevant stakeholders</p> <p>2.2 agree roles and responsibilities for improving safety, based on a risk assessment of community needs</p> <p>2.3 agree cohesive programmes for safety which are realistic, achievable and relevant to identified risks</p> <p>2.4 secure commitment from stakeholders for the implementation of agreed programmes</p> <p>2.5 establish active communication and the exchange of information to promote a culture of continuous improvement</p> <p>2.6 promote plans, timescales and objectives for safety activities which integrate with broader community plans</p>			
<p>3 Be able to implement action to improve community safety</p>	<p>3.1 promote the benefits of active collaboration on safety issues to achieve commitment and involvement</p> <p>3.2 agree measures and methods to evaluate safety activities</p> <p>3.3 confirm the roles, responsibilities, objectives and timescales for agreed activities</p> <p>3.4 confirm the availability of agreed resources to support implementation, monitoring and review</p> <p>3.5 implement agreed programmes within agreed timescales</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.6 monitor implementation against agreed review measures 3.7 identify sources of advice and support to manage any difficulties that arise during implementation 3.8 report on the results, effectiveness and sufficiency of safety activities 3.9 recommend methods and action to improve future safety activities			

Learner name: _____ Date: _____
 Learner signature: _____ Date: _____
 Assessor signature: _____ Date: _____
 Internal verifier signature: _____ Date: _____
 (if sampled)

Unit 14: Support the management of risks at incidents

Unit reference number: T/503/3600

QCF level: 4

Credit value: 4

Guided learning hours: 15

Unit summary

This unit is about fire safety specialists or site safety specialists advising and supporting the incident commander or person with the delegated responsibility of the incident commander at an incident. Learners will work at their personal level of responsibility and authority for providing advice and information, as well as progressing enforcement issues where relevant.

'Requirements' specified in learning outcome 1 relate to a general term used to encompass the learner's understanding of all aspects of the management of risks at incidents.

This unit is for practitioners employed or contracted to work with others in an organisation, for example fire warden, fire marshal, site safety officer, owners or occupiers. They ensure that within the scope of their responsibility, suitable and sufficient fire safety arrangements are made and maintained.

It is also appropriate for regulators with responsibility for ensuring the requirements of fire safety and associated regulations are being met through cooperation or enforcement.

Assessment methodology

For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

For the practical components, simulation in a learning and development environment is recommended but assessment in a workplace environment is also permitted.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand requirements for supporting the management of risks at incidents</p>	<p>1.1 explain methods and techniques for gathering and interpreting relevant data and associated information</p> <p>1.2 explain the principles and methodology for risk assessment and their application</p> <p>1.3 clarify how to access sources of relevant information, including consultation procedures relating to safety at multi-agency incidents</p> <p>1.4 explain methods for the protection of life in the event of an incident, including facilities required to assist fire-fighters</p> <p>1.5 evaluate methods to assess the potential for incidents that will affect organisational function and processes for the occupancy</p> <p>1.6 explain the importance of considering business recovery in the event of an incident which interrupts normal activity</p>			
<p>2 Be able to obtain information to assist with the management of risks at incidents</p>	<p>2.1 gather information relevant to an incident from all available sources</p> <p>2.2 establish identities of key persons to obtain available current plans and the status of the incident</p> <p>2.3 evaluate critical risks associated with incident type and status</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.4 evaluate factors which may influence the level of risk associated with an incident</p> <p>2.5 liaise with other agencies involved in an incident to establish legislative requirements, current roles and responsibilities</p> <p>2.6 analyse fire-fighting facilities to minimise risks to personnel</p>			
<p>3 Be able to advise on the management of risks during incidents</p>	<p>3.1 inform relevant people about known issues affecting access and egress</p> <p>3.2 inform relevant people about identified risks and factors influencing potential escalation</p> <p>3.3 respond to requests for information and advice regarding safety of people, property and the environment</p> <p>3.4 liaise with the responsible person(s) to maintain currency of information concerning risks associated with the incident</p> <p>3.5 confirm own</p> <ul style="list-style-type: none"> - personal capabilities - limitations - level of authority and responsibility <p>in the evaluation of risk assessments and when to seek advice from others</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Be able to advise on the management of risks following incidents</p>	<p>4.1 advise personnel on management of post-incident risks to establish safety and security of incident site</p> <p>4.2 identify specialist advice, where required, to assist with residual risks</p> <p>4.3 confirm with incident command when matters influencing safety of incident site have been resolved</p> <p>4.4 provide advice during environmental recovery following resolution of the incident</p> <p>4.5 inform the responsible person(s) of any apparent breach of legal or statutory requirements</p> <p>4.6 advise on action required to meet legal and statutory requirements and the implications of non-compliance</p> <p>4.7 advise on any post-incident investigation</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 15: Review fire safety matters relating to premises under construction, demolition and alteration

Unit reference number: A/503/3405

QCF level: 4

Credit value: 4

Guided learning hours: 10

Unit summary

This unit is about advising on the fire risks associated with premises under construction, demolition or alteration. Learners will work within their personal level of responsibility and authority with regard to providing advice and information and dealing with compliance issues.

'Requirements' specified in learning outcome 1 relate to a general term used to encompass the learner's understanding of all aspects of fire safety at sites under construction, in demolition or alteration.

This unit is for practitioners employed or contracted to work with others in an organisation, for example fire warden, fire marshal, site safety officer, owners or occupiers. They ensure that within the scope of their responsibility, suitable and sufficient fire safety arrangements are made and maintained.

It is also appropriate for regulators with responsibility for ensuring the requirements of fire safety and associated regulations are being met through cooperation or enforcement.

Assessment methodology

For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

For the practical components, simulation in a learning and development environment is recommended but assessment in a workplace environment is also permitted.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand requirements for reviewing fire safety matters relating to premises under construction, demolition and alteration</p>	<p>1.1 explain critical hazards and risks associated with structures undergoing construction, demolition or alteration</p> <p>1.2 summarise substances and materials used in construction, alteration and demolition which may present specific risks, including the interaction between them</p> <p>1.3 explain likely effects of an incident on the structure and surrounding areas</p> <p>1.4 explain control measures applicable to sites and surrounding areas where construction, demolition or alteration is planned or underway</p> <p>1.5 explain the implications for short and long-term management of risks in a situation of construction, alteration or demolition</p> <p>1.6 clarify how to work with other partners in order to access sources of specialist advice to achieve a satisfactory level of fire safety</p> <p>1.7 summarise the legislative framework and mechanisms of enforcement in premises under construction, alteration or demolition whether occupied or unoccupied</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to assess fire risks associated with planned construction, demolition and alteration	2.1 evaluate the suitability of the chosen methodology for the working context, the size and nature of premises 2.2 confirm the sufficiency of the chosen methodology in relation to the complexity of actual and potential risks associated with construction, demolition or alteration 2.3 liaise with other agencies to advise on the choice of methodology to assist with future action			
3 Be able to advise on controls to manage fire risks in premises under construction, demolition and alteration	3.1 generate options to prevent incidents and to control risks 3.2 provide advice on the optimum options for controlling risk, ensuring that protection of people, property and the environment are the main considerations 3.3 provide advice on the implications of implementing inadequate control measures and the consequences of such decisions			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Be able to advise on controls to manage fire risks in the vicinity of premises under construction, demolition and alteration</p>	<p>4.1 evaluate the area, including other structures within the vicinity, which may be affected by incidents within premises to be constructed, demolished or altered</p> <p>4.2 estimate potential detrimental effects of outbreak of fire or related incident on the area within scope</p> <p>4.3 prioritise critical risks to the defined area, including those affecting people, property and the environment</p> <p>4.4 generate options for measures to prevent, contain and control identified risks and to minimise possible harmful effects of incidents</p> <p>4.5 provide advice on optimum control measures to be implemented and the implications and consequences of failing to comply with such requirements</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 16: **Prepare and present evidence in court and other formal proceedings in relation to fire safety matters**

Unit reference number: T/503/3421

QCF level: 4

Credit value: 3

Guided learning hours: 21

Unit summary

This unit is about the preparation and presentation of evidence for court and other hearings. The learner may be required to provide evidence in various capacities and must ensure all notes, reports and evidence are prepared in an accurate and timely fashion in accordance with relevant procedural guidance and legislation.

'Requirements' specified in learning outcome 1 relate to a general term used to encompass the learner's understanding of all aspects of presenting evidence on fire safety in courts and hearings.

This unit is recommended for regulators who have responsibility for ensuring the requirements of fire safety and associated regulations are being met through cooperation or enforcement.

Assessment methodology

For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

For the practical components, simulation in a learning and development environment is recommended but assessment in a workplace environment is also permitted.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand requirements for preparing and presenting evidence in court and other formal proceedings in relation to fire safety matters</p>	<p>1.1 explain legal powers and enforcement duties under fire safety legislation</p> <p>1.2 summarise how to give evidence in a court or hearing with reference to notes and supporting materials</p> <p>1.3 explain the process for giving evidence in court and other formal hearings</p> <p>1.4 explain circumstances in which evidence of opinion can be provided</p> <p>1.5 explain the importance of maintaining control and composure under cross-examination</p> <p>1.6 explain the permitted liaison with victims, witnesses and defendants</p> <p>1.7 clarify what constitutes a breach of court protocol or procedure and to whom any breaches should be reported</p> <p>1.8 clarify the roles and responsibilities of self and others within the context of court and formal proceedings</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to prepare evidence and reports relating to fire safety for court and other formal proceedings</p>	<p>2.1 submit reports and evidence that demonstrate there is a case to answer</p> <p>2.2 make available evidence and exhibits within own area of responsibility, taking steps to ensure their continuity and integrity</p> <p>2.3 prepare own evidence, notes and materials in advance of any hearing</p> <p>2.4 communicate with relevant departments to enable a consistent approach</p> <p>2.5 inform responsible persons of actions taken</p> <p>2.6 clarify the purpose, scope and expectation of own attendance at any hearing</p>			
<p>3 Be able to present evidence relating to fire safety to court and other formal proceedings</p>	<p>3.1 arrive at the venue on time with the required documentation</p> <p>3.2 conform to acceptable professional standards of behaviour and appearance</p> <p>3.3 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</p> <p>3.4 provide verbal evidence which is consistent with any written evidence provided</p> <p>3.5 respond to all directions of the court or proceeding promptly</p>			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

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Unit :17

Draft statutory enforceable documents for the purposes of fire safety regulation

Unit reference number: L/503/3604

QCF level: 4

Credit value: 3

Guided learning hours: 7

Unit summary

This unit is about enforcing statutory provisions on behalf of the regulatory authority.

'Requirements' specified in learning outcome 1 relate to a general term used to encompass the learner's understanding of all aspects of drafting statutory enforceable documents for fire safety regulation.

Enforceable documents will be served upon the person(s) described within the relevant home nation's legislation.

This unit is recommended for regulators who have responsibility for ensuring the requirements of fire safety and associated regulations are being met through cooperation or enforcement.

Assessment methodology

For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

For the practical components, simulation in a learning and development environment is recommended but assessment in a workplace environment is also permitted.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand requirements for drafting statutory enforceable documents for the purposes of fire safety regulation</p>	<p>1.1 summarise the policies and priorities of the regulatory authority in relation to the drafting of statutory enforceable documents</p> <p>1.2 explain the application of fire safety legislation in relation to the drafting of statutory enforceable documents</p> <p>1.3 explain the relationship between the principal statutory provisions</p> <p>1.4 clarify how the various types of statutory notices, licences and approvals may be used by regulators to achieve desired outcomes</p> <p>1.5 summarise the application of formal and informal enforcement actions in accordance with the regulatory authority's policies and procedures</p> <p>1.6 explain the requirements for drafting clear, accurate and enforceable notices</p> <p>1.7 explain the process for withdrawing or extending notices</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to draft statutory enforceable documents</p>	<p>2.1 identify the legal title of those to whom the document(s) are to be addressed</p> <p>2.2 confirm the reason(s) for drafting the notice</p> <p>2.3 decide upon the type, content, compliance date and any conditions (schedule) of the notice to be issued</p> <p>2.4 produce statutory enforceable documents which are clear and accurate in all respects</p> <p>2.5 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</p> <p>2.6 confirm the understanding of the requirements of the notice with those serving the notice</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 18: **Serve statutory enforceable documents for the purposes of fire safety regulation**

Unit reference number: F/503/3597

QCF level: 4

Credit value: 3

Guided learning hours: 7

Unit summary

This unit is about enforcing statutory provisions on behalf of the regulatory authority.

'Requirements' specified in learning outcome 1 relate to a general term used to encompass the learner's understanding of all aspects of serving statutory enforceable documents for fire safety regulation.

Enforceable documents will be served upon the person(s) described within the relevant home nation's legislation.

This unit is recommended for regulators who have responsibility for ensuring the requirements of fire safety and associated regulations are being met through cooperation or enforcement.

Assessment methodology

For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

For the practical components, simulation in a learning and development environment is recommended but assessment in a workplace environment is also permitted.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand requirements for serving statutory enforceable documents for the purposes of fire safety regulation	<p>1.1 explain the aims and objectives of the regulatory authority</p> <p>1.2 explain the regulatory authority policy on the process of issuing notices</p> <p>1.3 explain the circumstances in which notices can be issued</p> <p>1.4 clarify how statutory enforceable documents must be served to meet legal requirements</p> <p>1.5 explain the use of statutory enforceable documents by regulators to achieve desired outcomes</p>			
2 Be able to serve statutory enforceable documents	<p>2.1 confirm own understanding of the requirements of the notice</p> <p>2.2 serve the notice correctly in accordance with legislative requirements</p> <p>2.3 inform the recipient of the appeals procedure and process, and receive the necessary appeal documentation</p> <p>2.4 share relevant information with people within own organisation and any other relevant statutory enforcing authority(s)</p>			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Further information

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DiDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

Useful publications

Related information and publications include:

- *Centre Handbook for Edexcel QCF NVQs and Competence-based Qualifications* published annually
- functional skills publications – specifications, tutor support materials and question papers
- *Regulatory Arrangements for the Qualification and Credit Framework* (published by Ofqual, August 2008)
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and standards verification of vocationally-related programmes can be found on the Edexcel website.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain National Occupational Standards

To obtain the National Occupational Standards, please contact:

Skills for Justice

Centre Court

Atlas Way

Sheffield

S4 7QQ

Tel: 0114 261 1499

E-mail: info@skillsforjustice.com

or visit www.ukstandards.org.uk

Professional development and training

Edexcel supports UK and international customers with training related to NVQ and BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building functional skills into your programme
- building effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

The training we provide:

- is active
- is designed to be supportive and thought provoking
- builds on best practice
- may be suitable for those seeking evidence for their continuing professional development.

Annexe A: Quality assurance

Key principles of quality assurance

- A centre delivering Edexcel qualifications must be an Edexcel recognised centre and must have approval for qualifications that it is offering.
- The centre agrees, as part of gaining recognition, to abide by specific terms and conditions relating to the effective delivery and quality assurance of assessment. The centre must abide by these conditions throughout the period of delivery.
- Edexcel makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Edexcel qualifications are applying consistent standards.
- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes and dealing with special circumstances, appeals and malpractice.

Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised centre and Edexcel. Edexcel is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance processes where practicable. The specific arrangements for working with centres will vary. Edexcel seeks to ensure that the quality-assurance processes it uses do not inflict undue bureaucratic processes on centres, and works to support them in providing robust quality-assurance processes.

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Edexcel operates a quality-assurance process, designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance, all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Edexcel.

The Edexcel quality-assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Edexcel qualifications
- annual visits to centres by Edexcel for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by an Edexcel quality development reviewer
- annual visits by occupationally competent and qualified Edexcel Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and appropriate opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Annexe B: Centre certification and registration

Edexcel Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Edexcel will maintain the integrity of Edexcel QCF NVQs through ensuring that the awarding of these qualifications is secure. Where there are quality issues identified in the delivery of programmes, Edexcel will exercise the right to:

- direct centres to take action
- limit or suspend certification
- suspend registration.

The approach of Edexcel in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Edexcel will aim to secure the appropriate expertise to provide this.

What are the access arrangements and special considerations for the qualifications in this specification?

Centres are required to recruit learners to Edexcel qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement should be made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Edexcel's policy on learners with particular requirements.

Edexcel's policy on access arrangements and special considerations for Edexcel qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 2010 Equality Act and any amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Annexe C: Assessment requirements/strategy

Skills for Justice

Assessment Strategy for Justice and Community Safety Sector:-

**Custodial Care
Community Justice
Courts Tribunals & Prosecution Services
Legal Services
Youth Justice
Fire & Rescue Services**

October 2010

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APPENDIX 1 - ADDITIONAL REQUIREMENTS THAT USE THE TITLE NVQ WITHIN THE QCF

1. Background

Skills for Justice is the sector skills council for employers, employees and volunteers in the Criminal Justice and Community Safety sectors throughout the United Kingdom. This includes:-

- Custodial Care including the public and private sector establishments
- Community Justice
- Courts and Tribunals Services
- Forensic Science
- Fire and Rescue Sector
- Legal Services
- Prosecution Services
- Police Forces
- Law Enforcement Agencies including SOCA, HMRC, UK Border Agency
- Youth Justice

This assessment strategy applies to all the areas above, with the exception of the Police Service, who have a separate assessment strategy that is specific to policing.

2. Introduction

This document sets out the specifications of Skills for Justice for the assessment and quality assurance for competence-based qualifications on the QCF, CQFW and SCQF that sit within the Skills for Justice footprint.

The following sections outline Skills for Justice's specific principles in regard to:

1. external quality control of assessment
2. workplace assessment
3. the use and characteristics of simulation
4. the required occupational expertise of assessors and verifiers
5. liaison between the SSC and the Awarding Organisations.

These principles are in addition to the generic criteria that Awarding Organisations must meet for the delivery of qualifications as required by the regulators, for example Ofqual's 'Regulatory arrangements for the Qualifications and Credit Framework'.

This Assessment Strategy does not describe these systems in detail. It only provides the overarching principles. These systems may vary from one Awarding Organisation to another and Skills for Justice accepts this, providing the overarching principles of this document are consistently put into practice.

Skills for Justice sees itself as working in partnership with Awarding Organisations in order to deliver quality assessment and will be happy to provide them with appropriate support in implementing its requirements.

This Assessment Strategy is applicable to competency-based qualifications within the Justice/Community Safety sector. For qualifications other than S/NVQs, there is no requirement for assessors or those carrying out internal quality assurance activities to achieve the qualifications as specified and approved by the regulators.

However, they must have been trained to the same criteria and level of what would be the appropriate qualification. For qualifications that use SVQ or NVQ in the title, Skills for Justice is working in compliance with the 'Additional Requirements for Qualifications that use the title NVQ within the QCF', which is an agreement between the Alliance of Sector Skills Councils, the Joint Council for Qualifications and the Federation of Awarding Bodies (see Appendix 1), therefore, assessors and those carrying out internal quality assurance must be qualified or working towards the appropriate qualification. Whilst this document specifically relates to the QCF, the same principles can be applied in Scotland.

3. External Quality Assurance - A rigorous and robust system of Internal and External Verification

The monitoring and standardisation of assessment decisions will be achieved by a robust and strong external quality assurance process. The mechanisms required to achieve this are outlined by the regulators.

In addition to the Regulators' requirements Skills for Justice will require all external quality assurance reports and other data relating to a centre to be evaluated by the Awarding Organisation and any risks relating to quality control to be addressed.

External quality assurance, monitoring, support and control should be put in place as appropriate to each centre's level of risk.

4. Workplace Assessment

Skills for Justice believes that direct observation by a competent assessor (as outlined in Section 6.1) or testimony from an Expert Witness (as outlined in Section 6.2) is always to be preferred.

Expert Witness testimony has parity with assessor observation unless otherwise stated in unit evidence requirements. The Assessor is responsible for making the final judgement in terms of the candidate meeting the evidence requirements for the unit. Skills for Justice recognises that there are alternative evidence sources which may be used where direct observation is not possible or practical eg work products, records, reflective accounts, professional discussion etc.

In order to ensure that the evidence used to assess candidates is valid, all centres must demonstrate that the candidates have access to the types of resources commonly in use in the sector and that the pressures and constraints of the workplace are reflected.

It is accepted that the assessment of some knowledge and understanding may take place in a different environment, for example in a training and development centre or another environment, which is not the immediate workplace. However, the assessment of this knowledge and understanding should be linked directly to workplace performance and should include performance evidence.

5. Simulation

Assessment in a simulated environment should only be used in the following circumstances:

1. where evidence in the workplace will not be demonstrated within an acceptable time frame.
2. where the nature of the work activity presents high risk/danger to the candidate and others, for example, personal safety.

The Awarding Organisations should issue adequate guidance to their centres as to how these simulations should be planned and organised. In general this guidance must ensure that the demands on the candidate during simulation are neither more nor less than they would be in a real work situation. This guidance should clearly state that the strategy for simulations. Simulations must be agreed between the representative from the Awarding Organisation who is responsible for external quality assurance and with the person who is responsible for internal quality assurance in the assessment centre, prior to use.

ALL SIMULATIONS SHOULD FOLLOW THESE BASIC PRINCIPLES:

1. A centre's overall strategy for simulation must be examined and approved by the person from the Awarding Organisation who is responsible for external quality assurance.
2. The nature of the contingency and the physical environment for the simulation must be realistic and candidates should be given no indication as to exactly what contingencies they may come across.
3. Where simulations are used they must reflect the requirements of the qualification units.
4. The location and environment of simulation must be agreed with the person responsible for internal quality assurance, prior to taking place and be checked by the Awarding Organisations representative responsible for external quality assurance.
5. All 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.
6. There should be a range of simulations to cover the same aspect of a unit so that the risk of candidates successfully colluding is reduced.

6. Requirements of Assessors, Expert Witnesses and Verifiers

Skills for Justice believes that the occupational expertise of assessors, expert witnesses and those responsible for external/internal quality assurance is one of the key factors underpinning valid, fair and reliable assessment. The integrity and professionalism of assessors, expert witnesses and those responsible for quality assurance are of paramount importance. Centres must ensure that staff whose role is assessment or quality assurance are given sufficient time to carry out their role effectively.

6.1 Assessors

All assessors must:

1. be occupationally competent. This means that each assessor must, according to current sector practice, be competent in the functions covered by the units they are assessing. They will have gained their occupational competence working within the Justice/Community Safety sector or within an appropriate occupational sector. They are not required to occupy a position in the organisation more senior than that of the candidate they are assessing. However, centres must be alert to the risks that all such arrangements could present and ensure that sufficient quality controls are in place through the internal quality assurance process to minimise the possibility of collusion between candidates and assessors.
2. 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.
3. be familiar with the qualification units; and must be able to interpret and make judgements on current working practices and technologies within the area of work.
4. maintain their occupational competence by actively engaging in continuous professional development activities in order to keep up-to-date with developments relating to the changes taking place in the Justice sector. These activities may include those offered by the Awarding Organisation, Skills for Justice or other relevant providers in the sector.
5. Assessors who are assessing S/NVQs should hold or be working towards the appropriate assessor qualification as approved, and specified by the Regulatory Authorities. Achievement of the qualification must be within the timescales laid down by the Regulatory Authorities.

For qualifications other than S/NVQs, the assessor should be trained to the requirements of the appropriate assessor qualification. However, the decision on whether the assessor goes on to achieve a qualification lies with the assessment centre and their Awarding Organisation.

6. Approved centres will be required to provide the Awarding Organisation with current evidence of how each assessor meets these requirements; for example, certificates of achievement, testimonials, references or any other relevant records. Where an assessor is working towards the qualification for assessing S/NVQs, Awarding Organisations must require that assessment decisions are countersigned by another assessor who holds the qualification for assessing S/NVQs. The assessor holding the qualification for assessing S/NVQs must meet the criteria laid out in points 1 and 2 above.

Where a new qualification is being introduced and there are not sufficient occupationally competent assessors to meet the countersignatory requirements as above, centres may use assessors who are not occupationally competent for up to 18 months from introduction of the qualification.

Any such arrangements should be agreed with the Awarding Organisation and be monitored through the external quality assurance process.

6.2 Expert Witnesses

All Expert Witnesses must:

1. be occupationally competent. This means that each expert witness must, according to current sector practice, be competent in the functions covered by the units to which they are contributing. They will have gained their occupational competence working within the Justice sector or within an appropriate occupational sector.
2. maintain their occupational competence by actively engaging in continuous professional development activities in order to keep up-to-date with developments relating to the changes taking place in the Justice sector.

These may include those offered by the Awarding Organisation, Skills for Justice or other relevant providers in the sector.

3. 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. be familiar with the qualification unit; and must be able to interpret current working practices and technologies within the area of work.
5. have had an appropriate induction to the Justice/Community Safety qualifications, the assessment centre and Awarding Organisation requirements, and have access to ongoing training and updating on current issues relevant to these qualifications or qualification units.

6.3 Internal Quality Assurance

Those responsible for the internal quality assurance must:

1. 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 and the legal implications of the assessment process, they must understand the nature and context of the assessors' work and that of their candidates. 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 standards. Those conducting internal quality assurance must also sample the assessment process and resolve differences and conflicts on assessment decisions.
2. understand the content, structure and assessment requirements for the qualification they are verifying.
3. maintain their occupational competence by actively engaging in continuous professional development activities in order to keep up-to-date with developments relating to the changes taking place in the Justice/Community Safety sector. These activities may include those offered by the Awarding Organisation, Skills for Justice or other relevant providers in the sector.

4. For S/NVQ's, those persons responsible for internal quality assurance should hold or be working towards the appropriate qualification as approved, and specified by, the Regulatory Authorities. Achievement of the qualification must be within the timescales laid down by the Regulatory Authorities.

For qualifications other than S/NVQs, those responsible for internal quality assurance should be trained to the requirements of the appropriate qualification. However, the decision on whether the candidate goes on to achieve a qualification lies with the assessment centre and their Awarding Organisation.

5. occupy a position in the organisation that gives them the authority and resources to co-ordinate the work of assessors, provide authoritative advice, call meetings as appropriate, visit and observe assessment practice, and carry out all the other important roles of internal quality assurance.
6. have an appropriate induction to Justice/Community Safety qualifications that they are quality assuring, provided to them by the Centre, and have access to ongoing training and updates on current issues relevant to these qualifications. Information on the induction and continuing professional development of carrying out internal quality assurance must be made available to the Awarding Organisation through its external verification process.
7. Where those responsible for internal quality assurance are working towards the appropriate qualification as approved, and specified by, the regulatory authorities. Achievement of the qualification must be within the timescales laid down by the Regulatory Authorities. Where the person responsible for internal quality assurance is working towards a qualification, Awarding Organisations must require that their quality assurance decisions are counter-signed by another person who holds the qualification for internally quality assurance of S/NVQs. The person holding the qualification for internal quality assurance of S/NVQs may or may not meet the criteria laid down in point 1 above. Such arrangements should be agreed with the Awarding Organisation and be monitored through the external quality assurance process.

6.4 External Quality Assurance

Those persons conducting external quality assurance must:

1. be occupationally knowledgeable and have gained their knowledge working within the sector or associated professional/occupational area.
2. have a thorough understanding of the qualifications they will be quality assuring.
3. have a detailed knowledge of the Awarding Organisation's systems and documentation.
4. have a thorough understanding of the qualification system and national policy and guidance documents produced by the regulatory authorities and Awarding Organisations describing assessment and quality assurance practice.

5. maintain their occupational competence by actively engaging in continuous professional development activities in order to keep up-to-date with developments relating to the changes taking place in the Justice sector.

These activities may include those offered by the Awarding Organisation, Skills for Justice or other relevant providers in the sector.

6. hold, or be working towards, the appropriate qualification as approved, and specified by, the Regulatory Authorities. Achievement of the qualification must be within the timescales laid down by the Regulatory Authorities.
7. have, where appropriate, undergone relevant security checks due to the nature and confidentiality of the information that they will be exposed to. This will be arranged by Skills for Justice in conjunction with the Awarding Organisations.

The Awarding Organisation may seek clarification from Skills for Justice of the appropriateness of the specific external verifier applicant where appropriate.

APPENDIX 1

Additional Requirements for Qualifications that use the title NVQ within the QCF September 2009

This document has been produced by the Joint Awarding Body/SSC Working Practices Group which has been formed by the respective representative bodies to support and encourage effective working relationships between SSCs, submitting organisations and awarding organisations. The Group will update the document as necessary to make sure it is kept up to date and relevant and will consider developing additional guidance.

Purpose of document

1. The purpose of this document is to make clear what additional requirements are needed to assess and quality assure qualifications that use the title NVQ within the QCF.
2. When an SSC/SSB and awarding organisation wants to use the title NVQ in the naming of a qualification within the QCF, the awarding organisation is required to make sure this qualification is assessed and quality assured in accordance with these additional requirements and other requirements described in the SSC/SSB assessment strategy.
3. The aims of these additional requirements are to
 - ensure that all competence based qualifications that use the title NVQ within the QCF are
 - assessed consistently
 - quality assured consistently
 - maintain the integrity of qualifications that use the title NVQ within the QCF
 - establish the NVQ brand within the QCF
 - keep bureaucracy associated with assessment and quality assurance of qualifications that use the title NVQ within the QCF to a minimum.

Background

4. ¹ “At the heart of an NVQ is the concept of occupational competence; the ability to perform to the standards required in employment across a range of circumstances and to meet changing demands. NVQs are first and foremost about what people can do. They go beyond technical skills to include planning, problem solving, dealing with unexpected occurrences, working with other people and applying the knowledge and understanding that underpins overall competence”.
5. NVQs are based entirely on National Occupational Standards (NOS) developed by an SSC/SSB, which describe the competence needed in an occupational role.
6. Qualifications that use the title NVQ within the QCF must comply with the rules of combination determined by the SSC/SSB. Awarding organisations are not allowed to develop another qualification that does not use the title NVQ within the QCF, if it uses the same rules of combination as a qualification that does use the title NVQ within the QCF.
7. The QCF offers increased flexibility in the way occupational competence can be assessed and demonstrated. Qualifications that use the title NVQ in the title within the QCF are just one way of assessing and demonstrating occupational competence. SSCs/SSBs are free to work with their awarding organisations to agree what qualifications will be used to assess occupational competence. Qualifications that use the title NVQ within the QCF, are not a preferred method for assessing occupational competence and all qualifications accredited through the QCF have equal status.

¹ NCVQ's NVQ Criteria and Guidance

8. When developing a qualification for the QCF, including qualifications that use the title NVQ within the QCF, an awarding organisation must be a recognised awarding organisation and must meet the Qualification Requirements in the Regulatory arrangements for the Qualifications and Credit Framework, published by The Office of the Qualifications and Examinations Regulator (Ofqual) in August 2008.
9. The qualification regulators confirmed that a group of SSCs and SSBs would be free to develop specific, additional requirements about the way in which qualifications that use the title NVQ within the QCF will be assessed and quality assured. For those recognised awarding organisations that want to assess occupational competence through the use of qualifications that use the title NVQ within the QCF, it has been agreed by SSCs and SSBs that the following additional requirements must be met.

Additional requirements for qualifications that use the title NVQ within the QCF

Introduction

10. Qualifications that use the title NVQ within the QCF must be assessed and quality assured in accordance with the following additional requirements.

Assessment requirements

11. When a qualification uses the title NVQ within the QCF, awarding organisations are required to make sure their recognised assessment centres understand how learners are to be assessed.
12. Assessment methodologies must meet the assessment strategy developed in partnership between the relevant SSC or SSB and awarding organisations for the qualification. The assessment strategy must be published and made available separately and will include the requirements for assessment of qualifications that use the title NVQ within the QCF. The assessment criteria for each unit will be part of the units that make up the qualification.
13. Learners must complete real work activities in order to produce evidence to demonstrate they have met the NOS and are occupationally competent.
14. When a learner cannot complete a real work activity, simulation is allowed.
15. Simulation is allowed when
 - a learner is required to complete a work activity that does not occur on a regular basis and therefore opportunities to complete a particular work activity do not easily arise
 - a learner is required to respond to a situation that rarely occurs, such as responding to an emergency situation
 - the safety of a learner, other individuals and/or resources will be put at risk.

16. When simulation is used, assessors must be confident that the simulation replicates the workplace to such an extent that learners will be able to fully transfer their occupational competence to the workplace and real situations.
17. Units that must not be assessed by simulation must be identified by the SSC/SSB in the assessment strategy for the qualification or family of qualifications.
18. Learners must be assessed by assessors
 - who are occupationally competent in the occupational areas they are assessing where they have sufficient and relevant technical/occupational
 - competence in the unit, at or above the level of the unit being assessed and as defined by the assessment strategy for that qualification
 - ²who must hold or be working towards a suitable assessor qualification to confirm they understand assessment and how to assess learners
 - must be fully conversant with the unit(s) against which the assessments and verification are to be undertaken.
19. All assessors must carry out assessment to the standards specified in the A units.
20. All assessment decisions made by a trainee assessor must be checked by a qualified assessor or an assessor recognised by an awarding organisation.
21. Trainee assessors must have a plan, which is overseen by the recognised assessment centre, to achieve the relevant assessor qualification(s) within an agreed timescale.

Quality assurance requirements

22. When a qualification uses the title NVQ within the QCF, awarding organisations are required to make sure their recognised assessment centres understand how the qualification will be quality assured.
23. Qualifications that use the title NVQ within the QCF, must be verified
 - internally by an internal verifier, who is accountable to the assessment centre
 - externally by an external verifier, who is accountable to the awarding organisation or an agent of the awarding organisation.

² Currently an assessor could hold unit A1 and/or unit A2 or the previous equivalent standards ie unit D32 and/or unit D33. SSCs also identify other suitable equivalent qualifications.

24. With reference to internal verification, internal verifiers must
- ³hold or be working towards a suitable internal verifier qualification to confirm they understand how to internally verify assessments
 - have sufficient and relevant technical/occupational familiarity in the unit(s) being verified
 - be fully conversant with the standards and assessment criteria in the units to be assessed
 - understand the awarding organisation's quality assurance systems and requirements for this qualification.
25. Trainee internal verifiers must have a plan, which is overseen by then recognised assessment centre, to achieve the internal verifier qualification within an agreed timescale.
26. With reference to external verification, external verifiers must
- ⁴hold or be working towards a suitable external verification qualification to confirm they understand and are able to carry out external verification
 - have no connections with the assessment centre, in order to maintain objectivity
 - have sufficient and relevant technical/occupational understanding in the unit(s) being verified
 - be fully conversant with the standards and performance criteria in the units to be assessed
 - understand the awarding organisation's quality assurance systems for this qualification.
27. Trainee external verifiers must have a plan, which is overseen by the awarding organisation, to achieve the external verifier qualification within an agreed timescale.
28. Awarding organisations must decide the frequency of external monitoring activities. Any decision must be based on
- the risks associated with a qualification that is designed to help a learner demonstrate occupational competence
 - an evaluation of the centre's performance and past record.
29. Awarding organisations will have in place suitably constituted audit processes, which are supported by naturally occurring quality assurance and monitoring systems that already exist in workplace assessment environments.

³ Currently an internal verifier needs to hold unit V1 or the previous equivalent standard ie unit D34. SSCs also identify other suitable equivalent qualifications

⁴ Currently an external verifier needs to hold unit V2 or the previous equivalent standard ie unit D35.

Ofqual
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Llywodraeth Cynulliad Cymru
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