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

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

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

Specification

Professional and Specialist Qualifications

First teaching April 2013

Issue 4

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at qualifications.pearson.com. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

About Pearson

Pearson is the world's leading learning company, with 35,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at qualifications.pearson.com

This specification is Issue 4. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

These qualifications were previously known as:

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)

The QNs remain the same.

References to third party material made in this specification are made in good faith. We do not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

All information in this specification is correct at time of publication.

Summary of Pearson Edexcel Level 3 and 4 in Fire Safety Issue 4 changes

Summary of changes made between previous Issue 3 and this current Issue 4	Page Number
All references to QCF have been removed throughout the specification with the exception of documents from other organisations eg Assessment Guidance in an Annexe	Throughout
Definition of TQT added	Section 1
Definition of sizes of qualifications aligned to TQT	Section 1
TQT value added	Section 2
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	Section 2
QCF references removed from unit titles and unit levels in all units	Section 12

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

Contents

Purpose of this specification

The purpose of a specification as defined by Ofqual is to set out:

- the qualification's objective

- any other qualification which a learner must have completed before taking the qualification

- any prior knowledge, skills or understanding which the learner is required to have before taking the qualification

- units that a learner must have completed before the qualification will be awarded and any optional routes

- any other requirements which a learner must have satisfied before the learner will be assessed or before the qualification will be awarded

- the knowledge, skills and understanding which will be assessed as part of the qualification (giving a clear indication of their coverage and depth)

- the method of any assessment and any associated requirements relating to it

- the criteria against which learners' level of attainment will be measured (such as assessment criteria)

- any specimen materials

- any specified levels of attainment.

1 Introducing Pearson Specialist and Professional qualifications

What are Pearson Specialist qualifications?

Pearson Specialist qualifications are work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Sizes of Specialist qualifications

For all regulated qualifications, Pearson specify a total number of hours that it is estimated learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

Pearson Specialist qualifications are generally available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)

- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)

- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

What are Pearson Professional qualifications?

Pearson Professional qualifications are qualifications at Level 4 to Level 8 that are designed to provide professional work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. The qualifications also provide career development opportunities for those already in work. Consequently, they provide a course of study for full-time or part-time learners in schools, colleges and training centres.

On successful completion of a Pearson Professional qualification, learners can progress to or within employment and/or continue their study in the same or related vocational area.

Sizes of Professional qualifications

For all regulated qualifications, Pearson specify a total number of hours that it is estimated learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

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- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)

- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

Other size references, such as Extended Diploma, may be used in a suite of qualifications depending on the specific needs of different sectors.

2 Qualification summary and key information

Qualification title	Pearson Edexcel Level 3 Certificate in Fire Safety (Fire Auditors)
Qualification Number (QN)	600/2642/X
Date registrations can be made	01/09/2011
Age range that the qualification is approved for	18+
Credit value	26
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	260
Guided learning hours	136
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see *Section 10, Access and recruitment*)

Qualification title	Pearson Edexcel Level 4 Certificate in Fire Safety (Fire Auditors)
Qualification Number (QN)	600/2647/9
Date registrations can be made	01/09/2011
Age range that the qualification is approved for	18+
Credit value	23
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	230
Guided learning hours	112
Grading information	The qualification and units are at pass grade
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see *Section 10, Access and recruitment*)

Qualification title	Pearson Edexcel Level 4 Diploma in Fire Safety (Fire Inspectors)
Qualification Number (QN)	600/2652/2
Date registrations can be made	01/09/2011
Age range that the qualification is approved for	18+
Credit value	37
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	370
Guided learning hours	179
Grading information	The qualification and units are at pass grade
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see *Section 10, Access and recruitment*)

Qualification title and Qualification Number

The qualification title, units and QN will appear on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. Further information about certification is in the *Pearson Information Manual* on our website.

Objective of the qualifications

The Pearson Edexcel Level 3 Certificate and Level 4 Certificate and Diploma in Fire Safety are for learners who work in, or want to work in, Fire Safety.

They give learners the opportunity to:

- develop knowledge related to fire safety auditing and inspection
- develop skills in fire safety auditing and inspection
- achieve nationally-recognised qualifications
- develop their own personal growth and engagement in learning.

The Pearson Edexcel Level 3 Certificate in Fire Safety (Fire Auditors) 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. A simple premises is defined as any building that was built to a recognised design code and when inspected has had no variation that has a major impact on the life safety principles of the original design concept.

The Pearson Edexcel Level 4 Certificate in Fire Safety (Fire Auditors) 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. A complex premises is defined as any building that was built without a recognised design code or had a major variation that has had a major impact on the life safety principles of the building or built as fire engineering solution under BS7974 or similar.

The Pearson Edexcel Level 4 Diploma in Fire Safety (Fire Inspectors) is suitable for fire safety practitioners employed to work with others, such as managers, safety site representatives, owners or occupiers who need 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 have to ensure that the requirements of fire safety and associated regulations are being met.

Relationship with previous qualifications

These qualifications are a direct replacement for the Pearson Edexcel levels 2, 3, and 4 NVQs in Fire Safety, which have now expired. The qualifications are listed below:

Qualification title	Qualification number	Accreditation start date	Accreditation end date
Pearson Edexcel Level 2 NVQ in Fire Safety	100/5655/5	01/10/05	31/09/11
Pearson Edexcel Level 3 NVQ in Fire Safety	100/5656/7	01/10/05	31/09/11
Pearson Edexcel Level 4 NVQ in Fire Safety	100/5657/9	01/10/05	31/09/11

Progression opportunities through Pearson Edexcel qualifications

Learners who have achieved the Pearson Edexcel Level 3 Certificate in Fire Safety (Fire Auditors) may progress to the Level 4 Certificate in Fire Safety (Fire Auditors).

Learners who have achieved the Pearson Edexcel Level 4 Certificate in Fire Safety (Fire Auditors) may progress to the Level 4 Diploma in Fire Safety (Fire Inspectors) on achieving a further three units, which facilitates progression and access to the inspector role.

Industry support and recognition

These qualifications are supported by Skills for Justice, the SSC for Justice, Community Service and Legal Services.

Relationship with National Occupational Standards

These qualifications relate to the National Occupational Standards in Fire and Rescue Services.

3 Centre resource requirements

As part of the approval process, centres must make sure that the resources below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example, equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualifications.

- Staff involved in the assessment process must have relevant expertise and occupational experience.

- There must be systems in place to make sure there is continuing professional development for staff delivering the qualifications.

- Centres must have appropriate health and safety policies in place relating to the use of equipment by learners.

- Centres must deliver the qualifications in accordance with current equality legislation.

4 Qualification structures

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

Learners will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	26

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	M/503/1893	Identify and report hazards and risks associated with fire in simple premises	3	4	20
2	J/503/3603	Assess risks associated with fire in simple premises	3	5	25
3	M/503/3420	Confirm measures are in place to protect people from fire in simple premises	3	5	21
4	R/503/3412	Review fire protection systems in simple premises	3	5	28
5	J/503/1916	Plan and gather evidence for the purposes of fire safety regulation in simple premises	3	4	28
6	J/503/3424	Visit simple premises for the purposes of fire safety regulation	3	3	14

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

Learners will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	23

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
7	Y/503/3606	Assess risks associated with fire in complex premises and environments	4	5	20
8	T/503/1927	Ensure measures are in place to protect people from fire in complex premises and environments	4	5	21
9	M/503/3613	Review fire protection systems in complex premises and environments	4	5	28
10	R/503/3605	Review safety measures at locations that are regulated and/or licensed	4	4	28
11	K/503/3593	Visit complex premises and environments for the purposes of fire safety regulation	4	4	15

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

Learners will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	37
Number of mandatory credits that must be achieved	30
Minimum number of optional credits that must be achieved	7

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
7	Y/503/3606	Assess risks associated with fire in complex premises and environments	4	5	20
8	T/503/1927	Ensure measures are in place to protect people from fire in complex premises and environments	4	5	21
9	M/503/3613	Review fire protection systems in complex premises and environments	4	5	28
10	R/503/3605	Review safety measures at locations that are regulated and/or licensed	4	4	28
11	K/503/3593	Visit complex premises and environments for the purposes of fire safety regulation	4	4	15
12	H/503/3401	Review fire safety matters relating to existing or proposed construction	4	7	50

Unit	Unit reference number	Optional units	Level	Credit	Guided learning hours
13	F/503/3406	Work in partnership to minimise risks to the community	4	4	10
14	T/503/3600	Support the management of risks at incidents	4	4	15
15	A/503/3405	Review fire safety matters relating to premises under construction, demolition and alteration	4	4	10

Unit	Unit reference number	Optional units	Level	Credit	Guided learning hours
16	T/503/3421	Prepare and present evidence in court and other formal proceedings in relation to fire safety measures	4	3	21
17	L/503/3604	Draft statutory enforceable documents for the purposes of fire safety regulation	4	3	7
18	F/503/3597	Serve statutory enforceable documents for the purposes of fire safety regulation	4	3	7

5 Assessment

The table below gives a summary of the assessment methods used in the qualifications.

Units	Assessment method
All units	Centre-devised assessment

Centre-devised assessment (internal assessment)

Each unit has specified learning outcomes and assessment criteria. To pass an internally assessed unit, learners must meet all the learning outcomes and assessment criteria. Centres may find it helpful if learners index and reference their evidence to the relevant learning outcomes and assessment criteria.

Centres need to write assignment briefs for the learners to show what evidence is required. Assignment briefs should indicate clearly which assessment criteria are being targeted.

Assignment briefs and evidence produced by learners must also meet any additional requirements in the *Information for tutors* section of the unit.

Unless otherwise indicated in *Information for tutors*, the centre can decide the form of assessment evidence (eg performance observation, presentation, project, test, extended writing) as long as the methods chosen allow learners to produce valid, sufficient and reliable evidence of meeting the assessment criteria.

Centres are encouraged to provide learners with realistic scenarios and maximise the use of practical activities in delivery and assessment.

To avoid over assessment centres are encouraged to link delivery and assessment across units.

There is more guidance about internal assessment on our website. See *Section 13 Further information and useful publications*.

6 Recognising prior learning and achievement

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Further guidance is available in the *Recognition of Prior Learning Policy and Process* document, which is on the Pearson website.

7 Centre recognition and approval

Centres that have not previously offered Pearson qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications.

Existing centres get 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 that already hold Pearson centre approval are able to apply for qualification approval for a different level or different sector via Edexcel Online, up to and including level 3 only.

In some circumstances, qualification approval using Edexcel Online may not be possible. In such cases, guidance is available as to how an approval application may be made.

Approvals agreement

All centres are required to enter into an approval agreement that is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any associated codes, conditions or regulations. Pearson 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.

8 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses Pearson qualifications. The centre will use quality assurance to make sure that its managers, internal verifiers and assessors are standardised and supported. Pearson uses quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model will be:

- two annual visits to the centre by a centre quality reviewer to review centre-wide quality assurance systems

- Lead Internal Verifier accreditation. This involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online. We will allocate annually a standards verifier to conduct postal sampling of internal verification and assessor decisions for the principal subject area.

For further details, go to the *UK BTEC Quality Assurance Handbook* on our website.

9 Programme delivery

Centres are free to offer the qualifications using any mode of delivery (for example full time, part time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to make sure a course is relevant to learners' specific needs

- accessing and using non-confidential data and documents from learners' workplaces

- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector

- giving learners the opportunity to apply their learning in practical activities

- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment

- making full use of the variety of experience of work and life that learners bring to the programme.

Centres must make sure that delivery about any legislation is up to date and current.

10 Access and recruitment

Pearson's policy regarding access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all those wishing to access the qualifications.

Centres are required to recruit learners with integrity.

Applicants will need relevant information and advice about the qualification to make sure it meets their needs.

Centres should review the applicant's prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to them during teaching and assessment of the qualification. The review must take account of the information and guidance in *Section 11 Access to qualifications for learners with disabilities or specific needs*.

Where learners are required to spend time and be assessed in work settings, it is the centre's responsibility to ensure that the work environment they go into is safe.

11 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments. It also requires our qualifications to be awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Details on how to make adjustments for learners with protected characteristics are given in the policy documents *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications - JCQ Regulations and Guidance.*

The documents are on our website at qualifications.pearson.com

12 Units

Units have the following sections.

Unit title

This is the formal title of the unit that will appear on the learner's certificate.

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator..

Credit value

When learners achieve a unit, they gain the specified number of credits.

Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

Unit aim

This gives a summary of what the unit aims to do.

Essential resources

This section lists any specialist resources needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Pearson to offer the qualification.

Learning outcomes

Learning outcomes of a unit set out what learners know, understand or are able to do as the result of a process of learning.

Assessment criteria

Assessment criteria specify the standard required by learners to achieve each learning outcome.

Unit amplification

This section clarifies what learners need to know to achieve a learning outcome.

Information for tutors

This section gives tutors information on delivery and assessment. It contains the following subsections.

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance on possible approaches to delivery.

- *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.

- *Indicative resource materials* – lists resource materials that can be used to support the delivery of learning.

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

Unit reference number: M/503/1893

Level: 3

Credit value: 4

Guided learning hours: 20

Unit aim

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 have sleeping accommodation or premises 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.

This unit is for practitioners employed or contracted to work with others in an organisation, for example fire wardens, fire marshals, site safety officers, owners or occupiers, who are responsible for making and maintaining suitable and sufficient fire safety arrangements.

NB: 'Requirements' specified in learning outcome 1 relate to a general term used to encompass learners' understanding of all aspects of hazard and risk reporting.

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

A simple premises is defined as any building that was built to a recognised design code and when inspected has had no variation that has a major impact on the life safety principles of the original design concept.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand requirements for identifying and reporting hazards and risks associated with fire in simple premises	1.1	define the terms 'hazards' and 'risks' in a fire safety context	□ hazard — something with the potential to cause harm □ risk — measure of the likelihood of harm from a particular hazard and severity of the consequences
		1.2	identify key features of hazard identification and risk assessment in simple premises	□ key features, eg who may be harmed, what can be harmed, the severity of the harm that will be caused, the potential cost of this harm, reaction of people, precautions that may be taken (control measures), recording findings □ simple premises, eg low occupancy small scale buildings (ie small office, small retail, small workshop, which do not include sleeping accommodation and residential buildings)
		1.3	describe typical consequences of failing to identify hazards and control risks	□ typical consequences, eg potential harm to people, equipment, stock, premises, home, loss of business continuity, legal proceedings, loss of life, loss of employment
		1.4	identify organisational procedures relating to the identification of hazards and maintenance of fire precautions	□ organisational procedures, eg general statement of fire safety and/or health and safety, designated day-to-day responsibility of personnel or person responsible for safety, risk assessment checklists/record, record keeping, who does what by when, fire management plan
		1.5	identify organisational and legal requirements for records associated with hazard identification, risk assessment and reporting	□ organisational record requirements, eg company policy, ongoing procedures, fire safety law and guidance documents for business; fire risk assessment □ legal record requirements and subsequent updates — Regulatory Reform (Fire Safety) Order 2005

Learning outcomes		Assessment criteria		Unit amplification
		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	□ nature of fire hazards — naturally occurring, man-made, business specific □ causes of fire, eg poor housekeeping, flammable materials, electrical equipment, processes, hot surfaces, friction, arson, smoking materials □ types of occupancies in simple premises, eg residential, industrial, educational, office, public access □ significance of common causes of fire in different occupancies, eg attributing risk and hazards to different types of occupancies
		1.7	identify sources of information, advice and support in relation to hazards and risks associated with fire	□ sources of information, advice and support, eg local fire and rescue service, websites, local authority building control, fire safety consultants
		1.8	explain the requirements for reporting on fire safety issues	□ reporting requirements, eg name of organisation, premises details, name of employer, date of report, signature, identified hazards, who might be harmed and how, what is already being done, the need for further action, action by whom, action by when
		1.9	describe the roles and responsibilities of others with authority to action fire safety	□ others with authority — appointed competent person(s) to support the responsible person □ roles and responsibilities, eg provide authoritative advice and support to the responsible person
2	Understand control measures to mitigate the risks from fire in simple premises	2.1	describe the range of extinguishing media, their location and correct application and use	□ types of extinguishing media, eg fire blanket, sprinkler system, fire extinguisher (water, foam, dry powder, CO2) □ location, eg sitting and accessibility, appropriate number and type for risk □ correct application and use — selection of media for type of fire, training in effective use of various extinguishing media

Learning outcomes	Assessment criteria		Unit amplification
	2.2	describe the premises' published fire routine	□ fire routine, eg action to be taken in event of a fire, responsible persons, roles and responsibilities
	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	□ means of escape — shortest and/or safest route to safety from any point in a building, clear of the building, without outside assistance □ pre-planned arrangements in the event of fire, eg considerations to include time of evacuation, travel distances, number and type of occupants, exit widths, arrangements for those who are less able
	2.4	describe the purpose of fire precautions in the protection of people, property and the environment	□ purpose of fire precautions, eg to educate and encourage persons and communities to apply the principles of fire safety, prevent fires, preserve life, reduce property loss, minimise environmental damage
	2.5	explain the triangle of fire	□ triangle of fire: fuel, oxygen, ignition source
	2.6	explain basic preventive methods	□ preventive methods, eg awareness of the risks of fire, understanding of fire causes, training, regular risk assessments, use of risk reduction principles to implement safety measures, continuous monitoring of implemented measures
	2.7	describe the purpose of training and the testing of fire precautions in relation to fire safety	□ purpose, eg to test the continuous suitability of fire precautions and adjust as necessary, enable a continuous awareness of the actions to be taken in the event of a fire
3 Be able to identify fire hazards and risks in simple premises	3.1	work to a due process for checking for hazards, risks and fire precautions	□ due process for checking, eg checklist, checklist procedure and use, completion requirements
	3.2	monitor for hazards, risks and fire precautions	□ monitor, eg risk assessment, continuous monitoring of compliance to reduce hazards and risks, service of first aid fire equipment
	3.3	assess risks and fire precautions within own level of responsibility	□ own level of responsibility, eg awareness of role, duties □ how to assess, eg fire safety checklist, continuous monitoring

Learning outcomes	Assessment criteria		Unit amplification
	3.4	inform people on the premises about their personal responsibilities and how they should report hazards	☐ methods to inform people, eg face to face, individually, group, using communication media, induction, fire drills, fire notices
			☐ hazard reporting, eg procedure for reporting (forms, routing, process)
			☐ communication techniques, eg tone, simple language, authoritative, relevant
4 Be able to report fire hazards and risks in simple premises	4.1	report identified hazards and risks	☐ reporting procedure, eg completed checklist, submission to appropriate authority
			☐ details required, eg name of organisation, premises details, name of employer, date of report, signature, identified hazards, who might be harmed and how, what is already being done, the need for further action, action by whom, action by when
	4.2	keep accurate records of reviews and monitoring activities, including: • the hazards and risks identified • fire precautions • the action taken to deal with risks and fire precaution needs	☐ Records, eg purposeful, accurate, hazards and risks identified, fire precautions in place, desirable and essential actions
			☐ monitoring activities, eg ensuring safe and secure record keeping, adherence to legal requirements, identifying trends and training needs
	4.3	explain reviews and monitoring activities to specified personnel as required	☐ reviews and monitoring activities, eg difference between reviewing and monitoring, actions to be taken as a result of review and/or monitoring
			☐ specified personnel, eg line management, personnel within risk area

Learning outcomes	Assessment criteria		Unit amplification
	4.4	report lessons learned which contribute to continuous risk assessment and management processes	☐ reporting, eg presentation, written document, personal visit ☐ lessons learned, eg effect of actions, need for further measures or actions ☐ communication, eg authoritative tone, simple language, adjustment of language to audience, awareness of and managing cultural differences

Information for tutors

Delivery

When delivering the unit, centres must ensure that learners are given input on the unit amplification. Where legislation has been indicated, it is assumed that any subsequent legislation introduced that supersedes what is listed will be delivered and assessed.

It is important that in the delivery of this unit, all materials used relate to simple premises.

For learning outcome 1, learners need to examine requirements for identifying fire hazards and risks within simple premises. In order to do this theoretical input will be required in relation to the key features of risk assessment. Learners could then examine case studies of incidents to identify the consequences of ineffective risk assessment. Following on from this, it may be beneficial to use guest speakers to support the theoretical input surrounding the organisational and legal requirements to maintain records in relation to hazard identification and risk assessment and reporting. Learners could be given the opportunity to research the sources of information that are available, and use this information to investigate the nature of fire hazards. Using case studies and role-play scenarios will enable learners to apply their knowledge of reporting requirements and roles and responsibilities of key personnel in relation to fire safety to realistic scenarios for their own level of competency and authority.

Learning outcome 2 will require centres to provide learners with the opportunity to investigate a range of control measures that are available to mitigate the risks from fire. It is important that learners are able to identify the correct locations and usage of these measures. Learners should also be given the opportunity to examine different escape plans for different simple premises, as this will then enable them to show an understanding of how these can affect fire safety on the premises. This may be in the form of a visit or a guest speaker from an organisation who are involved in training for improved fire safety, or alternatively from the local fire and rescue service, who provides the opportunity for the learner to extend their thinking and apply their knowledge.

Learning outcomes 3 and 4 are more practical in nature and their delivery would be greatly enhanced through the use of role play and/or desktop scenarios. Learning outcome 3 requires learners to be able to identify fire hazards and risks. By using practical teaching methods and experiential learning, the centre can provide opportunities for learners to apply knowledge gained in learning outcomes 1 and 2 to realistic scenarios. It is important that these are sufficiently detailed to allow learners to develop the knowledge and skills required.

Learning outcome 4 moves on to the reporting of hazards and risks. This would be enhanced with the provision of opportunities for learners to use a variety of methods to report the risks identified for learning outcome 3. By undertaking formative assessment activities during the delivery, using different reporting methods, centres provide some learning experiences to develop learners' practical application skills, in preparation for any summative assessment activities.

Assessment

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.

The centre will devise assessments and undertake the assessment of learners.

All evidence for the unit should relate to simple premises, and should be reflective of learners' level of competency and authority.

Within learning outcome 1 it is important that learners are able to distinguish between hazards and risks and can identify the features of risk assessment. Case study analysis could provide evidence for AC1.3, with learners describing the typical consequences in a given scenario. Evidence for AC1.4 and AC1.5 may be integrated, with learners identifying both organisational procedures and the legal requirements in relation to hazard identification and risk assessment. It is important that evidence relates to the legislation indicated in the unit amplification. AC1.6 requires learners to summarise the nature of fire hazards and causes of fire in a number of scenarios, therefore covering the significance of different occupancies as indicated in the unit amplification. Evidence for AC1.7 could be in the form of a brochure or leaflet identifying sources of information, advice and support in relation to hazards and risks associated with fire. Evidence for AC1.8 and 1.9 may be integrated, and learners could be asked to produce a presentation to show the reporting requirements and the roles and responsibilities of those involved.

Evidence for AC2.1 may take the form of an information leaflet, which describes the range of extinguishing media indicated in the unit amplification. The leaflet should include the type of media, where it should be located and how and where each should be used. Evidence for AC2.2 and 2.3 may be combined. Learners could compile a slideshow presentation, applying their knowledge to given premises and describing the published fire routine, means of escape and pre-planned arrangements for ensuring safety of people in the event of fire, including those less able and their behaviours. This refers to how the less able may behave differently in the event of a fire, and how this needs to be accommodated in the escape plan. Evidence for AC2.4, 2.5, 2.6 and 2.7 could follow this presentation, with learners being asked to prepare a report that contains a description of the purpose of fire safety precautions in the protection of people, property and the environment, and the purpose of training and testing fire precautions. It should also include an explanation of the triangle of fire and basic preventive methods.

Evidence for learning outcomes 3 and 4 should come from practical exercises such as role plays, case studies or written scenarios that enable learners to fully demonstrate their ability to apply the knowledge attained throughout the unit. A single scenario may be used if it is demanding enough to allow learners to produce sufficient evidence to meet all assessment criteria. Alternatively a range of scenarios may be used.

AC3.1 requires learners to follow a due process when checking for hazards, risks and fire precautions. This may be evidenced through an assessor observation record that shows what the process was and confirms that learners have followed it. Evidence for AC3.2 and 3.3 may be combined when learners both monitor and assess the hazards, risks and fire precautions in place. This may be evidenced through note taking during the practical activity, which should be used to inform the reports produced for learning outcome 4. Notes should be submitted for

assessment as supporting evidence, and if a practical activity is undertaken, this should be supported with an observation record showing what the activity was and how it allowed learners to meet the criteria, with qualitative statements on learners' performance during the activity. AC3.4 may be assessed through a real or simulated verbal discussion, where learners inform people of their personal responsibilities to report hazards. Learners' peers could play the roles of personnel on the scenario premises. This should be supported by assessor observation, and any notes or video/audio recording should be submitted as supporting evidence.

AC4.1 requires learners to report the identified hazards and risks found in the role play or written scenario. The evidence should follow the reporting procedure and contain the information indicated in the unit amplification. For AC4.2 learners need to keep accurate records of reviews and monitoring activities. This should include records of the hazards and risks identified, the precautions currently in place and the action taken to deal with risks and fire precaution needs. Evidence for AC4.3 and 4.4 may be combined, with learners preparing a slideshow presentation which explains the reviews and monitoring activities and the lessons learned that will contribute to the risk assessment and management process on the premises, using appropriate communication skills as indicated in the unit amplification.

Indicative resource materials

Documents

Approved Document B	www.planningportal.gov.uk/buildingregulations/approveddocuments/partb/bcapproveddocumentsb/
Better Regulation Executive: Reducing Regulation Made Simple	www.bis.gov.uk/assets/biscore/better-regulation/docs/r/10-1155-reducing-regulation-made-simple.pdf
Building Bulletin 100	www.education.gov.uk/schools/adminandfinance/schoolscapital/buildingsanddesign/environmental/a0063718/fire-safety-design-guidance-building-bulletin-100
BS 9999:2008	http://shop.bsigroup.com/en/ProductDetail/?pid=000000000030158436
CFOA fire safety guidance notes and audit form	www.cfoa.org.uk/10276
Enforcement Concordat: Good Practice Guide for England and Wales	www.berr.gov.uk/files/file10150.pdf
Fire code Health Technical Memoranda	www.dh.gov.uk/en/Publicationsandstatistics/lettersandcirculars/firecode/DH_609
Fire Safety Risk Assessment Guides, offices and shops	www.gov.uk/government/uploads/system/uploads/attachment_data/file/14881/fsra-offices-shops.pdf
Fire Safety Risk Assessment Guides, factories and warehouses	www.gov.uk/government/uploads/system/uploads/attachment_data/file/14882/fsra-factories-warehouses.pdf
Regulatory Reform (Fire Safety) Order 2005	www.legislation.gov.uk/uksi/2005/1541/contents/made

Unit 2: Assess risks associated with fire in simple premises

Unit reference number: J/503/3603

Level: 3

Credit value: 5

Guided learning hours: 25

Unit aim

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 includes 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 have sleeping accommodation or premises used for high fire risk processes or storage. Learners will be working within their personal level of responsibility for advice, information and enforcement issues.

This unit is for practitioners employed or contracted to work with others in an organisation, for example fire wardens, fire marshals, site safety officers, owners or occupiers, who are responsible for making and maintaining suitable and sufficient fire safety arrangements.

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

NB: 'Requirements' specified in learning outcome 1 relate to a general term used to encompass learners' 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.

A simple premises is defined as any building that was built to a recognised design code and when inspected has had no variation that has a major impact on the life safety principles of the original design concept.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand requirements for assessing fire risks associated with simple premises	1.1	describe valid methodologies for fire risk assessment in simple premises	▢ fire risk assessment, eg identification of all fire hazards and risks in premises ▢ methodologies — risk based methodology, hazard based methodology, five step method, six step method, the risk value matrix method, industrial method, algorithmic method ▢ simple premises, eg low occupancy small scale buildings (ie small office, small retail, small workshops, which do not include sleeping accommodation and residential buildings)
		1.2	explain the principles and methods of fire safety in simple premises including structure, materials and access issues affecting fire safety	▢ principles and methods — assessing hazards and risks with reference to building age, construction of premises, materials used, building use, occupancy, visitors, surrounding risks, layout and content, ease of access and egress, locality of water supplies, take into account current precautions
		1.3	explain why fire risk assessment may be used to justify departures from codes of practice	▢ fire risk assessment in simple premises, eg identification of all fire hazards and risks in simple premises ▢ justifying departures from code of practice, eg cost benefit analysis, practicality, alternative solutions to risk analysis with desired safety outcomes.
		1.4	explain how the principles of fire safety can affect people, property and the environment	▢ effect on people, eg comfort, safety of environment, work practices, support business continuity, protect employment ▢ effect on property, eg minimise damage, save historical and heritage sites, minimise financial loss ▢ effect on the environment, eg reduce contamination, protect flora and fauna

Learning outcomes	Assessment criteria		Unit amplification
	1.5	describe the purpose of management system(s), passive and active fire protection system(s) in simple premises	□ management systems, eg fire safety and/or health and safety policy, fire risk assessment and subsequent records, fire instructions (instructions to be carried out in the event of a fire) □ passive fire protection systems, eg compartmentalisation of building, fire resistant materials □ active fire protection systems, eg sprinklers, water spray, other fire suppression systems
	1.6	summarise common causes of fire and the significance of the common causes in different occupancies	□ causes of fire, eg naked flames, fuel escape, flammable substances or materials, portable heaters, electrical equipment faults, electrical misuse ie trailing leads, socket overload □ significance in different occupancies, eg high risk, low risk, local authority, regional, national statistics/trends
	1.7	describe how fire incidents can impact on business continuity and stakeholders in simple premises	□ business continuity, eg restricted access, closure of premises, loss of stock, financial, loss of essential facility and/or equipment for business activity, employee injury or loss □ stakeholders, eg loss of customers, loss of suppliers, loss of investors
	1.8	describe the impact of the diversity of occupants in relation to safety responses	□ impact of occupants on safety response, eg different high and low risks related to the different occupancies in simple premises (numbers and distribution) and activities (residential, industrial etc) in a building □ diversity, eg cultural differences, languages, customs, age, race, gender, disability
	1.9	define the interaction and behaviour of people with components associated with fire prevention and defence against fire in simple premises	□ interaction and behaviour, eg awareness and understanding of components, compliance with instructions □ components, eg alarm systems, equipment, fire instructions, building construction

Learning outcomes	Assessment criteria		Unit amplification
	1.10	describe the factors affecting the formulation of risk-appropriate solutions within organisational constraints, for the protection of people, property and the environment	□ factors, eg cost benefit analysis, occupancy, high/low risk, building use, fire loading, age of premises, active and passive fire safety measures □ risk-appropriate solutions, eg dependent on properties, extent and likelihood of hazard causing harm □ organisational constraints, eg finances, nature of business
	1.11	evaluate the role and interests of stakeholders in the protection of life, property and the environment from fire	□ the role of stakeholders, eg owners, occupiers, employees, customers, local fire services, local government departments □ interests of stakeholders, eg safety of people, reduced level of injury and life, financial cost to individual, business and country maintenance of heritage, continuity of employment and business, lower insurance claims
2 Understand processes and guidance relevant to fire risk assessment in simple premises	2.1	explain how to access sources of specialist advice and support	□ sources, eg local fire and rescue services, websites, Business Link, fire safety consultants
	2.2	summarise the relevant national legislative framework and the mechanisms of enforcement in new, altered and existing buildings	□ national legislative framework and subsequent updates, eg Regulatory Reform (Fire Safety) Order 2005, Fire and Rescue Services Act 2004 □ enforcement mechanisms, eg non-conformity advice, enforcement notices, legal orders
	2.3	explain organisational policy and working practices in relation to risk assessment in simple premises	□ organisational policy, eg fire instructions, business continuity plan □ working practices, eg within small office, small retail, small workshops which do not include sleeping accommodation and residential

Learning outcomes	Assessment criteria		Unit amplification
	2.4	explain the methods and techniques for identifying, assessing and interpreting relevant data and associated information	□ methods and techniques for identifying, eg reference to plans, visit to premises, questioning of relevant people (owner, architect, builder)
			□ methods and techniques for assessing, eg validating, authenticating, ensuring relevance, applying consistency, ensuring sufficiency (by referring to guidance documents, specialist engineers)
			□ methods and techniques for interpreting, eg quantitatively, qualitatively, legally
			□ relevant data and associated information, eg dimensions, layout, construction material, use of premises
	2.5	explain the consultation procedures relating to fire safety	□ consultation procedures, eg between owner and local fire authority and local authority building control
	2.6	summarise the roles, responsibilities, level of authority and requirements of self and others within the context of formal proceedings	□ formal proceedings, eg enforcement notice, legal prosecution
			□ others, eg owner, occupier, builder, architect, local building authority
			□ roles, authority level and requirements of self, eg fire safety inspector, auditor, enforcement officer, providing information, advice and guidance to relevant persons
			□ roles, authority level and requirements of others, eg owner, occupier, builder, local authority building control, architects, suppliers of construction materials, providing information, advice and guidance to relevant persons
	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	□ guidance and codes of practice addressing safety of life from fire, and subsequent updates, eg Approved Document B; Building Bulletin 100; BS 9999; Fire codes; Health Technical Memoranda (HTM) and other relevant fire safety guidance
			□ legislation for simple fire safety measures, and subsequent updates, eg Regulatory Reform (Fire Safety) Order 2005

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to evaluate fire hazards and risks in simple premises	3.1	evaluate the type and level of risk associated with identified hazards	□ type of risks, eg may cause death, serious injury, minor injury □ level of risk, eg low, medium, high
		3.2	identify all physical areas within the scope of the evaluation	□ evaluation scope, eg clarification of scope with client/ owner □ physical area, eg compartment/room, corridor, stairwell, lobby, mezzanine floor
		3.3	identify relevant people who may be at risk	□ relevant people, eg owner, employees, residents, visitors, people in adjacent areas, members of the public
		3.4	determine the significance of identified risks and their potential for harm to people, property and the environment	□ risk significance, eg measurement of level of importance of hazard's potential to cause harm □ harm to people, eg physical harm, psychological harm, immediacy, short term, long term, permanent, harm causing time off work □ harm to property, eg localised within property, property wide, adjacent property, cost of type of damage □ harm to environment, eg flora, fauna, immediate, short term, long term, cost of type of damage
		3.5	evaluate the effectiveness of current control measures	□ effectiveness of control measures, eg success or not of control measure to reduce or eradicate risk
		3.6	determine the need for existing or new control measures	□ determining effectiveness, eg consideration of level of risk posed, impact of risk, probability of risk, cost benefit analysis

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to agree solutions to minimise risks from fire in simple premises	4.1	develop suitable options to eliminate, reduce or control risks in simple premises	□ develop suitable options, eg remove hazard, move hazard, protect hazard, protect surrounding area and/or persons
		4.2	develop a rationale for prioritisation against critical factors to support risk management decisions	□ develop a rationale, eg provide a validation process, qualitative and/or quantitative, to order data □ critical factors to support decisions, eg reducing risk, containing risk, eliminating risk, cost, potential disruption to normal work, feasibility of option implementation
		4.3	seek advice and support to address issues that are outside of own level of responsibility or expertise	□ seek advice and support, eg safety, engineering, legal, construction □ level of responsibility or expertise, eg dependent on job title, description, role map
		4.4	obtain agreement and approval from those with the authority to take forward actions that have been determined	□ obtain agreement and approval, eg through different communication styles (verbally, in writing, reports, presentations), checking understanding, negotiating skills, influencing skills □ those with authority to take forward actions, eg senior managers/officers, legal representatives, local authority officers
		4.5	advise on actions to meet legal and statutory requirements and implications of non-compliance	□ giving advice, eg communication style, influencing skills, differentiating desirable and essential actions, prioritising actions, gaining agreement, clarifying interpretation of standards □ legal and statutory requirements, and subsequent updates, eg Approved Document B; Building Bulletin 100; BS 9999; Fire codes; Health Technical Memoranda (HTM) and other relevant fire safety guidance, Regulatory Reform (Fire Safety) Order 2005, including subsequent amendments □ implications of non-compliance, eg legal prosecution, fines, closure of premises, imprisonment

Information for tutors

Delivery

When delivering the unit, centres must ensure that learners are given input on the unit amplification. Where legislation has been indicated, it is assumed that any subsequent legislation introduced that supersedes what is listed will be delivered and assessed.

It is important that in the delivery of this unit, all materials used relate to simple premises.

When delivering learning outcome 1 it is important that the centre provides learners with opportunities to investigate a range of methodologies used in fire risk assessment in simple premises. Learners can then develop their higher order thinking skills in order to explain and justify the methods to be used. The centre should also provide access to case studies or desktop scenarios that show the different management and fire protection systems used in simple premises, and the common causes of fire. By using case studies learners can develop their knowledge of how different occupancies are affected. Within the case studies and desktop scenarios the centre should ensure that a range of diverse occupancy groups and cultures are used. Case studies can be used to develop learners' evaluation skills.

Learning outcome 2 focuses on the information and guidance that is available when assessing risk in simple premises. Learners should be given the opportunity to investigate a range of sources of advice and support, and the relevant legislative framework that is in place at time of delivery. It is important that sources are not simply provided for investigation, and that learners are encouraged to undertake independent research, therefore developing the ability to explain where to access support. Learners also need to develop their understanding of the roles and responsibilities of personnel involved within formal proceedings. Delivery may be enhanced using guest speakers from, or visits to, the fire industry, with learners asking questions to extend their thinking.

For learning outcome 3 learners will apply their knowledge and understanding to practical situations. Formative opportunities should be provided through the use of case studies, role-play scenarios or desktop scenarios.

Delivery of learning outcome 4 should follow that of learning outcome 3, and will require learners to propose solutions to minimise risks from fire in simple premises. The use of case studies, desktop scenarios and role-play scenarios will allow learners to apply their knowledge to a range of premises, and make them aware of the different solutions available. Centres should give learners the opportunity to explore a range of legal and statutory requirements and the implications of non-compliance.

Assessment

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.

The centre will devise assessments and undertake the assessment of learners.

For AC1.1 learners must describe the methodologies used in fire risk assessment within simple premises. This description should be more than a list, and should include all relevant information in relation to the different methodologies available.

AC1.2 requires learners to explain the principles and methods of fire safety, including structure, materials and access issues. They need to set out the principles in detail and use examples to support the information presented.

AC1.3 requires an explanation of why fire risk assessment may be used to justify the departure from current codes of practice, with examples.

AC1.4 focuses on the impact of fire safety on people, property and the environment. To achieve this criterion, learners must provide evidence that covers all aspects, with examples to support their evidence. These examples may come from case studies used in the delivery of the outcome, from independent study or from industry if learners are currently employed.

The evidence for AC1.5 should provide sufficient detail in relation to the purpose of management systems, and passive and active fire protection systems used in simple premises. The evidence should be more detailed than a simple list of those available, and should include the relevant features of each system.

Evidence for AC1.6 should cover a range of common causes of fire, and the significance of each in different occupancies, as indicated in the unit amplification. Learners should articulate the main points of each cause and the essential significances on different occupancies.

Evidence for AC1.7 and 1.8 could be integrated using a case study analysis. AC1.7 requires learners to describe the impact fire incidents can have on businesses and their stakeholders in simple premises, while AC1.8 requires them to describe the impact of the diversity of occupants in relation to safety response provided. Using appropriate case studies, evidence for both of these criteria can be provided, linking the main impacts to the case study.

AC1.9 requires learners to provide evidence that shows how people interact with fire prevention and defence in simple premises, showing the effects of their behaviour, awareness and understanding.

Evidence for AC1.10 and 1.11 may be integrated and developed through the use of a desktop scenario that requires learners to describe the factors that affect the formulation of risk appropriate solutions in a given situation and then evaluate the role and interests of stakeholders involved. It is important that learners provide evidence of evaluation for AC1.11. Learners should review the information, then bring it together to form a conclusion, giving evidence for each of their views or statements.

To achieve AC2.1 learners need to investigate different sources of specialist advice and support, and explain how to access them. It is not sufficient to simply describe the methods used; the explanation must clearly set out the how and why, with examples.

For AC2.2, learners should provide a summary of the legislative framework and mechanisms of enforcement that are in operation at the time of delivery. This summary should set out the main points of the legislation, including the essential features.

AC2.3 might be assessed using case studies or a desktop scenario which allows learners to explain an organisation's policy and working practices in relation to risk assessment. Learners must focus on practices that apply to simple premises.

AC2.4 requires learners to explain methods and techniques used to identify, assess and interpret data and associated information. Learners do not need to analyse the data, but should set out how and why the data can be identified, assessed and interpreted, making reference to the relevant unit content.

Evidence for AC2.5 and 2.6 could be generated together, allowing learners to explain the consultation procedures relating to fire safety, and to summarise the roles, responsibilities and levels of authority. If a case study is provided for learners to use, this could be done as a written task or presentation, with learners applying their knowledge to the case.

AC2.7 requires learners to investigate and critically compare a range of guidance and codes of practice that address safety. A critical comparison requires learners to identify the main factors that apply in two or more situations, explain the similarities and differences or advantages and disadvantages, and then weigh up both positive and negative points before making a judgement on the findings.

Assessment of learning outcome 3 should be practical where possible, allowing learners to apply the knowledge attained through study of learning outcomes 1 and 2. Assessment could be linked to a case study, role play or desktop scenario. AC3.1 requires learners to evaluate the risks associated with identified hazards. The evidence should show how learners have reviewed the information and come to conclusions, giving evidence for each of their views or statements.

For AC3.2 learners should move on to identify all the physical areas within the scope of evaluation, as indicated in the unit content. As part of the same exercise, learners could identify the people who may be at risk to achieve AC3.3, and determine the significance of the risks identified for AC3.4.

Evidence for AC3.5 and 3.6 could be generated together, with learners evaluating the effectiveness of the control measures in place in the case study or exercise, determining the need for the existing control measures, or proposing new control measures as appropriate.

If a case study, role play or desktop scenario is used for learning outcome 3, the same exercise could be used for learning outcome 4. AC4.1 requires learners to develop options to eliminate, reduce or control risks in simple premises, as indicated in the unit content.

This can then be prioritised with a rationale being given for the process to achieve AC4.2. Learners could then do a role play or a written desktop scenario with assessors undertaking a role and learners seeking advice and support as necessary.

For AC4.3 learners should show how they would seek advice, and who they would approach for advice.

For AC4.4 they need to obtain agreement to take forward actions that have been determined. For this assessors could adopt the role of an authority figure, and learners could provide evidence in the form of a report or presentation to obtain approval.

Finally for AC4.5, assessors could adopt the role of a person seeking advice, and learners could then give advice on actions that can be taken to meet legal and statutory requirements and the implications of non-compliance.

Indicative resource materials

Documents

Better Regulation Executive: Reducing Regulation Made Simple	www.bis.gov.uk/assets/biscore/better-regulation/docs/r/10-1155-reducing-regulation-made-simple.pdf
CFOA fire safety guidance notes and audit form	www.cfoa.org.uk/10276
Enforcement Concordat: Good Practice Guide for England and Wales	www.berr.gov.uk/files/file10150.pdf
Fire Safety Risk Assessment Guides, offices and shops	www.gov.uk/government/uploads/system/uploads/attachment_data/file/14881/fsra-offices-shops.pdf
Fire Safety Risk Assessment Guides, factories and warehouses	www.gov.uk/government/uploads/system/uploads/attachment_data/file/14882/fsra-factories-warehouses.pdf
Regulatory Reform (Fire Safety) Order 2005	www.legislation.gov.uk/uksi/2005/1541/contents/made

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

Unit reference number: M/503/3420

Level: 3

Credit value: 5

Guided learning hours: 21

Unit aim

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 have 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.

This unit is for practitioners employed or contracted to work with others in an organisation, for example fire wardens, fire marshals, site safety officers, owners or occupiers, who are responsible for making and maintaining suitable and sufficient fire safety arrangements.

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

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

A simple premises is defined as any building that was built to a recognised design code and when inspected has had no variation that has a major impact on the life safety principles of the original design concept.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand requirements for the protection of people from fire in simple premises	1.1	describe the range, type and purpose of fire precautions in place	□ range — prevention, detection, escape, instruction □ type, eg bespoke fire safety engineering (using appropriate construction materials and techniques), alarm systems, equipment, signage, safety plans, training □ purpose — stop fires occurring, detect fires when they do occur and raise alarm, allow safe evacuation, clarify roles and responsibilities
		1.2	describe existing internal and external fire safety management systems	□ internal, eg alarm, emergency lighting, signage, sprinklers, fire instruction, training □ external, eg fire risk assessment, monitored alarm
		1.3	identify who has responsibility for fire safety management systems	□ fire safety management responsibility, eg organisational fire safety/health and safety policy, designated responsible persons (fire wardens/safety officers), policy owner, training manager
		1.4	explain the internal and external checking and certification procedures and their frequency	□ internal checking in simple premises, eg audits, checklist, reviews, evaluations, all with SMART objectives □ external checking in simple premises, eg fire risk assessment as required by the Regulatory Reform (Fire Safety) Order 2005
		1.5	summarise the procedures for reporting deficiencies, defects, damage or omissions and who has authority to take corrective action	□ procedures for reporting, eg by contacting owner, occupier, local authority fire service □ corrective action authority, eg premises management team, premises maintenance team, external contractors

Learning outcomes	Assessment criteria		Unit amplification
	1.6	explain how to maintain effectiveness in the implementation of current fire procedures and other contingency arrangements	□ fire procedures and contingency arrangements, eg actions to be taken in the event of a fire, evacuation procedures, business continuity plans □ maintaining implementation effectiveness, eg regular checks, tests and training and the evaluation of these activities with regard to identifying improvements
	1.7	describe the training requirements in relation to protection of people from fire	□ training requirements, eg fire instructions, evacuation procedures, use of extinguishers, fire blankets and other relevant equipment
	1.8	explain the organisational requirements for records associated with fire safety equipment, fire precautions and management systems	□ organisational record requirements, eg records of testing, training, upgrading and replacement
	1.9	explain own and others' responsibilities in maintaining fire safety requirements for premises user(s)	□ own, eg as fire safety auditor □ others, eg owner, occupier, local authority building control, installation companies, maintenance companies (based on details of contracts) □ responsibilities, eg compliance with legal requirements, provision of fire risk assessment
	1.10	explain how to access sources of information, advice and support	□ sources of information, advice and support, and subsequent updates, eg local authority fire service, local authority building/planning department, Regulatory Reform (Fire Safety) Order 2005, CFOA fire safety guidance notes and audit form

Learning outcomes		Assessment criteria		Unit amplification
2	Be able to ensure resources are available to manage fire risks in simple premises	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	☐ fire safety measures and resources, eg alarm systems, fire suppression systems, equipment, signage, training, fire instructions/safety plans ☐ suitability, location and sufficiency determination, eg to comply with the requirements of the fire risk assessment (to reduce risk to an acceptable level) ☐ confirmation requirements, eg correctly installed and maintained, sufficient records of testing and training, relevant certificates (including those from building control), confirmation from local authority fire service
		2.2	confirm sufficient notices and instructions relating to equipment are correctly placed, are legible and current	☐ types of notices and instructions, eg for alarm systems, for extinguishers, for fire suppression systems, for escape plans and signs ☐ design requirements, eg BS 5499:Part 1:1990, and subsequent updates, for signs, and BS EN 3-10:2009, and subsequent updates, for extinguishers ☐ use, placement and sufficiency, eg in line with hazards present, based on risk assessment and control ☐ confirmation requirements, eg installation, maintenance and training certificates and records
		2.3	confirm people with fire safety responsibility are aware of their role and the training they are required to undertake	☐ roles, eg owners, safety managers, fire wardens, fire safety advisors ☐ training requirements, eg initial training courses, qualifications, maintenance of competence and skills ☐ checking awareness, eg review and appraisal activities ☐ confirmation requirements, eg initial training/ qualifications, maintenance of competence and skills certificates and records

Learning outcomes	Assessment criteria		Unit amplification
	2.4	confirm arrangements and action plans for access, egress and evacuation are confirmed	□ arrangements and action plan requirements, eg clear plans and instructions available with fire risk assessment, and available to all relevant persons
			□ confirmation requirements, eg records of drills and training activities
	2.5	notify appropriate people of any deficiencies, defects and lack of resources	□ appropriate people, eg owners, occupiers, residents, installation and maintenance contractors, local authority fire service
			□ details required, eg hazard involved, probability of harm and/or damage being caused, impact of hazard causing harm and/or damage, further control measures available, urgency of repair required, implications on premises whilst deficiency, defect, lack of resource is in place
			□ notification methods and requirements, eg phone, email, writing, face-to-face, informing of details and implications as well as timescales involved in establishing full control measures for risk involved

Information for tutors

Delivery

When delivering the unit, centres must ensure that learners are given input on the unit amplification. Where legislation has been indicated, it is assumed that any subsequent legislation introduced that supersedes what is listed will be delivered and assessed.

It is important that in the delivery of this unit, all materials used relate to simple premises.

When delivering learning outcome 1 it is important that the centre provides learners with opportunities to study a range of fire precautions in place in differing simple premises. The types and purpose of each of the precautions examined should be clearly defined to give learners understanding across a range of methods. Learners need access to case studies to develop their skills of description and examination. Centres may wish to use desktop scenarios or role-play activities to undertake formative assessment of learners' knowledge and understanding prior to any summative assessment activity.

Learning outcome 2 requires the practical application of knowledge. Tutors could give learners a range of scenarios to deal with and ask them to assess the sufficiency of fire safety measures in place. Learners could also use the scenarios to confirm that the requirements of the legislation are being met, and that those with responsibility for fire safety have sufficient training.

Assessment

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.

The centre will devise assessments and undertake the assessment of learners.

For AC1.1, learners need to describe the range, type and purpose of fire precautions in place in a simple premises, as indicated in the unit amplification. The information must include all three elements and all the main features of the precautions in place.

AC1.2 requires learners to describe at least one existing internal and one existing external fire safety management system.

AC1.3 may be achieved through the use of an organisational chart that identifies the responsibility structure in place in relation to fire safety management. Learners must identify the roles indicated in the unit amplification and include brief detail as to the responsibilities of each role.

AC1.4 requires learners to produce evidence that explains the methods that have been used to check and certify internal and external fire precautions methods in simple premises. Learners need to cover internal methods listed in the unit amplification, and also show the frequency of required checks. Learners need to explain the external methods used and how they meet the requirements of the associated legislation. The evidence should include more details than a description, with reasons and examples.

AC1.5 requires learners to review and summarise how deficiencies, defects, damage or omissions are reported and who has the authority to take corrective action. This may be done through the use of role play or a desktop scenario which allows learners to apply their knowledge.

To achieve AC1.6 learners must explain how to maintain the effectiveness of fire procedures and contingency arrangements. Learners should use examples of a range of procedures, and how the implementation and effectiveness of each one can be maintained, including through regular testing and training.

For AC1.7 learners need to describe the training requirements related to the protection of people from fire.

AC1.8 requires learners to explain the records associated with fire safety equipment, fire precautions and management systems. For each record learners should provide information as to why the record is kept and how the record is maintained in relation to organisational requirements.

AC1.9 requires learners to explain their own and others' responsibilities for maintaining the fire safety requirements in a simple premises. Evidence should include examples of both their responsibilities and those of the owner, the local authority and any other stakeholders involved in the maintenance of fire safety requirements.

AC1.10 requires learners to explain how to access information, advice and support. Evidence should show both the sources of information and how they can be accessed, with examples.

Learning outcome 2 may be undertaken as a practical exercise using a role play or desktop scenario to enable learners to apply their knowledge to a given scenario. The scenario should be sufficiently detailed as to allow learners to provide evidence that fully meets all the assessment criteria.

For AC2.1 learners need to review the information provided in a case study or scenario and to confirm that the fire safety measures and resources are correct and suitable to meet the requirements of the risk assessment in the simple premises.

AC2.2 then requires learners to confirm that fire equipment notices and instructions are correctly placed, are current and legible. Learners must include all required types of notice for the scenario.

Evidence for AC2.3 should show that learners have identified the roles of people with fire safety responsibility, and checked that those people are aware of their role requirements and the training they need to undertake.

For AC2.4 learners need to show that arrangements are in place, including an action plan if necessary, in relation to access, egress and evacuation. Evidence should include recorded information of evacuation drills and any training activities.

AC2.5 requires learners to report any deficiencies, defects or lack of resources to the appropriate people. Assessors could adopt the role of an appropriate person to receive the report. The report should show who the appropriate person is, the details that are required and the notification methods that can be used. Assessors may use verbal questioning to ensure learners have knowledge of a range of notification methods.

Indicative resource materials

Documents

Regulatory Reform (Fire Safety) Order 2005	www.legislation.gov.uk/uksi/2005/1541/contents/made
CFOA fire safety guidance notes and audit form	www.cfoa.org.uk/10276
Enforcement Concordat: Good Practice Guide for England and Wales	www.berr.gov.uk/files/file10150.pdf
Better Regulation Executive: Reducing Regulation Made Simple	www.bis.gov.uk/assets/biscore/better-regulation/docs/r/10-1155-reducing-regulation-made-simple.pdf
Fire Safety Risk Assessment Guides, offices and shops	www.gov.uk/government/uploads/system/uploads/attachment_data/file/14881/fsra-offices-shops.pdf
Fire Safety Risk Assessment Guides, factories and warehouses	www.gov.uk/government/uploads/system/uploads/attachment_data/file/14882/fsra-factories-warehouses.pdf
BS 5266-1:2011 Emergency lighting — Part 1: Code of practice for the emergency escape lighting of premises	http://shop.bsigroup.com/ProductDetail/?pid=000000000030263986
BS 5839-9:2011 Fire detection and fire alarm systems code of practice	http://shop.bsigroup.com/en/ProductDetail/?pid=000000000030187282

Unit 4: Review fire protection systems in simple premises

Unit reference number: R/503/3412

Level: 3

Credit value: 5

Guided learning hours: 28

Unit aim

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 covers the range of resources and equipment available relevant to the prevention, control, containment or elimination of the 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 have sleeping accommodation or premises 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 wardens, fire marshals, site safety officers, owners or occupiers, who are responsible for making and maintaining suitable and sufficient fire safety arrangements.

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

A simple premises is defined as any building that was built to a recognised design code and when inspected has had no variation that has a major impact on the life safety principles of the original design concept.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand legislative and organisational requirements applicable to fire protection systems in simple premises	1.1	describe the legislative framework, consultation procedures and other mechanisms for achieving fire protection within existing, proposed and altered premises	□ legislation, and subsequent updates, eg Regulatory Reform (Fire Safety) Order 2005, Approved Document B; Building Bulletin 100; BS 9999; Fire codes; Health Technical Memoranda (HTM) and other relevant fire safety guidance □ consultation procedures, eg between owner/architect/ builder and local fire authority, and owner/architect/ builder and local authority building control □ other mechanisms, eg bespoke engineered solutions, bespoke risk control measures
		1.2	explain the steps to take to work in partnership with others in order to achieve a satisfactory level of fire safety	□ others, eg private fire protection companies, architects, builders, occupiers, local authority fire services, local authority building/planning offices □ working in partnership practice, eg forming Service Level Agreements regarding installation and maintenance contracts, agreements regarding compliance and satisfaction of levels of fire safety □ satisfactory level, eg control measures sufficient to reduce risk levels to the satisfaction of all parties and relevant legislation

Learning outcomes		Assessment criteria		Unit amplification
		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	□ national and international standards, and subsequent updates, eg Approved Document B; Building Bulletin 100 □ codes of practice, and subsequent updates, eg BS 9999; Fire codes; Health Technical Memoranda (HTM) and other relevant fire safety guidance □ guidance, eg BS 7974:2001, Communities and Local Government (CLG) fire safety guides □ legislation, and subsequent updates, eg Regulatory Reform (Fire Safety) Order 2005
		1.4	explain the limitations of codes of practice and guidance when providing fire safety measures and proposals	□ limitations, eg the aspect of codes of practice and guidance not providing 'definitive answers' but guidance and best practice that is open to interpretation
2	Understand procedures and processes for reviewing matters relating to fire protection systems in simple premises	2.1	explain the role of systems in protecting people, property and the environment from fire	□ types of system, eg fire/smoke detection, alarm systems, fire suppression systems (including equipment), escape plan system (including signage and training), emergency lighting system □ role, eg raising the alarm, extinguishing the fire, assisting evacuation, protection of building
		2.2	explain how to access sources of specialist support, advice and information	□ sources of specialist support, advice and information, eg local authority fire service
		2.3	explain the factors affecting the formulation of risk-appropriate solutions within organisational constraints, for the protection of people, property and the environment	□ factors, eg nature of hazards involved, potential of hazard causing harm, impact/significance of hazard, nature, construction and location of building □ organisational constraints, eg costs, impact on business continuity, reputation, legal constraints, environmental, technological, political

Learning outcomes		Assessment criteria		Unit amplification
		2.4	explain how to prioritise options for fire protection to address assessed levels of risk	□ levels of risk in simple premises, eg low, medium, high □ prioritisation, eg qualitatively, quantitatively, dependent on probability and impact of hazards involved
3	Be able to evaluate fire risks in simple premises	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	□ type, range and level of risk, eg life risk, economical risk, low to high probability, low to high impact □ different areas of the premises, eg compartments, stairwells, lobbyies, office areas, shop areas, warehouse areas □ construction, layout and use, eg dependent on construction materials, above/below ground level, height; office use, shop use, factory and warehouse use
		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	□ effect on fire safety, eg reduction in control measures of hazards to an unsatisfactory level, increased risk of fire/fire spread □ assessing fire protection system suitability, eg gathering valid and sufficient evidence and data to judge and decide on suitability of system to maintain the necessary fire protection for the changed premises □ assessing new systems to meet change, eg reviewing specification, operation and cost of new system to ensure necessary fire protection for the changed premises
		3.3	determine the validity of the current risk assessment to identify risks which are not adequately controlled	□ determining validity, eg effectiveness, legality, authorised □ adequately controlled, eg sufficiently, agreed

Learning outcomes		Assessment criteria		Unit amplification
		3.4	explain the adequacy and effectiveness of current fire protection systems	□ adequacy, eg legally, authorised, agreed, sufficient to control fire risks involved □ effectiveness, eg provides the required results regarding reducing the risk significance to an acceptable level
		3.5	obtain sufficient additional information to assist with recommendations where deficiencies are identified	□ additional information, eg change in occupancy type, number, time of occupancy □ determining sufficiency, eg ability to reduce the significance of the risks involved (dependent on risk probability and impact)
		3.6	identify sources of specialist advice to support assessment where factors influencing risk are outside of own personal level of expertise	□ sources of specialist advice, eg local authority fire service, local authority planning/building offices, private consultants
4	Be able to recommend options to support appropriate risk reduction measures, fire precautions and maintenance routines in simple premises	4.1	select options for fire protection to control identified risks in simple premises	□ risks, eg ignition sources, materials that would promote fire spread, construction that would inhibit evacuation in case of fire, fire loading (contents and construction) □ selecting options, eg dependent on potential of hazards to cause harm, dependent on cost, cost-benefit; ease of implementation options for fire protection, eg equipment, alarm systems, signage, fire instructions, bespoke engineered solutions
		4.2	specify the contribution to, and impact on, the overall fire safety strategy of selected fire protection options	□ specifying the contribution and impact, eg measure of risk reduction and control of selected fire protection options □ fire protection options, eg equipment, alarm systems, signage, fire instructions, bespoke engineered solutions

Learning outcomes	Assessment criteria		Unit amplification
	4.3	prioritise options to meet legislative, regulatory and statutory requirements	□ legislative, regulatory and statutory requirements, and subsequent updates, eg Approved Document B; Building Bulletin 100; BS 9999; Fire codes; Health Technical Memoranda and other relevant fire safety guidance, Regulatory Reform (Fire Safety) Order 2005 □ how to prioritise, eg calculating risk rating and significance, providing a priority rank order
	4.4	evaluate information that may influence the ultimate selection of fire protection systems	□ influencing factors, eg cost, cost-benefit, ease of implementation □ evaluating information, eg gathering information, analysis of information, decision making based on the analysis
	4.5	summarise recommendations in agreed format and at sufficient level of detail to assist with decision making	□ formats and detail requirements, eg plans, reports, tick box, open box, legibility, clarity, target audience language need □ level of detail, eg specific, actionable, qualitative, quantitative
	4.6	clarify others' understanding of recommendations and the implications associated with decisions on the selection, installation and maintenance of fire protection systems	□ others, eg owner, architect, builder, local authority, building control □ communication techniques, eg question type and use, tone, language use, non-verbal communication, influencing □ communication methods and their effective use, eg face to face, telephone, email, report
	4.7	explain the action(s) required to meet legal and statutory requirements and the implications of non-compliance	□ actions, eg installation of new fire safety systems (alarm, fire suppression system, emergency lighting system), adapt systems to react to changes in contents and use of premises, changes in occupation, changes in layout and construction material, changes in fire instructions □ implications of non-compliance, eg prosecution, fine, criminal conviction

Information for tutors

Delivery

When delivering the unit, centres must ensure that learners are given input on the unit amplification. Where legislation has been indicated, it is assumed that any subsequent legislation introduced that supersedes what is listed will be delivered and assessed.

It is important that in the delivery of this unit, all materials used relate to simple premises.

Learning outcome 1 requires theoretical input in relation to the legislative framework and organisational requirements applicable to fire protection systems in simple premises. Learners should be given information in relation to both the reasons for the introduction of the legislation and the requirements of the legislation in regards to achieving fire protection within the premises. It is also important that learners have the opportunity to study existing premises, proposed premises and altered premises. The centre should also ensure that learners are given the chance to study the key stakeholders involved in achieving fire safety, and both national and international standards, codes of practice, guidance and legislation, as indicated in the unit amplification and their limitations.

When delivering learning outcome 2 the centre should ensure that learners have the opportunity to develop the higher order thinking skills required to synthesise the knowledge attained, in preparation for the practical application required in the following learning outcomes. The centre may wish to provide theoretical input in relation to the procedures and processes for reviewing matters, as indicated in the unit amplification. This can then be applied to case studies or role-play scenarios. The centre could enable learners to undertake formative assessment activities so that they are fully able to explain the role of fire protection systems and the factors affecting the risk-appropriate solutions.

Learning outcomes 3 and 4 requires practical application of knowledge attained. Tutors could give learners a range of scenarios to deal with. The delivery of learning outcome 3 should provide learners with the opportunity to analyse a range of case studies in order to develop an understanding of different types, ranges and levels of fire risk, as identified in the unit amplification, and to develop their evaluative skills.

Learning outcomes 3 and 4 could be delivered at the same time using the same case studies or role-play scenarios. For learning outcome 4 learners will develop their understanding of the range and variety of options that can be recommended to support risk reduction, fire precautions and maintenance routines in simple premises.

Assessment

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.

The centre will devise assessments and undertake the assessment of learners.

For AC1.1, learners must describe the key features of the legislative framework, paying attention to subsequent updates as appropriate. They should describe the key features of the consultation procedures between the owner or builder, the local fire authority and local authority building control. Evidence should also cover existing, proposed and altered premises. AC1.2 requires learners to explain how organisations can work in partnership with others to achieve fire safety. This evidence should be more detailed than that for AC1.1, and should be supported by appropriate examples of other organisations or individuals that the organisation may work with, how they can work in partnership and what constitutes a satisfactory level of fire safety. For AC1.3 learners need to identify key aspects of national and international standards, codes of practice, guidance and legislation as indicated in the unit amplification. The evidence should include the main features of each item identified, and examples of each aspect (national standards, international standards, codes of practice, guidance and legislation). For AC1.4 learners need to explain the limitations of the codes of practice and guidance in relation to fire safety measures and proposals, using appropriate examples to support their findings.

AC2.1 requires learners to explain the types of systems that can be used to protect people, property and the environment from fire, and their role. For AC2.2 learners need to explain how to access information, advice and specialist support. This evidence should show both the sources of information and how it can be accessed, with examples. To achieve AC2.3 learners need to fully explain the factors that affect the development of risk-appropriate solutions for the protection of people, property and the environment in simple premises. It is important that learners can explain the factors, and how they fit in within organisational constraints, such as cost and impact on business. Evidence for AC2.4 may be an extension of this, as learners can explain how they would prioritise the options in relation to levels of risk in simple premises. They should show how they would prioritise, considering for example both qualitative and quantitative methods.

Evidence for learning outcomes 3 and 4 should come from practical exercises such as role plays, case studies or desktop scenarios as these will allow learners to fully demonstrate their ability to apply knowledge attained throughout the unit. AC3.1 requires learners to identify the type, range and level of fire risk in different areas of a simple premises. This may be undertaken as a written exercise or a recorded discussion supported by an observation record.

Evidence for AC3.2 should demonstrate learners' ability to view and interpret plans for changes in construction, layout and use of a simple premises. Learners should review the impact these changes may have on the suitability of existing fire protection systems, considering whether they are sufficient, or whether new systems should be proposed. AC3.3 requires learners to review a risk assessment and judge its validity. They should consider the effectiveness of the assessment and whether it meets the legal requirements for the premises and identify any risks that are not adequately controlled. For AC3.4 learners must explain the adequacy and effectiveness of current fire protection systems. This may be done as a verbal presentation or recorded discussion, both of which should be supported by an observation record that clearly states how they have covered the requirements of the criterion.

Evidence for AC3.5 and 3.6 may be linked. AC3.5 requires learners to obtain information in relation to the premises, such as change of use or occupancy type, and show how this can assist with recommendations if deficiencies in fire safety are identified. The criterion does not require learners to make recommendations, but simply to show how they would obtain the information to inform these

recommendations. AC3.6 requires learners to identify sources of specialist advice to support assessment of risk where factors influencing risk are outside their own level of expertise.

AC4.1 requires learners to select options for fire protection to control identified risks in simple premises. They should produce evidence that demonstrates their thinking processes as to why some options are better than others, and why some would not be selected. AC4.2 then requires learners to specify how the selected options contribute to and impact on the overall fire safety strategy for the premises. AC4.3 takes this further, requiring learners to then prioritise these options. Learners must link the evidence to legislative, regulatory and statutory requirements, showing clearly how they have prioritised the options by, for example, calculating the risk rating. Learners should then evaluate the information that influences the selection of fire protection systems in order to achieve AC4.4. Learners should give evidence for each of their views or statements. AC4.5 requires learners to summarise recommendations on a form, which could be provided by the assessor. The form should require learners to provide sufficient detail, and may include a mixture of open questions, tick boxes and report writing. It must be completed clearly and legibly, and should show the summary of recommendations in such a way as to assist in decision making. AC4.6 requires learners to ensure that all stakeholders, as indicated in the unit amplification, understand the recommendations and implications associated with the fire protection systems. Evidence may be completed in a number of role-play scenarios, or a single scenario where a number of people each take a different role, such as owner, architect or building control officer, and question learners who have to ensure that all parties understand the information provided. AC4.7 requires learners to explain, in writing or verbally, what actions are required to meet the legal and statutory requirements in relation to the new systems, and also the implications of non-compliance, including prosecution and sentence.

Indicative resource materials

Documents

Better Regulation Executive: Reducing Regulation Made Simple	www.bis.gov.uk/assets/biscore/better-regulation/docs/r/10-1155-reducing-regulation-made-simple.pdf
BS 5266-1:2011 Emergency lighting — Part 1: Code of practice for the emergency escape lighting of premises	http://shop.bsigroup.com/Product Detail/?pid=000000000030263986
BS 5839-9:2011 Fire detection and fire alarm systems code of practice	http://shop.bsigroup.com/en/Product Detail/?pid=000000000030187282
CFOA fire safety guidance notes and audit form	www.cfoa.org.uk/10276
Fire Safety Risk Assessment Guides, offices and shops	www.gov.uk/government/uploads/system/uploads/attachment_data/file/14881/fsra-offices-shops.pdf

Fire Safety Risk Assessment Guides, factories and warehouses	www.gov.uk/government/uploads/system/uploads/attachment_data/file/14882/fsra-factories-warehouses.pdf
Enforcement Concordat: Good Practice Guide for England and Wales	www.berr.gov.uk/files/file10150.pdf
Regulatory Reform (Fire Safety) Order 2005	www.legislation.gov.uk/uksi/2005/1541/contents/made

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

Unit reference number: J/503/1916

Level: 3

Credit value: 4

Guided learning hours: 28

Unit aim

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 have sleeping accommodation or premises that are used for high fire risk processes or storage.

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.

NB: 'Requirements' specified in learning outcome 1 relate to a general term used to encompass learners' 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.

A simple premises is defined as any building that was built to a recognised design code and when inspected has had no variation that has a major impact on the life safety principles of the original design concept.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand requirements for planning and gathering evidence for the purpose of fire safety regulation in simple premises	1.1	explain legal powers and enforcement duties under fire safety legislation	□ legal powers, eg to legally prosecute, to restrict use and/or access, to stop operations □ enforcement duties, eg serving of enforcement notices □ Fire safety legislation and subsequent updates — Fire and Rescue Services Act (2004), Regulatory Reform (Fire Safety) Order 2005
		1.2	explain organisational fire safety policy and the related procedures in relation to simple premises	□ organisational fire safety policies and procedures, eg fire risk assessment, health and safety policies, fire instructions, provision of fire equipment policy □ simple premises, eg low occupancy small scale buildings (ie small office, small retail, small workshops which do not include sleeping accommodation and residential buildings)
		1.3	explain the types and purpose of mandatory and discretionary enforcement action	□ mandatory enforcement action, eg required and necessary actions, fines, prosecution to ensure legal requirements are met □ discretionary enforcement action, eg advice and guidance to promote best practice
		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	□ limitations of law and regulations when taking evidence, eg as detailed in PACE (Police and Criminal Evidence Act (1984)) □ limitations of law and regulation when taking witness and evidence statements, eg use of contemporaneous notes

Learning outcomes		Assessment criteria		Unit amplification
		1.5	describe the different sources and types of information and evidence to access for the purpose of fire safety regulation in simple premises	□ different sources and types of information and evidence, eg photographs, video, witness testimony, personal statements (written and audio recording), from occupiers, owners, visitors, customers, records (paper and electronic)
				□ simple premises, eg low occupancy small scale buildings (ie small office, small retail, small workshops which do not include sleeping accommodation and residential buildings)
		1.6	describe methods to analyse and evaluate information and evidence relating to fire safety regulation	□ methods to analyse and evaluate, eg surveys and questionnaires, interviewing, statistical data, inspections, audits
				□ information and evidence relating to fire safety regulation, eg building/architect plans, records and reports, fire risk assessment, policies and procedures, fire instructions, fire equipment and alarm system information and records
		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	□ roles and responsibilities, eg judge, clerk, officials, defence, prosecution, barrister, witness, defendant
				□ requirements, eg professionalism, integrity, preparedness
				□ levels of authority of self, eg reporting, providing evidence
				□ levels of authority of others, eg making judgements, passing sentence, issuing fines
				□ simple premises, eg low occupancy small scale buildings (ie small office, small retail, small workshops which do not include sleeping accommodation and residential buildings)
		1.8	explain how to access sources of specialist support, advice and information specific to fire safety in simple premises	□ sources of specialist support, advice and information, eg subject matter experts (engineers, academics, researchers), specialist reports, legal experts
				□ simple premises, eg low occupancy small scale buildings (ie small office, small retail, small workshops which do not include sleeping accommodation and residential buildings)

Learning outcomes		Assessment criteria		Unit amplification
		1.9	explain how to use questioning and listening skills to obtain relevant information for a wide variety of people, and make effective use of techniques of persuasion and negotiation	□ questioning skills, eg not leading, open and closed questioning □ listening skills, eg accuracy, attentive, active listening, information gathering □ wide variety of people, eg witnesses, judge, subject matter experts
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	□ offence — breach of the legal regulations associated with fire safety
		2.2	identify likely sources of evidence relating to possible offences	□ likely sources of evidence, eg witness testimonies, photographs, video, records and reports
		2.3	assess the relevance of identified evidence sources to the potential enforcement action being considered	□ relevance of identified evidence sources — directly related to fire safety matters, including direct relevance to Fire and Rescue Services Act (2004) and Regulatory Reform (Fire Safety) Order 2005, and subsequent updates □ potential enforcement action, eg fine, court order, restriction of activity, suspended and custodial sentence
		2.4	identify the need for any immediate action to obtain and preserve evidence	□ immediate action to obtain and preserve evidence, eg forcible entry, specialist assistance (police, crime scene officers, fire investigation team), closure of premises
		2.5	take action to minimise the effect of actual or potential risk to evidence	□ action to minimise the effect of actual or potential risk to evidence, eg restrict use of premises, closure of premises, restrict access to part or whole of premises, securing physical evidence such as any records
		2.6	inform relevant persons of actions taken to preserve evidence	□ inform, eg immediately by phone, email, in writing □ relevant persons, eg owner, occupier, police, local fire authority officers

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to gather evidence for the purpose of fire safety regulation in relation to simple premises	3.1	identify potential evidence	□ potential evidence, eg incomplete/missing fire risk assessment, records and reports, faulty and/or missing equipment and signage, lack of alarm systems, storage of hazardous materials
		3.2	follow rules to ensure continuity and admissibility of evidence	□ rules to ensure continuity and admissibility of evidence, eg PACE (Police and Criminal Evidence Act (1984)), Criminal Prosecution System rules and protocols, use of contemporaneous notes
		3.3	obtain statements from witnesses using relevant statutory powers	□ witnesses, eg owner, occupier, visitor, inspector □ relevant statutory powers, eg under the Fire and Rescue Services Act (2004), Regulatory Reform (Fire Safety) Order 2005
		3.4	use questioning and listening skills to obtain information	□ questioning skills, eg not leading, open and closed questioning □ listening skills, eg accuracy, attentive, active listening, information gathering
		3.5	inform responsible persons of actions taken	□ inform, eg immediately by phone, email, in writing □ responsible persons, eg owner, occupier, police, local fire authority officers, barristers, solicitors
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	□ collate — put in order and verify □ decision that an offence has taken place — clear breach of relevant fire safety legislation and subsequent updates (Fire and Rescue Services Act (2004), Regulatory Reform (Fire Safety) Order 2005)
		4.2	identify all materials that may be required for disclosure	□ materials that may be required for disclosure, eg photographs, reports and records, witness statements, contemporaneous notes
		4.3	prepare accurate reports and evidence in a logical sequence	□ prepare accurate reports in line with relevant guidelines and procedures
		4.4	inform other departments of actions to enable a consistent approach	□ inform, eg by phone, email, letter, face to face □ other departments, eg Crown Prosecution Service, solicitors, local fire authority officers, police

Information for tutors

Delivery

When delivering the unit, centres must ensure that learners are given input on the unit amplification. Where legislation has been indicated, it is assumed that any subsequent legislation introduced that supersedes what is listed will be delivered and assessed.

It is important that in the delivery of this unit, all materials used relate to simple premises.

Learning outcome 1 requires delivery that develops the theoretical understanding of the requirements when planning and gathering evidence in relation to fire safety regulation. Learners should be provided with the opportunity to examine and review the legal powers that are available to enforcement agencies, as well as the legislation that applies to fire safety. Case studies and desktop scenarios can be used to enable learners to study a range of organisational fire safety policies used in simple premises. Learners should also be given the opportunity to investigate the limitations of regulations and the law in relation to gathering evidence. Opportunities should also be available to allow learners to develop their understanding of the methods used to evaluate the evidence relating to fire safety.

Delivery of learning outcomes 2, 3 and 4 should develop practical application skills.

Learning outcome 2 requires centres to provide learners with the opportunity to develop understanding of a range of planning and preparation methods in relation to evidence gathering. Formative assessment opportunities through case study analysis and desktop scenarios may be used to develop these skills. It is important that learners have the chance to review a range of scenarios in order to apply their knowledge to various situations in preparation for assessment.

Learning outcome 3 requires centres to provide learners with the opportunity to gather different types of evidence. It is important that learners obtain a theoretical understanding of the steps required to gather evidence that is admissible. Centres should enable learners to develop their skills in relation to obtaining statements and using their communication skills including questioning and listening.

Learning outcome 4 requires centres to provide learners with opportunities to collate and report on evidence in relation to fire safety regulations. Role plays, case studies and desktop scenarios are useful for developing these skills. Learners need to examine a range of reports that have been produced in relation to fire safety regulation in order to be able to prepare appropriate reports in their assessment. It would be useful to show both good and poor examples to reinforce the learning here.

Assessment

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.

The centre will devise assessment and undertake the assessment of learners.

Evidence here should show that learners can apply knowledge and skills in a range of complex activities, demonstrating comprehension of relevant legislative requirements. They should also be able to analyse information and make reasoned judgements, employing a range of responses to well defined but often unfamiliar or unpredictable problems.

AC1.1 requires learners to explain in detail the legal powers and enforcement duties that exist under the current fire and safety legislation, with reasons and examples. For AC1.2 learners need to explain the policies and procedures that organisations occupying simple premises have in place. Learners explain why they are in place. Evidence for AC1.3 should include an explanation of the types and purpose of both mandatory and discretionary enforcement actions. It is not sufficient here to simply list the possible actions, but there should be evidence of learners' understanding of them. AC1.4 takes this further, requiring learners to show the limitations of law and regulations in place in relation to gathering evidence and taking witness statements. AC1.5 requires learners to describe sources and types of information and evidence to access for the purpose of fire safety regulation. When producing evidence for AC1.6, learners must show all relevant features of the methods used to analyse and evaluate information and evidence, but they do not have to use these methods. For AC1.7 learners should explain the roles, responsibilities, level of authority and requirements of all involved in formal proceedings related to fire safety in simple premises. Evidence may be presented in a range of formats, for example a table with columns showing each of the required items, and a row for each person involved. It is important that learners include their own role. Extending AC1.5 and 1.8 requires learners to explain how to access the sources of support, advice and information available as indicated in the unit amplification. AC1.9 requires learners to explain how both questioning and listening skills can be used to obtain information in relation to a wide range of situations. In each situation learners should provide detail of who is involved, what skills learners are using, and why they are appropriate for the situation.

Evidence for learning outcomes 2, 3 and 4 should come from practical exercises such as role plays, case studies or desktop scenarios to allow learners to fully demonstrate their ability to apply the knowledge attained throughout the unit. A single scenario may be used if it is complex enough to enable learners to produce sufficient evidence to meet all assessment criteria. Alternatively a range of scenarios may be used.

AC2.1 requires learners to review a given case study or scenario, and identify whether an offence has taken place. Once this has been completed they should identify likely sources of evidence relating to the offence in order to meet AC2.2. AC2.3 takes this further, requiring learners to assess the relevance of the evidence sources to the potential enforcement action. Learners should carefully consider all factors or events that apply and identify which are the most important or relevant. For AC2.4 learners should identify the need for any immediate action to obtain and preserve evidence, showing which actions may be considered, and which would not be appropriate. AC2.5 requires learners to take action to minimise the effect of actual or potential risk to evidence as indicated in the unit amplification. For AC2.6 learners need to inform relevant persons of the action taken. It may be relevant for the assessor to adopt the role of the relevant person, and learners should select an appropriate method to inform them. Any practical activity used for assessment should be accompanied by a witness statement including details of what the activity was, how it met the criteria targeted and also qualitative statements as to learners' performance.

Evidence for learning outcome 3 should be practical in nature, and supported with a witness statement. However there should be accompanying evidence, which may be a video recording of the activity with written supporting notes. AC3.1 requires learners to identify potential evidence in a given scenario. Once this has been completed, learners should ensure that they follow the rules and requirements of legislation to ensure continuity and admissibility of evidence for AC3.2. AC3.3 may require the use of peers or colleagues to participate in the role play, enabling learners to obtain statements from them as witnesses in the scenario. Learners should clearly identify which statutory power gives them the right to obtain this statement. AC3.4 requires learners to use questioning and listening skills to obtain information, and again this evidence must be supported by witness statements completed by the assessor. When assessing AC3.5 it may be appropriate for assessors to undertake the role of a responsible person whom learners will inform of actions taken using an appropriate method.

Evidence for learning outcome 4 may be produced as a continuation of the activities undertaken for learning outcomes 2 and 3. AC4.1 requires learners to collate the evidence and information obtained for the earlier outcomes in order to support a decision that an offence has taken place. Learners must then identify all materials that may be required for disclosure to meet AC4.2. AC4.3 requires learners to prepare a report that is accurate in relation to evidence, and to present this information in a logical sequence in line with guidelines and procedures. Evidence for AC4.4 should show how learners would inform all other departments that may be involved, as indicated in the unit amplification, to ensure that a consistent approach is taken.

Indicative resource materials

Documents

Fire and Rescue Services Act (2004)	www.legislation.gov.uk/ukpga/2004/21/contents
Regulatory Reform (Fire Safety) Order 2005	www.legislation.gov.uk/uksi/2005/1541/contents/made
Police and Criminal Evidence Act 1984 and the Codes of Practice (PACE)	www.legislation.gov.uk/uksi/2008/3146/pdfs/uksi_20083146_en.pdf

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

Unit reference number:	**J/503/3424**
Level:	**3**
Credit value:	**3**
Guided learning hours:	**14**

Unit aim

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. 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. 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 have sleeping accommodation or premises used for high fire risk processes or storage.

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.

NB: 'Requirements' specified in learning outcome 1 relate to a general term used to encompass learners' 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.

A simple premises is defined as any building that was built to a recognised design code and when inspected has had no variation that has a major impact on the life safety principles of the original design concept.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand requirements for visiting simple premises for the purposes of fire safety regulation	1.1	explain the aims, objectives and priorities of the regulatory authority	□ aims, objectives and priorities of the regulatory authority, eg saving life, preventing injury and damage to property and the environment □ regulatory authority, eg local authority fire and rescue service, local authority building regulators
		1.2	explain the regulatory organisation's policies, instructions or procedures for conducting audits and inspections of simple premises	□ regulatory organisation, eg local authority fire and rescue service, local authority building regulators □ conducting audits and inspections, eg scrutinising plans, meeting with architects and owners, carrying out premises visits, checking construction, layout, equipment, policies and procedures against regulatory requirements □ simple premises, eg low occupancy small scale buildings (ie small office, small retail, small workshops which do not include sleeping accommodation and residential buildings)
		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	□ other regulators, eg building control, Health and Safety Executive (HSE), Environment Agency □ impinge, eg limit use of materials, restrict changes in structure and layout
		1.4	describe the organisation's health and safety policy and its application in relation to visits to simple premises	□ health and safety policy application in relation to visits, eg lone working, risk assessment, protection against injury (PPE), access, working at height, safeguarding

Learning outcomes	Assessment criteria		Unit amplification
	1.5	explain the assessment of the level of fire safety risk on simple premises	□ assessment, eg judgement or decision based on valid, authentic, reliable, current and sufficient evidence
			□ level of risk, eg very low, low, medium, high, very high, dependent on probability of risk and impact
			□ fire safety risk, eg likely to cause ignition of a fire, likely to cause death or injury due to a fire
	1.6	explain how to select suitable options to move simple premises towards compliance	□ how to select, eg dependent on level of non-compliance and risk significance
			□ suitable options, eg informal, verbal, written compliance requests, non-conformity notices
			□ compliance, eg in line with legal requirements
	1.7	explain ways of assessing the impact of decisions made on the person(s), the premises and the community	□ ways of assessing, eg direct observation (of plans and premises), testimony of person(s) involved, asking opinions, surveying community
			□ impact, eg increased cost, extended timescales, change of use, restricted access, limitations of contents of premises
			□ decisions, eg require change in construction and/or layout, require extra precautions, require installation of extra systems
	1.8	describe how to differentiate between formal and informal enforcement in the context of simple premises	□ formal enforcement, eg official, prescribed compliance requirements
			□ informal enforcement, eg advice and guidance regarding compliance requirements

Learning outcomes	Assessment criteria		Unit amplification
	1.9	explain assessment of control measures and management systems to identify breaches of legislation and risks to fire safety in simple premises	□ assessment of control measures, eg judgement and decision based on levels of risk reduction to an acceptable level through the removal of hazards or decreasing the probability and/or impact of the risk involved
			□ assessment of management systems, eg judgement and decision based on levels of risk reduction to an acceptable level through the implementation of safety policies and procedures such as regular inspections, testing of equipment, training activities, implementation of fire wardens
			□ breaches in legislation, eg incorrect layout and/or construction, incorrect use of materials, unacceptable hazards, insufficient control measures
			□ risks to fire safety, eg poor housekeeping, ignition sources, uncontrolled hazards, flammable materials
	1.10	describe the requirements for communicating the implications of findings to colleagues within the organisation and appropriate people outside the organisation	□ communicating, eg verbally, in writing, formal letter, email, report, presentation
			□ implications of findings, eg increased cost, extended timescales, change of use, restricted access, limitations of contents of premises, legal proceedings, prosecution
			□ colleagues within the organisation, eg peers, office managers, senior officers
			□ appropriate people outside the organisation, eg owners, occupiers, visitors, builders, architects

Learning outcomes	Assessment criteria		Unit amplification
2 Be able to prepare for a visit to simple premises	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	□ appropriate databases, eg Community Fire Risk Management Information System (CFRMIS), SOPHTLOGIC □ other information sources, eg local authorities, government offices, HSE, commercial institutions □ person(s), eg owners, occupiers, visitors, customers □ premises — small office, small retail, small workshops □ priorities of own authority, eg enforcement of appropriate fire safety legislation, providing information, advice and guidance for prevention purposes
	2.2	plan a logical series of inspections for simple premises which is consistent with the authority's plans and priorities	□ logical series, eg specific, achievable, timetabled □ the authority's plans and priorities, eg preventing fires and reducing risk
	2.3	plan individual audits and inspections for simple premises, taking into account regulatory priorities and person(s) availability	□ regulatory priorities, and subsequent updates, eg Regulatory Reform (Fire Safety) Order 2005 □ person(s) availability, eg owner, occupier, responsible person for premises concerned, builder, architect
	2.4	use information gathered to identify appropriate benchmarks and likely priorities for consideration during any contact with person(s)	□ information, eg use of premises, number of occupants, fire safety equipment and systems □ appropriate benchmarks, and subsequent updates, eg Department of Communities and Local Government guides — Fire Safety Risk Assessment: Offices and Shops; Fire Safety Risk Assessment: Factories and Warehouses □ likely priorities for consideration, eg introduction of control measures including changes to structural features of premises, limiting use of premises, limiting number of occupants, introduction of fire safety equipment and systems

Learning outcomes		Assessment criteria		Unit amplification
				□ person(s), eg owner, occupier, responsible person for premises concerned, builder, architect
		2.5	develop relevant topic areas for audit and inspection with reference to organisational priorities	□ relevant topic area, eg management systems, hazards within simple premises, structural features, occupants, means of escape, signage, warning systems, emergency lighting, equipment □ organisational priorities, eg Integrated Risk Management Plan (IRMP)
3	Be able to visit simple premises to carry out audits and inspections	3.1	secure cooperation of the person(s) with authority to gain access to premises and carry out regulatory activity	□ secure cooperation, eg through verbal or written agreement □ person(s), eg owner, occupier □ regulations, and subsequent updates, eg Regulatory Reform (Fire Safety) Order 2005
		3.2	conduct audits and inspections of simple premises safely	□ safely — without causing injury or damage to self, others and property
		3.3	manage the pace and process of the inspection with flexibility to deal appropriately with issues outside the scope of the plan	□ process of the inspection, eg initial contact with relevant person(s), booking of time and duration, requesting relevant information, asking relevant questions, providing responses, feedback and reports as required □ issues outside the scope of the plan, eg inability to contact relevant person(s), last minute cancellations of visit, non-conformities to the regulatory requirements
		3.4	identify systems and processes put in place to reduce risks	□ systems and processes, eg management systems, appropriate storage of hazards within simple premises, structural features, means of escape, signage, warning systems, emergency lighting, equipment

Learning outcomes	Assessment criteria		Unit amplification
	3.5	deal with identified issues in a logical and systematic manner	□ identified issues, eg non-conformities to the regulatory requirements □ logical and systematic manner, eg through clear and concise requirements reports using SMART objectives
	3.6	identify positive aspects of fire safety performance on which further change and development can be built	□ positive aspects of fire safety performance, eg correct completion of Fire Risk Assessment and compliance with its contents □ further change and development, eg regular review processes, seeking and implementation of best practice from other premises, continual fire safety training and development
	3.7	compare findings with existing standards and against the principles of risk assessment and control to identify if any risk gap(s) exist	□ findings, eg contents of Fire Risk Assessment □ standards, and subsequent updates, eg Regulatory Reform (Fire Safety) Order 2005 □ principles of risk assessment and control, eg to reduce the probability and impact of the hazards involved causing death or injury, harm to the environment
	3.8	select acceptable options to achieve acceptable standards where risks are inadequately controlled	□ acceptable options, eg in line with legal requirements, agreed by all parties concerned with, and legally responsible for, the management and enforcement of fire safety □ acceptable standards, eg conforming to the Regulatory Reform (Fire Safety) Order 2005 and subsequent updates through standard or bespoke engineered solutions, Approved Document B; Building Bulletin 100; BS 9999; Fire codes; Health Technical Memoranda and other relevant fire safety guidance. □ risk control, eg through the removal of hazards or by implementing control measures and/or fire safety systems and equipment to control the risk of harm

Learning outcomes		Assessment criteria		Unit amplification
		3.9	identify the enforcement action required to secure compliance by self and the appropriate person(s)	□ enforcement action, eg notices for action to be taken, prosecution □ compliance, eg in line with Regulatory Reform (Fire Safety) Order 2005 and subsequent updates □ appropriate person(s), eg owner, occupier, person(s) responsible for fire safety management for simple premises
		3.10	assess the likely impact on the people and property resulting from enforcement action	□ assess, eg make decision or judgement based on evidence gathered against set criteria □ impact, eg cost, loss of business, restriction of use, restriction to occupancy, environmental impact, impact on community
		3.11	encourage development of fire safety policies, plans and procedures to influence appropriate risk management standards within simple premises	□ encourage development, eg provide information, advice and guidance, offer training opportunities and educational material □ appropriate risk management standards, eg standards and requirements within fire risk assessment
4	Be able to report on the conduct and findings of the visit to simple premises	4.1	prepare clear, concise inspection reports, in the agreed format	□ agreed format, eg as per organisational policy, procedure and use of standard forms
		4.2	prepare inspection reports which will • inform the next visit plan • identify who was met • state the purpose of the inspection • state any limitations • state the salient findings • indicate action taken by self and other person(s)	□ prepare accurate reports in line with relevant guidelines and procedures

Learning outcomes	Assessment criteria		Unit amplification
	4.3	evaluate the effectiveness of the inspection against objectives in the plan	□ effectiveness, eg ability of inspection to ensure sufficient fire safety precautions are present at the premises involved
	4.4	arrange any further action required by own or another regulatory authority	□ further action, eg amendments to fire risk assessment, changes to policies and procedures in management of premises, changes to fire safety equipment, signage and systems, changes to premises to conform to fire safety requirements (layout, materials, construction) □ other regulatory authority, eg building control, Environment Agency
	4.5	communicate findings to colleagues and update authority records	□ communicate, eg verbally, in writing, formal reports, presentations, databases □ authority records, eg risk registers, risk intelligence databases

Information for tutors

Delivery

When delivering the unit, centres must ensure that learners are given input on the unit amplification. Where legislation has been indicated, it is assumed that any subsequent legislation introduced that supersedes what is listed will be delivered and assessed.

It is important that in the delivery of this unit, all materials used relate to simple premises.

When delivering learning outcome 1 it is important that the centre provides learners with opportunities to investigate the full range of regulatory authorities in relation to fire safety. Doing this will enable learners to develop their knowledge in full, and prepare them to select the appropriate authorities for assessment purposes. Delivery should clearly show how authorities link and how they work together to promote fire safety in simple premises. Learners should then be given the opportunity to develop understanding of how different organisations apply health and safety policies. The use of guest speakers and visits to organisations would support the learning here. Learners will also need information on how risks are assessed and options available to ensure premises comply with fire safety regulations.

Delivery of learning outcomes 2, 3 and 4 should develop practical application skills.

For learning outcome 2 centres should provide learners with opportunities to plan visits to simple premises. Centres should give learners examples of good and poor planning practice. In particular learners should look at information sources, regulatory priorities and appropriate benchmarks in order to understand the requirements of an effective plan.

For learning outcome 3 centres could use role plays of visits. It would be appropriate for these to be broken down into the various components of a visit, and for a number of developmental opportunities to be provided prior to any summative assessment. The use of case studies, video presentations and guest speakers that are able to highlight the positive experiences as well as potential issues when undertaking visits would support this delivery.

Learning outcome 4 focuses on the reporting that takes place following a visit to simple premises. Learners should be provided with examples of reports that demonstrate good and bad practice of reporting. It is important that they are able to show understanding of the format expected as well as the content of any report that they produce. These reports should clearly show both the findings and any further actions that the inspector suggests are required to ensure compliance.

Assessment

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.

The centre will devise assessments and undertake the assessment of learners.

Evidence should show that learners can apply knowledge and skills in a range of complex activities, demonstrating comprehension of relevant legislative requirements. They should be able to analyse information and make reasoned judgements, employing a range of responses to well defined but often unfamiliar or unpredictable problems.

It may be appropriate for the centre to provide a role play or case study that all assessment activities for the unit can link to. This would place in context the assessment activities that are undertaken. The case study should provide sufficient detail to allow learners to fully meet the requirements of the assessment for the unit.

For AC1.1 learners need to explain the aims, objectives and priorities of the regulatory authority detailed in the case study, in detail and with reasons and examples. AC1.2 takes this further by requiring learners to explain the policies, instructions and procedures, as indicated in the unit amplification, with examples. AC1.3 requires learners to explain how the work undertaken by regulators may affect other agencies in relation to wider safety matters and fire safety, and how this links agencies together. For AC1.4 learners must describe the health and safety policy for a given organisation, in particular how they apply to visits to simple premises. The policy should cover those that are appropriate for the assessment context. This description should be more than a list, and should include all the relevant information in relation to the different policies. For AC1.5 learners need to explain how the level of fire risk can be assessed. This does not require learners to form a judgement at this point, but rather to show how a judgement can be made. However, it is important learners support their work with examples. AC1.6 takes this further, requiring learners to explain options that can move simple premises towards compliance, and how to select them. For AC1.7, learners need to show how to assess the impact of their decisions in relation to the premises, the personnel in the organisation and the community as a whole. AC1.8 requires learners to describe how to differentiate between formal and informal enforcement, providing all the relevant information in relation to the different enforcement options available. The evidence should show where the different options can be used appropriately. AC1.9 requires learners to explain how to assess control measures and management systems that are in place to identify breaches of fire safety legislation. Evidence for this should also show how these breaches can increase risk to fire safety. For AC1.10 learners need to describe the requirements for communicating the findings of the visit. It is the theoretical knowledge of the methods used to communicate information that is being assessed here rather than the application of the methods, which will come later in the unit. Learners should show that they understand who they should report to, both within and outside the organisation, and the different methods of reporting.

Evidence for learning outcomes 2, 3 and 4 should come from practical exercises such as role plays, case studies or desktop scenarios to allow learners to fully demonstrate their ability to apply the knowledge attained throughout the unit. A single scenario may be used if it is complex enough to enable learners to produce sufficient evidence to meet all assessment criteria. Alternatively a range of scenarios may be used.

AC2.1 requires learners to use appropriate sources of information, as indicated in the unit amplification, to identify both person(s) and premises for inspection. It is important that the evidence is in line with their own level of authority. Assessors could provide a range of case studies or scenarios. Learners should plan a series of inspections for the premises for AC2.2. As they plan, it is important that learners show how the steps taken are consistent with the priorities of the regulatory

authority they are representing. For AC2.3 learners need to select and plan for individual audits or inspections. It is important that they show how they would take priorities into account, and also the availability of person(s) involved. AC2.4 requires learners to identify benchmarks and likely priorities for consideration during the visit. This information will then inform the evidence for AC2.5, which requires learners to develop topic areas for the audit and inspection. These topic areas should clearly link to the organisational priorities such as integrated risk management planning.

The focus of assessment for learning outcome 3 is for learners to actually visit a simple premises to carry out an audit and inspection. This may come from activities undertaken as part of learners' roles or through role play and scenario-based assessment. It may be appropriate for assessors to undertake the role of manager/owner of the organisation being inspected. AC3.1 requires learners to contact the person with authority to secure cooperation and gain access to the premises in order to carry out the audit and inspection. AC3.2 then requires learners to carry out audits and inspections safely. This should be recorded through the use of an observation record completed by assessors, and any notes made during the visit submitted as supporting evidence.

For AC3.3 learners need to manage the visit, ensuring that the pace and process of inspection is appropriate. Assessors should have a scenario planned that introduces an unexpected event to enable learners to demonstrate flexibility in their approach to the visit. AC3.4 requires learners, whilst undertaking the visit, to identify the systems and processes that are in place to reduce risks. AC3.5 requires learners to provide actions that deal with any identified issues in a logical and systematic manner. This should include the use of SMART (specific, measurable, achievable, relevant, time-measured) objectives. For AC3.6 learners need to identify good practice, showing the premises owner/occupier what they are doing well, and reinforcing to learners the importance of positive feedback in inspection and audit. Learners should show how this good practice can be built upon and further developed. AC3.7 follows on from the previous criterion, requiring learners to compare their findings with existing standards to identify any gaps in control measures in relation to risk assessment. AC3.8 requires learners to select options that are in line with legal requirements that will allow the premises to achieve acceptable standards of risk management. For AC3.9 learners should identify the enforcement action required to secure compliance with fire safety regulation in force at the time of assessment. Once this has been done, learners should assess the likely impact of the enforcement action on the people and property to achieve AC3.10. These impacts could be cost related, restrict use and affect the wider community. For AC3.11 learners need to show how they would encourage the development of fire safety policies, plans and procedures within the premises.

Learning outcome 4 should be assessed after the role play. The focus of this outcome is on the reporting that occurs after a visit. AC4.1 requires learners to prepare inspection reports following the visit. This report should follow the format agreed with the assessor, and should use standard forms. For AC4.2 learners must prepare a report that includes items listed in the unit amplification. For AC4.3, assessors should ensure that learners have evaluated the effectiveness of the inspection against the plan that was developed in learning outcome 2. It is important here that learners have reviewed the information then brought it together to form a conclusion. AC4.4 requires learners to show how they would arrange further action that they have identified as being required, and it may be that

suggestions of how this would be monitored would support this criteria. Evidence for AC4.5 should show how learners would communicate their findings to colleagues and the authority, and how they would update records, such as the risk register.

Indicative resource materials

Documents

Regulatory Reform (Fire Safety) Order 2005	www.legislation.gov.uk/uksi/2005/1541/contents/made
Fire Safety Risk Assessment Guides, offices and shops	www.gov.uk/government/uploads/system/uploads/attachment_data/file/14881/fsra-offices-shops.pdf
Fire Safety Risk Assessment Guides, factories and warehouses	www.gov.uk/government/uploads/system/uploads/attachment_data/file/14882/fsra-factories-warehouses.pdf
Approved Document B	www.planningportal.gov.uk/buildingregulations/approveddocuments/partb/bcapproveddocumentsb/
Building Bulletin 100	www.education.gov.uk/schools/adminandfinance/schoolscapital/buildingsanddesign/environmental/a0063718/fire-safety-design-guidance-building-bulletin-100
BS 9999:2008	http://shop.bsigroup.com/en/ProductDetail/?pid=000000000030158436
Fire code Health Technical Memoranda	www.dh.gov.uk/en/Publicationsandstatistics/lettersandcirculars/firecode/DH_609

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

Unit reference number: Y/503/3606

Level: 4

Credit value: 5

Guided learning hours: 20

Unit aim

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.

This unit is for practitioners employed or contracted to work with others in an organisation, for example fire wardens, fire marshals, site safety officers, owners or occupiers, who are responsible for making and maintaining suitable and sufficient fire safety arrangements.

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

NB: 'Requirements' specified in learning outcome 1 relate to a general term used to encompass learners' 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.

A complex premises is defined as any building that was built without a recognised design code or had a major variation that has had a major impact on the life safety principles of the building or built as fire engineering solution under BS7974 or similar.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand requirements for assessing fire risks within complex premises and environments	1.1	explain the principles and methodologies for risk assessment and its validity in complex premises and environments	□ risk assessment, eg identification of all hazards and risks in premises □ principles and methodologies, eg risk based methodology, hazard based methodology, five step method, six step method, the risk value matrix method, industrial method, algorithmic method □ complex premises and environments, eg high/transient occupancy large scale buildings (ie office complexes, hotels, industrial premises, shopping centres)
		1.2	explain the principles and methods of fire safety in complex premises and environments including structure, materials and access issues affecting fire safety	□ principles and methods, eg assessing hazards and risks with reference to building age, construction of premises, materials used, building use, occupancy, visitors, surrounding risks, layout and content, ease of access and egress, locality of water supplies, current precautions
		1.3	explain why fire risk assessment may be used to justify departures from codes of practice	□ fire risk assessment in complex premises and environment, eg identification of all fire hazards and risks in premises □ justifying departures from code of practice, eg cost benefit analysis, practicality, alternative solutions to risk analysis with desired safety outcomes
		1.4	explain the effect of the development of fire safety principles on people, property and the environment	□ effect on people, eg comfort, safety of environment, work practices, support business continuity, protect employment □ effect on property, eg minimise damage, save historical materials and protect heritage sites, minimise financial loss □ effect on the environment, eg reduce contamination, protect flora and fauna

Learning outcomes	Assessment criteria		Unit amplification
	1.5	explain the purpose of management system(s), and passive and active fire protection system(s) in complex premises and environments	□ management systems, eg fire safety and/or health and safety policy, fire risk assessment and subsequent records, fire instructions (instructions to be carried out in the event of a fire)
			□ passive, eg compartmentalisation of building, fire resistant materials
			□ active fire protection systems, eg sprinklers, water spray, other fire suppression systems
			□ Complex premises and environments, eg high/transient occupancy large scale buildings (ie office complexes, hotels, industrial premises, shopping centres)
	1.6	summarise common causes of fire and the significance of the common causes in different occupancies	□ causes of fire, eg naked flames, fuel escape, flammable substances or materials, portable heaters, electrical equipment faults, electrical misuse ie trailing leads, socket overload
			□ significance in different occupancies in complex premises, eg high risk, low risk, local authority, regional, national statistics/trends
	1.7	explain how fire incidents can impact on business continuity and stakeholders in complex premises and environments	□ impact on business continuity, eg restricted access, closure of premises, loss of stock, financial, loss of essential facility and/or equipment for business activity, employee injury or loss
			□ stakeholders, eg loss of customers, loss of supplier, loss of investors
	1.8	analyse the impact of the diversity of occupants in relation to safety responses	□ impact of occupants on safety response, eg different high and low risks related to the different occupancies in complex premises and environments (numbers and distribution) and activities (residential, industrial etc) in a building
			□ diversity, eg cultural differences, languages, customs
	1.9	define human behaviour in the context of fire prevention and defence against fire in complex premises and environments	□ interaction and behaviour, eg awareness and understanding of fire prevention and defence components, compliance with instructions
			□ fire prevention and defence components, eg alarm systems, equipment, fire instructions, building construction

Learning outcomes		Assessment criteria		Unit amplification
		1.10	analyse the factors affecting the formulation of risk-appropriate measures within organisational constraints, for the protection of people, property and the environment	□ factors, eg cost benefit analysis, occupancy, high/low risk, building use, fire loading, age of premises, active and passive fire safety measures □ organisational constraints, eg finances, nature of business
		1.11	evaluate the role and interests of stakeholders in the protection of life, property and the environment from fire	□ the role of stakeholders, eg owners, occupiers, employees, customers, local fire services, local government departments □ interests of stakeholders, eg safety of people, reduced level of injury and life, financial cost to individual, business and the national economy, maintenance of heritage, continuity of employment and business, lower insurance claims
2	Understand processes and guidance relevant to fire risk assessment in complex premises and environments	2.1	explain how to access sources of specialist advice and support	□ sources, eg local fire and rescue services, websites, Business Link, fire safety consultants
		2.2	Summarise the relevant national legislative framework and the mechanisms of enforcement in new, altered and existing buildings	□ national legislative framework and subsequent updates, eg Regulatory Reform (Fire Safety) Order 2005, Fire and Rescue Services Act 2004 □ enforcement mechanisms, eg non-conformity advice, enforcement notices, legal orders
		2.3	explain organisational policy and working practices in relation to risk assessment in complex premises and environments	□ organisational policy, eg fire instructions, business continuity plan □ working practices, eg office, shop, factory, warehouse, accommodation, educational, place of assembly, place of entertainment, outdoor, healthcare, transport

Learning outcomes	Assessment criteria		Unit amplification
	2.4	explain the methods and techniques for identifying, assessing and interpreting relevant data and associated information	□ methods and techniques for identifying, eg reference to plans, visit to premises, questioning of relevant people (eg owner, architect, builder)
			□ methods and techniques for assessing, eg validating, authenticating, ensuring relevance, applying consistency, ensuring sufficiency (by referring to guidance documents or specialist engineers)
			□ methods and techniques for interpreting, eg quantitatively, qualitatively, legally
			□ relevant data and associated information, eg dimensions, layout, construction material, use of premises
	2.5	clarify the consultation procedures relating to fire safety	□ consultation procedures, eg between owner and local fire authority and local authority building control
	2.6	clarify the roles, responsibilities, level of authority and requirements of self and others within the context of formal proceedings	□ formal proceedings, eg enforcement notice, legal prosecution
			□ others, eg owner, occupier, builder, architect, local building authority
			□ roles, authority level and requirements of self, eg fire safety inspector, auditor, enforcement officer, providing information, advice and guidance to relevant persons
			□ roles, authority level and requirements of others, eg local authority building control, architects, suppliers of construction materials, providing information, advice and guidance to relevant persons
	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	□ guidance and codes of practice addressing safety of life from fire, and subsequent updates, eg fire engineered solutions using whatever methods the engineer sees fit, but including BS 7974; Chartered Institution of Building Services Engineers (CIBSE)
			□ legislation for simple fire safety measures, and subsequent updates, eg Regulatory Reform (Fire Safety) Order 2005

Learning outcomes	Assessment criteria		Unit amplification
3 Be able to evaluate fire hazards and risks in complex premises and environments	3.1	evaluate the type and level of risk associated with identified hazards	□ type of risks, eg may cause death, serious injury, minor injury □ level of risk, eg low, medium, high
	3.2	identify all physical areas within the scope of the evaluation	□ evaluation scope, eg clarification of scope with client/ owner □ physical area, eg compartment/room, corridor, stairwell, lobby, mezzanine floor
	3.3	identify relevant people who may be at risk	□ relevant people, eg owner, employees, residents, visitors, people in adjacent areas, members of the public
	3.4	assess the significance of identified risks and their potential for harm to people, property and the environment	□ risk significance, eg product of risk probability and risk impact □ harm to people, eg physical harm, psychological harm, immediacy, short term, long term, permanent, harm causing time off work □ harm to property, eg localised within property, property wide, adjacent property, cost of type of damage □ harm to environment, eg flora, fauna, immediate, short term, long term, cost of type of damage
	3.5	evaluate the effectiveness of current control measures	□ evaluation techniques, eg ability to gather and analyse information and data, using information and data to assess and make judgements □ effectiveness of control measures, eg success or not of control measure to reduce or eradicate risk
	3.6	determine the need for existing or new control measures	□ determining need, eg consideration of cost benefit analysis, level of risk posed, impact of risk, probability of risk

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to specify solutions to minimise risks from fire in complex premises and environments	4.1	develop suitable options to eliminate, reduce or control risks in complex premises and environments	☐ develop suitable options, eg remove hazard, move hazard, protect hazard, protect surrounding area and/or persons
		4.2	develop a rationale for prioritisation against critical factors to support risk management decisions	☐ develop a rationale, eg provide a validation process, qualitative and/or quantitative, to order data ☐ critical factors to support decisions, eg reducing risk, containing risk, eliminating risk, cost, potential disruption to normal work, feasibility of option implementation
		4.3	seek advice and support to address issues that are outside of own level of responsibility or expertise	☐ seek advice and support, eg safety, engineering, legal, construction ☐ level of responsibility or expertise, eg dependent on job title, description, role map
		4.4	obtain agreement and approval from those with the authority to take forward actions that have been determined	☐ obtain agreement and approval, eg through different communication styles (verbally, in writing, reports, presentations), checking understanding, negotiating skills, influencing skills ☐ those with authority to take forward actions, eg senior managers/officers, legal representatives, local authority officers
		4.5	advise on actions to meet legal and statutory requirements and implications of non-compliance	☐ legal and statutory requirements, and subsequent updates, eg fire engineered solutions using whatever methods the engineer sees fit, but including BS 7974; Chartered Institution of Building Services Engineers (CIBSE), Regulatory Reform (Fire Safety) Order 2005 ☐ implications of non-compliance, eg legal prosecution, fines, closure of premises, imprisonment ☐ giving advice, eg communication style, influencing skills, differentiating desirable and essential actions, prioritising actions, gaining agreement, clarifying interpretation of standards

Information for tutors

Delivery

When delivering the unit, centres must ensure that learners are given input on the unit amplification. Where legislation has been indicated, it is assumed that any subsequent legislation introduced that supersedes what is listed will be delivered and assessed.

It is important that in the delivery of this unit, all materials used relate to complex premises and environments. It is also important when planning the delivery of the unit, that the centre allow learners to develop their higher order thinking skills appropriate to level 4. This will require learners to develop a rigorous approach to the acquisition of a broad knowledge base, and to employ a range of specialised skills during the study of the unit.

When delivering learning outcome 1 it is important that the centre provides learners with opportunities to investigate a range of methodologies used in fire risk assessment associated with complex premises and environments. This will enable learners to develop their higher order thinking skills in order to explain and justify the methods to be used. The centre will also need to provide access to case studies or desktop scenarios that show the different management and fire protection systems that are used in complex premises and environments, and the common causes of fire. By using case studies learners will be able to develop their knowledge of how different occupancies are affected. Within the case studies and desktop scenarios the centre can include a range of diverse occupants and cultures to help learners develop their knowledge and understanding. Case studies can also be used to help learners develop their evaluation skills.

Learning outcome 2 focuses on the information and guidance that is available when assessing risk in complex premises and environments. Learners should be given the opportunity to investigate a range of sources of advice and support, and the relevant legislative framework that is in place at time of delivery. It is important within this outcome to ensure that sources are not simply provided for investigation, and that learners do independent research, therefore developing the ability to explain where to access support. Learners also need to develop their understanding of the roles and responsibilities of personnel involved with formal proceedings. Delivery of this may be enhanced through guest speakers or visits to industry, enabling learners to formulate and ask questions that extend their thinking, which will prepare them for the assessment requirements for the outcome.

Learning outcome 3 will allow learners to apply the knowledge and understanding developed in this unit to practical situations. Formative opportunities should be provided and this may be through the use of case studies, role-play scenarios or table-top exercises. Learners should be given the opportunity to develop their understanding of the type and level of risk associated with identified hazards, and to identify those who may be at risk. The use of practical activities that are then reviewed will allow learners to develop the evaluative skills required.

Delivery of learning outcome 4 may follow that of learning outcome 3, and will require learners to propose solutions to minimise risks from fire in complex premises and environments. The use of case studies, desktop scenarios and role-play scenarios will allow learners to apply this knowledge to a range of premises and environments, and this will make them aware of the different solutions

available. It is important that learners are able to develop knowledge of a range of legal and statutory requirements and the implications of non-compliance.

Assessment

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.

The centre will devise assessments and undertake the assessment of learners.

It is important here that the assessor ensures that learners have provided knowledge that reflects the level of study for the unit, in this case level 4. The evidence should show how learners determine solutions to a variety of unpredictable problems, generate a range of innovative responses to well-defined but often unfamiliar problems and evaluate information, using it to plan and develop investigative strategies.

For AC1.1 learners must provide a clear explanation of the principles and methodologies used in fire risk assessment, showing its validity within complex premises and environments. This explanation should be more than a description, and should include all the relevant information in relation to the different methodologies available.

AC1.2 requires learners to cover the principles and methods identified in the assessment criteria (structure, materials and access issues). The evidence should include a clear explanation and set out the principles in detail with examples to support the information presented.

AC1.3 requires an explanation as to why fire risk assessment may be used to justify the departure from current codes of practice. Learners should include examples.

AC1.4 focuses on the impact of fire safety on people, property and the environment. Learners must provide evidence that covers all three aspects, with examples. These examples may come from case studies used in the delivery of the outcome, from independent study or from industry if learners are currently employed. The evidence for AC1.5 should include sufficient detail in relation to the purpose of management systems used in complex premises and environments, and the passive and active fire protection systems listed. The evidence should be more detailed than simply a list of systems available, and learners should demonstrate knowledge of all the relevant features of those included.

For AC1.6 learners should cover a range of causes of fire, and for each show the significance in different occupancies as indicated in the unit amplification. For each cause learners should articulate the main points of the cause and the essential significances on different occupancies.

Evidence for AC1.7 and 1.8 may be integrated by using a case study for analysis. AC1.7 requires learners to explain the impact fire incidents can have on businesses and their stakeholders in complex premises and environments, while AC1.8 requires the analysis of the impact of the diversity of occupants. Using appropriate case studies will help generate evidence for both criteria.

AC1.9 requires learners to provide evidence that shows how people interact with fire prevention and defence in complex premises and environments, and the effects that their behaviour, awareness and understanding can have. Again here it would be appropriate for learners to use examples to support the evidence provided.

Evidence for AC1.10 and 1.11 may be integrated and developed through the use of a desktop scenario that requires learners to analyse the factors that affect the formulation of risk-appropriate solutions in a given situation and then move on to evaluate the role of stakeholders involved. When assessing this, it is important that there is evidence of evaluation before AC1.11 is awarded. Learners should review the information then bring it together to form a conclusion, providing evidence for each of their views or statements.

To achieve AC2.1 learners should explain how to access different sources of specialist advice and support.

For AC2.2, learners should summarise the legislative framework and mechanisms of enforcement that are in operation at the time of delivery. This summary should set out the main points of the legislation. AC2.3 might be assessed through the use of a case study or desktop scenario which allows learners to explain an organisation's policy and working practices in relation to risk assessment. It is important that learners focus on practices that apply to complex premises and environments.

AC2.4 requires learners to explain methods used to identify, assess and interpret data and associated information. It is not a requirement of this AC that learners undertake the analysis, but they should set out how and why the data can be identified, assessed and interpreted, making reference to the relevant unit content.

Evidence to meet the requirements of AC2.5 and 2.6 could be generated together, allowing learners to clarify the consultation procedures relating to fire safety and the roles, responsibilities and levels of authority. If a case study is used, this could be done as a written task or presentation.

AC2.7 requires learners to investigate and critically compare a range of guidance and codes of practice that address safety. A critical comparison requires learners to identify the main factors that apply in two or more situations and explain the similarities and differences or advantages and disadvantages and then weigh up both positive and negative points before making a judgement on the findings.

Assessment of learning outcome 3 should be practical where possible, allowing learners to apply the knowledge attained through study of learning outcomes 1 and 2. Assessment could be linked to a case study, role play or desktop scenario. AC3.1 requires learners to evaluate the risks associated with identified hazards. The evidence should show how learners have reviewed the information, then brought it together to form a conclusion, giving evidence for each of their views or statements.

For AC3.2 learners should move on to identify all the physical areas within the scope of evaluation, as indicated in the unit content. As part of the exercise, learners could identify the people who may be at risk to achieve AC3.3, and assess the significance of the risks identified for AC3.4.

Evidence for AC3.5 and 3.6 could also be linked, with learners evaluating the effectiveness of the control measures in place in the case study or exercise, and then determining the need for the existing control measures, or proposing new control measures as appropriate.

If a case study, role play or desktop scenario is used for learning outcome 3, the same exercise might be used for learning outcome 4. AC4.1 requires learners to develop options to eliminate, reduce or control risks in complex premises and environments, as indicated in the unit content. This can then be prioritised, with a rationale being given for the process to achieve AC4.2. Learners could then undertake a role-play exercise or a written desktop scenario with the assessor playing a role and learners seeking advice and support as necessary. For AC4.3 learners should show how they would seek advice, and who they would approach for advice. For AC4.4 they need to obtain agreement to take forward actions that have been determined. For this assessment criterion the assessor could adopt the role of an authority figure, and learners should provide evidence in the form of a report or presentation to obtain the approval. Finally for AC4.5, assessors could adopt the role of a person seeking advice, and learners could then provide advice on actions that can be taken to meet legal and statutory requirements and the implications of non-compliance.

Indicative resource materials

Documents

Regulatory Reform (Fire Safety) Order 2005	www.legislation.gov.uk/uksi/2005/1541/contents/made
BS 9999:2008	http://shop.bsigroup.com/en/ProductDetail/?pid=000000000030158436
Chief Fire Officers Association Guidance documents	www.cfoa.org.uk/10039
Enforcement Concordat: Good Practice Guide for England and Wales	www.berr.gov.uk/files/file10150.pdf
Better Regulation Executive: Reducing Regulation Made Simple	www.bis.gov.uk/assets/biscore/better-regulation/docs/r/10-1155-reducing-regulation-made-simple.pdf
BR 187 External fire spread: Building separation and boundary distances	http://products.ihs.com/Ohsis-SEO/102614.html
Approved Document B Volume II	www.planningportal.gov.uk/uploads/br/BR_App_Doc_B_v2.pdf
Approved Document M	www.planningportal.gov.uk/uploads/br/BR_PDF_ADM_2004.pdf
BS 7974:2001 Application of fire safety engineering principles to the design of buildings. Code of practice	http://shop.bsigroup.com/en/ProductDetail/?pid=000000000030028692

Websites

Chartered Institution of Building Services Engineers (CIBSE)	www.cibse.org/

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

Unit reference number: T/503/1927

Level: 4

Credit value: 5

Guided learning hours: 21

Unit aim

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.

This unit is for practitioners employed or contracted to work with others in an organisation, for example fire wardens, fire marshals, site safety officers, owners or occupiers, who are responsible for making and maintaining suitable and sufficient fire safety arrangements.

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

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

A complex premises is defined as any building that was built without a recognised design code or had a major variation that has had a major impact on the life safety principles of the building or built as fire engineering solution under BS7974 or similar.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand requirements for the protection of people from fire in complex premises and environments	1.1	explain the range, type and purpose of fire precautions in place	□ range — prevention, detection, escape, instruction □ type, eg bespoke fire safety engineering (using appropriate construction materials and techniques), alarm systems, equipment, signage, safety plans, training □ purpose — to stop fires occurring, detect fires when they do occur and raise alarm, allow safe evacuation, clarify roles and responsibilities
		1.2	explain existing internal and external fire safety management systems	□ internal, eg organisational policy, alarm, emergency lighting, signage, sprinklers, fire instruction, training □ external, eg fire risk assessment, monitored alarm
		1.3	explain who has responsibility for fire safety management systems	□ fire safety management systems, eg organisational fire safety/health and safety policy, designated responsible persons (fire wardens/safety officers), policy owner, author, training manager
		1.4	explain the internal and external checking and certification procedures and their frequency	□ internal checking in complex premises and environments, eg audits, checklist, reviews, evaluations, all with SMART objectives □ external checking in complex premises and environments, eg fire risk assessment as required by the Regulatory Reform (Fire Safety) Order 2005
		1.5	summarise the procedures for reporting deficiencies, defects, damage or omissions and who has authority to take corrective action	□ procedures for reporting, eg by contacting owner, occupier, local authority fire service □ corrective action authority, eg premises management team, premises maintenance team, external contractors

Learning outcomes	Assessment criteria		Unit amplification
	1.6	explain how to maintain effectiveness in the implementation of current fire procedures and other contingency arrangements	□ fire procedures and contingency arrangements, eg actions to be taken in the event of a fire, evacuation procedures, business continuity plans □ maintaining implementation effectiveness, eg regular checks, tests and training and the evaluation of these activities with regard to identifying improvements
	1.7	summarise the training requirements in relation to the protection of people from fire	□ training requirements, eg fire instructions, evacuation procedures, use of extinguishers, fire blankets and other relevant equipment
	1.8	summarise the organisational requirements for records associated with fire safety equipment, fire precautions and management systems	□ organisational record requirements, eg records of testing, training, upgrading and replacement
	1.9	explain own and others' responsibilities in maintaining fire safety requirements for premises user(s)	□ own, eg as fire safety auditor □ others, eg owner, occupier, local authority building control, installation companies, maintenance companies (based on details of contracts)
	1.10	explain how to access sources of information, advice and support	□ sources of information, advice and support, and subsequent updates, eg local authority fire service, local authority building/planning department, Regulatory Reform (Fire Safety) Order 2005, CFOA Fire Safety Guidance Notes and Audit Form

Learning outcomes		Assessment criteria		Unit amplification
2	Be able to ensure resources are available to manage fire risks in complex premises and environments	2.1	confirm sufficient fire safety measures and resources of the correct type are in place to meet the requirements of the risk assessment	□ fire safety measures and resources, eg alarm systems, fire suppression systems (eg sprinklers), equipment (eg extinguishers), signage, training, fire instructions/safety plans □ suitability, location and sufficiency determination, eg to comply with the requirements of the fire risk assessment (to reduce risk to an acceptable level) □ confirmation requirements, eg correctly installed and maintained, sufficient records of testing and training, relevant certificates (including those from building control), confirmation from local authority fire service
		2.2	confirm sufficient notices and instructions relating to equipment are correctly placed, are legible and current	□ types of notices and instructions, eg for alarm systems, for extinguishers, for fire suppression systems (eg sprinklers), for escape plans and signs □ design requirements, eg BS 5499:Part 1:1990, and subsequent updates, for signs and BS EN 3-10:2009, and subsequent updates, for extinguishers □ use, placement and sufficiency, eg in line with hazards present, based on risk assessment and control □ confirmation requirements, eg installation, maintenance and training certificates and records
		2.3	confirm people with fire safety responsibility are aware of their role and of the training they are required to undertake	□ roles, eg owners, safety managers, fire wardens, fire safety advisors □ training requirements, eg initial training courses, qualifications, maintenance of competence and skills □ checking awareness, eg review and appraisal activities □ confirmation requirements, eg initial training/ qualifications, maintenance of competence and skills certificates and records

Learning outcomes	Assessment criteria		Unit amplification
	2.4	confirm arrangements and action plans for access, egress and evacuation are in place	□ arrangements and action plan requirements, eg clear plans and instructions available with fire risk assessment, and available to all relevant persons
			□ confirmation requirements, eg records of drills and training activities
	2.5	notify appropriate people of any deficiencies, defects and lack of resources	□ appropriate people, eg owners, occupiers, residents, installation and maintenance contractors, local authority fire service
			□ details required, eg hazard involved, probability of harm and/or damage being caused, impact of hazard causing harm and/or damage, further control measures available, urgency of repair required, implications on premises whilst deficiency, defect or lack of resource is in place
			□ notification methods and requirements, eg phone, email, writing, face-to-face, informing of details and implications as well as timescales involved in establishing full control measures for risk involved

Information for tutors

Delivery

When delivering the unit, centres must ensure that learners are given input on the unit amplification. Where legislation has been indicated, it is assumed that any subsequent legislation introduced that supersedes what is listed will be delivered and assessed.

It is important that in the delivery of this unit, all materials used relate to complex premises and environments.

When delivering learning outcome 1 it is important that centres provide learners with opportunities to study a range of fire precautions in place in differing complex premises and environments. The types and purpose of each of the precautions examined should be clearly explained to give learners an understanding across the range. Learners will also need access to case studies to develop their skills of description and examination. Centres may wish to use desktop scenarios or role-play activities to undertake formative assessment of learners' knowledge and understanding prior to any summative assessment activity.

Learning outcome 2 requires the practical application of knowledge. Tutors could give learners a range of scenarios and ask them to assess the sufficiency of fire safety measures in place. Learners could also use the scenarios to confirm that the requirements of the legislation are being met, and that those with responsibility for fire safety have sufficient training.

Assessment

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.

The centre will devise assessments and undertake the assessment of learners.

For AC1.1 learners need to explain the range, type and purpose of fire precautions in place in complex premises and environments, as indicated in the unit amplification. The information must include all three elements and explain all the main features of the precautions in place with examples. AC1.2 requires learners to explain at least one internal and one external fire safety management system. AC1.3 may be evidenced through the use of an organisational chart that identifies the responsibility structure in place in relation to fire safety management. Learners need to explain the roles indicated in the unit amplification and include brief detail as to the responsibilities of each role. AC1.4 requires learners to produce evidence that explains the methods used to check and certify internal and external fire precautions methods in complex premises and environments. Learners need to cover the internal methods listed in the unit amplification, and also show the frequency of required checks. Learners need to explain the external methods used and how they meet the requirements of the associated legislation. The evidence should set out the information in detail with reasons and examples. AC1.5 requires learners to review and summarise how deficiencies, defects, damage or omissions are reported and who has the authority to take corrective action. This may be done

through the use of role play or desktop scenario which allows learners to apply their knowledge to a given scenario. To achieve AC1.6 learners must explain how to maintain the effectiveness of fire procedures and contingency arrangements. Learners should use examples of a range of procedures as indicated in the unit amplification, and how the implementation effectiveness of each one can be maintained, including through regular testing and training. AC1.7 requires learners to summarise the training requirements related to the protection of people from fire. AC1.8 requires learners to summarise the records associated with fire safety equipment, fire precautions and management systems. For each record learners should provide information as to why the record is kept and how the record is maintained in relation to organisational requirements. AC1.9 requires learners to explain their own and others' responsibilities for maintaining the fire safety requirements in a complex premises or environment. Evidence should include examples of both their responsibilities and those of the owner, the local authority and any other stakeholders involved in the maintenance of fire safety requirements. AC1.10 requires learners to explain how to access information, advice and support. Evidence should show the sources of information and how they can be accessed with examples.

Learning outcome 2 may be done as a practical exercise, using a role play or desktop scenario that allows learners to apply their knowledge to a given scenario. The scenario should be sufficiently detailed as to allow learners to provide evidence that fully meets all the assessment criteria indicated. The scenario should also be sufficiently challenging as to reflect the level of study of this unit.

For AC2.1 learners need to review the information provided in a case study or scenario, and to confirm that the fire safety measures and resources are correct and suitable to meet the requirements of the risk assessment in the complex premises or environment. AC2.2 then requires learners to confirm that the notices and instructions are correctly placed, are current and legible. Learners should include all required types of notice for the scenario. Evidence for AC2.3 should show that learners have identified the roles of people with fire safety responsibility, and checked that those people are aware of their role and of the training they are required to undertake. For AC2.4 learners need to show that arrangements are in place, including an action plan if necessary, in relation to access, egress and evacuation. Evidence should include recorded information of evacuation drills and any training activities. AC2.5 requires learners to report any deficiencies, defects or lack of resources to the appropriate people. Assessors could adopt the role of an appropriate person to receive the report. The report should show who the appropriate person is, the details that are required and the notification methods that can be used. Assessors may use verbal questioning to ensure that learners have knowledge of a range of notification methods.

Indicative resource materials

Documents

Regulatory Reform (Fire Safety) Order 2005	www.legislation.gov.uk/uksi/2005/1541/contents/made
BS 9999:2008 Code of practice for fire safety in the design, management and use of buildings	http://shop.bsigroup.com/en/ProductDetail/?pid=000000000030158436
Chief Fire Officers Association Guidance documents	www.cfoa.org.uk/10039

Enforcement Concordat: Good Practice Guide for England and Wales	www.berr.gov.uk/files/file10150.pdf
Better Regulation Executive: Reducing Regulation Made Simple	www.bis.gov.uk/assets/biscore/better-regulation/docs/r/10-1155-reducing-regulation-made-simple.pdf
BRE 368 Design methodologies for smoke and heat exhaust ventilation	www.brebookshop.com/details.jsp?id=664
BS 5266-1:2011 Emergency lighting — Part 1: Code of practice for the emergency escape lighting of premises	http://shop.bsigroup.com/ProductDetail/?pid=000000000030263986
BS 5839-9:2011 Fire detection and fire alarm systems for buildings	http://shop.bsigroup.com/en/ProductDetail/?pid=000000000030187282
BS EN 12845:2004+A2:2009 Fixed firefighting systems. Automatic sprinkler systems. Design, installation and maintenance	http://shop.bsigroup.com/ProductDetail/?pid=000000000030208000)
BS EN 12101-6:2005 Smoke and heat control systems. Specification for pressure differential systems	http://shop.bsigroup.com/ProductDetail/?pid=000000000030159191)
BS 7974:2001 Application of fire safety engineering principles to the design of buildings. Code of practice	http://shop.bsigroup.com/en/ProductDetail/?pid=000000000030028692)

Website

Chartered Institution of Building Services Engineers (CIBSE)	www.cibse.org/

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

Unit reference number: M/503/3613

Level: 4

Credit value: 5

Guided learning hours: 28

Unit aim

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 wardens, fire marshals, site safety officers, owners or occupiers, who are responsible for making and maintaining suitable and sufficient fire safety arrangements.

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

A complex premises is defined as any building that was built without a recognised design code or had a major variation that has had a major impact on the life safety principles of the building or built as fire engineering solution under BS7974 or similar.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand legislative and organisational requirements applicable to fire protection systems in complex premises and environments	1.1	summarise the legislative framework, consultation procedures and other mechanisms for achieving fire protection within existing, proposed and altered premises	□ legislation, and subsequent updates, eg Regulatory Reform (Fire Safety) Order 2005, BS 7974:2001 □ consultation procedures, eg between owner/architect/ builder and local fire authority, and owner/architect/ builder and local authority building control □ other mechanisms, eg bespoke engineered solutions, bespoke risk control measures
		1.2	explain the principles of working in partnership with others in order to achieve a satisfactory level of fire safety	□ others, eg private fire protection companies, architects, builders, occupiers, local authority fire services, local authority building/planning offices □ working in partnership practice, eg forming Service Level Agreements regarding installation and maintenance contracts, agreements regarding compliance and satisfaction of levels of fire safety □ satisfactory level, eg control measures sufficient to reduce risk levels to the satisfaction of all parties and relevant legislation

Learning outcomes		Assessment criteria		Unit amplification
		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	□ national and international standards, and subsequent updates, eg BS 7974 □ codes of practice, and subsequent updates, eg BS 7974:2001; Chartered Institution of Building Services Engineers (CIBSE) □ guidance, eg Communities and Local Government (CLG) fire safety guides □ legislation, and subsequent updates, eg Regulatory Reform (Fire Safety) Order 2005
		1.4	explain the limitations of codes of practice and guidance when providing complex fire safety measures and proposals	□ limitations, eg the aspect of codes of practice and guidance not providing 'definitive answers' but guidance and best practice that is open to interpretation
		1.5	explain the use of fire risk assessment to justify departures from codes of practice and guidance	□ fire risk assessment, eg identification of all fire hazards and risks in premises
2	Understand procedures and processes for reviewing matters relating to fire protection systems in complex premises and environments	2.1	explain the role of systems in protecting people, property and the environment from fire	□ types of system, eg fire/smoke detection, alarm systems, fire suppression systems (including equipment), escape plan system (including signage and training), emergency lighting system, □ role, eg raising the alarm, extinguishing the fire, assisting evacuation, protection of building
		2.2	explain how to access sources of specialist support, advice and information	□ sources of specialist support, advice and information, eg local authority fire service

Learning outcomes		Assessment criteria		Unit amplification
		2.3	summarise the factors affecting the formulation of risk-appropriate solutions within organisational constraints, for the protection of people, property and the environment	□ factors, eg nature of hazards involved, potential of hazard causing harm, impact/significance of hazard, nature, construction and location of building □ organisational constraints, eg costs, impact on business continuity, reputation, legal constraints, environmental, technological, political
		2.4	explain how to prioritise options for fire protection to address assessed levels of risk	□ levels of risk, eg low, medium, high □ prioritisation, eg qualitatively, quantitatively, dependent on probability and impact of hazards involved
3	Be able to evaluate fire risks in complex premises and environments	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	□ type, range and level of risk, eg life risk, economical risk, low to high probability, low to high impact □ different areas of the premises, eg compartments, stairwells, lobbies, office areas, shop areas, warehouse areas □ construction, layout and use, eg dependent on construction materials (eg brick, wood, concrete), above/below ground level, height; office use, shop use, factory and warehouse use
		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	□ effect on fire safety, eg reduction in control measures of hazards to an unsatisfactory level, increased risk of fire/fire spread □ assessing fire protection system suitability, eg gathering valid and sufficient evidence and data to judge and decide on suitability of system to maintain the necessary fire protection for the changed premises □ assessing new systems to meet change, eg reviewing specification, operation and cost of new system to ensure necessary fire protection for the changed premises
		3.3	determine the validity of the current risk assessment to identify risks which are not adequately controlled	□ determining validity, eg effectiveness, legality, authorised □ adequately controlled, eg sufficiently, agreed

Learning outcomes		Assessment criteria		Unit amplification
		3.4	explain the adequacy and effectiveness of current fire protection systems	□ adequacy, eg legally, authorised, agreed, sufficient to control fire risks involved □ effectiveness, eg provides the required results regarding reducing the risk significance to an acceptable level
		3.5	obtain sufficient additional information to assist with recommendations where deficiencies are identified	□ additional information, eg change in occupancy type, number, time of occupancy □ determining sufficiency, eg ability to reduce the significance of the risks involved (dependent on risk probability and impact)
		3.6	obtain specialist advice to support assessment where factors influencing risk are outside of own personal level of expertise	□ sources of specialist advice, eg local authority fire service, local authority planning/building offices, private consultants
4	Be able to recommend options to support appropriate risk reduction measures, fire precautions and maintenance routines in complex premises and environments	4.1	select options for fire protection to control identified risks in complex premises and environments	□ risks, eg ignition sources, materials that would promote fire spread, construction that would inhibit evacuation in case of fire, fire loading (contents and construction) □ selecting options, eg dependent on potential of hazards to cause harm, dependent on cost, cost-benefit; ease of implementation options for fire protection, eg equipment, alarm systems, signage, fire instructions, bespoke engineered solutions
		4.2	specify the contribution to, and impact on, the overall fire safety strategy of selected fire protection options	□ specifying the contribution and impact, eg measure of risk reduction and control specifying the contribution and impact, eg measure of risk reduction and control of selected fire protection options; fire protection options, eg equipment, alarm systems, signage, fire instructions, bespoke engineered solutions □ presentation of information, eg premises plans, reports, diagrams, recommendations

Learning outcomes	Assessment criteria		Unit amplification
	4.3	prioritise options to meet legislative, regulatory and statutory requirements	☐ legislative, regulatory and statutory requirements, and subsequent updates, eg BS 7974:2001, ISO TC 92, Regulatory Reform (Fire Safety) Order 2005
			☐ how to prioritise, eg calculating risk rating and significance, providing a priority rank order
	4.4	evaluate information that may influence the ultimate selection of fire protection systems	☐ influencing factors, eg cost, cost-benefit, ease of implementation
			☐ evaluating information, eg gathering information, analysis of information, decision making based on the analysis
	4.5	summarise recommendations in agreed format and at sufficient level of detail to assist with decision making	☐ formats and detail requirements, eg plans, reports, tick box, open box, legibility, clarity, target audience language need
			☐ level of detail, eg specific, actionable, qualitative, quantitative
	4.6	ensure others' understanding of recommendations and the implications associated with decisions on the selection, installation and maintenance of fire protection systems	☐ others, eg owner, architect, builder, local authority building control
			☐ communication techniques, eg question type and use, tone, language use, non-verbal communication, influencing
			☐ communication methods and their effective use, eg face to face, telephone, email, report
	4.7	explain the action(s) required to meet legal and statutory requirements and the implications of non-compliance	☐ actions, eg installation of new fire safety systems (alarm, fire suppression system, emergency lighting system etc), adapt systems to react to changes in contents and use of premises, changes in occupation, changes in layout and construction material, changes in fire instructions
			☐ implications of non-compliance, eg prosecution, fine, criminal conviction

Information for tutors

Delivery

When delivering the unit, centres must ensure that learners are given input on the unit amplification. Where legislation has been indicated, it is assumed that any subsequent legislation introduced that supersedes what is listed will be delivered and assessed.

When delivering the unit the centre should ensure that learners can develop skills to operate in a range of varied and specific contexts involving creative and non-routine activities and to exercise appropriate judgement in planning, selecting or presenting information, methods or resources.

It is important that in the delivery of this unit, all materials used relate to complex premises and environments.

Learning outcome 1 requires theoretical input in relation to the legislative framework and organisational requirements applicable to fire protection systems in complex premises and environments. Learners should be given information in relation to both the reasons for the introduction of the legislation and the requirements of the legislation in regards to achieving fire protection within the premises. It is important that learners have the opportunity to study existing premises, proposed premises and altered premises. The centre should also ensure that learners are given the chance to study the key stakeholders involved in achieving fire safety and both national and international standards, codes of practice, guidance and legislation, as indicated in the unit amplification, and their limitations.

When delivering learning outcome 2 the centre should ensure that learners have the opportunity to develop the higher order thinking skills required to synthesise the knowledge attained, in preparation for the practical application required in the following learning outcomes. The centre may wish to provide theoretical input in relation to the procedures and processes for reviewing matters, as indicated in the unit amplification. This can then be applied to case studies or role-play scenarios. The centre could enable learners to undertake formative assessment activities so that they are able to fully explain the role of fire protection systems, as well as the factors affecting the risk appropriate solutions.

Learning outcomes 3 and 4 requires the practical application of knowledge attained. The tutor could give learners a range of scenarios to deal with. The delivery of learning outcome 3 should provide learners with the opportunity to analyse a range of case studies in order to develop an understanding of different types, ranges and levels of fire risk, as identified in the unit amplification, and develop their evaluative skills.

Learning outcomes 3 and 4 could be delivered at the same time using the same case studies or role-play scenarios. For learning outcome 4 learners will develop their understanding of the range and variety of options that can be recommended to support risk reduction, fire precautions and maintenance routines in complex premises and environments.

Assessment

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.

The centre will devise assessments and undertake the assessment of learners.

For AC1.1, learners must summarise the key features of the legislative framework, paying attention to subsequent updates as appropriate. They should also describe the key features of the consultation procedures between the owner or builder, the local fire authority and local authority building control. Evidence should also cover existing, proposed and altered premises. AC1.2 requires learners to explain how organisations can work in partnership with others to achieve fire safety. Evidence should be more detailed than for AC1.1, and should be supported by appropriate examples of other organisations or individuals that the organisation may work with, how they can work in partnership and what constitutes a satisfactory level of fire safety. For AC1.3 learners should summarise the key aspects of national and international standards, codes of practice, guidance and legislation as indicated in the unit amplification. The evidence should include the main features of each item identified, and examples of each aspect (national standards, international standards, codes of practice, guidance and legislation). For AC1.4 learners need to explain the limitations of the codes of practice and guidance in relation to fire safety measures and proposals, using appropriate examples to support their findings. AC1.5 requires learners to show how fire risk assessment can be used to justify any deviance from codes of practice and guidance; for example the identification of a specific risk in the premises may require action that is not covered by the codes of practice.

AC2.1 requires learners to explain the types of systems that can be used to protect people, property and the environment from fire, and also their role. For AC2.2 learners need to explain how to access information, advice and specialist support. Evidence should show both the sources of information and also how they can be accessed, with examples. When awarding AC2.3 assessors must ensure that learners have fully summarised the factors that affect the development of risk-appropriate solutions for the protection of people, property and the environment in complex premises and environments. It is important that learners can explain the factors, and how they fit in within organisational constraints, such as cost and impact on business, as indicated in the unit amplification. Evidence for AC2.4 may be an extension of this, as learners can explain how they would prioritise the options in relation to levels of risk in complex premises and environments. They should show how they would prioritise, considering for example both qualitative and quantitative methods.

Evidence for learning outcomes 3 and 4 should come from practical exercises such as role plays, case studies or desktop scenarios as these will allow learners to fully demonstrate their ability to apply the knowledge attained throughout the unit. Evidence should demonstrate that learners have undertaken self directed and a limited amount of directed activity. AC3.1 requires learners to identify the type, range and level of fire risk in different areas of complex premises and environments. This may be undertaken in a written exercise or a recorded discussion supported by an observation record.

Evidence for AC3.2 should demonstrate learners' ability to view and interpret plans for changes in construction, layout and use of complex premises and environments. They should review the impact these changes may have on the suitability of fire protection systems, considering whether those in place are still sufficient in light of the changes, or whether new systems should be proposed. AC3.3 requires learners to review a risk assessment and judge its validity. They should consider the effectiveness of the assessment and whether it meets the legal requirements for the premises as well as identify any risks that are not adequately controlled. AC3.4 will then require learners to explain the adequacy and effectiveness of current fire protection systems. This may be done as a verbal presentation or recorded discussion, both of which should be supported by an observation record that clearly states how learners have covered the requirements of the criterion. Evidence for AC3.5 and 3.6 may be linked. AC3.5 requires learners to obtain information in relation to the premises, such as change of use or occupancy type, and show how this can assist with recommendations if deficiencies in fire safety are identified. The criterion does not require learners to make recommendations, but simply to show how they would obtain the information to inform these recommendations. AC3.6 requires learners to show how to obtain specialist advice to support assessment of risk where factors influencing risk are outside of own personal level of expertise.

AC4.1 requires learners to select options for fire protection to control identified risks in complex premises and environments. They should produce evidence that demonstrates their thinking processes as to why some options are better than others, and why some would not be selected. AC4.2 then requires learners to specify how the selected options contribute to and impact on the overall fire safety strategy for the premises. AC4.3 takes this further, requiring learners to then prioritise these options. Learners must link the evidence to legislative, regulatory and statutory requirements, showing clearly how they have prioritised the options by, for example, calculating the risk rating. Learners should then evaluate the information that influences the selection of fire protection systems in order to achieve AC4.4. Learners should give evidence for each of their views or statements. AC4.5 requires learners to summarise the recommendations on a form that could be provided by assessors. The form should require learners to provide sufficient detail, and may include a mixture of open questions, tick boxes and report writing. It must be completed clearly and legibly, and should show the summary of recommendations in such a way as to assist in decision making. AC4.6 requires learners to ensure that all stakeholders, as indicated in the unit amplification, understand the recommendations and implications associated with the fire protection systems. Evidence may be completed in a number of role-play scenarios, or a single scenario where a number of people each take a different role, such as owner, architect or building control officer, and question learners who have to ensure that all parties understand the information provided. AC4.7 requires learners to explain, in writing or verbally, which shows what actions are required to meet the legal and statutory requirements in relation to the new systems, and also the implications of non-compliance, including prosecution and sentence.

Indicative resource materials

Documents

Regulatory Reform (Fire Safety) Order 2005	www.legislation.gov.uk/uksi/2005/1541/contents/made
BS 9999:2008 Code of practice for fire safety in the design, management and use of buildings	http://shop.bsigroup.com/en/ProductDetail/?pid=000000000030158436
Chief Fire Officers Association Guidance documents	www.cfoa.org.uk/10039
Enforcement Concordat: Good Practice Guide for England and Wales	www.berr.gov.uk/files/file10150.pdf
Better Regulation Executive: Reducing Regulation Made Simple	www.bis.gov.uk/assets/biscore/better-regulation/docs/r/10-1155-reducing-regulation-made-simple.pdf
BR 187 External fire spread: Building separation and boundary distances	http://products.ihs.com/Ohsis-SEO/102614.html
Approved Document B Volume II	www.planningportal.gov.uk/uploads/br/BR_App_Doc_B_v2.pdf
Approved Document M	www.planningportal.gov.uk/uploads/br/BR_PDF_ADM_2004.pdf
BS 7974:2001 Application of fire safety engineering principles to the design of buildings. Code of practice	http://shop.bsigroup.com/en/ProductDetail/?pid=000000000030028692

Websites

Chartered Institution of Building Services Engineers (CIBSE)	www.cibse.org

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

Unit reference number: R/503/3605

Level: 4

Credit value: 4

Guided learning hours: 28

Unit aim

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.

This unit is for practitioners employed or contracted to work with others in an organisation, for example fire wardens, fire marshals, site safety officers, owners or occupiers, who are responsible for making and maintaining suitable and sufficient fire safety arrangements.

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

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

A complex premises is defined as any building that was built without a recognised design code or had a major variation that has had a major impact on the life safety principles of the building or built as fire engineering solution under BS7974 or similar.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand requirements for reviewing safety measures in complex premises and environments that are regulated and/or licensed	1.1	explain the signage requirements for the location and, where relevant, category and type	□ signage requirements, eg fire exit, fire instructions, fire extinguisher size, type and location, fire door, fire assembly point, emergency lighting □ location, eg risk area, escape routes, information location □ category, eg fire exit, fire action, fire extinguisher □ type, eg as per BS 5499, International Standard 7010
		1.2	summarise the legislative framework and the mechanisms of enforcement within own, and others', level of responsibility	□ legislative framework and subsequent updates, eg Regulatory Reform (Fire Safety) Order 2005 □ mechanisms of enforcement, eg local enforcement, formal prosecution □ level of responsibility, eg role responsibilities of fire safety advisors, inspectors, enforcement officers

Learning outcomes	Assessment criteria		Unit amplification
	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	□ safety solutions, eg Building Regulations 2010 requirements, specialist engineered solutions, fire detection systems, fire safety training
			□ control measures, eg specialist building construction, fire safety equipment, alarm systems
			□ purpose and function of safety solutions, of control measures, eg fire prevention, fire resistance, limiting consequences, containment of fire
			□ people, eg occupants and visitors
			□ property, eg buildings, associated or surrounding environment
			□ environment, eg water courses, natural, built
	1.4	explain the function of the facilities required at site to assist a responder to manage and resolve an incident	□ facilities, eg fire detection system, information packs, risk assessments and fire protection equipment
			□ function of facilities in assisting responders, eg fire detection, evacuation, fire suppression, reduction of fire spread
			□ site, eg complex premises risk area
	1.5	evaluate the potential for incidents to occur at the location	□ evaluation skills, eg ability to gather and analyse information and data, using information and data to assess and make judgements
			□ potential to occur, eg likelihood of fire related incident based on evaluation outcomes
	1.6	explain licensing requirements associated with the location	□ licensing requirements and subsequent updates, eg Licensing Act 2003
	1.7	specify the requirements for records associated with the location's usage	□ records, eg building regulations, planning applications, architect's plans
			□ requirements, eg through initial planning and building process, change of use notification

Learning outcomes	Assessment criteria		Unit amplification
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	□ nature of risk, eg threat to life, risk of fire spread □ level of risk, eg low, medium, high □ type of location, eg rural, urban, suburban, surrounding building type and activities (commercial, industrial, high rise, low rise) □ use of location, eg commercial, sleeping accommodation, density of use, range of activities at the location
	2.2	liaise with appropriate enforcement agencies to evaluate the effectiveness of the existing risk assessment	□ enforcement agencies, eg building control, local authority □ risk assessment, eg identification of hazards and risks involved, the likelihood of an associated incident occurring □ evaluation skills, eg ability to gather and analyse information and data, use information and data to assess and make judgements □ communication skills, eg verbal, written, when using electronic systems, face to face, group
	2.3	evaluate risk reduction and control measures in respect of the management of the location	□ evaluation skills, eg ability to gather and analyse information and data, using information and data to assess and make judgements □ risk reduction, eg reduction of likelihood of incident occurring □ control measures, eg construction (BS 9999:2008, BS 7974:2001), equipment, actions put in place to reduce the likelihood of an incident occurring
	2.4	confirm the suitability and sufficiency of existing control measures	□ suitability, eg ability to meet need to control the risks associated with identified hazards □ sufficiency, eg adequacy to control risks associated with identified hazards □ control measures, eg construction (BS9999:2008, BS7974:2001), equipment, actions put in place to reduce the likelihood of an incident occurring

Learning outcomes		Assessment criteria		Unit amplification
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	□ providing advice, eg legislative advice, specific engineered advice □ self-determined risk assessment, eg owner's evaluation and analysis of hazards and risks associated with premises □ actions which require attention, eg where self-determined risk assessment has not provided sufficient control measures for hazards and risks involved
		3.2	generate options for improving control measures for the management of complex premises and environments	□ control measures, eg construction, equipment, actions put in place to reduce the likelihood of an incident occurring □ environments, eg built, natural, surrounding area of premises concerned
		3.3	prioritise options, taking account of local, national, international and regulatory requirements	□ prioritisation, eg factors determining ordering of importance □ local requirements and subsequent updates, eg local council and/or authority regulations and subsequent updates □ national requirements and subsequent updates, eg national building regulations and subsequent updates (Building Regulations 2010, BS9999:2008, BS7974:2001) □ international requirements and subsequent updates, eg international legislation and subsequent updates
		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	□ compliance, eg meets required control measures in accordance with the recommendations □ benefits, eg the advantages associated with each option including cost (cost-benefit of options, availability of expertise in house, environmental improvement, likely lifespan of investment, ongoing maintenance costs, internal expertise development cost) □ implication, eg likely consequences of the action of the recommendation (possibility of extra costs, limitations of use of building, limitations of occupancy)

Learning outcomes	Assessment criteria		Unit amplification
			□ sufficient level of detail, eg enough to be able to be understood and agreed by all concerned, unambiguous language, suitability of language for the target audience
			□ appropriate people, eg owner, responsible person for premises concerned, local authority enforcement teams, architects, council officers
	3.5	specify the consequences of non-compliance with external requirements	□ consequences of non-compliance, eg non-conformity recommendations, potential prosecution, threat to people, property, environment, livelihood
			□ external requirements, eg Building Regulations 2010, BS 9999:2008, BS 7974:2001, Regulatory Reform (Fire Safety) Order 2005

Information for tutors

Delivery

When delivering the unit, centres must ensure that learners are given input on the unit amplification. Where legislation has been indicated, it is assumed that any subsequent legislation introduced that supersedes what is listed will be delivered and assessed.

When planning the delivery for learning outcome 1, centres will need to ensure learners have access to information relating to various case studies showing the range of safety measures that are required in complex premises and environments that are regulated and/or licensed. This should include all requirements of the current legislative framework, the purpose and function of safety solutions and the licensing requirements associated with a range of locations. It is important that learners have the opportunity to develop a sound theoretical knowledge as this will support the learning that takes place in the other learning outcomes in this unit.

Learning outcomes 2 and 3 require learners to apply the knowledge attained in learning outcome 1. The use of role play or a desktop scenario involving different incidents will allow learners to develop these skills.

It is important that the centre and learners are clear that the focus of learning outcome 2 is the determining of risks in complex premises and environments. Learners should be given the opportunity to develop their skills in relation to the determining of risks and should be provided with examples of a range of risks that may exist in complex premises and environments that are regulated and/or licensed. This will enable learners to develop skills that are transferrable across a number of premises, and therefore meet the requirements of the learning outcome. Learners should also be given the chance to develop their knowledge of agencies involved in the enforcement of fire safety legislation. They should also be given the opportunity to develop evaluative skills.

Case studies, desktop scenarios and role-play scenarios could be used in the delivery of learning outcome 3, enabling learners to apply their knowledge to a range of premises and environments, and making them aware of the different options available. It is important that learners are able to develop knowledge of a range of legal and statutory requirements and the ability to recommend action to ensure compliance.

Assessment

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.

The centre will devise assessments and undertake the assessment of learners.

Evidence here should show that learners can operate in a range of varied and specific contexts involving creative and non-routine activities. They should also be able to exercise appropriate judgement in planning, selecting or presenting information, methods or resources. They should also be able to generate a range of

responses, a limited number of which are innovative, to well defined but often unfamiliar problems and evaluate information, using it to plan and develop investigative strategies.

It may be appropriate for the assessment of this unit to be linked to a given scenario in a given location. If this is used, it is important that make the scenario sufficiently compelling to allow learners to produce evidence to fully meet the requirements of the unit.

For AC1.1 learners need to explain the signage requirements for given locations. This may be produced in a table format, where the various signs are listed, and learners indicate where each sign may be used and the category and type of sign. The explanation should be detailed, with examples. AC1.2 requires learners to summarise the legislative framework in place at the time of assessment, including how this is enforced, as indicated in the unit amplification. For AC1.3 learners must fully explain, with appropriate examples, both the purpose and function of safety solutions and control measures associated with the protection of people, property and the environment. AC1.4 requires learners to review the facilities in the given scenario, and to explain their function in order to assist those managing and resolving incidents. AC1.5 takes this further, requiring learners to evaluate the potential for incidents to occur at the location. In their evidence, learners should review the information, then bring it together to form a conclusion, giving evidence for each of their views or statements. Evidence for AC1.6 and 1.7 may be linked. For AC1.6 learners need to explain the licensing requirements of the given location, and for AC1.7 to specify the required records associated with the location's use, as indicated in the unit amplification.

Evidence for learning outcomes 2 and 3 should come from practical exercises such as role plays, case studies or desktop scenarios as these will allow learners to apply their knowledge attained throughout the unit. A single scenario can be used if it is complex enough to allow learners to produce sufficient evidence to meet all assessment criteria. Alternatively a range of scenarios may be used.

AC2.1 requires learners to review the information provided to establish the nature and level of risk associated with both the type of location and the use of the location. It is important that learners provide details and give reasons and/or evidence to clearly support the argument they are making. To meet AC2.2 learners should identify which agencies would be considered appropriate in relation to the given scenario, and how they would liaise with these agencies in order to evaluate the effectiveness of the existing risk assessment. AC2.3 then requires learners to evaluate the risk reduction and the control measures in place in relation to the management of the location, bringing it together to form a conclusion. Learners should give evidence for each of their views or statements. For AC2.4 learners should confirm the suitability and sufficiency of the existing control measures. The information should show the ability of the measures to control the risks associated with the identified hazards, and also to identify working practices, procedures and/or equipment that are in place. Learners should show how these control measures would reduce the likelihood of an incident occurring at the location.

When assessing AC3.1, the assessor should ensure that the advice that is provided by the learner is fit for purpose in relation to the complex premises and environments. The learner may produce this evidence in response to a role play activity or desk top scenario where they have to give the advice in relation to a self determined risk assessment. They should show that they have been able to review the assessment and have been able to identify the actions that are necessary for

the assessment to meet required standards. Evidence for AC3.2 may extend from that of AC3.1, with the learners providing options for improving the control measures that are in place. The measures proposed should relate to the reduction in the likelihood of an incident occurring.

AC3.3 requires learners to consider current local, national, international and regulatory requirements and to prioritise the options identified in light of these. To meet AC3.4 learners must recommend actions to ensure compliance. It is important that learners can specify the benefits and implications of each option. The evidence for this may come from a multimedia presentation that can be given to a panel representing the appropriate stakeholders, as indicated in the unit amplification. Evidence for AC3.5 could link to that for AC3.4, with learners including a section in the presentation that specifies the consequences of non-compliance with the external requirements such as building regulations and fire safety legislation as indicated.

Indicative resource materials

Documents

HM Local Government: Fire Safety Risk Assessment, Small and Medium Places of Assembly	www.gov.uk/government/uploads/system/uploads/attachment_data/file/14888/frsa-small-medium-assembly.pdf
HM Local Government: Fire Safety Risk Assessment, Large Places of Assembly	www.gov.uk/government/uploads/system/uploads/attachment_data/file/14889/frsa-large-assembly.pdf
HM Government: Fire Safety Risk Assessments, Theatres, Cinemas and Similar Premises	www.gov.uk/government/uploads/system/uploads/attachment_data/file/14890/frsa-theatre-cinema.pdf
HM Local Government: Fire Safety Risk Assessments, Open Air Events and Venues	www.gov.uk/government/uploads/system/uploads/attachment_data/file/14891/frsa-open-air.pdf
Gambling Act 2005	www.legislation.gov.uk/ukpga/2005/19/contents
Licensing Act 2003 (Premises licences and club premises certificates)	www.legislation.gov.uk/uksi/2005/42/contents/made
Northumbria Police: The Guide to Safety at Sports Grounds (Home Office) 2008 ISBN 9780117020740	www.northumbria.police.uk/Images/Events%20Safety%20at%20Sports%20Grounds_tcm4-22893.pdf
Regulatory Reform (Fire Safety) Order 2005	www.legislation.gov.uk/uksi/2005/1541/contents/made
Safety of Sports Grounds Act 1975	www.legislation.gov.uk/ukpga/1975/52
BS 9999:2008 Fire Safety in the Design, Management and Use of Buildings Annex D: Theatres, Cinemas and Similar Venues ISBN 0000000000978	www.standardscentre.co.uk/bs/BS-9999-2008/?kw=bs%209999%3A2008&ad=5115556283&gclid=CP6S0vGFra8CFQ1lfAodv15wng

Textbooks

Football Licensing Authority, Department for Culture, Media and Sport — *Guide To Safety At Sports Grounds (Fifth Edition)* (The Stationery Office, 2008) ISBN 9780117020740

Health and Safety Executive — *The Event Safety Guide: A Guide to Health, Safety and Welfare at Music and Similar Events (Guidance Booklets, 2nd Edition)* (Health and Safety Executive Books, 1999) ISBN 9780717624539

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

Unit reference number: K/503/3593

Level: 4

Credit value: 4

Guided learning hours: 15

Unit aim

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. Learners will work in the context of 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 used for high fire risk processes or storage.

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.

NB: 'Requirements' specified in learning outcome 1 relate to a general term used to encompass learners' 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.

A complex premises is defined as any building that was built without a recognised design code or had a major variation that has had a major impact on the life safety principles of the building or built as fire engineering solution under BS7974 or similar.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand requirements for visiting complex premises and environments for the purposes of fire safety regulation	1.1	explain the aims, objectives and priorities of the regulatory authority	□ aims, objectives and priorities of the regulatory authority, eg saving life, preventing injury and damage to property and the environment □ regulatory authority, eg local authority fire and rescue service, local authority building regulators
		1.2	explain the regulatory organisation's policies, instructions or procedures for conducting audits and inspections of complex premises and environments	□ regulatory organisation, eg local authority fire and rescue service, local authority building regulators □ conducting audits and inspections, eg scrutinising plans, meeting with architects and owners, carrying out premises visits, checking construction, layout, equipment, policies and procedures against regulatory requirements □ complex premises and environments, eg high/transient occupancy large scale buildings (ie office complexes, hotels, industrial premises, shopping centres)
		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	□ other regulators, eg building control, Health and Safety Executive (HSE), Environment Agency □ impinge, eg limit use of materials, restrict changes in structure and layout
		1.4	clarify the organisation's health and safety policy and its application in relation to visits to complex premises and environments	□ Health and safety policy application in relation to visits, eg lone working, risk assessment, protection against injury (PPE), access, working at height, safeguarding

Learning outcomes		Assessment criteria		Unit amplification
		1.5	explain the assessment of the level of fire safety risk on complex premises and environments	☐ assessment, eg judgement or decision based on valid, authentic, reliable, current and sufficient evidence
				☐ level of risk, eg very low, low, medium, high, very high, dependent on probability of risk and impact
				☐ fire safety risk, eg likely to cause ignition of a fire, likely to cause death or injury due to a fire
		1.6	explain how to select suitable options to move complex premises and environments towards compliance	☐ how to select, eg dependent on level of non-compliance and risk significance
				☐ suitable options, eg informal, verbal, written compliance requests, non-conformity notices
				☐ compliance, eg in line with legal requirements
		1.7	evaluate ways of assessing the impact of decisions made on the person(s), the premises and the community	☐ ways of assessing, eg direct observation (plans and premises), testimony of person(s) involved, asking opinions, surveying community
				☐ impact, eg increased cost, extended timescales, change of use, restricted access, limitations of contents of premises
				☐ decisions, eg require change in construction and/or layout, require extra precautions, require installation of extra systems
		1.8	explain how to differentiate between formal and informal enforcement in the context of complex premises and environments	☐ formal enforcement, eg official, prescribed compliance requirements
				☐ informal enforcement, eg advice and guidance regarding compliance requirements

Learning outcomes	Assessment criteria		Unit amplification
	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	☐ assessment of control measures, eg judgement and decision based on levels of risk reduction to an acceptable level through the removal of hazards or decreasing the probability and/or impact of the risk involved
			☐ assessment of management systems, eg judgement and decision based on levels of risk reduction to an acceptable level through the implementation of safety policies and procedures such as regular inspections, testing of equipment, training activities, implementation of fire wardens
			☐ breaches in legislation, eg incorrect layout and/or construction, incorrect use of materials, unacceptable hazards, insufficient control measures
			☐ risks to fire safety, eg poor housekeeping, ignition sources, uncontrolled hazards, flammable materials
	1.10	explain the requirements for communicating the implications of findings to colleagues within the organisation and appropriate people outside the organisation	☐ communicating, eg verbally, in writing, formal letter, email, report, presentation
			☐ implications of findings, eg increased cost, extended timescales, change of use, restricted access, limitations of contents of premises, legal proceedings, prosecution
			☐ colleagues within the organisation, eg peers, office managers, senior officers
			☐ appropriate people outside the organisation, eg owners, occupiers, visitors, builders, architects

Learning outcomes		Assessment criteria		Unit amplification
2	Be able to prepare for a visit to complex premises and environments	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	□ appropriate databases, eg Community Fire Risk Management Information System (CFRMIS), SOPHTLOGIC □ other information sources, eg local authorities, government offices, HSE, commercial institutions □ person(s), eg owners, occupiers, visitors, customers □ complex premises, eg shops, warehouses, factories, hotels, Houses in Multiple Occupation, educational establishments, places of religious worship □ priorities of own authority, eg enforcement of appropriate fire safety legislation, providing information, advice and guidance for prevention purposes
		2.2	plan a logical series of inspections for complex premises and environments which is consistent with the authority's plans and priorities	□ logical series, eg specific, achievable, timetabled □ the authority's plans and priorities, eg preventing fires and reducing risk
		2.3	plan individual audits and inspections for complex premises and environments, taking into account regulatory priorities and person(s) availability	□ regulatory priorities, and subsequent updates, eg Regulatory Reform (Fire Safety) Order 2005 □ person(s) availability, eg owner, occupier, responsible person for premises concerned, builder, architect
		2.4	use information gathered to identify appropriate benchmarks and likely priorities for consideration during any contact with person(s)	□ information, eg use of premises, number of occupants, fire safety equipment and systems □ appropriate benchmarks, and subsequent updates, eg Department of Communities and Local Government guides — Fire Safety Risk Assessment: Offices and Shops; Fire Safety Risk Assessment: Factories and Warehouses

Learning outcomes	Assessment criteria		Unit amplification
			□ likely priorities for consideration, eg introduction of control measures including changes to structural features of premises, limiting use of premises, limiting number of occupants, introduction of fire safety equipment and systems
			□ person(s), eg owner, occupier, responsible person for premises concerned, builder, architect
	2.5	develop relevant topic areas for audit and inspection with reference to organisational priorities	□ relevant topic area, eg management systems, hazards within complex premises, structural features, occupants, means of escape, signage, warning systems, emergency lighting, equipment
			□ organisational priorities, eg Integrated Risk Management Plan (IRMP)
3 Be able to visit complex premises and environments to carry out audits and inspections	3.1	secure cooperation of the person(s) with authority to gain access to premises and carry out regulatory activity	□ secure cooperation, eg through verbal or written agreement
			□ person(s), eg owner, occupier
			□ regulations, and subsequent updates, eg Regulatory Reform (Fire Safety) Order 2005
	3.2	conduct audits and inspections of complex premises and environments safely	□ safely — without causing injury or damage to self, others and property
	3.3	manage the pace and process of the inspection with flexibility to deal appropriately with issues outside the scope of the plan	□ process of the inspection, eg initial contact with relevant person(s), booking of time and duration, requesting relevant information, asking relevant questions, providing responses, feedback and reports as required
			□ issues outside the scope of the plan, eg inability to contact relevant person(s), last minute cancellations of visit, non-conformities to the regulatory requirements
	3.4	identify systems and processes put in place to reduce risks	□ systems and processes, eg management systems, appropriate storage of hazards within complex premises, structural features, means of escape, signage, warning systems, emergency lighting, equipment

Learning outcomes	Assessment criteria		Unit amplification
	3.5	deal with identified issues in a logical and systematic manner	□ identified issues, eg non-conformities to the regulatory requirements □ logical and systematic manner, eg through clear and concise requirements reports using SMART objectives
	3.6	identify positive aspects of fire safety performance on which further change and development can be built	□ positive aspects of fire safety performance, eg correct completion of Fire Risk Assessment and compliance with its contents □ further change and development, eg regular review processes, seeking and implementation of best practice from other premises, continual fire safety training and development
	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	□ findings, eg contents of Fire Risk Assessment □ standards, and subsequent updates, eg Regulatory Reform (Fire Safety) Order 2005 □ principles of risk assessment and control, eg to reduce the probability and impact of the hazards involved causing death or injury, harm to the environment
	3.8	select acceptable options to achieve acceptable standards where risks are inadequately controlled	□ acceptable options, eg in line with legal requirements, agreed by all parties concerned with, and legally responsible for, the management and enforcement of fire safety □ acceptable standards, eg conforming to the Regulatory Reform (Fire Safety) Order 2005 and subsequent updates through standard or bespoke engineered solutions □ risk control, eg through the removal of hazards or by implementing control measures and/or fire safety systems and equipment to control the risk of harm

Learning outcomes	Assessment criteria		Unit amplification
	3.9	specify the enforcement action required to secure compliance by self and the appropriate person(s)	□ enforcement action, eg notices for action to be taken, prosecution □ compliance, eg in line with Regulatory Reform (Fire Safety) Order 2005 and subsequent updates □ appropriate person(s), eg owner, occupier, person(s) responsible for fire safety management for complex premises
	3.10	assess the likely impact on the people and property resulting from enforcement action	□ assess, eg make decision or judgement based on evidence gathered against set criteria □ impact, eg cost, loss of business, restriction of use, restriction to occupancy, environmental impact, impact on community
	3.11	encourage development of fire safety policies, plans and procedures to influence appropriate risk management standards within complex premises and environments	□ encourage development, eg provide information, advice and guidance, offer training opportunities and educational material □ appropriate risk management standards, eg standards and requirements within fire risk assessment

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to report on the conduct and findings of the visit to complex premises and environments	4.1	prepare clear, concise inspection reports, in the agreed format	☐ agreed format, eg as per organisational policy, procedure and use of standard forms
		4.2	prepare inspection reports which will: • 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 other person(s)	☐ prepare accurate reports in line with relevant guidelines and procedures
		4.3	evaluate the effectiveness of the inspection against objectives in the plan	☐ effectiveness, eg ability of inspection to ensure sufficient fire safety precautions are present at the premises involved
		4.4	arrange any further action required by own or another regulatory authority	☐ further action, eg amendments to fire risk assessment, changes to policies and procedures in management of premises, changes to fire safety equipment, signage and systems, changes to premises to conform to fire safety requirements (layout, materials, construction) ☐ other regulatory authority, eg building control, Environment Agency
		4.5	communicate findings to colleagues and update authority records	☐ communicate, eg verbally, in writing, formal reports, presentations, databases ☐ authority records, eg risk registers, risk intelligence databases

Information for tutors

Delivery

When delivering the unit, centres must ensure that learners are given input on the unit amplification. Where legislation has been indicated, it is assumed that any subsequent legislation introduced that supersedes what is listed will be delivered and assessed.

It is important that in the delivery of this unit, all materials used relate to complex premises and environments.

When delivering learning outcome 1 it is important that the centre provides learners with opportunities to investigate the full range of regulatory authorities in relation to fire safety. Doing this will enable learners to develop their knowledge in full, and prepare them to select the appropriate authorities for assessment purposes. Delivery should clearly show how authorities link and how they work together to promote fire safety in complex premises and environments. Learners should then be given the opportunity to develop understanding of how different organisations apply health and safety policies. The use of guest speakers and visits to organisations would support the learning here. Learners will also need information on how risks are assessed and options available to ensure premises comply with fire safety regulations.

Delivery of learning outcomes 2, 3 and 4 should develop practical application skills.

For learning outcome 2 centres should provide learners with opportunities to plan visits to complex premises and environments. Centres should provide learners with examples of good and poor planning practice. In particular learners should look at information sources, regulatory priorities and appropriate benchmarks in order to understand the requirements of an effective plan.

For learning outcome 3 centres could role play visits. It would be appropriate for these to be broken down into the various components of a visit, and for a number of developmental opportunities to be provided prior to any summative assessment. The use of case studies, video presentations and guest speakers that highlight the positive experiences as well as potential issues when undertaking visits would support this delivery.

Learning outcome 4 focuses on the reporting that takes place following a visit to complex premises and environments. Learners should be provided with example reports that have demonstrated both good and bad practice in reporting. It is important that they are able to show understanding of the format expected as well as the content of any report that they produce. These reports should clearly show both the findings and any further actions that the inspector suggests are required to ensure compliance.

Assessment

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.

The centre will devise assessments and undertake the assessment of learners.

Evidence here should show that learners can operate in a range of varied and specific contexts involving creative and non-routine activities. They should also be able to exercise appropriate judgement in planning, selecting or presenting information, methods or resources. They should also be able to generate a range of responses, a limited number of which are innovative, to well defined but often unfamiliar problems and evaluate information, using it to plan and develop investigative strategies.

It may be appropriate for the centre to provide a role play or case study that all assessment activities for the unit can link to. This would place in context the assessment activities that are undertaken. The case study should provide sufficient detail to allow learners to fully meet the requirements of the assessment for the unit.

AC1.1 requires learners to explain the aims, objectives and priorities of the regulatory authority detailed in the case study. All three must be fully covered, and the explanation should set out in detail the information, with reasons and examples. AC1.2 requires learners to explain the policies, instructions and procedures as indicated in the unit amplification, with examples. AC1.3 requires learners to evaluate how the work undertaken by regulators may affect other agencies in relation to fire safety, and how this links agencies together. AC1.4 requires learners to clarify the health and safety policy for the given organisation, in particular how they apply to visits to complex premises and environments. The policy should cover those that are appropriate for the assessment context. This description should be more than a list, and should include all the relevant information in relation to the different policies. For AC1.5 learners need to explain how the level of fire risk can be assessed. This does not require learners to form a judgement at this point, but rather to show how a judgement can be made. However, it is appropriate for learners to support their work with examples of how judgements can be made. AC1.6 takes this further, requiring learners to explain options that can move complex premises and environments towards compliance, and how to select them. Again it is the process that should be explained here. Then, for AC1.7, learners need to show how to evaluate ways of assessing the impact of their decisions in relation to the premises, the personnel in the organisation and the community as a whole. AC1.8 requires learners to differentiate between formal and informal enforcement, providing all the relevant information in relation to the different enforcement options available. The evidence should show where the different options can be used appropriately. AC1.9 requires learners to clarify how to assess control measures and management systems to identify breaches of fire safety legislation. Evidence for this should also show how these breaches can increase risk to fire safety. For AC1.10 learners need to explain the requirements for communicating the findings of the visit. It is the theoretical knowledge of the methods used to communicate information that is being assessed here rather than the application of the methods, which will come later in the unit. Learners should show they understand who they should report to, both within and outside the organisation, and the different methods of reporting.

Evidence for learning outcomes 2, 3 and 4 should come from practical exercises such as role plays, case studies or desktop scenarios to allow learners to fully demonstrate their ability to apply the knowledge attained throughout the unit. A single scenario may be used if it is complex enough to enable learners to produce sufficient evidence to meet all assessment criteria. Alternatively a range of scenarios may be used.

AC2.1 requires learners to use appropriate sources of information, as indicated in the unit amplification, to identify both person(s) and premises for inspection. It is important that the evidence is in line with their level of authority. Assessors could provide a range of case studies or scenarios, and learners could select an appropriate one to which they relate assessment activities. Learners should plan a series of inspections for the premises for AC2.2. As they plan, it is important that learners show how the steps taken are consistent with the priorities of the regulatory authority they are representing. For AC2.3 learners need to select and plan for individual audits or inspections. It is important that they show how they would prioritise and take into account the availability of person(s) involved. AC2.4 requires learners to identify benchmarks and likely priorities for consideration during the visit. This information will then inform the evidence for AC2.5, which requires learners to develop topic areas for the audit and inspection. These topic areas should clearly link to the organisational priorities such as integrated risk management planning.

The focus of assessment for learning outcome 3 is for learners to actually visit complex premises and environments to carry out an audit and inspection. This may come from activities undertaken as part of learners' role or through role play and scenario-based assessment. It may be appropriate for assessors to undertake the role of manager/owner of the organisation being inspected for the purposes of assessment. AC3.1 requires learners to contact the person with authority to secure cooperation and gain access to the premises in order to carry out the audit and inspection. AC3.2 then requires learners to carry out the audit and inspection safely. This should be recorded through the use of an observation record completed by the assessor, and any notes made during the visit submitted as supporting evidence.

For AC3.3 learners need to manage the visit, ensuring that the pace and process of inspection is appropriate. Assessors should have a scenario planned that introduces an unexpected event to enable learners to demonstrate flexibility in their approach to the visit. AC3.4 requires learners, whilst undertaking the visit, to identify the systems and processes that are in place to reduce risks. AC3.5 requires learners to provide actions that deal with any identified issues in a logical and systematic manner. This should include the use of SMART (specific, measurable, achievable, relevant time-measured) objectives. For AC3.6 learners need to identify good practice, showing premises owner/occupier what they are doing well, and reinforcing to learners the importance of positive feedback in inspection and audit. Learners should also show how this good practice can be built upon and further developed. AC3.7 follows on from the previous criterion, requiring learners to critically compare their findings with existing standards to identify any gaps in control measures in relation to risk assessment. AC3.8 takes this further by requiring learners to select options that are in line with legal requirements that will allow the premises to achieve acceptable standards of risk management. For AC3.9 learners should identify the enforcement action required to secure compliance with fire safety regulation in force at the time of assessment. Once this has been done, learners should assess the likely impact of the enforcement action on the people and property to achieve AC3.10. These impacts could be cost related, restrict use and affect the wider community. For AC3.11 learners need to show how they would encourage the development of fire safety policies, plans and procedures within the premises.

Learning outcome 4 should be assessed after the role-play scenario. The focus of this learning outcome is on the reporting that occurs after a visit. AC4.1 requires learners to prepare an inspection report following the visit. This report should follow the format that has been agreed with assessors, and should use standard forms.

For AC4.2 learners must prepare a report that includes items listed in the unit content. For AC4.3, assessors should ensure that learners have evaluated the effectiveness of the inspection against the plan that was developed in learning outcome 2. It is important here that learners have reviewed the information then brought it together to form a conclusion. AC4.4 requires learners to show how they would arrange further action that they have identified as being required, and it may be that suggestions of how this would be monitored would support this criteria. Evidence for AC4.5 should show how learners would communicate their findings to colleagues and the authority, and how they would update records such as the risk register.

Indicative resource materials

Documents

Regulatory Reform (Fire Safety) Order 2005	www.legislation.gov.uk/uksi/2005/1541/contents/made
BS 9999:2008 Code of practice for fire safety in the design, management and use of buildings	http://shop.bsigroup.com/en/ProductDetail/?pid=000000000030158436
Chief Fire Officers Association Guidance documents	www.cfoa.org.uk/10039
Enforcement Concordat: Good Practice Guide for England and Wales	www.berr.gov.uk/files/file10150.pdf
Better Regulation Executive: Reducing Regulation Made Simple	www.bis.gov.uk/assets/biscore/better-regulation/docs/r/10-1155-reducing-regulation-made-simple.pdf
BR 187 External fire spread: Building separation and boundary distances	http://products.ihs.com/Ohsis-SEO/102614.html
Approved Document B Volume II	www.planningportal.gov.uk/uploads/br/BR_App_Doc_B_v2.pdf
Approved Document M	www.planningportal.gov.uk/uploads/br/BR_PDF_ADM_2004.pdf
BS 7974:2001 Application of fire safety engineering principles to the design of buildings. Code of practice	http://shop.bsigroup.com/en/ProductDetail/?pid=000000000030028692

Website

Chartered Institution of Building Services Engineers (CIBSE)	www.cibse.org

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

Unit reference number: H/503/3401

Level: 4

Credit value: 7

Guided learning hours: 50

Unit aim

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 wardens, fire marshals, site safety officers, owners or occupiers, who are responsible for making and maintaining suitable and sufficient fire safety arrangements.

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.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand legislative and organisational requirements for reviewing fire safety matters relating to existing or proposed construction	1.1	summarise regulations, codes of practice and guidance associated with building construction or alteration, including national and international standards	□ regulations and subsequent updates, eg Regulatory Reform (Fire Safety) Order 2005 □ codes of practice and subsequent updates, eg BS 9999:2008 □ guidance, eg BS 7974:2001, Communities and Local Government (CLG) fire safety guides □ national standards and subsequent updates, eg BS 9999:2008 □ international standards and subsequent updates, eg ISO TC 92
		1.2	summarise the factors influencing the selection of regulations, codes of practice and guidance associated with specific design, construction or alteration plans	□ factors, eg intended use of construction (offices, industrial unit, retail, sleeping accommodation etc) □ regulations and subsequent updates, eg Regulatory Reform (Fire Safety) Order 2005, BS 7974:2001 □ codes of practice and subsequent updates, eg BS 9999:2008, BS 7974:2001 □ guidance, eg CLG fire safety guides □ design plans, eg initial architect's plans □ construction plans, eg builder's plans based on architect's plans □ alteration plans, eg combination of above for changes to existing construction

Learning outcomes		Assessment criteria		Unit amplification
		1.3	explain the legislative framework and the mechanisms of enforcement in new, altered and existing buildings	□ legislative framework and subsequent updates, eg Regulatory Reform (Fire Safety) Order 2005 □ mechanisms of enforcement, eg local non-conformity requests, legal prosecution
2	Understand procedures and processes for reviewing fire safety matters relating to existing or proposed construction	2.1	explain the steps to take to work with other partners in order to achieve a satisfactory level of fire safety	□ working with others, eg owners, persons responsible for fire safety matters, occupiers □ partners, eg building control officers □ satisfactory level of fire safety, eg compliance with regulations and standards required for proposed construction
		2.2	determine how to access sources of specialist support, advice and information	□ sources, eg published and web-based documents, guides and regulations □ specialist support, eg local council building control, local fire and rescue service □ specialist advice, eg legal, advisory □ specialist information, eg local, national, international legislation
		2.3	evaluate the correct application of methodologies, tools and techniques for risk assessment	□ evaluation skills, eg gathering information, analysis of the information, decision making based on the analysis □ application, eg use, process of putting to use □ methodologies, eg practices and procedures □ tools, eg fire risk assessment forms □ techniques, eg skills, work processes □ risk assessment, eg identification of hazard, likelihood of hazard causing a dangerous occurrence, impact that it would have

Learning outcomes		Assessment criteria		Unit amplification
		2.4	evaluate the impact of proposed construction or alteration on the existing fire safety systems both during and after implementation	□ evaluation skills, eg gathering information, analysis of the information, decision making based on the analysis □ construction, eg building, associated premises, environment □ alteration, eg change to existing construction □ fire safety systems, eg construction design, equipment, actions, policies
3	Understand the impact of building materials and construction methods on fire safety	3.1	explain classifications, specifications and limitations of building materials in relation to fire safety review	□ classifications, eg BS 476 — Fire tests on building materials and structures □ specifications and subsequent updates, eg ASTM E119-12 Standard Test Methods for Fire Tests of Building Construction and Materials □ limitations, eg disadvantages, boundaries, margins, restrictions □ building materials, eg all materials used in construction of building of premises, including surface finishes □ fire safety review, eg regular update of fire risk assessment
		3.2	clarify the interaction and compatibility between different building materials under varying circumstances	□ interaction, eg effect materials have on each other in fire situations □ compatibility, eg ability to be used together or not □ building materials, eg all materials used in construction of premises, including surface finishes □ varying circumstances, eg exposure to different temperature ranges, humidity, substances etc

Learning outcomes	Assessment criteria		Unit amplification
	3.3	analyse the methods of testing materials and the limitations of each	□ methods, eg mechanical, chemical, thermal □ analysis skills/techniques, eg information/data gathering, interpretation □ testing, eg exposure to varying circumstances (eg heat, substances, abrasion, weight, stress) □ materials, eg used in the construction of the premises (eg wood, brick, slate, tiles, concrete, metals, plastics, glass, fibres, sealants) □ limitations, eg material properties, restrictions on use, not fit for purpose
	3.4	explain how inappropriate selection, use, location, orientation and interaction of materials can affect the fire performance of a building	□ inappropriate selection, eg material property requirements, factors that may cause the wrong material selection for required use □ use, eg structural, decorative, fire retardant, weather resistant □ location, eg internal, external □ orientation, eg vertical, horizontal, lateral, sloping □ interaction of materials, eg on exposure to fire, heat, chemical substances □ materials, eg used in the construction of the premises (eg wood, brick, slate, tiles, concrete, metals, plastics, glass, fibres, sealants) □ fire performance, eg ease of catching fire, agent in spreading fire, release of heat, release of adverse fire gases, intumescent materials
	3.5	explain how quality of construction can affect the fire performance of a building	□ quality of construction, eg the standard to which the premises is built (Building Regulations 2010, parts A-P) □ fire performance, eg ease of catching fire, agent in spreading fire, release of heat, release of adverse fire gases, intumescent materials

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to evaluate plans to determine fire risks associated with construction design	4.1	obtain sufficient information from all available sources to enable an evaluation of proposals	□ sufficient, eg enough to make a professional evaluation and decision regarding the fire risks involved within the design □ information, eg anticipated, considered, identified through the fire risk assessment □ sources, eg architect, building contractor, owner, local authority □ evaluation skills, eg gathering information, analysis of the information, decision making based on the analysis
		4.2	confirm the type, range and level of risks associated with proposals	□ types of risks, eg likelihood of ignition, likelihood to cause harm, likelihood of fire spread □ range of risks, eg damage to premises, equipment, minor injury, major injury, death □ level of risks, eg high, medium, low □ proposals, eg changes to construction plans and materials, risk control measures (construction, equipment, actions)
		4.3	assess proposals against national and international design standards or guidance	□ assessment skills, eg gather information and evidence, make decisions based on evidence gathered, report decisions □ proposals, eg construction plans, associated risk control measures □ national design standards or guidance and subsequent updates, eg Building Regulations 2012, BS 9999:2008, BS 7974:2001 □ international design standards or guidance and subsequent updates, eg ISO TC 92

Learning outcomes	Assessment criteria		Unit amplification
	4.4	determine the validity of the fire strategy associated with the submission to identify risks which are not adequately controlled	□ validity, eg effectiveness, legal acceptability □ fire strategy, eg contents of fire risk assessment record □ risks, eg risk of fire, risk of fire spread, risk to life (including other occupiers if multiple occupants) □ not adequately controlled, eg level of risk too high
	4.5	establish that the proposed control measures are suitable and sufficient to manage risks effectively	□ control measures, eg construction, equipment, actions □ suitable, eg fit for purpose □ sufficient, eg adequate, enough □ manage risks effectively, eg keep level of risk low, reduce impact of risk to an acceptable level
	4.6	assess the adequacy of fire safety measures where further information becomes available	□ assessment skills, eg gather information, gather evidence, make decisions based on evidence gathered, report decisions □ adequacy, eg capability, carry out the required function □ fire safety measures, eg construction, equipment, actions
	4.7	determine specialist advice to support the assessment, where factors influencing risk are outside of own personal level of expertise	□ specialist advice to support assessment, eg subject matter expert, legislation, local authority, local fire authority □ factors influencing risk, eg nature of the hazard involved, potential impact of hazard, associated level of risk □ own personal level of expertise, eg role, qualifications, experience

Learning outcomes		Assessment criteria		Unit amplification
		4.8	assess the impact of the proposed plans on existing fire safety arrangements when altering or adapting premises	□ assessment skills, eg gather information, gather evidence, make decisions based on evidence gathered, report decisions □ impact, eg effect □ fire safety arrangements, eg construction, equipment, actions □ altering, eg extending, changing internal layout, change of use, change of premises contents □ adapting, eg change of use, change in premises contents □ premises, eg identified building and environment
5	Be able to evaluate planned use of materials and their effectiveness	5.1	determine the classifications and specifications of the proposed materials	□ classifications of materials and subsequent updates, eg structural, decorative, masonry, metals, woods, plastics, thermal and moisture protection, doors, windows, finishes, specialties, equipment, furnishings, mechanical, electrical □ specifications of materials and subsequent updates, eg descriptive data, statistics, BS 476-4:1970
		5.2	assess the risks, advantages and disadvantages of material type, method of use and intended location	□ assessment skills, eg gather information, gather evidence, make decisions based on evidence gathered, report decisions □ advantages of material type, eg ability to resist ignition, ability not to transfer heat, ability to contain fire gases □ disadvantages of material types, eg high potential to release toxic gases, release fire gases, potential to explode and implode on exposure to heat and fire □ method of use, eg structural, decorative, specialist □ intended location, eg external, internal, exposed, enclosed

Learning outcomes		Assessment criteria		Unit amplification
6	Be able to report on risks with recommendations to support appropriate risk reduction measures, fire precautions and maintenance routines	6.1	report clearly and in detail to enable understanding by all recipients	□ reporting skills, eg verbal, written, electronic, language suitability for audience, legibility, grammar, spelling, fit for purpose □ enabling understanding, eg language use, appropriate format □ recipients, eg internal, external, professional, non-professional, legal
		6.2	report accurately, in agreed format and within the agreed timescale	□ reporting skills, eg verbal, written, electronic, language suitability for audience, legibility, grammar, spelling, fit for purpose □ agreed format, eg verbal, written, electronic, standard pro forma, report □ agreed timescale, eg legal timeframes, negotiated
		6.3	make recommendations for further action based on the results of assessment	□ recommendations, eg specific, measurable, achievable, realistic, time bound, recorded □ results of assessment, eg judgement decision based on risk assessment
		6.4	indicate whether plans comply with current legislation, standards and company policy	□ plans, eg architect's plans, builder's plans □ current legislation and subsequent updates, eg Building Regulations:2010 (Parts A-P) □ standards and subsequent updates, eg British Standards BS 9999:2008, BS 7974:2001 □ company policy, eg Fire Risk Assessment record
		6.5	advise on action required to meet legal and statutory requirements	□ advising style, eg informal, formal, legal □ action required, eg advisory, compliance requirement □ legal requirements and subsequent updates, eg Building Regulations:2010 (Parts A-P) □ statutory requirements and subsequent updates, eg Regulatory Reform (Fire Safety) Order 2005

Learning outcomes	Assessment criteria		Unit amplification
	6.6	advise on the implications of non-compliance with fire safety requirements	□ advising style, eg informal, formal, legal □ implications, eg risk to people, building, contents, environment, legal □ fire safety requirements, eg Building Regulations:2010, British Standards 9999:2008, BS 7974:2001, Fire Risk Assessment
	6.7	specify any changes required to achieve compliance	□ required changes, eg risk reduction measures, fire precautions, maintenance routines □ compliance, eg Building Regulations:2010, British Standards 9999:2008, BS 7974:2001, Fire Risk Assessment record

Information for tutors

Delivery

When delivering the unit, centres must ensure that learners are given input on the unit amplification. Where legislation has been indicated, it is assumed that any subsequent legislation introduced that supersedes what is listed will be delivered and assessed.

When delivering learning outcome 1, learners should be given access to a range of relevant regulations, codes of practice and guidance that has been produced in relation to building construction and alteration, as suggested in the unit amplification. Delivery of this outcome may be enhanced through the use of guest speakers from the building industry or building control officers from the local authority to show how these requirements can influence the review of fire safety matters relating to construction. This will also support learners to develop their understanding of the legislative framework and mechanisms of enforcement that relate to this topic.

Learning outcome 2 focuses on the procedures and processes used to review fire safety matters. Within the delivery of this outcome learners will need to understand who professionals involved in reviewing fire safety have to work with, and how to access specialist support, advice and information. They will need the opportunity to develop evaluative skills in relation to risk assessment. Case studies of best practice and weaker examples of risk assessments would help learners develop their understanding and ability to evaluate. They will then be able to evaluate the risk assessments and the potential impact of the proposed construction or alterations on the fire safety systems.

It is important that delivery of learning outcome 3 develops learners' theoretical understanding of the impact of building materials on fire safety. Learners should be given the opportunity to review the classification, specification and limitations of building materials, as indicated in the unit amplification. The use of case studies or desktop exercises would allow learners to see the compatibility of different materials in different situations, and develop the skills necessary to analyse methods used to test materials. Case studies will help learners develop their understanding of how selecting materials for use in inappropriate locations or scenarios and the quality of construction can affect fire safety in a building.

Learning outcome 4 will allow learners to apply their knowledge and understanding developed in this unit to practical situations. Formative opportunities should be provided and this may be through the use of case studies, role-play scenarios or table-top exercises. Learners should be given the opportunity to develop their understanding of available sources of information when evaluating proposals in relation to fire risks in construction design. They need to understand the importance of effective research when undertaking the evaluation. It may be useful to revisit the knowledge attained for learning outcome 1 in relation to national and international building standards. The learning outcome then moves on to develop learners' ability to make decisions in relation to validity of fire strategy based on available information, and to identify risks that are not adequately controlled and to propose control measures to manage the risks effectively. Learners will need to practise their assessment and evaluation skills, particularly in relation to the adequacy of fire safety measures and the impact of proposed alterations on existing arrangements. Learners will need access to specialist advice to support assessments if the factors that influence risk are outside their own expertise.

For learning outcome 5 the use of case studies and desktop scenarios will help learners develop their evaluation skills. By examining a range of plans, they will be able to develop their understanding of the effectiveness of a range of materials and how they may be used. It will also develop their evaluation skills.

When delivering learning outcome 6 it is important to develop learners' written and verbal reporting skills and their understanding of the importance of making sure reports are accessible to all. They need to learn the impact that selecting an inappropriate format or using specialist terminology can have when reporting on risks. Learners should be given the opportunity to examine a range of reports to see how recommendations should be made. The tutor should develop learners' use of SMART targets as suggested in the unit amplification. Through examining a variety of architect's and builder's plans, learners will be able to develop an understanding of what does and doesn't comply with current legislation and standards. Delivery should also cover the various advising styles to show how different styles may be used with different audiences, and for different actions. A range of risks in relation to people, buildings, contents and the environment should be shown to learners to help them understand the implications of non-compliance with fire safety requirements. This will also enhance the delivery of options available when specifying the changes needed to achieve compliance.

Assessment

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.

The centre will devise assessments and undertake the assessment of learners.

When assessing AC1.1 it is important that learners are able to provide a clear summary of the regulations, codes of practice and guidance associated with building construction or alteration, with reference to both national and international standards. There must be evidence here of the main points and essential features of each item summarised. Learners also need to summarise the factors that influence the selection of regulations, codes of practice and guidance associated with specific design, construction or alteration plans to achieve AC1.2. The evidence for the previous two assessment criteria will inform the evidence for AC1.3, where learners should explain the legislative framework and enforcement mechanisms. The evidence here should be more detailed than a description, and should give reasons why the legislation and enforcement mechanisms are in place, with examples.

For AC2.1 learners need to explain the steps that should be taken to work with others in relation to fire safety. A satisfactory level of fire safety should be taken as one which achieves compliance with regulations and standards required for the proposed construction. AC2.2 requires learners to show how to access sources of specialist support, advice and information. It would be expected here that a range of sources would be discussed, in particular at least one source of specialist support, one of specialist advice and one of specialist information. AC2.3 requires learners to evaluate the application of methodologies, tools and techniques for risk assessment. In order to achieve this learners are expected to review a range of methods, bringing together the information to form a conclusion and providing evidence to support each of their views or statements. For AC2.4 learners should also use these skills to evaluate a proposed construction or alteration, showing how this might impact on existing fire safety systems during and after implementation.

It may be appropriate to use case study analysis to assess learning outcome 3. AC3.1 requires learners to explain the classifications, specifications and limitations of building materials and how they are used in a fire safety review. For AC3.2 learners need to review a range of building materials in relation to fire safety, and clarify the interaction and compatibility of the different materials under various circumstances such as exposure to temperature ranges or humidity. AC3.3 requires evidence of analysis to be submitted in relation to the testing methods and limitations of the materials discussed in AC3.2. The analysis should show how the different factors are related and how they contribute to the interaction or compatibility of the materials being tested. For AC3.4 learners need to explain how and why the inappropriate selection, use, location and interaction of materials can affect the fire performance of the building. Learners then need to explain how and why the quality of construction can impact on this to achieve AC3.5.

Learning outcomes 4 and 5 may be assessed through the use of a given case study, desktop scenario or from the workplace environment which allows learners to apply the knowledge gained through the study of this unit in a realistic scenario. It is important that any chosen exercise is sufficiently detailed as to allow learners to fully meet the requirements of the outcomes. AC4.1 requires learners to show how they obtained information from a range of sources to enable them to evaluate the proposals. For AC4.2 they need to assess the information to confirm the risks associated with the proposals. It is important that they clearly identify the type, range and level of risk. For AC4.3 learners must assess the proposal against national and international standards. They must give careful consideration to all the factors that apply and identify which are the most important or relevant. Learners should then consider the fire strategy that has been proposed and identify the risk(s) that have not been adequately controlled to achieve AC4.4, with a list of the main features as to why they have not been controlled. Evidence for AC4.5 will follow on from that for AC4.4, with learners proposing control measures for the risks identified, and establishing that they are sufficient and fit for purpose. To achieve AC4.6, learners may be provided with an updated case study or additional information for the desktop scenario which requires them to assess the adequacy of the fire safety measures. When reviewing the case study or exercise and to achieve AC4.7, learners should show how and where they can obtain specialist advice to support their assessment when the factors which may influence the risk fall outside their own level of expertise. AC4.8 may require an additional case study analysis or desktop scenario which considers plans in relation to an alteration or adaptation of premises. Learners need to assess the impact these plans may have on the existing fire safety arrangements for the building.

When considering the information in the case study used for learning outcome 4, it may be possible for learners to produce evidence for learning outcome 5. For AC5.1 learners should determine the classifications and specifications of proposed materials. This can be extended to produce evidence for AC5.2, in which learners need to assess the material in relation to risks, advantages and disadvantages. Again here there must be evidence that learners have carefully considered all the factors, and identified the most important.

For learning outcome 6 learners may prepare a report on the risks identified in the case study used for learning outcomes 4 and 5. This report may be written or in the form of a presentation. AC6.1 requires the report to be prepared in an appropriate format as agreed with the assessor, and for the report to contain sufficient detail and clarity for it to be understood by all recipients. The assessor must inform learners of the purpose and intended audience of the report. To achieve AC6.2 the report must be accurate, in the agreed format and submitted within an agreed

timescale. The report must contain specific recommendations in relation to the assessment undertaken in learning outcomes 4 and 5 in order to achieve AC6.3. AC6.4 requires learners to indicate how the plan complies with current legislation and standards. Areas of non-compliance must also be identified, supported by reference to the correct standards or legislation. For AC6.5 the report should advise on any action required to ensure that legal and statutory requirements are met and, for AC6.6, advise on the implications of non-compliance with the fire safety requirements. To achieve AC6.7, there must be clear indication of changes needed to achieve compliance and why, again referring appropriately to legislation and standards.

Indicative resource materials

Documents

Regulatory Reform (Fire Safety) Order 2005	www.legislation.gov.uk/uksi/2005/1541/contents/made
BS 9999:2008 Code of practice for fire safety in the design, management and use of buildings	http://shop.bsigroup.com/en/ProductDetail/?pid=000000000030158436
Chief Fire Officers Association Guidance documents	www.cfoa.org.uk/10039
Enforcement Concordat: Good Practice Guide for England and Wales	www.berr.gov.uk/files/file10150.pdf
Better Regulation Executive: Reducing Regulation Made Simple	www.bis.gov.uk/assets/biscore/better-regulation/docs/r/10-1155-reducing-regulation-made-simple.pdf
BRE 368 Design methodologies for smoke and heat exhaust ventilation	www.brebookshop.com/details.jsp?id=664
BS 5266-1:2011 Emergency lighting — Part 1: Code of practice for the emergency escape lighting of premises	http://shop.bsigroup.com/ProductDetail/?pid=000000000030263986
BS 5839-9:2011 Fire detection and fire alarm systems for buildings. Code of practice	http://shop.bsigroup.com/en/ProductDetail/?pid=000000000030187282
BS EN 12845:2004+A2:2009 Fixed firefighting systems. Automatic sprinkler systems. Design, installation and maintenance	http://shop.bsigroup.com/ProductDetail/?pid=000000000030208000
BS EN 12101-6:2005 Smoke and heat control systems. Specification for pressure differential systems	http://shop.bsigroup.com/ProductDetail/?pid=000000000030159191

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

Unit reference number: **F/503/3406**

Level: **4**

Credit value: **4**

Guided learning hours: **10**

Unit aim

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 who work or use specific environments such as airports, docks and ports, industrial sites, railways etc.

This unit is for practitioners employed or contracted to work with others in an organisation, for example fire wardens, fire marshals, site safety officers, owners or occupiers, who are responsible for making and maintaining suitable and sufficient fire safety arrangements.

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

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

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand requirements for working in partnership to minimise risks to the community	1.1	explain the principles of fire and community safety	☐ principles of fire and community safety, eg precautions and activities taken to prevent or reduce the likelihood of a fire that may result in death, injury, or property damage, alerting those in a structure to the presence of an uncontrolled fire, enabling those threatened by a fire to survive, fire damage reduction
		1.2	explain the range of tools available to obtain fire and community safety information	☐ tools available, eg Fire Risk Assessment records, architect's plans, building plans, local and national databases (eg Mosaic), local authority records (electoral roll), local community records (community groups)
				☐ fire and community safety information, eg building construction, purpose, contents, occupancy, community demographics (numbers, locations)
		1.3	explain the organisational policy and working practice in relation to fire and community safety	☐ organisational policy and working practices, eg what activities are undertaken and why, the role carrying out the activities and why
		1.4	analyse the stakeholders involved in fire and community safety and their roles and responsibilities	☐ stakeholders, eg owners, occupiers, employers, architects, builders, local authorities, community groups, individuals in the community
				☐ roles and responsibilities, eg legal (compliance with current building regulations, current fire safety legislation and relevant updates), moral (responsibilities to act as role models, provide evidence of best practice)

Learning outcomes	Assessment criteria		Unit amplification
	1.5	summarise the objectives and components of safety education in the community	□ objectives, eg goals, required outcomes, targets □ components, eg provision of information, advice and guidance, demonstration of safety activities to achieve objectives
	1.6	explain the current safety programmes and activities and their purpose	□ safety programmes and activities, eg national campaigns (cooking fire safety, smoke alarms), local campaigns (working with vulnerable groups) □ purpose, eg to prevent or reduce the likelihood of a fire that may result in death, injury, property damage, alert those in a structure to the presence of an uncontrolled fire, enable those threatened by a fire to survive, reduce fire damage
	1.7	evaluate the critical risks within the community and associated control measures	□ critical risks, eg fire related death, injury □ evaluation methods, eg gathering information, analysing information, decision making based on the analysis □ control measures, eg education, information, advice and guidance, provision of smoke alarms for private dwellings, national legislation (Regulatory Reform (Fire Safety) Order 2005)
	1.8	explain how to prioritise community safety initiatives	□ how to prioritise, eg rank, carry out according to impact on vulnerable groups, reducing incidence of risks, cost-benefit □ community safety initiatives, eg national campaigns (cooking fire safety, smoke alarms etc), local campaigns (working with vulnerable groups)
	1.9	explain how to keep a diverse community better involved and informed	□ diversity awareness, eg knowledge of community groups, age, race, gender, religious beliefs, cultural beliefs, sexuality, disability □ how to involve, eg develop organisational strategies, policies and procedures, engagement activities (presentations, demonstrations and discussions to community groups)

Learning outcomes		Assessment criteria		Unit amplification
2	Be able to liaise with stakeholders to improve safety in the community	2.1	evaluate information on safety from relevant stakeholders	□ stakeholders, eg owners, occupiers, employers, architects, builders, local authorities, community groups, individuals in the community □ evaluation methods, eg gathering information, analysis of information, decision making based on the analysis □ information, eg community hazards (arson data, traffic collision 'black spots')
		2.2	agree roles and responsibilities for improving safety, based on a risk assessment of community needs	□ seeking and securing agreement, eg community partnerships, service/partnership level agreements □ role and responsibilities, eg legal (compliance with current building regulations, current fire safety legislation and relevant updates), moral (responsibilities to act as role models, provide evidence of best practice) □ risk assessment, eg hazard identification, likelihood of hazard causing a dangerous occurrence, impact that it would have □ community needs, eg requirements of community based on information gathering from within the community, involving all aspects of the community, analysis of the information, decisions based on the analysis
		2.3	agree cohesive programmes for safety which are realistic, achievable and relevant to identified risks	□ seeking and securing agreement, eg community partnerships, service/partnership level agreements □ programmes, eg national campaigns (cooking fire safety, smoke alarms), local campaigns (working with vulnerable groups) □ realistic, achievable and relevant, eg resource requirements to succeed with the desired outcome(s) that provide(s) the required risk control measures, within the available budget

Learning outcomes	Assessment criteria		Unit amplification
	2.4	secure commitment from stakeholders for the implementation of agreed programmes	□ stakeholders, eg owners, occupiers, employers, architects, builders, local authorities, community groups, individuals in the community
			□ methods to secure commitment, eg collaborative working groups with service agreements
	2.5	establish active communication and the exchange of information to promote a culture of continuous improvement	□ how to establish active communication, eg creating, maintaining, continual communication that recognises, acknowledges, responds, replies
			□ effective exchange of information, eg verbal, written, electronic
			□ how to establish a culture of continuous improvement, eg creating a shared belief and value of always making things better
	2.6	promote plans, timescales and objectives for safety activities which integrate with broader community plans	□ promote, eg support, encourage
			□ broader community plans, eg local authority plans (education, children's services, social services, transport), Communities and Local Government (CLG) plans
3 Be able to implement action to improve community safety	3.1	promote the benefits of active collaboration on safety issues to achieve commitment and involvement	□ how to promote, eg support, encourage
			□ benefits, sharing cost and resources, improved impact, cutting duplication of time, reduction in individual organisational effort requirements, wider coverage
			□ active collaboration, eg setting up or involvement in working groups with other agencies, authorities, stakeholders
			□ achieving commitment and involvement, eg identifying roles, responsibilities

Learning outcomes		Assessment criteria		Unit amplification
		3.2	agree measures and methods to evaluate safety activities	□ how to agree, eg strategies to reach agreement, draw up collaborative plans and actions
				□ measures and methods of evaluation, eg gathering information, analysis of information, decision making based on the analysis, recording of decisions
				□ safety activities, eg national campaigns (cooking fire safety, smoke alarms), local campaigns (working with vulnerable groups)
		3.3	confirm the roles, responsibilities, objectives and timescales for agreed activities	□ confirm, eg authenticate and validate through written agreements (role descriptions, service level agreements)
				□ roles, eg functions, jobs, tasks
				□ responsibilities, eg accountabilities, duties, dependabilities
				□ objectives, eg purpose, goal(s)
				□ timescales, eg deadlines, short, medium, long term
		3.4	confirm the availability of agreed resources to support implementation, monitoring and review	□ resource requirements, eg physical, funding, time, staffing
				□ confirming agreement, eg informal (verbal), formal methods (booking resources, written agreements)
		3.5	implement agreed programmes within agreed timescales	□ how to implement programmes, eg identifying the target audience, actively engaging with all stakeholders, supporting the running of programmes, providing appropriate tools, managing budgets, evaluating, sharing learning
				□ timescales, eg short, medium, long term, deadlines
		3.6	monitor implementation against agreed review measures	□ how to monitor programme implementation
				□ review measures, eg sources of evidence for review, information analysis, evaluating against agreed review measures

Learning outcomes	Assessment criteria		Unit amplification
	3.7	identify sources of advice and support to manage any difficulties that arise during implementation	☐ sources of advice and support, eg own line management and peers, expert resources, internet based resources, legislation
			☐ determining the suitability/appropriateness of sources, eg confirming validity, authenticity, reliability, currency, sufficiency
	3.8	report on the results, effectiveness and sufficiency of safety activities	☐ report, eg verbal, written, electronic, formal, informal
			☐ results, effectiveness and sufficiency, eg data gathering, outcomes, consequences, products
	3.9	recommend methods and action to improve future safety activities	☐ recommend, eg formal, informal, written, verbal, appropriate use of language for target audience
			☐ methods and action to improve, eg processes (review, assessment, evaluation, sharing learning), factors affecting activities (strengths of community groups and stakeholders, commitment of role holders, resource demand, resource use, budget limits)

Information for tutors

Delivery

When delivering the unit, centres must ensure that learners are given input on the unit amplification. Where legislation has been indicated, it is assumed that any subsequent legislation introduced that supersedes what is listed will be delivered and assessed.

When planning the delivery of learning outcome 1, centres will need to consider the principles of fire and community safety and how these are met when working in partnership to minimise risks. Learners should be given access to a range of resources in relation to obtaining community safety information, including risk assessment pro formas, plans and electoral rolls. It is important that learners have opportunities to examine the effectiveness of these in order to explain then when being assessed. Delivery of this outcome will be enhanced through the use of guest speakers or visits to local community groups in order for learners to develop their understanding of the objectives of community safety organisations, and how these relate to the goals of community safety education programmes in the community. This will allow them to develop sufficient understanding to go on to evaluate the programmes in relation to critical risks.

Delivery of learning outcome 2 will build upon the experience and knowledge developed in learning outcome 1, as it will allow learners to interact with stakeholders. Delivery may be linked to that of learning outcome 1, for example agreeing roles and responsibilities for improving safety may be developed or enhanced through the guest speakers and visits. Role play or scenario-based learning experiences should be planned into the delivery of this learning outcome to develop learners' practical skills.

Learning outcome 3 will require theoretical input as to methods used to promote the benefits of collaboration on safety issues. It is important that learners develop a clear understanding of these benefits as well as how to promote them. In addition, learners will need to examine a number of methods of evaluating safety activities before choosing the ones to be used. The remainder of the unit may be delivered through examination of case studies, formative role plays and scenario-based activities that allow learners to practically apply their knowledge.

Assessment

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.

The centre will devise assessments and undertake the assessment of learners.

For AC1.1, learners must explain the principles of fire and community safety. This requires a deeper level of knowledge than a description, and learners need to set out the principles in detail, supported with examples. It may be useful if they start by introducing the principles and then move on to the how and why.

AC1.2 requires learners to explain a range of tools available to obtain fire and safety information, including risk assessment records, plans, databases and local records.

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For AC1.3 learners may explain the policies and working practices of any organisation in relation to fire and community safety. It is not sufficient simply to identify these policies and practices; an explanation is required which details of what is carried out and why.

For AC1.4, learners need to analyse the stakeholders involved, including their roles and responsibilities and how they link to each other and fire and community safety. Again here a list of stakeholders with their roles and responsibilities is insufficient.

AC1.5 requires learners to provide evidence of the main points of the objectives and components of safety education in the community. The summary should contain more than a list, and must include the essential features of the safety education covered.

This may link to AC1.6, which requires learners to explain the safety programmes and activities, including both national and local campaigns and reasons for the programmes and activities.

AC1.7 requires learners to select evaluation method(s) and use them to evaluate the critical risks that exist within the community and the control measures that are in place. There must be clear evidence of evaluative comments.

AC1.8 requires learners to examine a number of community safety initiatives and explain how to prioritise them, showing the reasons for their choices.

For AC1.9 learners need to reflect on their learning and explain how a diverse community can be kept better informed, providing examples and reasons for the methods they suggest.

Learning outcome 2 requires learners to apply knowledge that they have gained within the study of the unit. The assessment of this outcome may take place in a scenario-based activity, a role play, another practical exercise or in the workplace. Evidence may be in the form of witness testimony and observation records, but these should be accompanied by supporting evidence.

To achieve AC2.1, learners need to gather information in relation to safety from stakeholders, and then evaluate it.

AC2.2 leads on from this, and requires evidence of agreement of roles and responsibilities based on the assessment of community needs. Within the evidence presented for this learning outcome, AC2.3 will be met through the agreement of cohesive safety programmes. The evidence for AC2.3 and 2.2 may be in the form of meeting minutes which show not only that agreement has been made, but how this was achieved.

There needs to be evidence of commitment for the implementation of the agreed programmes to achieve AC2.4.

AC2.5 requires learners to show how they have established active communication in order to promote continuous improvement. Learners need to communicate and exchange information successfully using a variety of means, such as verbal, written and electronic methods.

This will also support the evidence for AC2.6, which requires learners to show how they have promoted safety activities and how these integrate with broader plans in the community.

Again, learning outcome 3 requires the practical application of knowledge attained through the study of the unit. Assessment could be linked to the assessment of learning outcome 2, with a single practical exercise, scenario-based assessment, role play or workplace activity. AC3.1 requires learners to show that they have

considered a range of methods that can be used to promote collaboration on safety issues before selecting one to use. Learners need to show that they are promoting the benefits of collaboration and how this can achieve commitment and involvement from the community.

For AC3.2 learners need to establish the measures and methods that will be used to evaluate the activities. They are expected to justify the methods selected and make some reference to those considered but discounted.

Evidence for AC3.3 may be in the form of minutes of meetings or review documents that show how the roles, responsibilities, objectives and timescales were agreed by all involved.

Evidence for AC3.4 may be linked to that for AC3.3, and requires learners to show what resources are required as well as how they have confirmed their availability.

Evidence for AC3.5 and 3.6 may be linked and provided through witness statements or observation records with supporting evidence to show that the programmes have been implemented and monitored, ensuring that agreed timescales have been met and the agreed review measures have been used.

It may be that evidence for AC3.7 is naturally occurring as learners undertake the practical activity, as they may have to seek advice to manage difficulties. If this is not the case, the assessor could plan a scenario that requires advice and support and the learner's response to this will provide the necessary evidence.

AC3.8 and 3.9 will be produced as a result of the reflection and review of the practical assessment activity undertaken. Evidence should include a formal summary of the results and effectiveness of the programme, with reference to data, outcomes and feedback from those involved. Learners also need to recommend methods and actions to improve similar programmes in the future.

If the practical activity undertaken for assessment of learning outcomes 2 and 3 is a group activity, the evidence must show how each learner met the requirements of the assessment criteria. If witness statements or observation records are used, it is important that they are individual to each learner, and that they are fully completed.

Indicative resource materials

Documents

Dangerous Substances and Explosive Atmospheres Regulations 2002	www.legislation.gov.uk/uksi/2002/2776/contents/made
Building Act 1984	www.legislation.gov.uk/ukpga/1984/55/section/59
Control of Major Accident Hazards Regulations 1999	www.hse.gov.uk/comah/
Environment Act 1995	www.legislation.gov.uk/ukpga/1995/25/contents
Environmental and Safety Information Act 1988	www.legislation.gov.uk/ukpga/1988/30/contents
Fire and Rescue Services Act 2004	www.legislation.gov.uk/ukpga/2004/21/pdfs/ukpga_20040021_en.pdf

Health and Safety at Work Act 1974	www.legislation.gov.uk/ukpga/1974/37/pdfs/ukpga_19740037_en.pdf
Management of Health and Safety at Work Regulations 1999	www.legislation.gov.uk/uksi/1999/3242/pdfs/uksi_19993242_en.pdf
Regulatory Reform (Fire Safety) Order 2005	www.legislation.gov.uk/uksi/2005/1541/contents/made
Reporting of Injuries, Diseases & Dangerous Occurrences Regulations 1995	www.legislation.gov.uk/uksi/1995/3163/introduction/made

Unit 14: Support the management of risks at incidents

Unit reference number: T/503/3600

Level: 4

Credit value: 4

Guided learning hours: 15

Unit aim

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.

This unit is for practitioners employed or contracted to work with others in an organisation, for example fire wardens, fire marshals, site safety officers, owners or occupiers, who are responsible for making and maintaining suitable and sufficient fire safety arrangements.

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

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

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand requirements for supporting the management of risks at incidents	1.1	explain methods and techniques for gathering and interpreting relevant data and associated information	□ methods and techniques, eg site/risk visits, pro formas, meetings with site safety officers, verbal questioning, scrutiny and review of operational plans □ relevant data, eg building construction, fire safety equipment, fire safety engineering, fire safety routines and instructions □ associated information, eg architect's plans, fire risk assessment, fire safety training records
		1.2	explain the principles and methodology for risk assessment and their application	□ principles, eg as laid out in ISO 31000:2009 □ methodology, eg creating risk profile based on likelihood and impact of hazards and risk areas of the incident □ risk assessment, eg identification of hazard, likelihood of hazard causing a dangerous occurrence, impact that it would have □ application, eg use of risk profiles and assessments to implement control measures (use of extra resources, use of different fire-fighting media, defensive actions)
		1.3	clarify how to access sources of relevant information, including consultation procedures relating to safety at multi-agency incidents	□ sources, eg building plans, fire risk assessment, building regulations consultation documents, environmental (flooding, forest fire) fire/emergency plans

Learning outcomes	Assessment criteria		Unit amplification
			□ relevant information, eg building construction, fire safety equipment, fire safety engineering, fire safety routines and instructions, Environment Agency information
			□ consultation procedures, eg planning applications
			□ multi-agency, eg fire, police, ambulance, local authority, Environment Agency, coastguard, armed forces
	1.4	explain methods for the protection of life in the event of an incident, including facilities required to assist fire-fighters	□ methods for the protection of life, eg building construction, escape routes, fire suppression systems, fire safety equipment, alarm systems, evacuation procedures, bespoke engineered solutions
			□ facilities to assist fire-fighters, eg building construction, fire suppression systems, fire-fighting equipment, fixed installations
	1.5	evaluate methods to assess the potential for incidents that will affect organisational function and processes for the occupancy	□ how to evaluate methods, eg methods that may be used, determining strengths and weaknesses of methods, analysis of information, decision making based on the analysis of selection of chosen methods
			□ assessing the potential, eg how to determine the likelihood of effects taking place
			□ organisational function, eg running of business, ability to trade, ability to occupy/live in
			□ organisational processes, eg output, production, communication
			□ occupancy, eg people, use of premises
	1.6	explain the importance of considering business recovery in the event of an incident which interrupts normal activity	□ business recovery, eg regain use/purpose of premises, to continue trading/producing/dealing/running
			□ activity, eg nature of business, use of premises

Learning outcomes		Assessment criteria		Unit amplification
2	Be able to obtain information to assist with the management of risks at incidents	2.1	gather information relevant to an incident from all available sources	□ relevant information, eg building construction, fire safety equipment, fire safety engineering, fire safety routines and instructions, Environment Agency information
				□ available sources, eg building plans, fire risk assessment, site specific risk information, site safety specialists
		2.2	establish identities of key persons to obtain available current plans and the status of the incident	□ identities, eg roles, responsibilities, names, titles
				□ key persons, eg fire incident commander, fire incident command support officers, fire safety officers, owners, occupiers, site safety officer, fire marshal, fire warden
				□ current plans, eg premises plans, fire operational plans, fire risk assessment
				□ status of the incident, eg offensive, defensive
		2.3	evaluate critical risks associated with incident type and status	□ evaluation skills, eg gathering information, analysis of the information, decision making based on the analysis
				□ critical risk, eg likelihood of hazard to cause a dangerous occurrence, threat to cause injury and/ or death
				□ incident type, eg fire, rescue, flooding
				□ incident status, eg offensive, defensive
		2.4	evaluate factors which may influence the level of risk associated with an incident	□ how to evaluate factors, eg select factors, gather information on selected factors, analyse information, make judgements and decisions about factors based on analysis
				□ factors influencing risk level, eg access, associated buildings and their use, building construction, occupancy
				□ level of risk, eg high, medium, low, potential to cause harm

Learning outcomes		Assessment criteria		Unit amplification
		2.5	liaise with other agencies involved in an incident to establish legislative requirements, current roles and responsibilities	□ how to liaise effectively, eg formally, informally, verbally, in writing, with purpose (to create a common understanding, coordinate activities) □ other agencies, eg fire, police, ambulance, local authority, Environment Agency, coastguard, armed forces □ legislative requirements, eg Regulatory Reform (Fire Safety) Order 2005 □ roles, eg functions, jobs, tasks □ responsibilities, eg accountabilities, duties, dependabilities
		2.6	analyse fire-fighting facilities to minimise risks to personnel	□ analysis skills/techniques, eg information/data gathering, interpretation □ fire-fighting facilities, eg protected stairwells, fire-fighter lifts, dry/wet risers, fixed installations (sprinklers, fire suppression systems), bespoke engineered solutions
3	Be able to advise on the management of risks during incidents	3.1	inform relevant people about known issues affecting access and egress	□ inform, eg verbally, in writing, electronically, formally, informally □ relevant people, eg incident commander, operations commander, incident command support officer □ issues affecting access and egress, eg building construction, building purpose, building use, building occupancy, fire safety equipment, fire instructions, fire-fighting facilities, fixed installations

Learning outcomes	Assessment criteria		Unit amplification
	3.2	inform relevant people about identified risks and factors influencing potential escalation	☐ inform, eg verbally, in writing, electronically, formally, informally ☐ relevant people, eg incident commander, operations commander, incident command support officer ☐ identified risks, eg known, recognised and acknowledged hazards, likelihood of those hazards to cause a dangerous occurrence, impact that they would have during the incident ☐ identified factors, eg known, recognised and acknowledged features and the likelihood of those features to cause a dangerous occurrence and the impact that would have during the incident ☐ potential escalation, eg possible, probable and likely growth/acceleration of the incident
	3.3	respond to requests for information and advice regarding safety of people, property and the environment	☐ how to respond appropriately to audience needs, eg professional manner, within own limits of authority, formally, informally ☐ requests, eg verbal, written, electronic, formal, informal ☐ information, eg fire risk assessment, site specific risk information, building plans, construction, purpose, use, occupancy, environmental ☐ providing advice, eg intended audience and language use, recommendations, suggestions, avoiding unsupported opinions ☐ people, eg all persons involved in the incident and the surrounding risk area ☐ property, eg all property involved in the incident and the surrounding risk area ☐ environment, eg the location, surroundings, atmosphere of the incident risk area

Learning outcomes	Assessment criteria		Unit amplification
	3.4	liaise with the responsible person(s) to maintain currency of information concerning risks associated with the incident	□ liaison requirements, eg communications, interactions, coordination, links □ responsible person(s), eg fire incident commander, specialist officers (hazmat, water, safety), police commander, ambulance officer, control room manager, Environment Agency officer, local authority officer, armed forces □ currency of information, eg data, identification, properties, state □ risks, eg hazards and their likelihood of causing a dangerous occurrence, the impact that they would have
	3.5	confirm own • personal capabilities • limitations • level of authority and responsibility in the evaluation of risk assessments and when to seek advice	□ personal capabilities and limitations, eg skills, knowledge, understanding, experience □ level of authority and responsibility, eg job description, role map, expertise, function within organisation □ evaluation skills, eg gathering information, analysis of the information, decision making based on the analysis □ risk assessment, eg identification of hazard, likelihood of hazard causing a dangerous occurrence, hazard impact
4 Be able to advise on the management of risks following incidents	4.1	advise personnel on management of post-incident risks to establish safety and security of incident site	□ how to advise, eg making recommendations, suggestions, providing supported opinion □ personnel, eg fire incident commander, fire specialist officers (hazmat, water, safety), police commander, local authority □ post-incident risks, eg identification of hazards, likelihood of hazards causing a dangerous occurrence, hazard impact following the incident □ incident site, eg people, property, environment

Learning outcomes	Assessment criteria		Unit amplification
	4.2	identify specialist advice, where required, to assist with residual risks	▢ identifying specialist advice, eg experts (civil engineer, environmental officer, hazmat officer, incident command team)
			▢ residual risks, eg residual hot spots, flooding, unstable structure, environmental issues, subsidence, hazardous materials
	4.3	confirm with incident command when matters influencing safety of incident site have been resolved	▢ how to confirm, eg agreed protocol requirements, items requiring confirmation
			▢ incident command, eg person(s) in overall control of incident
			▢ matters influencing safety, eg risk of re-ignition of fire, risk of building collapse, risk of flooding
			▢ incident site, eg people, property, environment
	4.4	provide advice during environmental recovery following resolution of the incident	▢ how to provide advice, eg recommendations, suggestions, supporting opinions
			▢ environmental recovery, eg return to normal state of location, surroundings, atmosphere of the incident risk area
	4.5	inform the responsible person(s) of any apparent breach of legal or statutory requirements	▢ inform, eg verbally, in writing, electronically, formally, informally
			▢ responsible person(s), eg incident commander, police commander, local authority (building control), owner, occupier
			▢ apparent breaches, eg visible, failure to maintain, deficiencies in requirements
			▢ legal and statutory requirements and subsequent updates, eg Building Regulations (Parts A-P):2010

Learning outcomes	Assessment criteria		Unit amplification
	4.6	advise on action required to meet legal and statutory requirements and the implications of non-compliance	□ advise, eg recommend, suggest, provide opinion □ legal and statutory requirements and subsequent updates, eg Building Regulations (Parts A-P):2010 □ implications of non-compliance, eg fines, charges, conviction, cessation of business activity
	4.7	advise on any post-incident investigation	□ how to advise, eg recommendations, suggestions, providing supported opinion □ providing advice for the post-incident investigation, eg organisational, police, Health and Safety Executive, representative body

Information for tutors

Delivery

When delivering the unit, centres must ensure that learners are given input on the unit amplification. Where legislation has been indicated, it is assumed that any subsequent legislation introduced that supersedes what is listed will be delivered and assessed.

When delivering learning outcome 1, centres should ensure that learners are given access to a range of methods and techniques used for gathering and analysing data in relation to risk. When delivering the principles and methodology for risk assessment it is important that learners are given case studies to examine to develop their knowledge and understanding of risk assessments and how they can be applied at different incidents. Learners also need access to a range of information sources and this may be facilitated through the use of research tasks or investigative studies to develop this knowledge prior to assessment. The focus of delivery for this learning outcome should be the theoretical knowledge that will support the learning throughout the unit. Therefore when investigating the methods used to protect life at an incident, the focus should be on how the methods protect life and how the facilities assist fire-fighters. Learners also need to develop evaluative skills to assess the potential for incidents to affect the function of organisations, and the importance of business recovery.

Learning outcomes 2, 3 and 4 requires learners to apply knowledge gained within learning outcome 1. Learning outcome 2 focuses on the gathering of information and how this can assist with risk management. Learners may be given access to a range of case studies, role-play scenarios or desktop scenarios and asked to establish risk, identify the key persons at the incident and evaluate the factors that may influence the risk. By using scenarios such as this it will allow learners to develop the application skills prior to assessment.

For learning outcome 3 learners should be exposed to scenario based learning activities to develop the skills required to apply their learning. The focus of the learning outcome is on the provision of advice in relation to the management of risks during an incident. This can be developed through these scenario based activities, and by the use of guest speakers to show how this advice may be called for, and how the response can be provided effectively in a real life scenario.

Learning outcome 4 relates to advice following an incident, and again here the use of scenario based learning, a guest speaker and case study analysis will enable learners to develop their understanding of how to do this. The tutor should ensure that learners understand that the focus here is on post-incident advice rather than advice required during the incident.

Assessment

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.

The centre will devise assessments and undertake the assessment of learners.

When assessing AC1.1 learners need to explain the different methods and techniques available for gathering and interpreting data. This will require more detail than a description, and learner should set out in detail the methods and techniques with reasons why they are in place and examples.

AC1.2 assesses understanding of the principles and methodology for risk assessment. When producing evidence for this assessment criterion, learners must explain not only the principles and methodology but also their application. It is the theoretical understanding of the information here that is being assessed.

AC1.3 requires learners to show that they are aware of the range of information sources available and are clear how to access them.

For AC1.4 learners must explain a wide range of methods used to protect life at an incident, including those listed in the unit amplification and any further methods they have examined. Learners should also show how facilities designed to assist a fire-fighter can protect life.

AC1.5 requires learners to evaluate the methods used to assess potential disruption to an organisation. The higher order thinking skills used should be clearly identified in the assessment evidence. Learners must review the information as indicated in the unit amplification and then bring it together to form a conclusion, with evidence to support their statements.

For AC1.6 learners should explain the importance of business recovery in relation to an incident. The evidence should be more than a description, and include examples to support learners' statements in relation to incidents involving businesses, showing how and why business recovery is important.

Assessment for learning outcomes 2, 3 and 4 may be based around a given case study, role play or desktop scenarios. It is important that any chosen exercise is sufficiently detailed as to allow learners to fully meet the requirements of the outcomes. Where available, evidence can also be drawn from workplace activities.

AC2.1 requires learners to gather information relevant to an incident from all available sources. They may need to communicate with personnel or to access written information.

For AC2.2 learners need to establish who the key people are to obtain the information from in relation to current plans and the status of the incident.

Learners then need to evaluate the critical risks for AC2.3, using higher order thinking skills and demonstrating how they have reviewed the information available and then come to a conclusion as to what the critical risks are at the incident. They should be able to support their views when questioned.

AC2.4 also requires evaluation, with the focus on factors that influence the level of risk at the incident. All evidence here should be based on the analysis of the potential to cause harm in relation to the control measures in place.

AC2.5 may be assessed through a role-play activity where the assessor or another person takes on roles of personnel from other agencies, and the learner is required to liaise with them in order to establish roles and responsibilities at the incident as required by current legislation.

AC2.6 requires learners to analyse the fire-fighting facilities at the incident in relation to minimising risk to personnel. Learners should identify the methods, facilities and techniques, indicating how they are related to each other and how each contributes to the minimising of risks at the incident.

Learning outcome 3 deals with the management of risk during incidents. The assessor may wish to pose questions during the exercise for assessment purposes. AC3.1 relates to the ability to inform relevant people about access and egress. Learners must show that they know who the relevant people are that will need the information as well as how to provide the information.

For AC3.2 learners need to inform relevant people about the known risks at the incident, and the known features of the incident that may influence escalation.

AC3.3 requires learners to respond to requests for information in relation to the safety of people, property and the environment. The assessor may wish to question learners as the scenario progresses. Alternatively the assessor may provide a list of questions for a written desktop scenario.

AC3.4 requires learners to ensure that the responsible person has current information in relation to the incident. This may be assessed during a role-play scenario, where information is provided to learners about changes at the incident, and then learners are required to liaise with the responsible person to provide detail as to how this may affect the risks associated with the incident.

For AC3.5 learners need to assess their own abilities when evaluating risk assessment, and to show when they would seek advice from others in authority with more expertise.

Learning outcome 4 requires advice to be provided once the incident has been resolved. This may take place as a follow-up activity to the role-play scenario used to assess learning outcomes 2 and 3. AC4.1 requires learners to identify post-incident risks, and advise personnel responsible for the safety and security of the incident site on managing those risks.

For AC4.2 learners need to identify specific experts who could help with residual risks.

AC4.3 requires learners to identify when matters influencing safety have been resolved and to report this to incident command. It may be here that the assessor is required to undertake the role of incident commander to facilitate assessment.

AC4.4 relates to the provision of advice during environmental recovery, including giving advice on how the incident site can be returned to normal.

AC4.5 requires learners to consider any breaches of legal and statutory requirements and report them to the responsible person(s).

AC4.6 will extend the evidence for AC4.5, with learners providing suggestions or recommendations as to how the legal and statutory requirements can be met, along with the implications of non-compliance. Evidence for this may take the form of an action plan which includes SMART targets.

AC4.7 requires learners to show how they may provide advice, suggestions or recommendations to a post-incident investigation, and again this may take the form of a verbal presentation in a simulated investigation meeting or a post-incident report.

Indicative resource materials

Documents

Dangerous Substances and Explosive Atmospheres Regulations 2002	www.legislation.gov.uk/uksi/2002/2776/contents/made
Building Act 1984	www.legislation.gov.uk/ukpga/1984/55/section/59
Control of Major Accident Hazards Regulations 1999	www.hse.gov.uk/comah/
Environment Act 1995	www.legislation.gov.uk/ukpga/1995/25/contents
Environmental and Safety Information Act 1988	www.legislation.gov.uk/ukpga/1988/30/contents
Fire and Rescue Services Act 2004	www.legislation.gov.uk/ukpga/2004/21/pdfs/ukpga_20040021_en.pdf
Health and Safety at Work Act 1974	www.legislation.gov.uk/ukpga/1974/37/pdfs/ukpga_19740037_en.pdf
Management of Health and Safety at Work Regulations 1999	www.legislation.gov.uk/uksi/1999/3242/pdfs/uksi_19993242_en.pdf
Regulatory Reform (Fire Safety) Order 2005	www.legislation.gov.uk/uksi/2005/1541/contents/made
Reporting of Injuries, Diseases & Dangerous Occurrences Regulations 1995	www.legislation.gov.uk/uksi/1995/3163/introduction/made

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

Unit reference number: A/503/3405

Level: 4

Credit value: 4

Guided learning hours: 10

Unit aim

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.

This unit is for practitioners employed or contracted to work with others in an organisation, for example fire wardens, fire marshals, site safety officers, owners or occupiers, who are responsible for making and maintaining suitable and sufficient fire safety arrangements.

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

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

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand requirements for reviewing fire safety matters relating to premises under construction, demolition and alteration	1.1	explain critical hazards and risks associated with structures undergoing construction, demolition or alteration	□ critical hazards, eg something with the potential to cause major injury and death (changes to escape routes, lack of fire protection, lack of fire instructions, lack of fire equipment) □ risks, eg measure of the likelihood of harm from a particular hazard, severity of the consequences due to hazards involved
		1.2	summarise substances and materials used in construction, alteration and demolition which may present specific risks, including the interaction between them	□ substances and materials, eg structural, decorative, masonry, metals, woods, plastics, glass, thermal and moisture protection, finishes, specialities, equipment (mechanical, electrical), fabrics □ specific risk, eg likelihood of ignition, likelihood to cause harm (due to release of toxic fumes or excessive heat), likelihood of fire spread □ interaction between substances and materials, eg on exposure to fire, heat, chemical substances
		1.3	explain likely effects of an incident on the structure and surrounding areas	□ likely effects of an incident, eg on structural stability/integrity, fire spread, environmental pollution
		1.4	explain control measures applicable to sites and surrounding areas where construction, demolition or alteration is planned or underway	□ control measures, eg removal of hazard, specialist construction engineering, fire prevention equipment, specific actions required in case of fire □ sites and surrounding areas, eg premises, associated environment

Learning outcomes	Assessment criteria		Unit amplification
	1.5	explain the implications for short and long-term management of risks in a situation of construction, alteration or demolition	□ implications, eg consequences, resulting relationship □ management of risk, eg cost benefits of removal of hazards, introduction of control measures, ongoing review of control measures, compared to timescales involved
	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	□ effective working with other partners to access sources of specialist advice, eg joint meetings with architects, local authority building control, owners, builders □ specialist advice, eg fire safety engineers, consultants, construction specialists
	1.7	summarise the legislative framework and mechanisms of enforcement in premises under construction, alteration or demolition whether occupied or unoccupied	□ legislative framework and subsequent updates, eg Regulatory Reform (Fire Safety) Order 2005 □ mechanisms of enforcement, eg local non-conformity requests, legal prosecution
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	□ evaluation skills, eg gathering information, analysis of information, decision making based on the analysis □ chosen methodologies, eg practices and procedures (mechanical testing, computer modelling) □ working context, size and nature of the premises, eg industrial, office, accommodation, number of occupants, floor space, above or below ground level, surrounding areas

Learning outcomes			Assessment criteria	Unit amplification
		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	□ how to determine the sufficiency of chosen methodology, eg practices and procedures (mechanical testing, computer modelling) □ actual and potential, eg existing, pre-planned, unknown □ risks associated with construction, demolition or alteration, eg likelihood of ignition, likelihood to cause harm through the release of toxic fumes and/or excessive heat, likelihood of fire spread
		2.3	liaise with other agencies to advise on the choice of methodology to assist with future action	□ other agencies, eg local authority building control, local authority fire service □ advising style, eg informal, formal, legal □ choice of methodology, eg practices and procedures (mechanical testing, computer modelling) □ future action, eg changes to plans, changes to building materials and substances, removal of hazards, introduction of control measures
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	□ generate options, eg produce plans, suggest alterations, specialist equipment, prescribe actions to be taken by personnel in the event of a fire □ prevent incidents in premises, eg stop fires starting, contain fire spread, contain hazardous materials appropriately □ control risks, eg construction, equipment and actions used to prevent or reduce the likelihood of hazards causing a dangerous occurrence and the impact that it would have

Learning outcomes		Assessment criteria		Unit amplification
		3.2	provide advice on the optimum options for controlling risk, ensuring that protection of people, property and the environment are the main considerations	□ advising style, eg informal, formal, legal □ optimum options, eg cost vs benefit, best to minimise risk, best to maximise the control of risk □ controlling risk, eg remove hazard, reduce risk (eg through specialist construction engineering, fire prevention equipment, specific actions required in case of fire) □ environment, eg built, natural, surrounding area of premises
		3.3	provide advice on the implications of implementing inadequate control measures and the consequences of such decisions	□ advising style, eg informal, formal, legal □ implications and consequences, eg legal action, limitations of use of building, limitations of occupancy
4	Be able to advise on controls to manage fire risks in the vicinity of premises under construction, demolition and alteration	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	□ how to evaluate the area, eg information gathering requirements, analysing information and data, using information and data to assess and make judgements □ affected by incident, eg suffering from fire spread, fire and heat damage, risk of collapse, pollution
		4.2	estimate potential detrimental effects of outbreak of fire or related incident on the area within scope	□ how to estimate, eg calculate, quote □ detrimental effects, eg fire spread, fire and heat damage, risk of collapse, pollution, potential loss of life, cause of injury, loss of business continuity, need for evacuation □ area within scope, eg within range to be affected by incident

Learning outcomes	Assessment criteria		Unit amplification
	4.3	prioritise critical risks to the defined area, including those affecting people, property and the environment	□ how to prioritise critical risks, eg in terms of likelihood to cause death, major injury, minor injury, loss of premises and environmental damage □ critical risks, eg measure of the likelihood of death or serious injury (high severity) from particular hazards involved
	4.4	generate options for measures to prevent, contain and control identified risks and to minimise possible harmful effects of incidents	□ generate options, eg produce plans, suggest alterations, equipment, actions □ prevent, contain and control, eg stop fires starting, contain fire spread in the vicinity of premises □ identified risks, eg likelihood of death, serious injury, loss of premises, environmental damage □ possible harmful effects, eg fire spread, fire and heat damage, risk of collapse, pollution, potential loss of life or injury
	4.5	provide advice on optimum control measures to be implemented and the implications and consequences of failing to comply with such requirements	□ advising style, eg informal, formal, legal □ optimum control measures, eg removal of hazard, specialist construction engineering, fire prevention equipment, specific actions required in case of fire □ implications and consequences, eg possibility of legal action, limitations of use of building, limitations of occupancy

Information for tutors

Delivery

When delivering the unit, centres must ensure that learners are given input on the unit amplification. Where legislation has been indicated, it is assumed that any subsequent legislation introduced that supersedes what is listed will be delivered and assessed.

When planning the delivery for learning outcome 1, centres will need to ensure learners have access to various case studies showing the difference between hazards and risks in relation to structures undergoing construction, alteration or demolition. Delivery will require theoretical input supported by role play, case study analysis or a desktop scenario to enable learners to apply their knowledge in a realistic scenario. They will need to consider the risks of using some substances and materials and the effects an incident may have on the structure and surrounding area. Once the knowledge of hazard, risk and control has been established, learners will be able to apply this to the legislative framework in place and also consider specialist advice sources and the inter-agency working that may be required.

Learning outcome 2 relates to the assessment of risk in these scenarios. It is important that the centre provides learners with sufficient theoretical knowledge of risk assessment methodology and details of agencies available to advise on risk assessment at the start of the delivery of this outcome. This learning outcome will be enhanced through the use of case study analysis to enable learners to apply their knowledge.

Learning outcome 3 requires learners to apply the knowledge attained in learning outcomes 1 and 2. It is important that the centre and learners are clear that the focus of this learning outcome is on the management of fire risk **in** premises under construction, demolition and alteration. The use of role play or a desktop scenario involving different incidents will allow learners to consider the appropriateness of different styles in different situations.

The delivery of learning outcome 4 may be very similar in style to that of learning outcome 3, but the centre and learners must be clear that the focus of the learning outcome is on the management of fire risks **in the vicinity** of premises under construction, demolition and alteration. Again, learners must be provided with the theoretical knowledge before using a case study or desktop scenarios to apply it.

Assessment

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.

The centre will devise assessments and undertake the assessment of learners.

For AC1.1, it is important that learners are able to distinguish between critical hazards and risks. They must identify the difference and give examples from relevant incidents or case studies. Evidence here should be more than a description and should set out in detail the meaning of the critical hazards and risks, with reasons and examples.

For AC1.2 learners then need to summarise the specific risks posed by substances and materials used. This summary should be more than a list, and should include a brief summary of the main points relating to the substances and the essential features of the risks they may pose.

AC1.3 could be assessed using a case study analysis or role-play exercise in which learners are given a number of incidents and asked to explain the effects the incidents may have on the structure and surrounding areas. Learners must provide more than a simple description and should use examples to show their understanding.

Assessment of AC1.4 may be linked to that of AC1.3, as learners could use the same role play or case study exercise to explain the control methods applicable to the incident. Verbal explanation would be appropriate here, but this would need to be supported with witness testimony or an observation record.

As learners move on to AC1.5 and 1.6, they may review the incidents used and explain the implications for both short and long-term management of risks in these situations, and show how they would work with other partners.

AC1.7 requires learners to summarise the legislative framework in place at the time of assessment, including how this is enforced. The assessment of these criteria could be in a follow-up activity to the practical assessment used for AC1.3 and 1.4.

Assessment for learning outcome 2 may be based around a given case study, role play or desktop scenario. Any chosen exercise must be sufficiently detailed to allow learners to fully meet the requirements of the outcome. AC2.1 and 2.2 requires learners to evaluate the methodology chosen to assess hazards and risks in the given scenario. This will require learners to review the information and then bring it together to form a conclusion and provide evidence for each of their views or statements. Once their evaluation is complete, learners will then be required to confirm the sufficiency of the chosen methodology. It is important that learners relate the chosen methodology to the complexity of the incident and show why other methods would not be as suitable.

AC2.3 relates to inter-agency working and how learners would liaise with other agencies to advise of the choice of methodology. Here learners should show which agencies they would liaise with and how they may use different advising styles for different incidents and situations. Learners should focus evidence on future action rather than past practice.

Assessment of learning outcome 3 may be a practical assessment which allows the learners to apply their knowledge. Evidence could be in the form of preparation notes or presentation slides or in written format, as a report or open book timed assessment. It is important that the evidence produced for this learning outcome focuses on providing advice on controls to manage fire risks in premises under construction, demolition and alteration. AC3.1 requires learners to show how they have considered the options available to them to prevent incidents and to control risks, including the selection of appropriate options and the rejection of those considered not appropriate.

For AC3.2 they need to give advice on the optimum options for controlling risks. Once options have been generated and explained, learners need to give advice on the implications and possible consequences of implementing inadequate control methods.

Learning outcome 4 requires learners to advise on controls to manage fire risks in the vicinity of premises under construction, demolition and alteration, and it is important that the evidence here demonstrates the difference in advice from that

provided for learning outcome 3. The centre may use practical assessment in the form of role play, desktop scenario or case study analysis to allow learners to demonstrate their knowledge, or alternatively use more formal written assessment to gather evidence for this.

To meet AC4.1 learners need to provide evidence of evaluating the area where the incident has taken place.

To achieve AC4.2 learners must estimate the effects of outbreak of fire to achieve, showing how they have estimated this. This evidence must be within the scope of the incident.

For AC4.3 learners need to prioritise critical risks, showing how they have assessed the likelihood to cause harm.

Learners will then be able to produce evidence for AC4.4 by generating options for control methods to prevent, contain and control the risks identified. This may be through the production of a formal risk assessment report, which can then be presented to provide advice on optimum control measures and the consequences of failing to comply with legal requirements, for AC4.5.

Indicative resource materials

Textbooks

HSE — *Health and Safety in Construction (HSG 150), Third Edition* (HSE Books, 2006) ISBN 9780717661824

Documents

Construction (Design And Management) Regulations 2007	www.legislation.gov.uk/uksi/2007/320/pdfs/uksi_20070320_en.pdf
Control of Major Accident Hazards Regulations 1999	www.legislation.gov.uk/uksi/1999/743/contents/made
Fire Safety in Construction (HSG 168, 2010)	www.hse.gov.uk/pubns/priced/hsg168.pdf
Health and Safety at Work Act 1974	www.legislation.gov.uk/ukpga/1974/37/pdfs/ukpga_19740037_en.pdf
Management of Health and Safety at Work Regulations 1999	www.legislation.gov.uk/uksi/1999/3242/pdfs/uksi_19993242_en.pdf
Regulatory Reform (Fire Safety) Order 2005	www.legislation.gov.uk/uksi/2005/1541/contents/made

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

Unit reference number: T/503/3421

Level: 4

Credit value: 3

Guided learning hours: 21

Unit aim

This unit is about the preparation and presentation of evidence for court and other hearings. Learners 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.

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.

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

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand requirements for preparing and presenting evidence in court and other formal proceedings in relation to fire safety matters	1.1	explain legal powers and enforcement duties under fire safety legislation	□ legal powers, eg to legally prosecute, to restrict use, to stop operations □ enforcement duties, eg serving of enforcement notices □ fire safety legislation and subsequent updates, eg Fire and Rescue Services Act (2004), Regulatory Reform (Fire Safety) Order 2005
		1.2	summarise how to give evidence in a court or hearing with reference to notes and supporting materials	□ give evidence, eg verbally, as a report, presentation of material evidence (such as photographs) □ notes and supporting material, eg presentation and preparation, contemporaneous notes, reports, meeting minutes, plans, photographs
		1.3	explain the process for giving evidence in court and other formal hearings	□ give evidence, eg verbally, as a report, material evidence such as photographs and its preparation
		1.4	explain circumstances in which evidence of opinion can be provided	□ evidence of opinion, eg thoughts, beliefs and inferences about factual evidence □ circumstances in which it can be provided, eg as an expert witness
		1.5	explain the importance of maintaining control and composure under cross-examination	□ control and composure, eg professional language, tone, use of words, behaviour, attitude □ cross-examination, eg interrogation as a witness by the opposing side in the proceedings

Learning outcomes	Assessment criteria		Unit amplification
	1.6	explain the permitted liaison with victims, witnesses and defendants	□ permitted liaison, eg allowed contact (dependent on legal status and availability), conversations, meetings
	1.7	clarify what constitutes a breach of court protocol or procedure and to whom any breaches should be reported	□ breach of court protocol or procedure, eg failure to abide by the internal rules of the court, giving false evidence, mistreatment of contemporaneous notes □ to whom any breaches should be reported, eg associated legal team, clerk of the court, judge
	1.8	clarify the roles and responsibilities of self and others within the context of court and formal proceedings	□ roles and responsibilities, eg judge, clerk, officials, defence, prosecution, barrister, witness, defendant
2 Be able to prepare evidence and reports relating to fire safety for court and other formal proceedings	2.1	submit reports and evidence that demonstrate there is a case to answer	□ reports and evidence, eg formal reports, minutes of meetings, photographs, plans □ demonstrate a case, eg show breaches in fire safety legislation
	2.2	make available evidence and exhibits within own area of responsibility, taking steps to ensure their continuity and integrity	□ evidence and exhibits, eg formal reports, minutes of meetings, contemporaneous notes, photographs, plans □ own area of responsibility, eg role responsibilities of fire safety advisors, inspectors, enforcement officers □ ensure continuity and integrity, eg make sure all legal procedures and requirements are adhered to, ensure validity, accuracy, reliability, consistency and sufficiency
	2.3	prepare own evidence, notes and materials in advance of any hearing	□ evidence, notes and materials, eg formal reports, minutes of meetings, contemporaneous notes, photographs, plans

Learning outcomes		Assessment criteria		Unit amplification
		2.4	communicate with relevant departments to enable a consistent approach	□ communicate, eg verbally, in writing, formally, informally □ relevant departments, eg local authority building control, local authority, solicitors
		2.5	inform responsible persons of actions taken	□ responsible person, eg solicitor, line manager, legal representative □ how to inform responsible persons, eg ensuring a relevant audit trail is established regarding all correspondence
		2.6	clarify the purpose, scope and expectation of own attendance at any hearing	□ purpose, scope and expectation, eg reason for being there, role and responsibilities, required information □ how to clarify, eg seek clarification from own organisation, legal representatives
3	Be able to present evidence relating to fire safety to court and other formal proceedings	3.1	arrive at the venue on time with the required documentation	□ venue, eg court room, hearing □ required documentation, eg evidence, identification
		3.2	conform to acceptable professional standards of behaviour and appearance	□ acceptable professional standards, eg dress/uniform, organisational policy and procedure
		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	□ deliver evidence and responses, eg verbally, in writing, as a product, formally □ rules of evidence and procedures of the venue, eg make sure all legal requirements are adhered to, ensuring validity, accuracy, reliability, consistency and sufficiency

Learning outcomes	Assessment criteria		Unit amplification
	3.4	provide verbal evidence which is consistent with any written evidence provided	☐ written evidence, eg reports, minutes of meetings, contemporaneous notes ☐ verbal evidence requirements, eg pace, clarity, tone, use of technical terminology, understanding of giving expert opinion
	3.5	respond to all directions of the court or proceeding promptly	☐ directions, eg verbal, written, formal, informal ☐ promptly, eg within the requirements of the directions given/provided

Information for tutors

Delivery

When delivering the unit, centres must ensure that learners are given input on the unit amplification. Where legislation has been indicated, it is assumed that any subsequent legislation introduced that supersedes what is listed will be delivered and assessed.

It is important that the unit is delivered sequentially, moving from learning outcome 1, which develops the underpinning knowledge, to learning outcome 2 which prepares practical applications, and then learning outcome 3 which focuses on practical application to relevant scenarios.

When delivering learning outcome 1 the centre must ensure that there is opportunity to develop learners' theoretical knowledge of the legal powers and enforcement duties that exist under the fire and safety legislation as indicated in the unit amplification. Role play and case study analysis would enhance the delivery of this unit and prepare learners for assessment. Through this form of delivery, it is possible to use formative assessment to ensure that learners are fully prepared and have a comprehensive understanding of the requirements for preparing and presenting evidence.

When delivering learning outcome 2 the centre will need to provide scenarios or case studies that learners can use to prepare evidence and reports for court proceedings. A review of factual cases or fictional scenarios that allow learners to demonstrate their understanding of the requirements of the reports would be useful. The importance of gathering evidence using suitable methods should be reinforced and it is important that learners be given the opportunity to understand the implications of not preparing the evidence appropriately.

For learning outcome 3 learners should be provided with case studies and role play opportunities as formative activities to develop the skills required for this learning outcome. The skills development should be related to vocational scenarios.

Assessment

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.

The centre will devise assessments and undertake the assessment of learners.

For AC1.1 learners must explain both the legal powers and the enforcement duties that are encompassed by fire safety legislation. The evidence should contain more detail than a description; it is expected that learners will set out in detail the powers and duties, with reasons why they are there and appropriate examples.

For AC1.2 learners need to examine a range of methods that can be used to give evidence, as indicated in the unit amplification. Assessment may be presented in a number of formats including written evidence, leaflet or verbal presentation. Learners must also show how referring to notes and supporting materials can assist when giving evidence.

AC1.3 requires learners to fully explain the process for giving evidence. Their evidence should outline the process, and explain each stage and why it exists in relation to the evidence delivery.

For AC1.4, learners must fully explain the circumstances in which evidence of opinion can be provided. This may take the form of a written response to a scenario based question, or a verbal explanation as part of a role play.

To achieve AC1.5, learners should explain why it is important to maintain control and composure under cross-examination, and what the consequences may be if they do not do this.

AC1.6 requires learners to explain when liaison with victims, witnesses and defendants is permitted. Evidence should cover contact that is both formal and informal, verbal and otherwise.

Evidence for AC1.7 should show what constitutes a breach of court protocol or procedure and what happens if they are not followed. They should also clarify who should be informed of any breaches, such as those given as examples in the unit amplification.

AC1.8 requires learners to clarify their roles and responsibilities, and those of others within the context of court and formal proceedings. Evidence may be produced in a written format, via a poster or leaflet or through a verbal presentation.

Learning outcome 2 requires learners to prepare evidence and reports on fire safety for court and other formal proceedings. AC2.1 requires learners to prepare and submit reports and evidence that shows there is a case to answer.

Once this has been completed AC2.2 requires learners to prepare and make available evidence and exhibits in relation to the case. It is important that learners show how they would take steps to ensure continuity and integrity of the evidence.

AC2.3 can be achieved through the submission of prepared written notes to support the delivery of evidence at a hearing. These notes should contain sufficient information to assist in the presentation of evidence.

Evidence for AC2.4, 2.5 and 2.6 may be gathered through a role play or desktop scenario. AC2.4 amplification establishes that communication can be made both verbally and in writing with relevant departments involved in the scenario. To ensure consistency in learners' approach, both methods of communication should be demonstrated.

AC2.5 requires learners to identify the responsible person and then inform them of actions taken in the scenario, providing evidence of how the audit trail in relation to correspondence is established.

For AC2.6 learners need to provide information in relation to their purpose, scope and expectations when attending the hearing in the scenario, showing whom they would seek clarification from, and how to do this.

Assessment of learning outcome 3 can be undertaken through a formal role play or other desktop scenario where learners have to participate in a simulated hearing. This will allow evidence to be generated effectively. Evidence to meet the assessment criteria may be in the form of observation records supported by learner notes.

When preparing the evidence to support the awarding of AC3.1, assessors must be confident that learners have arrived at the court or other formal proceedings scenario on time, and has the required documentation to give evidence.

AC3.2 requires learners to display the expected professional manner in relation to their appearance and behaviour during the scenario. They should be smartly presented during the scenario assessment. Learners must provide verbal evidence that is consistent with the written reports provided for learning outcome 2, and the evidence must be given in a truthful and objective manner. Learners must be concise in their responses and should show that they understand the rules of evidence. This will then provide the required evidence for AC3.3 and 3.4. For AC3.5 learners need to respond promptly to court directions.

Indicative resource materials

Documents

Better Regulation Executive: Reducing Regulation Made Simple	www.bis.gov.uk/assets/biscore/better-regulation/docs/r/10-1155-reducing-regulation-made-simple.pdf
Chief Fire Officers Association guidance documents	www.cfoa.org.uk/10039
Criminal Procedure and Investigations Act 1996 (CPIA)	www.legislation.gov.uk/uksi/2011/209/pdfs/uksi_20110209_en.pdf
Enforcement Concordat: Good Practice Guide for England and Wales	www.berr.gov.uk/files/file10150.pdf
Human Rights Act 1998	www.legislation.gov.uk/ukpga/1998/42/contents
Regulation of Investigatory Powers Act (RIPA) 2000	www.legislation.gov.uk/ukpga/2000/23/pdfs/ukpga_20000023_en.pdf
Regulatory Reform (Fire Safety) Order 2005	www.legislation.gov.uk/uksi/2005/1541/contents/made
Police and Criminal Evidence Act 1984 and the Codes of Practice (PACE)	www.legislation.gov.uk/uksi/2008/3146/pdfs/uksi_20083146_en.pdf
Public Interest Disclosure Act 1998 (Whistleblowing)	www.parliament.uk/briefing-papers/SN00248.pdf

Unit 17: Draft statutory enforceable documents for the purposes of fire safety regulation

Unit reference number: L/503/3604

Level: 4

Credit value: 3

Guided learning hours: 7

Unit aim

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

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.

NB: 'Requirements' specified in learning outcome 1 relate to a general term used to encompass learners' 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.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand requirements for drafting statutory enforceable documents for the purposes of fire safety regulation	1.1	summarise the policies and priorities of the regulatory authority in relation to the drafting of statutory enforceable documents	☐ regulatory authority policies and priorities, eg local authority fire service, local authority building control, Department of Communities and Local Government ☐ statutory enforcement documents, eg non-compliance enforcement notices, local fire authority specific enforcement notices
		1.2	explain the application of fire safety legislation in relation to the drafting of statutory enforceable documents	☐ fire safety legislation and subsequent updates, eg Regulatory Reform (Fire Safety) Order 2005 ☐ statutory enforcement documents, eg non-compliance enforcement notices, local fire authority specific enforcement notices
		1.3	explain the relationship between the principal statutory provisions	☐ principal statutory provisions and subsequent updates, eg Fire and Rescue Services Act (2004), Regulatory Reform (Fire Safety) Order 2005, Human Rights Act 1998, Police and Criminal Evidence Act 1984 (PACE)
		1.4	clarify how the various types of statutory notices, licences and approvals may be used by regulators to achieve desired outcomes	☐ types of statutory notices, licences and approvals, eg as indicated in Regulatory Reform (Fire Safety) Order 2005, Chief Fire Officers Association (CFOA) guidance documents ☐ regulators, eg local authority fire and rescue services, local authority building control ☐ desired outcomes, eg upholding law and other statutory provisions, prevention of fire incidents

Learning outcomes		Assessment criteria		Unit amplification
		1.5	summarise the application of formal and informal enforcement actions in accordance with the regulatory authority's policies and procedures	□ application of enforcement actions, eg legal procedures □ formal and informal, eg advisory, required actions □ regulatory authority's policies and procedures, eg local authority fire and rescue services, local authority building control
		1.6	explain the requirements for drafting clear, accurate and enforceable notices	□ requirements of enforceable notices, eg as indicated in Regulatory Reform (Fire Safety) Order 2005, Chief Fire Officers Association (CFOA) guidance documents
		1.7	explain the process for withdrawing or extending notices	□ as indicated in Regulatory Reform (Fire Safety) Order 2005 and Chief Fire Officers Association (CFOA) guidance documents
2	Be able to draft statutory enforceable documents	2.1	identify the legal title of those to whom the document(s) are to be addressed	□ legal title, eg clear and enforceable title representing legal ownership of an asset or property
		2.2	confirm the reason(s) for drafting the notice	□ reason(s) for drafting the notice, eg legal requirements, advisory, formal, informal
		2.3	decide upon the type, content, compliance date and any conditions (schedule) of the notice to be issued	□ type of notice to be issued, eg informal, formal, advisory, action requirements, legally enforceable
		2.4	produce statutory enforceable documents which are clear and accurate in all respects	□ statutory enforceable documents, eg as indicated in Regulatory Reform (Fire Safety) Order 2005, and Chief Fire Officers Association (CFOA) guidance documents
		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	□ how to confirm, eg verbally (professional discussion), in writing with an audit trail, consulting a subject matter expert □ practical to enforce, eg cost effective, specific, with reasonable timeframes

Learning outcomes	Assessment criteria		Unit amplification
	2.6	confirm the understanding of the requirements of the notice with those serving the notice	□ how to confirm understanding, eg through training sessions, verbally (professional discussion), in writing with an audit trail □ those serving the notice, eg fire safety officers, auditors, inspectors

Information for tutors

Delivery

When delivering the unit, centres must ensure that learners are given input on the unit amplification. Where legislation has been indicated, it is assumed that any subsequent legislation introduced that supersedes what is listed will be delivered and assessed.

It is important that the unit is delivered sequentially, moving from learning outcome 1, which develops the underpinning knowledge, to learning outcome 2 which allows practical application to relevant scenarios.

When planning the delivery of learning outcome 1, the centre should ensure that learners have access to a range of case study and exemplar material which will allow them to develop an understanding of the types of documents that will need to be prepared as part of the assessment of the outcome. It is advisable to show examples of good practice, but also examples where practice could be improved to show learners the impact of policies and other enforceable documents when they are and are not prepared well. Learning in this unit may link to other units in the qualification, especially in relation to fire safety legislation and statutory requirements. When moving through the outcome, the centre may use case study analysis as an effective form of delivery, to show learners how the documentation can assist the enforcement of fire safety legislation, and how this is important when enforcing actions in both formal and informal situations.

Delivery of learning outcome 2 would be enhanced through role-play scenarios and other desktop scenarios which provide learners with formative exercises to practically apply their learning from the previous learning outcome. Learners should be given the opportunity to apply their learning in a range of scenarios, to develop their understanding of why statutory enforceable documents are required and how they are prepared in different scenarios.

Assessment

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.

The centre will devise assessments and undertake the assessment of learners.

When assessing AC1.1 the assessor must ensure that learners have summarised the policies and priorities of the regulatory authority as indicated in the unit amplification. This summary should articulate briefly the main points or essential features of these policies. All evidence should relate back to the drafting of statutory enforceable documents.

AC1.2 requires learners to explain how the fire safety legislation should be applied to the drafting of statutory enforceable documents. This explanation should be more detailed than a description or list, so it should use an example to show what they mean. Learners may start by introducing the topic then give the 'how' or 'why' fire safety legislation relates to the drafting of statutory enforceable documents.

AC1.3 requires learners to show how the various statutory provisions, as indicated in the unit amplification, relate to each other. It is important, where legislation is indicated, that the most up-to-date legislation is delivered and assessed.

AC1.4 requires learners to clarify how the various types of statutory notices, licences and approvals may be used by regulators to achieve desired outcomes. This will require them to provide evidence in relation to a range of documents, giving examples of how each may achieve an outcome and why this is selected above others.

For AC1.5 learners need to provide a summary of how and where both formal and informal enforcement actions may be applied. This summary should show how each action is in accordance with the regulatory authority's policies and procedures. This evidence may be linked to the evidence provided for AC1.1.

AC1.6 requires learners to explain the requirements for drafting enforceable notices. This evidence should be more comprehensive than a description of requirements, and should use examples to exemplify the requirements for drafting of enforceable notices.

To achieve AC1.7 learners must show that they fully understand the process of withdrawing or extending notices. They need to explain why notices may be withdrawn or extended, and how this is done. All evidence should relate to the guidance documents indicated in the unit amplification, or any subsequent guidance that supersedes what is listed.

Learning outcome 2 requires learners to draft statutory enforceable documents. Assessment may be undertaken in relation to a given scenario or desktop scenario, requiring learners to apply the knowledge gained in learning outcome 1. For AC2.1 learners need to identify the correct legal title of those to whom the document(s) are to be addressed.

Evidence for AC2.2 must show the reasons for the notice, including reference to appropriate legal requirements, whether the notice is formal or informal, mandatory or advisory.

AC2.3 requires learners to consider the given scenario, and to decide accurately upon the type of notice, its content, the compliance date and conditions of the notice. These should be clearly identified and justified as part of the evidence.

Evidence for AC2.4 should take the form of a formal written statutory enforceable document which is clear and accurate in respect of identified legislation, or any subsequent legislation that supersedes what is listed. Evidence for AC2.5 and 2.6 may be gathered as a result of a role-play activity, whereby learners discuss the notice(s) drafted for AC2.4, therefore being able to confirm that the action required will enable compliance with legislation and control the risk. For AC2.5 it must be clear that any actions are practical to enforce in the event of non-compliance. AC2.6 requires learners to confirm that the requirements of the notice are fully understood by those serving the notice. Evidence for AC2.5 and 2.6 may be in the form of observation records supported by learner notes.

Indicative resource materials

Documents

Better Regulation Executive: Reducing Regulation Made Simple	www.bis.gov.uk/assets/biscore/better-regulation/docs/r/10-1155-reducing-regulation-made-simple.pdf
Chief Fire Officers Association guidance documents	www.cfoa.org.uk/10039
Enforcement Concordat: Good Practice Guide for England and Wales	www.berr.gov.uk/files/file10150.pdf
Equality Act 2010	www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga_20100015_en.pdf
Human Rights Act 1998	www.legislation.gov.uk/ukpga/1998/42/contents
Police and Criminal Evidence Act 1984 (PACE)	www.legislation.gov.uk/ukpga/1984/60/contents
Regulatory Reform (Fire Safety) Order 2005	www.legislation.gov.uk/uksi/2005/1541/contents/made

Indicative resource materials

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

Unit reference number: F/503/3597

Level: 4

Credit value: 3

Guided learning hours: 7

Unit aim

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

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.

NB: 'Requirements' specified in learning outcome 1 relate to a general term used to encompass learners' 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.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand requirements for serving statutory enforceable documents for the purposes of fire safety regulation	1.1	explain the aims and objectives of the regulatory authority	□ aims and objectives, eg shared vision, required outcomes □ regulatory authority, eg local authority fire and rescue services, local authority building control
		1.2	explain the regulatory authority policy on the process of issuing notices	□ regulatory authority issuing policies, eg local authority fire and rescue services, local authority building control
		1.3	explain the circumstances in which notices can be issued	□ circumstances, eg where non-conformity to regulations is found, where legal requirements are not being met, where required information is not available
		1.4	clarify how statutory enforceable documents must be served to meet legal requirements	□ statutory enforceable documents, eg as indicated in Regulatory Reform (Fire Safety) Order 2005, Chief Fire Officers Association (CFOA) guidance documents □ legal requirements, eg within specific timeframes, in a specific format, to the correct legal title holder
		1.5	explain the use of statutory enforceable documents by regulators to achieve desired outcomes	□ statutory enforceable documents, eg as indicated in Regulatory Reform (Fire Safety) Order 2005, Chief Fire Officers Association (CFOA) guidance documents □ regulators, eg local authority fire and rescue services, local authority building control □ desired outcomes, eg compliance with legal requirements, provision of adequate fire safety control measures

Learning outcomes		Assessment criteria		Unit amplification
2	Be able to serve statutory enforceable documents	2.1	confirm own understanding of the requirements of the notice	□ requirements of notice, eg actions and recommendations, specific details of required improvements, timeframes, potential consequences of non-compliance with notice
		2.2	serve the notice correctly in accordance with legislative requirements	□ serving the notice, eg by post, by hand, by third party □ legislative requirements, eg within specific timeframes, specific format requirements, to the correct legal title holder
		2.3	inform the recipient of the appeals procedure and process, and receive the necessary appeal documentation	□ inform, eg verbally, in writing, formally in accordance with legal requirements of notice □ appeals procedure, eg dispute and/or challenge the contents of the statutory enforceable documents, where appeals documentation may be obtained
		2.4	share relevant information with people within own organisation and any other relevant statutory enforcing authority(s)	□ sharing relevant information, eg verbally, in writing, formally, informally, format supporting effective receipt of required information □ other relevant statutory enforcing authority(s), eg other local authority fire and rescue services, local authority building control

Information for tutors

Delivery

When delivering the unit, centres must ensure that learners are given input on the unit amplification. Where legislation has been indicated, it is assumed that any subsequent legislation introduced that supersedes what is listed will be delivered and assessed.

It is important that the unit is delivered sequentially, moving from learning outcome 1, which develops the underpinning knowledge, to learning outcome 2 which allows practical application to relevant scenarios.

It is advisable when planning the delivery of this unit that it is delivered after unit 17, which will allow learners to develop knowledge of the drafting of these documents, and their requirements.

When delivering learning outcome 1, the centre should enable learners to develop the theoretical knowledge in relation to serving statutory enforceable documents for the purposes of fire safety regulation. Learners may be given access to a range of different documents to consider, therefore developing the knowledge and understanding of the requirements of each. Delivery should focus on the regulatory authorities that can issue notices and the circumstance in which notices can be issued. Legal requirements in relation to serving statutory enforceable documents for the purposes of fire safety regulation should be clearly investigated.

Delivery of learning outcome 2 would be enhanced through the use of case study analysis and role play or other desktop scenarios to allow practical application of knowledge gained in learning outcome 1. Through the use of formative activities such as this, learners can develop the skills required to successfully achieve the assessment of this outcome. By exposing learners to a range of scenarios, they will be able to develop their understanding and skills, and also the ability to transfer these skills to different scenarios effectively.

Assessment

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.

The centre will devise assessments and undertake the assessment of learners.

Evidence for learning outcome 1 may take a written format. AC1.1 requires learners to explain the aims and objectives of the regulatory authority. This should not just be a list or description, but should provide detail as to why these aims and objectives exist, with appropriate examples to illustrate this.

AC1.2 takes this further with learners required to explain the policy of the regulatory authority in relation to the process of issuing notices. The process should be explained using examples to show why each stage is in place.

For AC1.3 learners need to provide a number of examples showing a range of circumstances in which notices can be issued and the reasons for issuing the notice.

AC1.4 requires learners to show understanding of how statutory enforceable documents must be served to meet legal requirements. Assessors should ensure that links to the legal requirements indicated in the unit amplification are fully covered, and also ensure that where legislation is indicated, it is assumed that any subsequent legislation introduced that supersedes what is listed will be assessed.

For AC1.5 learners should explain how and why statutory enforceable documents are used by regulators to achieve desired outcomes, using a range of examples to support the findings.

Assessment of learning outcome 2 may be undertaken through a role play or other practical scenario based assessment. The intention of this outcome is that learners practically apply the knowledge and skills developed during the study of this unit to a realistic scenario. Evidence for this outcome may be in the form of observation records supported by learner notes.

AC2.1 requires learners to confirm that they understand the requirements of the notice to be served, including timeframes and necessary improvements.

For AC2.2 they need to serve the notice correctly in a role-play scenario, to show that they have complied with the legislative requirements.

To achieve AC2.3 learners must inform the recipient, either verbally or in writing, of the appeals procedure and process, including where necessary documentation may be obtained.

AC2.4 requires learners to share relevant information with people in their own organisation and any other relevant authority. Evidence should show how they identify what the relevant information is, and who they would share this with.

Indicative resource materials

Documents

Better Regulation Executive: Reducing Regulation Made Simple	www.bis.gov.uk/assets/biscore/better-regulation/docs/r/10-1155-reducing-regulation-made-simple.pdf
Chief Fire Officers Association guidance documents	www.cfoa.org.uk/10039
Criminal Procedure and Investigations Act 1996 (CPIA)	www.legislation.gov.uk/uksi/2011/209/pdfs/uksi_20110209_en.pdf
Enforcement Concordat: Good Practice Guide for England and Wales	www.berr.gov.uk/files/file10150.pdf
Equality Act 2010	www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga_20100015_en.pdf
Human Rights Act 1998	www.legislation.gov.uk/ukpga/1998/42/contents
Police and Criminal Evidence Act 1984 and the Codes of Practice (PACE)	www.legislation.gov.uk/ukpga/1984/60/contents
Public Interest Disclosure Act 1998 (Whistleblowing)	www.parliament.uk/briefing-papers/SN00248.pdf

| Regulation of Investigatory Powers Act (RIPA) 2000 | www.legislation.gov.uk/ukpga/2000/23/pdfs/ukpga_20000023_en.pdf |
| Regulatory Reform (Fire Safety) Order 2005 | www.legislation.gov.uk/uksi/2005/1541/contents/made |

13 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html

- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties – Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications (Joint Council for Qualifications (JCQ))*

- *Equality Policy (Pearson)*

- *Recognition of Prior Learning Policy and Process (Pearson)*

- *UK Information Manual (Pearson)*

- *UK Quality Vocational Assurance Handbook (Pearson).*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are available on our website at qualifications.pearson.com

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to qualifications.pearson.com

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources, and, if they are successful, we will list their BTEC resources on our website, qualifications.pearson.com

14 Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website: qualifications.pearson.com

The support we offer focuses on a range of issues, such as:

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

The national programme of training we offer is on our website at: qualifications.pearson.com. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

BTEC training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit: qualifications.pearson.com

Your Pearson support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson support team to help you whenever – and however – you need:

- Subject Advisors: find out more about our subject advisor team – immediate, reliable support from a fellow subject expert
- Ask the Expert: submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.

Please visit, qualifications.pearson.com/en/support/contact-us.html

Annexe A

Mapping with National Occupational Standards

The grid below maps the knowledge covered in the Pearson Edexcel Levels 3 and 4 Specialist qualifications in Fire Safety against the underpinning knowledge of the National Occupational Standards in Fire Safety. Centres can use this mapping when planning holistic delivery and assessment activities.

KEY

\#   indicates partial coverage of knowledge in the NOS unit

A blank space indicates no coverage of the knowledge

NOS	Pearson Specialist units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18
FS1	Identify and report hazards and risks associated with fire	#																	
FS2	Assess risks associated with fire		#						#										
FS3	Ensure measures are in place to protect people from fire			#					#										
FS7	Review matters relating to fire protection systems					#				#									
FS10	Plan and gather evidence for the purpose of fire safety regulation					#													
FS12	Visit premises for the purposes of fire safety regulation						#						#						
FS9	Review safety measures at locations that are regulated and/or licensed											#							
FS6	Review fire safety matters relating to existing or proposed construction													#					
FS4	Work in partnership to minimise risks to the community															#			

NOS	Pearson Specialist units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18
FS5	Support the management of risks at incidents														#				
FS8	Review fire safety matters relating to premises under construction, demolition and alteration															#			
FS11	Prepare and present evidence in court and other formal proceedings in relation to fire safety matters																#		
FS13	Draft statutory enforceable documents for the purposes of fire safety regulation																	#	
FS14	Serve statutory enforceable documents for the purposes of fire safety regulation																		#