



Qualification Specification

# **ProQual Level 4 Certificate in Advanced Fire Risk Assessment (with Colleague Development)**

# ProQual Level 4 Certificate in Advanced Fire Risk Assessment (with Colleague Development)



This qualification is part of ProQual's broad offer of qualifications in the Fire Risk and Management Sector.

To find out more about other qualifications in this, or any other sector, or for our latest fees; check our Fees Schedule via the QR code below:



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### Contents

Contents .....	2
Introduction.....	3
Qualification Profile .....	4
Learner Profile .....	5
Qualification Structure .....	6
Centre Requirements .....	7
Certification .....	8
Assessment Requirements.....	9
Enquiries, Appeals and Adjustments.....	10
Units – Learning Outcomes and Assessment Criteria.....	11
Principles of the Advanced Fire Risk Assessment .....	11
Practice of the Advanced Fire Risk Assessment.....	14
Supporting and Supervising Others Carrying out Fire Risk Assessments.....	18
Appendix One – Command Verb Definitions .....	21

### Introduction

The ProQual Level 4 Certificate in Advanced Fire Risk Assessment (with Colleague Development) provides a nationally recognised qualification for those working the fire risk assessment industry, and who work predominately in high-risk buildings, and who support and supervise the development of other fire risk assessment practitioners. This qualification is based on the skills, knowledge and behaviours outlined in BS 8674 Built Environment - Framework for Competence of Individual Fire Risk Assessors - Code of Practice

The aims of this qualification are:

- To enable those working and supervising others as fire risk assessors, in premises identified as high risk; to demonstrate their competency.
- To provide a mechanism for individuals working as, and supervising other, independent fire risk assessors, in premises identified as high risk; to demonstrate they meet the skills and knowledge requirements set out in BS 8674.
- To enable those working in the fire risk assessment industry to develop and demonstrate their skills.

The awarding body for this qualification is ProQual AB. This qualification has been approved for delivery in England. The regulatory body for this qualification is Ofqual, and this qualification has been accredited onto the Regulated Qualification Framework (RQF) and has been published in Ofqual's Register of Qualifications.

## Qualification Profile

<b>Qualification Title:</b>	ProQual Level 4 Certificate in Advanced Fire Risk Assessment (with Colleague Development)
<b>Qualification Number:</b>	610/4738/7
<b>Level:</b>	4
<b>Total Qualification Time (TQT):</b>	150
<b>Guided Learning Hours (GLH):</b>	120
<b>Credits</b>	15
<b>Assessment:</b>	Pass/Fail
	Internally assessed and verified by centre staff
	External quality assurance by ProQual verifiers
<b>Qualification Start Date:</b>	01/11/2024
<b>Qualification Review Date:</b>	01/11/2027

### Learner Profile

Candidates for this qualification should:

- Hold the ProQual Level 3 Award in Intermediate Fire Risk Assessment

**OR**

- Be able to evidence **at least** three years occupational experience conducting fire risk assessments within premises identified as medium risk.

Centres should perform an initial assessment of candidate knowledge and skills to identify any gaps and to help determine the assessment plan. Candidates must be employed in a role, or enrolled on a training course, that will provide them the opportunity to carry out fire risk assessments in a high-risk building, as well as the supervising and supporting more junior colleagues. Further information is available in the additional assessment information attached to each unit.

Candidates must be at least 18 years old on the day that they are registered with ProQual. Centres are reminded that no assessment activity should take place until a candidate has been registered.

## Qualification Structure

This qualification consists of **three** mandatory units. Candidates must complete all mandatory units to complete this qualification.

Unit Number	Unit Title	Level	TQT	GLH
Mandatory Units – Candidates must complete <b>all</b> units in this group.				
H/651/3220	Principles of the Advanced Fire Risk Assessment	4	40	30
J/651/3221	Practice of the Advanced Fire Risk Assessment	4	80	70
K/651/3222	Supporting and Supervising Others Carrying out Fire Risk Assessments	4	30	20

### Centre Requirements

Centres must be approved to deliver this qualification. If your centre is not approved to deliver this qualification, please complete and submit the **ProQual Additional Qualification Approval Form**.

Materials produced by centres to support candidates should:

- Enable them to track their achievements as they progress through the learning outcomes and assessment criteria.
- Provide information on where ProQual's policies and procedures can be viewed.
- Provide a means of enabling Internal and External Quality Assurance staff to authenticate evidence.

Centres must have the appropriate equipment to enable candidates to carry out the practical requirements of this qualification.



### Certification

Candidates who achieve the requirements for this qualification will be awarded:

- A certificate listing all units achieved, and
- A certificate giving the full qualification title:

### ProQual Level 4 Certificate in Advanced Fire Risk Assessment (with Colleague Development)

#### Claiming certificates

Centres may claim certificates for candidates who have been registered with ProQual and who have successfully achieved the qualification. All certificates will be issued to the centre for successful candidates.

#### Unit certificates

If a candidate does not achieve all the units required for a qualification, the centre may claim a unit certificate for the candidate which will list all of the units achieved.

#### Replacement certificates

If a replacement certificate is required a request must be made to ProQual in writing. Replacement certificates are labelled as such and are only provided when the claim has been authenticated. Refer to the Fee Schedule for details of charges for replacement.

### Assessment Requirements

Each candidate is required to produce a portfolio of evidence which demonstrates their achievement of all the learning outcomes and assessment criteria for each unit.

Evidence can include:

- Observation report by assessor
- Assignments/projects/reports
- Professional discussion
- Witness testimony
- Candidate product
- Worksheets
- Record of oral and written questioning
- Recognition of Prior Learning.

Candidates must demonstrate the level of competence described in the units. Assessment is the process of measuring a candidate's skill, knowledge and understanding against the standards set in the qualification.

Centre staff assessing this qualification must be **occupationally competent** and qualified to make assessment decisions. Assessors who are suitably qualified may hold a qualification such as, but not limited to:

- ProQual Level 3 Certificate in Teaching, Training and Assessment
- ProQual Level 3 Award in Education and Training
- ProQual Level 3 Award in Assessing Competence in the Work Environment
- ProQual Level 3 Award in Assessing Vocational Achievement
- PGCE or BEd with QTS.

Candidate portfolios must be internally verified by centre staff who are **occupationally knowledgeable** and qualified to make quality assurance decisions. Internal verifiers who are suitably qualified may hold a qualification such as:

- ProQual Level 4 Award in the Internal QA of Assessment Processes and Practice.
- ProQual Level 4 Certificate in Leading the Internal QA of Assessment Processes and Practice.

**Occupationally competent** means capable of carrying out the full requirements contained within a unit. **Occupationally knowledgeable** means possessing relevant knowledge and understanding.

## Enquiries, Appeals and Adjustments

Adjustments to standard assessment arrangements are made on the individual needs of candidates. ProQual's Reasonable Adjustments Policy and Special Consideration Policy sets out the steps to follow when implementing reasonable adjustments and special considerations and the service that ProQual provides for some of these arrangements.

Centres should contact ProQual for further information or queries about the contents of the policy.

All enquiries relating to assessment or other decisions should be dealt with by centres, with reference to ProQual's Enquiries and Appeals Procedures.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Principles of the Advanced Fire Risk Assessment			<b>Level:</b>	4
<b>Unit Number:</b>	H/651/3220	<b>TQT:</b>	40	<b>GLH:</b>	30
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>			
1	Understand legislation and guidance relevant to Advanced Fire Risk Assessment.	1.1	Describe the relevant legislative national framework, in relation to fire safety, for the country in which you are carrying out fire risk assessments.		
		1.2	Identify guidance documents that are relevant to the Advanced Fire Risk Assessment.		
		1.3	Explain the purpose of the guidance documents that are relevant to the Advanced Fire Risk Assessment.		
		1.4	Explain the difference between regulation and guidance.		
		1.5	Describe the legal requirements placed on: <ul style="list-style-type: none"> <li>• Responsible persons.</li> <li>• Duty holders.</li> <li>• Relevant regulators.</li> </ul>		
2	Understand the principles of fire risk assessment for high-risk buildings.	2.1	Describe the common causes of fire in various high-risk buildings.		
		2.2	Identify common causes of fire spread in various high-risk buildings.		

2	<i>Continued</i>	2.4	Explain, with examples, the different types of high-risk building.
		2.5	Describe the different types of occupants within high-risk buildings.
		2.6	Explain why it is important to consider human behaviour when conducting a fire risk assessment.
		2.7	Evaluate the fire resisting properties of <b>three</b> types of material used in construction and explain how their use affects the fire safety of a building.
3	Understand the control measures used to reduce the risk of and from fire.	3.1	Identify common fire prevention activities that could be applied to a high-risk building.
		3.2	Identify fire safety management systems that could be appropriate for a high-risk building.
		3.3	Describe the types and purposes of passive fire protection systems that might be present in a high-risk building.
		3.4	Describe the types and purposes of active fire protection systems that might be present in a high-risk building.
4	Understand how to develop and update own knowledge of fire risk assessment.	4.1	Identify sources of information that could be used to reflect on and inform own practice, in relation to the fire risk assessment of high risk buildings.
		4.2	Reflect on own understanding of the professional and ethical standards, including identification of areas for improvement.
		4.3	Describe how areas of weakness, in relation to current knowledge and skills, can be addressed.

4	<i>Continued</i>	4.4	<p>Produce a CPD plan to address current areas of weakness and to ensure own knowledge is kept up to date, including:</p> <ul style="list-style-type: none"> <li>• Identify appropriate CPD activities.</li> <li>• Timescales.</li> <li>• How development of knowledge and practice will be reviewed.</li> </ul>
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### Additional Assessment Information

This unit is **knowledge based**. This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Centres may use the appropriate ProQual Candidate Workbook, or their own, centre devised, assignments.

A high-risk building may be:

- A residential building, where the occupants number more than 50, including those who may be unfamiliar with the layout of the building, or who have impairments that may impact their ability to escape.
- A retail or commercial building that meets one or more of the following:
  - Is occupied by more than 100 members of staff and the public.
  - Is involved in healthcare activities.
  - Has particular heritage properties.
  - Has more than 7 stories above ground level.
  - Has occupied basement levels with no direct egress to ground level.
  - Has abnormal or transient hazards.
  - Is more than 600 square metres.
  - Has internal travel distances of more than 60 metres.
  - Has single stairways.
  - Has complicated exit arrangements.
  - Has combustible or unknown cladding.
  - Lacks active fire protection or other fire mitigating measures.

<b>Title:</b>		Practice of the Advanced Fire Risk Assessment		<b>Level:</b>	4	
<b>Unit Number:</b>		J/651/3221	<b>TQT:</b>	80	<b>GLH:</b>	70
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>				
1	Prepare to carry out a fire risk assessment in a high-risk building.	1.1	Conduct appropriate pre-assessment work, including: <ul style="list-style-type: none"> <li>• Preparing tools and equipment required for the assessment.</li> <li>• Gathering appropriate pre-assessment information.</li> <li>• Liaising with the appropriate third-party organisations, such as the local authority or Fire and Rescue Service.</li> <li>• Identifying resource requirements.</li> </ul>			
		1.2	Provide the client with relevant pre-assessment information, including: <ul style="list-style-type: none"> <li>• Projected timescales.</li> <li>• Projected costs.</li> <li>• Time and date of the risk assessment.</li> <li>• Any access or persons required from the client.</li> <li>• Client agreement prior to the risk-assessment.</li> </ul>			
		1.3	Produce a plan for conducting the fire risk assessment.			
2	Conduct a fire risk assessment of a high-risk building.	2.1	Use appropriate guidance, codes and standards to complete the risk assessment.			
		2.2	Identify existing fire safety arrangements and control measures, including: <ul style="list-style-type: none"> <li>• Strengths of current arrangements.</li> <li>• Weaknesses of current arrangements.</li> </ul>			
		2.3	Identify the risks present within the premises.			

2	<i>Continued</i>	2.4	Identify if any of the risks identified exceed own competence and knowledge and therefore require referral to more experienced professional.
		2.5	Undertake a suitable and sufficient external wall survey and identify any further action required.
		2.6	Comply with all health and safety requirements while carrying out the risk assessment, including reporting any concerns as appropriate.
		2.7	Identify suitable and proportionate control measures to mitigate the risks identified, following relevant regulations, standards, guidance and best practice.
3	Communicate effectively with relevant stakeholders while carrying out a fire risk assessment of a high-risk building.	3.1	Use appropriate and effective methods of communication in collaboration with others, including: <ul style="list-style-type: none"> <li>• Verbal communication.</li> <li>• Written communication.</li> <li>• Electronic communications.</li> </ul>
		3.2	Comply with the requirements of data protection and commercial sensitivity in all communication, in accordance with the appropriate legislation and professional standards.
		3.3	Produce fire risk assessment reports in line with organisational requirements.
		3.4	Provide information to the client about the outcome of the risk assessment, including: <ul style="list-style-type: none"> <li>• Control measures required to mitigate the risks.</li> <li>• Checking the client understands the report.</li> </ul>



4	Demonstrate appropriate and professional behaviour.	4.1	Identify, declare and manage perceived or actual conflicts of interest in accordance with organisational requirements.
		4.2	Act professionally when unforeseen challenges arise whilst conducting a fire risk assessment and adapt original plans accordingly.
		4.3	Work in a professional and ethical manner, including: <ul style="list-style-type: none"> <li>• Working in a way that is reliable, trustworthy and accurate.</li> <li>• Working objectively and avoiding bias.</li> <li>• Respecting confidentiality where this does not conflict with legal requirements.</li> <li>• Respecting diversity and equality while working and communicating with others.</li> </ul>

### Additional Assessment Information

This unit is **competency based**. This means that the candidate is expected to perform the tasks, and demonstrate the level of competence, outlined in the assessment criteria. It is expected that evidence may be a combination following:

- Photographic and/or video evidence of the candidate's practical work.
- Further evidence of practical work, for example an anonymised risk assessment report.
- Assessor's observation report.
- Expert witness testimony.
- Candidate reflection on own practical work.

Assessors may wish use to use a checklist or evidence matrix to organise and track the assessment outcomes that have been achieved, but these **do not**, in themselves, constitute evidence of achievement.

An assessor's report or witness statement alone is unlikely to be sufficient evidence of achievement. Reports and statements should always be accompanied by photographic and/or video evidence.

Centres may use the appropriate ProQual Candidate Workbook to organise candidate evidence or may use their own portfolio templates.

It is expected that competence of each assessment criteria will be observed **at least twice** before it is awarded. This includes the carrying out of at least **two** fire risk assessments in a high-risk building.

A high-risk building may be:

- A residential building, where the occupants number more than 50, including those who may be unfamiliar with the layout of the building, or who have impairments that may impact their ability to escape.
- A retail or commercial building that meets one or more of the following:
  - Is occupied by more than 100 members of staff and the public.
  - Is involved in healthcare activities.
  - Has particular heritage properties.
  - Has more than 7 stories above ground level.
  - Has occupied basement levels with no direct egress to ground level.
  - Has abnormal or transient hazards.
  - Is more than 600 square metres.
  - Has internal travel distances of more than 60 metres.
  - Has single stairways.
  - Has complicated exit arrangements.
  - Has combustible or unknown cladding.
  - Lacks active fire protection or other fire mitigating measures.

Should no perceived or actual conflicts of interest arise, the candidate may demonstrate assessment criteria 4.1 and 4.2 using a centre produced scenario.

Simulation is **not** normally allowed for any other assessment criteria. Evidence must be generated in the workplace. If extenuating circumstances arise that prevent an already registered candidate from completing the unit in the workplace, centres should contact ProQual for further guidance.

<b>Title:</b>		Supporting and Supervising Others Carrying out Fire Risk Assessments		<b>Level:</b>	4
<b>Unit Number:</b>	K/651/3222	<b>TQT:</b>	30	<b>GLH:</b>	20
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>			
1	Support and supervise others conducting fire risk assessments.	1.1	Support junior colleagues, and others, by: <ul style="list-style-type: none"> <li>• Providing assistance with queries or problems as they arise.</li> <li>• Assisting in the development of personal development plans.</li> <li>• Agreeing developmental activities that align with their personal development plan and the strategic goals of their organisation.</li> <li>• Agreeing milestones, including timescales, to support their personal development.</li> </ul>		
		1.2	Support junior colleagues, and others, to be reflective practitioners.		
		1.3	Conduct regular progress reviews with junior colleagues.		
		1.4	Communicate effectively with junior colleagues, including making use of: <ul style="list-style-type: none"> <li>• Verbal communication.</li> <li>• Written communication.</li> <li>• Electronic communication.</li> </ul>		
		1.5	Work in a professional and ethical manner while supporting others, including: <ul style="list-style-type: none"> <li>• Working in a way that is reliable, trustworthy and accurate.</li> <li>• Working objectively and avoiding bias.</li> <li>• Respecting confidentiality where this does not conflict with legal requirements.</li> <li>• Respecting diversity and equality while working and communicating with others.</li> </ul>		

2	Take a leading and strategic role in the development and improvement of industry practice.	2.1	Provide useful and effective feedback to others in the fire risk assessment industry, including formal consultation.
		2.2	Make effective use of feedback from internal and external sources to support development activities and improve practice.
		2.3	Identify third party organisations and individuals that would be candidates for strategic partnership, including: <ul style="list-style-type: none"> <li>• Benefit to self or own organisation.</li> <li>• Benefit to the third party.</li> <li>• Benefit to the wider industry.</li> <li>• The aims and objectives of the strategic partnership.</li> </ul>
		2.4	Initiate and develop the strategic networks identified.
		2.5	Review the impact of strategic networks including: <ul style="list-style-type: none"> <li>• The effectiveness of the network at fulfilling the aims and objectives.</li> <li>• Areas for improvement.</li> <li>• Future development opportunities.</li> </ul>

### Additional Assessment Information

This unit is **competency based**. This means that the candidate is expected to perform the tasks, and demonstrate the level of competence, outlined in the assessment criteria. It is expected that evidence may be a combination following:

- Photographic and/or video evidence of the candidate's practical work.
- Further evidence of practical work, for example anonymised communication, meeting minutes, progress reports etc.
- Assessor's observation report.
- Expert witness testimony.
- Candidate reflection on own practical work.

Assessors may wish use to use a checklist or evidence matrix to organise and track the assessment outcomes that have been achieved, but these **do not**, in themselves, constitute evidence of achievement.

An assessor's report or witness statement alone is unlikely to be sufficient evidence of achievement. Reports and statements should always be accompanied by photographic and/or video evidence.

Centres may use the appropriate ProQual Candidate Workbook to organise candidate evidence or may use their own portfolio templates.

It is expected that competence of each assessment criteria will be observed **at least twice** before it is awarded.

More junior colleagues being supported and supervised may be conducting fire risk assessments in low, medium or high-risk buildings as is appropriate to their level of skill, experience and training.

## Appendix One – Command Verb Definitions

The table below explains what is expected from each **command verb** used in an assessment objective. Not all verbs are used in this specification

<b>Apply</b>	Use existing knowledge or skills in a new or different context.
<b>Analyse</b>	Break a larger subject into smaller parts, examine them in detail and show how these parts are related to each other. This may be supported by reference to current research or theories.
<b>Classify</b>	Organise information according to specific criteria.
<b>Compare</b>	Examine subjects in detail, giving the similarities and differences.
<b>Critically Compare</b>	As with compare, but extended to include pros and cons of the subject. There may or may not be a conclusion or recommendation as appropriate.
<b>Describe</b>	Provide detailed, factual information about a subject.
<b>Discuss</b>	Give a detailed account of a subject, including a range of contrasting views and opinions.
<b>Explain</b>	As with describe, but extended to include causation and reasoning.
<b>Identify</b>	Select or ascertain appropriate information and details from a broader range of information or data.
<b>Interpret</b>	Use information or data to clarify or explain something.
<b>Produce</b>	Make or create something.
<b>State</b>	Give short, factual information about something.
<b>Specify</b>	State a fact or requirement clearly and in precise detail.



**ProQual Awarding Body**

ProQual House  
Unit 1, Innovation Drive  
Newport, Brough  
HU15 2GX

Tel: 01430 423 822  
[enquiries@proqualab.com](mailto:enquiries@proqualab.com)  
[www.proqualab.com](http://www.proqualab.com)