



Fire Sector Federation

Approved Code of Practice

A National Framework for Fire Risk Assessor Competency

November 2020 Version 1



Introduction

This Approved Code of Practice has been prepared by a working group of fire risk assessors who assembled at the invitation of the Fire Sector Federation to consider the implications of competency raised by Building a Safer Future Report¹. This report was produced in May 2018 by Dame Judith Hackitt DBE FREng following the Independent Review of Building Regulations and Fire Safety that followed the tragic Grenfell Tower fire, which occurred on 14 June 2017.

The Fire Risk Assessors Working Group was one of several groups established by the Competency for Building a Safer Future Steering Group (CSG) that had itself established by the Industry Response Group (IRG) which formed immediately after the fire, when Ministry of Housing Communities and Local Government joined with Build UK, the Construction Industry Council and Construction Products Association to initiate a response to the tragedy. CSG subsequently published both a Raising the Bar² interim report and the Setting the Bar³ final report.

The Code seeks consolidate the fire industry recommendations of best practice on how to assess the competency of individuals who conduct fire risk assessments. The Code's foundation remains the guidance criteria originally undertaken to introduce The Regulatory Reform (Fire Safety) Order 2005⁴, which requires the Responsible Person to 'make a suitable and sufficient assessment of the risks to which relevant persons are exposed for the purpose of identifying general fire precautions'. This foundation has been updated and expanded taking into account experience and learning over the intervening period.

The Code may be updated further and users are advised to ensure that are using the current version.

Dennis Davis CBE QFSM

Chairman
Fire Risk Assessors Working Group

¹ www.assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/707785/Building_a_Safer_Future_-_web.pdf

² <http://cic.org.uk/admin/resources/raising-the-barinterimfinal-1.pdf>
<http://cic.org.uk/admin/resources/executive-summaryraising-the-barinterimfinal.pdf>

³ <http://cic.org.uk/admin/resources/setting-the-bar-9-final-1.pdf>
<http://cic.org.uk/admin/resources/setting-the-bar-exec-summary-final.pdf>

⁴ SI 2005 No. 1541





Index

	<i>Page Number</i>
<i>1. Foreword</i>	<i>6</i>
<i>2. Scope</i>	<i>7</i>
<i>3. Accredited Third Party Certification & Professional Body Membership</i>	<i>8</i>
<i>3.1 Professional Body and Company Membership</i>	
<i>4. Terms and Definitions</i>	<i>10</i>
<i>5. Core Competencies</i>	<i>12</i>
<i>5.1 Core Knowledge</i>	
<i>5.2 Core Criteria</i>	
<i>5.3 Areas of Core Knowledge</i>	
<i>6. Functional Requirements for Specific Sectors</i>	<i>15</i>
<i>6.1 The overarching framework for demonstrating competency</i>	
<i>6.2 Fire Risk Assessors Endorsement for demonstrating competency for High Risk Residential Buildings</i>	
<i>6.3. High (Risk) Residential Buildings</i>	
<i>7. Methods of Assessing Competence of Persons</i>	<i>18</i>
<i>8. Assessment Methodologies</i>	<i>20</i>
<i>9. Competency Assessments Recording and Re Assessments</i>	<i>21</i>
<i>10. Maintenance of Competence Training and Continuous Professional Development</i>	<i>23</i>



Annexes

	Page Number
<i>ANNEXE A - Extract from Original FRACC</i>	24
<i>Appendix A - The Assessment of Risk from Fire</i>	25
<i>Appendix B - Applicable Legislation</i>	26
<i>Appendix B1 - England and Wales</i>	
<i>Appendix B2 - Scotland</i>	
<i>Appendix B3 - Northern Ireland</i>	
<i>Appendix C - Appropriate Guidance</i>	28
<i>Appendix D - Behaviour of Fire in Buildings</i>	29
<i>Appendix E - Effects of fire on people and behaviour of people in fire situations</i>	30
<i>Appendix F - Means of Escape</i>	31
<i>Appendix G - Fire Prevention</i>	32
<i>Appendix H - Fire Protection</i>	33
<i>Appendix H1 – Passive fire protection</i>	
<i>Appendix H2 – Active fire protection</i>	
<i>Appendix I - Management of Fire Safety</i>	38
<i>ANNEXE B - Knowledge Skills Experience and Behaviour for Fire Risk Assessors</i>	39
1. <i>Key Duties of the Fire Risk Assessor</i>	
2. <i>Knowledge Criteria</i>	
3. <i>Skills</i>	
4. <i>Behaviour</i>	
4.1 <i>Behavioural Benchmarks</i>	
4.2 <i>Personal Professional Code of Conduct</i>	
5. <i>Recognition</i>	
6. <i>Role Requirements for Competent Status</i>	
<i>ANNEXE C- Qualification Levels</i>	52



1. Foreword

This Code of Practice was developed by a work group established under a joint fire and construction industry initiative following the Grenfell Tower fire of 14 June 2017. Dame Judith Hackitt was commissioned by the Secretary of State for the Ministry of Housing Communities and Local Government (MHCLG) to review building fire safety post the tragedy and produced a comprehensive Building a Safer Future Report (Hackitt Report).

Shortly thereafter MHCLG and an Industry Response Group (IRG) established a Steering Group on Competences for Building a Safer Future (CSG) to take forward the Hackitt Report recommendations. A series of working groups formed under CSG to consider in detail matters of competency and one, Working Group 4, reviewed fire risk assessors and how their practices might be improved.

Dame Judith in her Hackitt Report commentary on general competence summarised "...While there are many competent people working within the system, the lack of a coherent and comprehensive approach to competence can seriously compromise the fire safety of HRRBs, for example, where decisions are taken and/or materials are installed by people who do not fully understand the implications of how to achieve good quality building work, and the implications of getting it wrong".

Further the Hackitt Report commented specifically on fire risk assessment that "There are currently five schemes for accrediting or certifying fire risk assessors. Each scheme registers risk assessors who demonstrate the competencies identified by the Fire Risk Assessment Competency Council (FRACC).

FRACC had published in 2011 'competency criteria for fire risk assessors'; followed in 2014 with a complementary guide 'choosing a competent fire risk assessor'. Subsequently, in the period prior to the Grenfell Tower fire, the Fire Sector Federation (FSF) had assumed responsibility for the FRACC. In January 2018 the FSF Competency Workstream, the successor to FRACC, published a broader 'Fire Competency Framework'.

However this previously published best practice guidance did not extend to specific consideration of the route to achievement of competence to carry out fire risk assessments of HRRBs. Working Group 4, noting the Hackitt Report had proposed that FRACC should develop and introduce an enhanced level of competence for fire risk assessors undertaking work on HRRBs, determined a new document should be produced that would be inclusive of the previous requirements of FRACC and the wider reaching Competency Framework for those working on HRRBs; this Code of Practice is that document.

The Secretary of State for the MHCLG as a further response to the Hackitt Report has taken forward matters of competency, by proposing extended legislation and standards to introduce a new building safety regime to include buildings where failure could put many people's lives at risk or where many people sleep.

Further in 2020 proposals have been made by the Secretary of State regarding Building Safety and by the Home Office to clarify the Fire Safety Order including consultation to progressively introduce improvements in fire safety that require adherence to competency requirements for all risk assessors. These changes will include specification and standards produced by the British Standards Institute. This Code of Practice seeks to offer a foundation for those changes insofar as they impact upon the production of fire risk assessments.

⁵ Although High Rise Residential Buildings was the original term used this has become subsequently adapted to High Risk (Residential) Building

⁶ Regulatory Reform (Fire Safety) Order 2005



2. Scope

The scope of this Code of Practice developed after review of earlier FRACC and FSF publications, is to provide a code of industry best practice that details the defined level of competence appropriate for those fire risk assessors who are undertaking work on high risk buildings to satisfy the legal requirements and performance standards identified as necessary to secure safety in those buildings.

An individual that conducts fire risk assessments on high risk buildings may be someone employed by the organisation that owns or controls the high risk building, or someone that has been employed to conduct a fire risk assessment such as a consultant.

High risk buildings are those that include many different types of premises across many different industries depending on amongst other factors any processes performed, any materials stored and the occupancy type. This document is for use, for high risk residential buildings and those that may be described as life safety critical buildings. Such buildings include for example, health and social care hospitals and homes, multi-occupied high-rise residential homes and residential educational and student accommodation. The principles detailed within this document can be applied to other non-residential high-risk buildings.

Although the current code is focused upon high risk buildings it will allow the user to develop and prepare a method for demonstrating or proving competence for fire risk assessors who work on any building. For example, the concepts and requirements applied to buildings used as health and social care hospitals and homes, multi-occupied high rise residential homes and residential educational and student accommodation can be applied for use with other types of building such as warehouses, shops and heritage buildings.

High risk buildings as with all buildings require a methodical risk assessment process, often described in a series of steps using qualitative and quantitative measures, and this code seeks to offer a single, overarching competence supportive process.



3. Accredited Third Party Certification & Professional Body Membership

Accredited third party certification (ATPC) is judged essential for fire risk assessors, particularly those working on high risk buildings.

Competence of fire risk assessors can be assured by either certification of the individual fire risk assessor or through a company providing fire risk assessments under a third party certification scheme accredited by the UK

Accreditation Service (UKAS), or by registration of the fire risk assessor by a Professional Engineering Institution (PEI) that is licensed by the Engineering Council (EngC).

It is recognised that there may be other situations, for example in non-UK jurisdictions, where alternative ATPC is available in addition to the UKAS or EngC systems. In each case it will be necessary for the fire risk assessor to satisfy their professional body and the accountable person that there is equitability, such as those used in PEI international accords.

In all cases, to assist the public in gaining reassurance, a fire risk assessor should be registered with a professional body which has responsibility for maintaining ATPC compliance. Registers of persons or companies that are certificated or registered should be easily accessible to the public. The register must be easily accessible by the public and use sufficient detail to record any individual who has satisfied the defined criteria.



3.1 Professional Body and Company Membership

Each fire risk assessor must be an employee of a company that is participating in a UKAS approved scheme or a member of a professional body licensed by the Engineering Council for the relevant independent assessment or actively working towards UKAS accreditation or Engineering Council licensing.

The role of the company or professional body is to monitor and support the individual fire risk assessor and to register them or ensure they are part of the company register. The company or professional body should also provide independent individual assessment of competence through a process that allows the individual to be openly assessed as to their competence, regardless of whether that competence is set as part of a company scheme or the organisation's own membership assessment i.e. there must be a recognisable independent process.

The expectation is that the company or professional body will record individuals on its register who are competent to conduct assessments of high risk buildings and who meet the standard of this Code of Practice. The register should be maintained up to date and accessible to the public.

An inquiry and complaints procedure should exist across all registers to enable those seeking to inquire, comment or make complaints either about the professional body's processes or an individual's performance or conduct.

The professional body's assessment process and the credentials of its assessment reviewers, who must be suitably qualified in accordance with this Code of Practice, should be included in the public information offered around the high risk buildings register to provide reassurance to the public. The credentials should show that the reviewers:

- Have appropriate professional qualifications
- Have appropriate areas of assessment expertise or specialism
- Can demonstrate competencies relating to their ability to assess others
- Have suitable experience and currency in fire risk assessment
- Can show by example the maintenance of their own continuous professional learning and development.

4. Terms and Definitions

For the purposes of this Approved Code of Practice the following terms and definitions apply⁷.

Item	Term and definition
1.0	Access level Level used for normal access to the building that either incorporates, or leads directly to, a place of ultimate safety
1.1	ACoP Approved Code of Practice. A guideline with a specific legal standing an ACoP is approved by the Health and Safety Executive, with the consent of the Secretary of State. It gives practical advice on how to comply with the law.
1.2	ATPC Accredited third party certification
1.3	BTEC The Business and Technology Education Council
1.4	CDM The Construction (Design and Management) Regulations 2015
1.5	Competent person A person, suitably trained and qualified by knowledge and practical experience, and provided with the necessary instructions, to enable the required task(s) to be carried out correctly
1.6	Complex premises A building with structural, layout and occupation complexity, especially those buildings having fire engineering solutions.
1.7	CPD Continuous Professional Development
1.8	DCLG The Department for Communities and Local Government
1.9	Dwelling Unit of residential accommodation, occupied (whether or not as a sole or main residence): a) by a single person or by people living together as a family; or b) by not more than six residents living together as a single household, including a household where care is provided for residents
1.10	EngC The Engineering Council
1.11	EQA External Quality Assessor/Assessment
1.12	EQF5 The European Qualifications Framework, Level 5 Qualification

⁷ Where possible, for the avoidance of doubt the terms and definitions have been aligned with existing understanding such as those referenced within Approved Documents or British Standards

Item	Term and definition
1.13	Ethics and Behaviours Conducting oneself to a set of recognised principles
1.14	Fire resistance Ability of an item to fulfil for a stated period of time the required fire stability and/or integrity and/or thermal insulation, and/or other expected duty specified in a standard fire resistance test
1.15	FRACC Fire Risk Assessment Competency Council,
1.16	Higher fire risk area Area where the risk of fire is assessed as presenting risk to life and property beyond normal
1.17	HRRB Higher risk residential buildings (HRRBs), buildings that are 10 storeys or more in height (typically 18m or more as measured from the ground access level to the topmost occupied storey.
1.18	MHCLG The Ministry of Housing, Communities and Local Government
1.19	MHSW The Management of Health and Safety at Work Regulations 1999
1.20	NVQ National Vocational Qualification
1.21	Peer review Independent third party assessment of work
1.22	PEI Professional Engineering Institution
1.23	RIBA The Royal Institute of British Architects
1.24	RR(FS)O The Regulatory Reform (Fire Safety) Order, 2005.
1.25	UKAS UK Accreditation Service



5. Core Competencies

5.1 Core Knowledge

Thirty-two areas of core knowledge have been identified as being appropriate for demonstrating the skills, knowledge and behaviour necessary to conduct fire risk assessments. Appropriate ranges of evidence for each area are also given in the criteria.

It is important to state that the objectives are in addition to the knowledge that is expected of a fire risk assessor delivering an assessment in a building that would not fall within the description of a high -risk building.

The core knowledge will be complimented by sector-specific knowledge appropriate to the type of building. For example, heritage buildings have a range of concerns that would not typically be known by assessors unless they work within that sector. It is therefore important that assessors hold or have access to, and comprehend a commensurate level of knowledge and expertise for the sector in which they work in, preferably including via peer support.

5.2 Communication

There is also a general requirement that all practitioners have the ability to communicate effectively within multi-discipline professional teams, with those having responsibilities for fire safety as duty holders and with those having legitimate enquiries as occupiers or residents.

Providing information from a fire risk assessment, as mentioned above to persons having legitimate enquiries requires careful consideration. Legislation like the Fire Safety Order⁸ which places duties upon the Responsible Person, requires the fire risk assessor to report in a full and open way to the Responsible Person or their nominated representative in order to ensure there is appropriate understanding to assist compliance. Similar concerns affect other duty holders under the MHSW⁹ and CDM¹⁰ and Regulations.

For example, a simple tick box exercise or checklist, unsupported by explanatory notes, will not be acceptable. It is important that the documented fire risk assessment records the authority and responsibility of those involved in carrying out the risk assessment

What is also evident, given fire risk assessments will often detail both anonymised and very specific information on persons, hazards, features, construction, etc. is that information of this kind is sensitive; in security terms by misuse, and in application and use, by misinterpretation. Considerations are therefore important to avoid situations that may compromise security and safety, to prevent harm from misuse and misinterpretation, whilst allowing incremental improvements, from safe to safer, by increasing awareness of fire safety matters required to achieve compliance.

In this regard, the utilisation of a summary of conclusions and recommendations in a fire risk assessment, although expedient for management, may also affect the overall effectiveness of interpretation. It is important that there is a clear recognition by the duty holder of the risk assessment process and context that precedes these determinations. Reference to the steps followed in a fire risk assessment shown in published guides¹¹ and standards¹² can help explain this process. Again, it is incumbent upon the assessor to aid understanding and help avoid a duty holder from 'jumping to conclusions' or using 'clichés', particularly when assessments are intended for use in public reporting.

⁸Regulatory Reform (Fire Safety) Order 2005

⁹The Management of Health and Safety at Work Regulations (2006 Amendment & 1999)

¹⁰Construction Design and Management Regulations 2015



5.3 Greater Awareness

The ability to communicate effectively includes appropriate interpersonal skills to explain, if requested in public, and to convey in writing as part of any submitted fire risk assessment, the reasoning used to form assessment judgements and proposed solutions.

5.4 Fire Risk Assessment Report Content

Fire risk assessments involve measurement and calculation together with the requisite computing, numeric and spacial skills required to record, transmit and archive assessments.

Assessment templates that use 'tick box' or automated features to help generate the written assessments are often used as the formal record. Although they are not precluded, summarised reports must be supported by sufficient textual narrative and explanatory information, based upon an actual site inspection of the building and drawings (if available) that permit the enforcing authority or another assessor to understand how the conclusions related to a building's fire risk were reached. Many examples of fire and rescue service reporting templates can be found online.

Where there are cross functional items that are not specifically identified, like law, regulation and legal understanding and those other additional requirements needed to create and manage a fire safety strategy that lead into effective building fire management processes these should also be clearly articulated with an appropriate explanation to assist the reader.

5.5 External Wall Systems

The Fire Safety Order 2005 is being clarified that external wall systems are included within the scope of the Fire Safety Order. The assessment of risk from fire from an external wall system to the occupants of a building can be complex often requiring knowledge that is not historically held by fire risk assessors although a new British Standard 9988 is being prepared to assist. Assessing the risk includes a number of elements including, for example the type of material used in the system and its relative performance in a fire, how the system is fitted, passive fire safety measures that contribute to controlling and limiting the spread of a fire in the system and the quality of the installation of the system.

Fire risk assessors must be cognizant of the risk that some external wall systems introduce and how any risk may be mitigated. Equally so, the assessor must recognise the limits of their knowledge and experience and know when they require the assistance of experts such as fire engineers to assist in the assessment process.

¹¹ 2006 Fire safety risk assessment must also be considered by the assessor and appropriately clear wording used a series of guides produced by DCLG available from GOV.UK

¹² PAS 79:2012. Fire Risk Assessment. Guidance and a recommended methodology



5.6 Core Criteria

Fire Risk Assessors operating in premises of the highest fire risk should demonstrate they are operating at least to the level of the European Qualifications Framework Qualification Level 5 and be aware of their competency limitations such as the range of knowledge and experience expected to work on high risk buildings.

Qualification levels are to be assessed for equivalency by the governing body. In addition to technical competency, there is an expectation that fire risk assessors can communicate effectively. This includes being able to report in writing to an appropriate level and thereby being able to express accurately and in sufficient detail the reasons and objectives for their assessment outcomes. This will allow for challenge and the ability to demonstrate a clear understanding of the matters outlined in an assessment.

The fire risk assessment document addresses the question directly for designated buildings during construction and occupation (RIBA stages 5 to 7) although this may be extended to stage 4 for certain projects and to ensure integration with fire engineering systems and strategy.

5.7 Areas of Core Knowledge

The areas of core knowledge are defined in Annexe B after the original FRACC requirements that formed the foundation of this Code, which are shown in Annexe A

¹³ The European Qualifications Framework (EQF) is a common European reference framework whose purpose is to make qualifications more readable and understandable across different countries and systems.

6 Functional Requirements for Specific Sectors

6.1 The overarching framework for demonstrating competency

The overarching framework for demonstrating competency to undertake practical fire risk assessments in the built environment is shown in Figure 1. Three entry points into the professional competency area are envisaged to permit entry and support progressive personal development. This will enable an individual to build or use acquired fire safety knowledge; gain skills as required through training whilst gaining experience initially under supervision, until they are able to demonstrate individual competency to the highest level.

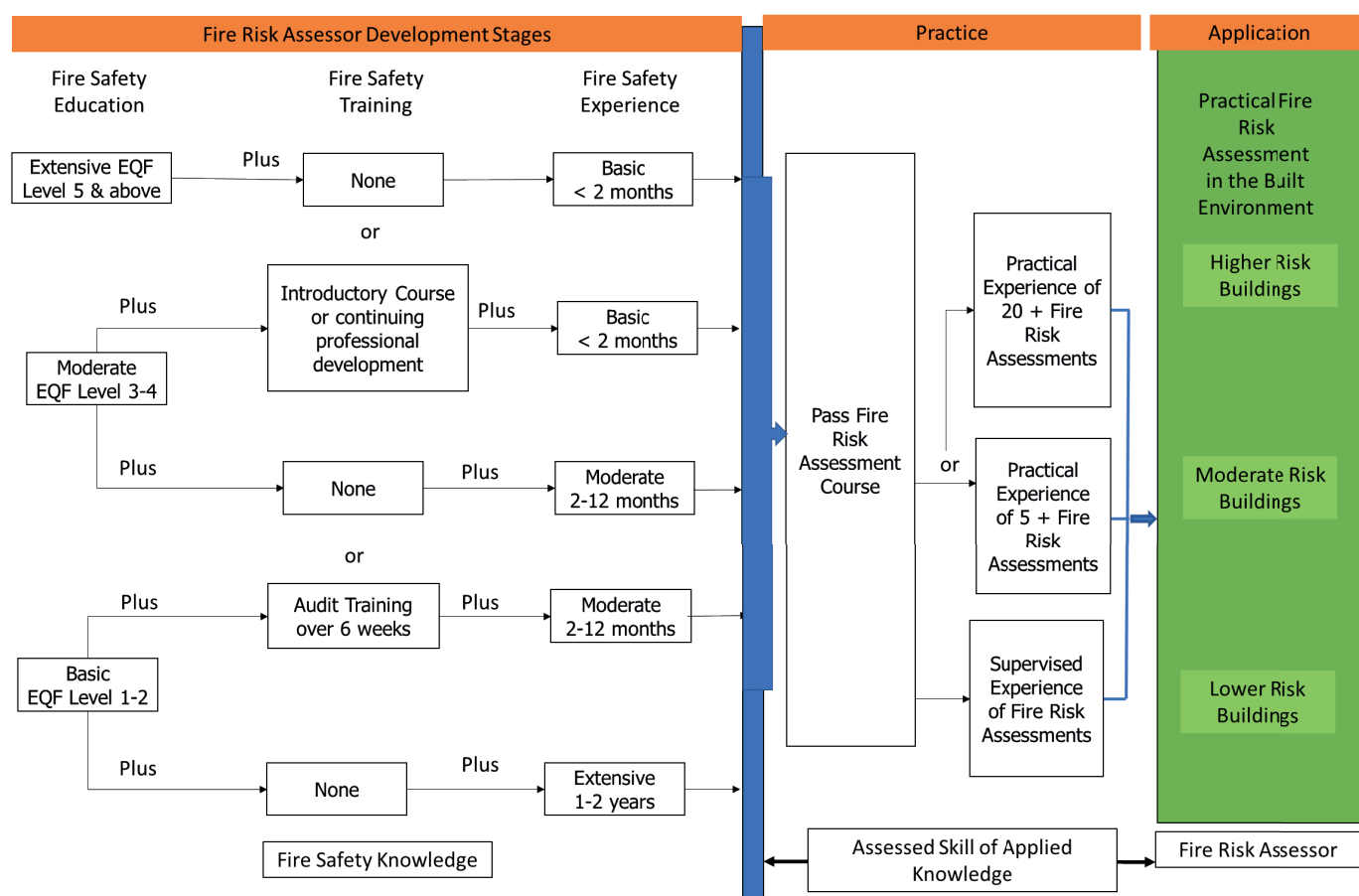


Figure 1 Overarching framework for demonstrating competency

6.2 Fire Risk Assessors Endorsement for demonstrating competency for High Risk Residential Buildings

Risk assessors working on high risk buildings are required to demonstrate competency at the highest level. Figure 2 explains how they are expected to show their extensive understanding of the complex interactions of fire within buildings by gaining an endorsement to the general fire risk assessor competency.

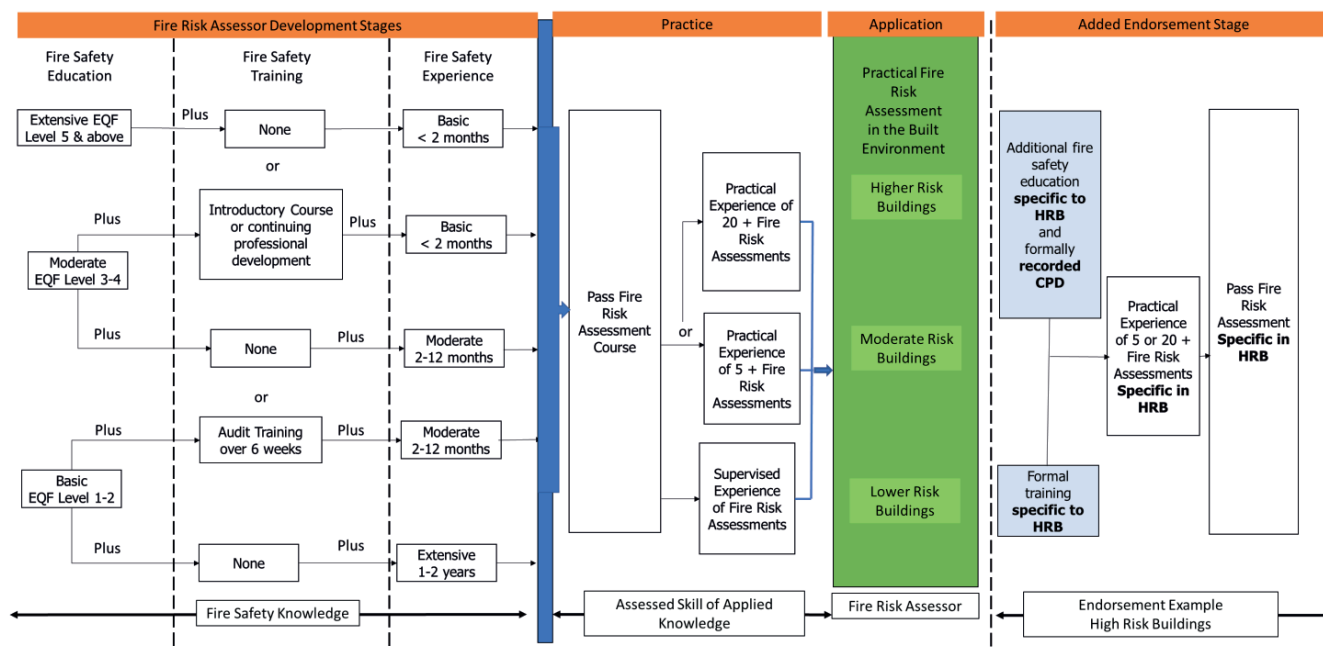


Figure 2 Competency framework with HRRB Endorsement demonstrating competency

6.3 High Risk (Residential) Buildings

Achieving recognition as a fire risk assessor competent to work on higher risk buildings requires an individual to meet all the requirements outlined in Figure 2, which includes all the attributes as a fire risk assessor laid out in Figure 1. The individual must have in detail a verifiable relevant history of fire risk assessment that satisfies the competency criteria required as detailed in the Fire Risk Assessment Competency Council, Competency Criteria for Fire Risk Assessors (Annex A).

In demonstrating satisfactorily meeting the competency framework for a fire risk assessor for higher risk buildings as laid out in Figure 2, additional detail of the competency criteria, over that detailed in the FRACC Competency Criteria for Fire Risk Assessors (Annex A), is set out below.



6.4. Existing Fire Safety Education

In reference to existing fire safety education the terms adopted reflect different routes of entry. To assess higher risk buildings extensive fire safety education is required. Generally that must comprise an education to EQF level 5 or above certified by an approved educational or professional institution.

Existing routes show moderate fire safety education, relating to EQF levels 3 and 4 validated by a recognised approved education or training centre, or basic fire safety education meeting EQF level 1 and 2 criteria, often derived in a short course as part of job training for another role or as an entry route into the fire sector. Although these are recognised they will require development.

The actual nature for delivering education is not prescribed. It may be gained in attendance on a formal course over several weeks; or from several online modules; or may consist of additional fire safety education that forms part of, or is additional to, education given under academic conditions in a relevant related discipline (e.g. a degree in building surveying); or be blended from different forms. However the assessment criteria, moderation and award must reflect the rigour and integrity of nationally accepted standards for higher education.

A short fire risk assessment course without training in the underpinning principles fire safety is not appropriate as means to demonstrate meeting the requirement for fire safety education.

6.5. Additional Fire Safety Training

Individuals demonstrating existing fire safety education above EQF Level 2 must also demonstrate skill by undertaking appropriate additional fire safety training for high risk buildings. The fire safety educational level is seen as a determining feature in this process indicating the level of training in the assessment of high risk buildings.

The training must also be appropriate, recorded and formally accredited; either as part of continuing professional development, or as a specific training programme. A specific programme may comprise, for example, a course related to purpose-built flats or one on specialised housing.

For those with only basic existing fire safety training this additional fire safety training will need to be suitable and formally accredited training in higher risk buildings.

6.6. Experience and Examination

In each individual case the combined education and training is to be examined with specific attention given to high risk buildings taking into account the fire safety experience of the individual. In this context the individual must already have extensive experience, i.e. 20 or more unsupervised or 5 reviewed assessments of high risk buildings, to be considered. The examination should include peer review of submitted case work to ensure both practical and theoretical assessment of competence.



7 Methods of Assessing Competence of Persons

Competency is shown in the practical outcomes that involve the use of understanding and knowledge, being able to exercise judgment, recognising key principles as well as acting appropriately on that basis according to recognised key technical considerations to ensure adequate fire safety in practice. The assessment of those skills, knowledge and behaviour is therefore a key consideration alongside ethical considerations referred to in this framework. The guidance that follows is intended to assist in deciding how best to assess the practical demonstration of skills, including on the job and in teaching environments.

Firstly, it is always important to ensure that all those who mentor or conduct assessments are themselves appropriately qualified. This may be undertaken after internal or external training with the preference being that oversight of any training system is undertaken by an assessor who has a recognised and accredited qualification from a third party that satisfies appropriate national standards at level 5.

Secondly, all evidence used in any assessment should be authentic and direct, that is, the person under assessment should be directly involved submitting their own work and this requires particular care to be taken with on-line or distance based assessments or written submissions where the composition cannot be directly supervised. This does not preclude a robust, remote invigilation of work, which is achievable depending on the nature of provision of assessment.

Where portfolio submission is required there will be further opportunity to question the validity and originality of material submitted through the internal and external assessor or verifier interviews with the candidate. There may also be provision to submit evidence of learning through a video recording that demonstrates the application of practical skills providing in all cases the assessments are conducted in the appropriate manner and in circumstances that reflect an accepted, common and effective practice among the specific part of the fire sector that utilises these methodologies for qualifications and learning.

Thirdly, all assessments must reflect the core knowledge and criteria detailed previously in this Code of Practice, in terms of the skills, knowledge and practices, required for the task being reviewed in enough depth and breadth and adequacy of examination across the range of issues and matters that are involved in the task, so as to ensure the assessment represents the complete competency.

Maintaining competency requires regular review and updating of assessment, knowledge and skills to ensure currency in the specific tasks undertaken. In this respect, continued education, knowledge and skills will assist the individual in maintaining their level of competency with an emphasis on ensuring learning, assessment and continual development remain relevant, reliable, robust and consistent when repeated.

Complete competency cannot however be achieved through assessment alone, as the methodologies used point towards evidence of understanding and knowledge and in part, practice. Maintaining competency further requires regular review and updating of practical application of skills to ensure currency in the specific tasks undertaken. Reference continuing professional development (CPD) is one of the main planks of this process and refers to the tracking and documenting of the skills, knowledge and experience that is gained both formally and informally as an individual works beyond any initial training. It is a record of what the individual experiences, learns and then applies as they move through differing levels of achievement. Fire risk assessors at all levels of competence must record an appropriate amount of CPD so that they can continue to meet the requirements of their registration or certification body.



In that context utilising external enterprises for training and assessment and engaging in recognised schemes and qualification processes is fully supported and seen as advantageous in demonstrating to clients, users, agencies and the public, the competency of fire risk assessors. The example of accredited examinations is a case in point where the expectation would be that they are externally quality assured either by a national regulator, by a recognised awarding organisation or by one of the recognised apprenticeship EQA organisations and that they are in turn recognised by the assessor's registration or certification body.

It is also acknowledged that within the fire sector there are legacy and emerging practices where practitioners have either long experience with little or no formal external recognition or they are evolving practice to meet innovation. This Code of Practice encourages both these parties to join in active discussion with existing qualification and award recognition bodies who offer third party accreditation to create special routes of access to their qualifications and awards that justify and recognise appropriate prior learning and enable, through incorporation where required of specific modules or assessments, recognition of the legacy or innovative competency requirements including entry to continued professional development.

8 Assessment Methodologies

Suggested methodologies include:

1. In the workplace observation of the individual by line managers and skill assessors
2. Inspection of finished tasks in the workplace
3. Discussion and oral questioning of the subject or a project
4. Observation of a practical demonstration of a specific skill or activity
5. Review of reports prepared by individual's supervisors
6. Review of process to complete a task examining professional approach
7. Examination of the quality and finish of completed work either in a training environment or in the workplace
8. Observation and monitoring of individual whilst undergoing training
9. Review of completed work records that demonstrate areas of activity and quality of work
10. Examination in writing against a test paper based on previously given reading or training
11. Performance in fire sector accredited examinations specifically designed to assess underpinning knowledge
12. Acceptance of certificates and qualifications from recognised external third parties
13. Review and assessment of case study, evidence portfolios or practical projects submitted to demonstrate application and knowledge
14. Interview with trained assessor to identify behavioural skills
15. Monitored behaviour of performance in a peer group
16. Review of quantitative performance related to tasks that are similar, multiple or repetitive
17. Review of qualitative performance related to tasks that are complex, novel or innovative.

9 Competency Assessments Recording and Re Assessments

One aspect of competency that can be overlooked is the maintenance of a suitable record that identifies the how and what an individual has learnt and how that process might be continued to remain up to date with current standards and practices.

Records can be as simple as a diary of dates and activities or sophisticated on-line records that can be analysed, interpreted and used as part of a business's demonstration of its quality and attention to maintaining a skilled workforce. External bodies may also maintain records of individuals as part of the overall process of offering assurance to specifiers and users of certain products or skills. The record has to be reliable and easily reviewed and not complicated.

The chosen record system will have to reflect the organisational capability (often paper records for small businesses and electronic storage for larger businesses), use (for many or few, to identify capacity, trends, generate human resource data, etc.) and cost (a bureaucracy or few individuals). It should however always be resilient and interpretable by those who follow those that designed the record.

Dependent upon the purpose (training, competency or assurance) a record in addition to personal and date data may include:

- 1 Specific skills and the attainment level
- 2 Tools or procedures undertaken
- 3 The nature and reason the training or project was undertaken
- 4 Evidence observed including notes and reports on performance, quality, and behaviour
- 5 Location and circumstances of the task including specific conditions
- 6 Costs, quantities, assessed qualities, difficulties, losses
- 7 Sign off and customer acceptance of quality and work
- 8 Training and certificates awarded

Supervised work and training is usually best rather than an individual acting alone accepting in some circumstances this can be practically difficult to implement in small enterprises. The key is to qualify what is written in a record by another person who is either operating at a higher level of competency or utilise peers or a third party. This may assist in cases of argument and legal accountability.

Maintaining competency is of course a continuous process and so the recording system needs to remain relevant and suitable for each individual. Some institutions mandate all their members to undertake and record activities designed to secure continuous professional development. Some employers will because of external regulatory controls require regular reassessment and licensing of individuals. In such cases the recording system may be prescribed and compliance regulated.

In many tasks and businesses there is no such level of "control" but the importance of CPD in ensuring competency remains undiminished ethically and professionally with demonstrable performance, which might be tested in law, meaning all individuals should seek to maintain a CPD record.

All fire risk assessors must maintain their competency and undergo an independent professional body review by their certification or accreditation body on a regular basis, which is conducted at intervals no greater than 3 years apart. Any changes which may affect the status of a fire risk assessor on the professional body register should be notified to the professional body so that the register can be updated accordingly.



Figure 3 Example of CPD Record

Summary of CPD Activities

Name:

Employer:

Reference Number:

Continue on new sheet if necessary and total actual hours at end of record. Your CPD record should span the last 2 years only. Note - Informal study activities are credited on a two for one basis, that is two hours of informal study represents one hour of formal study. CPD can be accompanied by evidence such as scanned CPD attendance certificates, course attendance certificates or a letter from your line manager.

Date	Time (Actual)		Theme & Activity	Learning Point(s) – Reflective points
	Formal	Informal		
Totals	hrs	hrs		
Grand Total	hrs			



10 Maintenance of Competence Training and Continuous Professional Development

All fire risk assessors must maintain a record of their Initial Professional Development (IPD) and Continuous Professional Development (CPD) which should be available for auditing by their professional body or an independent third party to ensure maintenance of regulatory competencies.

Professional Bodies should ensure fire risk assessors are competent in their role and provide appropriate opportunities for maintenance of competency.

The recommended minimum level of CPD activity is equivalent to 25 hours per year of formal fire safety related study time. This may be spread in excess of 1 year, but in that case 75 hours of formal study should be completed over 3 years (provided that any 1 year has no less than 10 hours formal study time). It is expected that a record of CPD would include a mixture of formal and non-formal activities. Informal CPD is credited on a 'two hours for one basis'. Formal study should not be less than 50% of total study time.

Maintaining competency in a systematic way in a continuous process is an expected action across most professions and is regarded as an obligation for fire risk assessors operating at this level to assure their continuing competence in meeting this standard.

CPD may however be undertaken in many forms and for different reasons. Apart from compliance with this Code of Practice CPD activity may be used to support personal development, for career interests or to meet a customer's requirements. Essentially there must be a recorded system that remains relevant and suitable for each individual. It is noted that some companies and organisations have obligatory CPD, sometimes for external regulatory reasons, requiring all staff or members to undertake and record activities designed to secure CPD leading to the format and style of the system and its recording being prescribed. Regardless of the system or detailed requirements the overall need of CPD is to enable and demonstrate, possibly in a court of law, that a professional and ethical standard of competence has been maintained and delivered by an individual.

Often workplace related the CPD process should use the opportunities present at work to grow and enhance development whilst also seeking motivation, challenge and learning from specific occasions like external training courses or participation in forums that explores the boundaries and technicalities of the fire risk assessors' environment. Regular reading of articles or casual interactions with other professional disciplines can all enhance and enrich this process of acquisition and application of knowledge.

In order to support CPD it is suggested that there be a planned approach with designated targets of not simply duration over each year but related to areas which the individual assessor wishes to explore and expand into or those in which development is perceived as valuable or necessary. The individual's professional body may assist with this task thereby offering support, direction and encouragement.



ANNEXE A

Extract from Original FRACC

Appendix A

The Assessment of Risk from Fire

It is innate to the process of carrying out a fire risk assessment that there be an assessment of fire risk. A competent fire risk assessor must be able to make a subjective judgement – albeit based largely on objective evidence – of the overall risk to life from fire in the premises for which a fire risk assessment is carried out.

Accordingly, the fire risk assessor should be able to;

Appreciate generally the concept of risk assessment as it applies to fire.

Understand the terms “fire hazard” and “fire risk” and appreciate the relationship between the two.

Within the fire risk assessment, reach a subjective opinion on differing levels of fire risk for the purposes of making comparisons in premises where the fire risk assessment is being carried out.

To enable the fire risk assessor to carry out the above, the fire risk assessor should;
Be aware of the broad range of methodologies of fire risk assessments available.

Be able to apply an appropriate methodology of fire risk assessment in respect of the premises to which the fire risk assessment relates.

Be able to identify fire hazards (both common and process) and the risks associated with those hazards.

Be able to apply an understanding of fire hazard and fire risk in the premises in context, to make an informed judgement on the appropriate level of fire precautions in the premises where the fire risk assessment is being carried out.

Be able to express fire risk for the client in such a manner as to provide at least, a broad comparison of the fire risk at different premises within a single estate of properties.



Appendix B Applicable Legislation

It is not expected that the fire risk assessor will have the skills of a legal expert. However, it is necessary for the fire risk assessor to have a good understanding of the applicability, principles, objectives and intent of the legislation under which the fire risk assessment is carried out, and of any associated legislation.

Accordingly, the fire risk assessor should be able to;

Generally determine the extent to which fire safety arrangements in premises are adequate and whether duty holders comply with the relevant fire safety legislation.

Identify failures to comply with the specific legislation, particularly those that may lead to the commission of an offence.

Within the action plan of the fire risk assessment, write a sufficient outline requirement for any measures required to achieve compliance with the relevant legislation.

To enable the fire risk assessor to carry out the above, the fire risk assessor should;

Be aware of the relevant enforcing authority for the legislation under which the fire risk assessment is carried out.

Be able to understand and interpret actions of enforcing authorities.

Be able to interpret the requirements of the enforcing authorities as set out in notices.

Be aware of the relevant requirements of the legislation in respect of fire risk assessment and the duties the legislation places on various persons.

Be aware of any specific local acts relating to fire.

Be aware of the nature of non-compliances that may occur.

Be aware of the nature of the offences that may be committed.

Be aware of the guidance that supports the legislation (see Appendix C).

Be aware of the principles of prevention (as defined in the relevant European Directive).

Be able to distinguish between the general fire precautions (fire safety measures) required by fire safety legislation and the process fire precautions required by health and safety legislation.

To enable the fire risk assessor to carry out an appropriate risk assessment they must have regard to legislative and regulatory requirements of the country in which the assessment is taking place. Reference should be made to the following sub appendices:-

Appendix B1 – England and Wales

Appendix B2 – Scotland

Appendix B3 – Northern Ireland



Appendix B Applicable Legislation (continued)

These do not cover every eventuality and a competent assessor should be capable of identifying when other laws or regulations need to be considered.

Appendix B1 - England and Wales

Have a good understanding of the Regulatory Reform (Fire Safety) Order 2005 ("the Fire Safety Order").

Be aware of which enforcing authority enforces the Fire Safety Order in any premises for which a fire risk assessment is carried out.

Understand the meaning of the term "Responsible Person" and be able to identify the Responsible Person in premises for which a fire risk assessment is carried out.

Understand the meaning of "Persons having control of premises" and be able to identify such persons.

Understand the meaning of the term "Relevant Persons".

Understand the meaning of the term "General Fire Precautions".

Understand the manner in which the Fire Safety Order applies to premises.

Be fully aware of the requirements of Article 9 of the Fire Safety Order in respect of risk assessment.

Understand the relationship between the Fire Safety Order and the Dangerous Substances and Explosive Atmospheres Regulations 2002.

Understand the relationship between the Fire Safety Order and licensing legislation.

Understand the relationship between the Fire Safety Order and the Health and Safety at Work etc. Act 1974.

Understand the relationship between the Fire Safety Order and the Housing Acts.

Understand the meaning of the term "Reasonably Practicable".

Understand the concept of proportionality of general fire precautions to risk.

Understand the distinction between the failure to comply with the requirements of the Fire Safety Order and an offence under the Order.

Understand the relevant requirements of the Health and Safety (Safety Signs and Signals) Regulations 1996.

Appendix B2 - Scotland

Understand the relationship between Part 3 of the Fire (Scotland) Act 2005 ("the Act") and the Fire Safety (Scotland) Regulations 2006 ("the Regulations").

Have a good understanding of the Act and the Regulations.

Be aware of which enforcing authority enforces the Act and the Regulations in any premises for which a fire risk assessment is carried out.

Understand the meaning of the term "Employer" and be able to identify the Employer in premises for which a fire risk assessment is carried out.

Understand the meaning of "Persons having control of premises" and be able to identify such persons.

Understand the meaning of the term "Relevant Persons".

Understand the meaning of the term "Relevant Premises".

Understand the meaning of the term "Fire Safety Measures".

Understand the manner in which the Act and the Regulations apply to premises.



Appendix B Applicable Legislation (continued)

Be fully aware of the requirements of Part II of the Regulations in respect of fire risk assessment.
Understand the relationship between the Act, the Regulations and the Dangerous Substances and Explosive Atmospheres Regulations 2002.
Understand the relationship between the Act, the Regulations and licensing legislation.
Understand the relationship between the Act, the Regulations and the Health and Safety at Work etc Act 1974.
Understand the relationship between the Act, the Regulations and housing legislation.
Understand the meaning of the term “Reasonably Practicable”.
Understand the concept of proportionality of fire safety measures to risk.
Understand the distinction between the failure to comply with the requirements of the Act or the Regulations and an offence under the Act.
Understand the relevant requirements of the Health and Safety (Safety Signs and Signals) Regulations 1996.

Appendix B3 - Northern Ireland

Understand the relationship between Part 3 of the Fire and Rescue Services (Northern Ireland) Order 2006 (“the Order”) and the Fire Safety Regulations (Northern Ireland) 2010 (“the Regulations”).
Have a good understanding of the Order and the Regulations.
Be aware of which enforcing authority enforces the Order and the Regulations in any premises for which a fire risk assessment is carried out.
Understand the meaning of the term “Employer” and be able to identify the Employer in premises for which a fire risk assessment is carried out.
Understand the meaning of “Persons having control of premises” and be able to identify such persons.
Understand the meaning of the term “Relevant Persons”.
Understand the meaning of the term “Relevant Premises”.
Understand the meaning of the term “Fire Safety Measures”.
Understand the manner in which the Order and the Regulations apply to premises.
Be fully aware of the requirements of Part II of the Regulations in respect of fire risk assessment.
Understand the relationship between the Order, the Regulations and the Dangerous Substances and Explosive Atmospheres Regulations (Northern Ireland) 2003.
Understand the relationship between the Order, the Regulations and licensing legislation.
Understand the relationship between the Order, the Regulations and the Health and Safety at Work (Northern Ireland) Order 1978.
Understand the relationship between the Order, the Regulations and housing legislation.
Understand the meaning of the term “Reasonably Practicable”.
Understand the concept of proportionality of fire safety measures to risk.
Understand the distinction between the failure to comply with the requirements of the Order or the Regulations and an offence under the Order.
Understand the relevant requirements of the Health and Safety (Safety Signs and Signals) Regulations (Northern Ireland) 1996.



Appendix C Appropriate guidance

The fire risk assessor should have knowledge of the suites of guidance produced by the applicable government departments together with other guidance produced by industry, standards making bodies, etc. that apply to the premises on which the fire risk assessment is being undertaken.

Much of this guidance cross references other guidance and it is the duty of the competent fire risk assessor to be able to navigate through these sets of guidance and to maintain their currency as guidance is refreshed and new guidance is produced. This will form part of their formal continual professional development which will need to be evidenced to allow for 3rd party certification.

Accordingly the fire risk assessor should be able to;

Determine the appropriate guidance applicable to the premises to which the fire risk assessment is being carried out, whilst fully appreciating that guidance should not be applied prescriptively.

Apply such guidance in a proportional manner, keeping in mind the use to which the premises are being put.

Understand the limitations and/or dangers of applying small parts of different guidance documents (“cherry picking”) as a solution.

Evidence how they are maintaining their currency in respect of applicable guidance and standards.



Appendix D

Behaviour of fire in buildings

The behaviour of fire in a building will be determined by a combination of its structural design, construction materials, passive and active fire safety elements, the use to which the building is put, nature and quantity of combustible materials and the standard of management applied.

Active and Passive fire safety is covered in Appendix H and Management of fire safety is covered in Appendix I.

Although the structural performance of the building is not strictly within the remit of a fire risk assessor, as this should have been dealt with when it was built, a fire risk assessor must have regard to this aspect.

Accordingly, the fire risk assessor should be able to;

Generally determine how fires can start and the how the spread of fire and products of combustion can impact on components of the building.

Identify failures and/or changes to the building that could change the way a fire and products of combustion travel through the building.

To enable the fire risk assessor to carry out the above, the fire risk assessor should have;

Knowledge of the principles of combustion (triangle of fire).

Knowledge of fire growth and how it gets progressively bigger.

Knowledge of movement of smoke and other products of combustion.

An awareness of how construction materials behave in a fire.

An awareness of how different structural designs of buildings behave in a fire.

An awareness of how fire spread can be inhibited by passive and active fire protection methods (see Appendix H).

An awareness of how to identify that the subsequent use or alteration of the building can invalidate pre-existing fire safety precautions and/or strategies.



Appendix E

Effects of fire on people and behaviour of people in fire situations

It is not expected that the fire risk assessor will have the skills of a behavioural psychologist. However, whilst most other aspects of fire safety are concerned with physical or system based issues, understanding human behaviour in the event of a fire is an essential part of the knowledge of a fire risk assessor's role.

Accordingly, the fire risk assessor should be able to;

Anticipate the way people will generally behave in fire situations.

Identify potential problems arising from the likely behaviour of people in the premises for which a fire risk assessment is being carried out.

Within the action plan of the fire risk assessment, taking account of the likely behaviour of people in the premises in the event of fire, make recommendations for managerial or other measures considered necessary.

To enable the fire risk assessor to carry out the above, the fire risk assessor should;

Be aware of hazards to people from fire, namely loss of visibility, elevated temperature, toxic gases and oxygen depletion.

Be aware of current professional thinking and practical guidance on human behaviour in fire, including case studies.

Be able to anticipate the likely behaviour of people in fire for those premises being assessed.

Be aware of the effect of splitting of family groups.

Be aware of the likely response of people to discovery of a fire.

Be aware of the likely response of people to a fire alarm signal.

Understand the effect of frequent false alarms on willingness to evacuate.

Understand the importance of the actions of those in charge at the time of a fire.

Understand the importance of staff training and the influence of training and drills on occupant behaviour in the event of fire.

Understand the importance of a structured emergency plan.

Understand the effect of different cultures on fire and evacuation behaviour.

Understand the effect of escape route design on evacuation behaviour, including the tendency to use familiar egress routes.



Appendix F Means of Escape

The proper provision of means of escape is an essential part of fire safety measures in all premises. A fire risk assessor must have regard to this important aspect.

Accordingly, the fire risk assessor should be able to;

- Understand the means of escape strategies for different types and occupancy of premises.
- Understand the principles of fire related emergency planning and evacuation.
- Understand the implications of how different needs of people can affect the selection of the appropriate means of escape.

To enable the fire risk assessor to carry out the above, the fire risk assessor should;

- Understand that all persons within the premises should be able to reach a place of ultimate safety before life-threatening conditions arise; either unaided or with the assistance of staff - without FRS assistance. (RSET versus ASET)

- Understand that any emergency plan should be compatible with the normal every-day use of the premises.

- Understand the principles relating to alternative escape routes, dead ends and single direction of escape.

- Understand the principles relating to horizontal and vertical escape.

- Understand the principles relating to travel distances and travel times.

- Understand the principles relating to provision of adequate number(s) and dimensions of routes and exits.

- Understand the principles relating to appropriate use of door releases and other escape devices.

- Understand the principles relating to protected escape routes.

- Understand the principles relating to relative and ultimate places of safety.

- Understand the principles relating to means of escape other than stairs.

- Understand the relationship between fire detection systems and means of escape.

- Have an awareness of how smoke control systems can assist means of escape.

- Have an awareness of the provisions for, and maintenance of, evacuation signage.

- Have an awareness of the provisions for, and maintenance of, emergency lighting.

- Have an awareness of procedures and methods of assisted evacuation including the need for the training of staff in the emergency procedures and use of such equipment.



Appendix G Fire Prevention

Fire Prevention should be regarded as a vital part of fire safety and is an important part of any assessment. The law requires that one takes appropriate steps to reduce the likelihood of fire and of the spread of fire on the premises and to mitigate the effects of any fire that occurs.

Accordingly, the fire risk assessor should be able to;

- Understand and apply the appropriate principles of prevention.
- Identify and have an understanding of the different types of hazard.
- Evaluate the risk, and consider the appropriate method of managing the risk.

To enable the fire risk assessor to carry out the above, the fire risk assessor should;

- Understand the term “as low as reasonably practicable” (ALARP).
- Understand how ALARP should be applied proportionately to the risk in the premises.
- Understand that removal of the hazard should be the first step in fire prevention.
- Understand if the hazard cannot be removed the next step is to reduce the risk.
- Understand that if the risk cannot be reduced to an acceptable level then appropriate protective measures will need to be implemented.
- Understand the need to maintain the measures undertaken above, especially when changes are made to the use, structure or layout of the premises.



Appendix H Fire Protection

It is not expected that a fire risk assessor will carry out any engineering evaluation or examination of detailed design of passive or active fire protection systems or equipment, but such systems and equipment should be considered in terms of their suitability for the premises, and requirements in respect of appropriate maintenance and necessary testing.

A competent fire risk assessor must have the ability to identify correctly the passive and active elements of fire protection/design and their role in the provision of fire safety in the premises. This will include how they may interact e.g. if the fire alarm system triggers a door release mechanism to release held open doors to the closed position. The sub-appendices below identify the elements that should be used to evaluate the competence of fire risk assessors.

Accordingly the fire risk assessor should be able to:

1. Determine the need for fire protection systems and equipment;
2. Identify any major failings in the level of passive and/or active fire protection provided by existing systems and equipment from documentation, by observation and, where necessary inspection of measures that are not immediately visible;
3. Write a brief outline requirement for new or upgraded systems and equipment, within the action plan of the fire risk assessment
4. Demonstrate an ability to correctly identify the purpose, function and suitability of passive or active elements of fire protection/design.
5. Understand the availability and value of third party certification schemes for persons, systems and products.

To enable the fire risk assessor to carry out an appropriate risk assessment they must have regard to the passive and active systems installed within the premises and any necessary interaction between the two.

Reference should be made to the following sub appendices:-

Appendix H1 – Passive fire protection

Appendix H2 – Active fire protection



Appendix H1 – Passive fire protection

The fire risk assessor should have a knowledge and understanding of the role in the provision of fire safety, including the types of fire performance requirements (load bearing capacity, integrity, insulation, reaction to fire performance etc.) of the following:-

Fire protection to structural frame

The significance of any immediately visible damage.

Fire resisting walls, floors and ceilings forming escape routes

Their location in the building.

The need to maintain the fire resistance:

- of and above any suspended ceilings.
- below any raised floors.
- where they are penetrated by services (cables, pipes, ducts etc.).

Cavity barriers

Their location in the building.

Their importance in particular types of premises construction.

Fire-resisting glazing

Its location in the building.

Types of fire resisting glazing and relevant limitations in the use of non-insulating types.

The significance of any immediately visible damage and the need to repair it.

Fire doors and furniture

The importance of correct fitting of the door in the frame including door gaps.

The importance of suitable fire rated ironmongery e.g. self-closing devices, latches etc..

The need for appropriate intumescent protection:

- around the periphery of the door leaf.
- to ironmongery.
- to glazing.

The provision and condition of any smoke seals.

The ability to self-close.

The ability of any door retention device to release e.g. on the operation of any fire alarm/detection system (from documented maintenance records/checks).

The assistance of any third party labelling in ascertaining the above.

The limitations on techniques for upgrading fire door performance e.g. using intumescent coatings, self-adhesive intumescent strips etc..

Fire-resisting dampers (mechanical or intumescent)

Their location in the building.

Their operation (from maintenance records).



Their operation as part of any smoke control system (from maintenance records/checks).

Fire-resisting ductwork

Its location in the building.

The need to maintain the fire resistance where it penetrates compartment and/or fire resisting walls/floors by the use of suitable penetration seals.

Fire-resisting service ducts and shafts

Their location.

Firefighting shafts and stairwells

Their location in the building.

Penetration seals for pipes, cables and other services

Their location in the building.

Their visible condition including the use of unsuitable repairs.

The use of sealing systems not supported by test evidence relevant to the end use of the product.

The building envelope, e.g. fire-resisting external walls, curtain walls

The significance of their role in protecting external escape routes at boundaries.

The significance of any immediately visible damage.

The importance of remedying any immediately visible damage in sandwich panel constructions using combustible insulating cores.

Wall and ceiling linings in escape routes

The significance of extensive over painting.

The significance of large quantities of combustible items (notice boards, notices etc.).



Appendix H2 – Active fire protection

The fire risk assessor should;

For Fire Detection and Alarm (FD&A) Systems and Voice Alarm Systems:

Be able to determine the appropriate category of FD&A system to match the risks for a (non-domestic or domestic) premises.

Be able to determine the circumstances where a Voice Alarm system is appropriate for the risks.

Understand how FD&A systems interlink with other systems and equipment.

Understand the need for door release mechanisms to fail safe and the need for ancillary equipment.

Understand the circumstances in which there is a need for a connection to an alarm receiving centre.

Be aware of the importance of avoiding false alarms, and have an awareness of elementary measures for their avoidance.

Be aware of available adaptations to FD&A systems for deaf and hard of hearing people.

Understand how phased evacuation and staged alarm systems interact.

Be aware of the basic requirements for siting manual call points.

Understand the common types of detectors and their limitations.

Understand the common alarm devices and their limitations.

Be aware of situations in which cables should be fire resisting.

Be aware of the need for zone plans and their value to the Fire and Rescue Service.

Be aware of the certificates that should be issued by “Competent Persons” and key points contained in them.

Understand the appropriate frequency and nature of routine testing and maintenance.

For Emergency Voice Communication systems (EVC):

Understand the need for, and purpose of, EVC systems.

Be aware of the main components and their locations.

Understand the appropriate frequency and nature of routine testing and maintenance.

For Emergency Escape Lighting (EEL):

Be aware of the common forms of EEL system, their principles of operation (i.e. self contained and central systems) and modes of operation (maintained & non maintained).

Be aware of limitations in the use of standby generators.

Understand situations where maintained EEL is necessary.

Be aware of the basic requirements for positioning of luminaires and understand the meaning of “Point of Emphasis”.

Be aware of the relationship between EEL and signs.



Be aware of the certificates that should be issued by “Competent Persons” and key points contained in them. Understand the appropriate frequency and nature of routine testing and maintenance.

For First Aid Fire Fighting Equipment:

Have an understanding of the situations in which firefighting equipment are necessary.

Have an understanding of the different fire extinguishing agents, their applications and limitations.

Have an understanding of the different roles of portable firefighting equipment and hose reels.

Be aware of the basic requirements for selection, provision and siting of firefighting equipment.

Understand the appropriate frequency and nature of routine inspection and maintenance.

For Fire Suppression systems:

Be aware of the common forms of fire suppression systems and their principles of operation.

Be aware of the situations where an automatic fire suppression system is necessary for compliance with legislation or for life safety purposes.

Be aware of the basic guidance for siting of devices such as sprinkler heads.

Be aware of the certificates that should be issued by “Competent Persons” and key points contained in them.

Understand the appropriate frequency and nature of routine testing and maintenance.

For Smoke Control systems:

Understand the different types and roles of smoke control systems that may be found in premises and their principles of operation.

Be aware of the situations where a smoke control system is necessary for compliance with legislation or life safety.

Be aware of the certificates that should be issued by “Competent Persons” and key points contained in them.

Understand the appropriate frequency and nature of routine testing and maintenance.

For Access and Facilities for the Fire and Rescue Service:

Understand the types of, and need for, access and facilities for the Fire and Rescue Service.

Understand the appropriate frequency and nature of routine testing and maintenance.



Appendix I

Management of Fire Safety

Management of Fire Safety is a wide ranging subject and can include all those matters covered in the previous appendices (A to H inclusive).

Accordingly, the fire risk assessor should be able to;

- Demonstrate a knowledge and understanding of the principles and practices of Management of Fire Safety.
- Understand how they relate to the protection of life of persons within and around premises.
- Assess the management capabilities and controls in place, balanced against and pertinent to, the occupation and purpose of the premises.
- Give clear and appropriate advice to the duty holder.

To enable the fire risk assessor to carry out the above, the fire risk assessor should have an appropriate knowledge and understanding of;

- Available resources and status of responsibility of the person responsible for management of fire safety.
- Staffing levels (staff-occupant ratio).
- Fire training – including fire drills and responsibility levels in event of a fire.
- Emergency and evacuation procedures (including existing emergency plan, its compatibility with ordinary every- day use of the premises and its provisions for disabled persons).
- Signs and signage.
- Work control – contractors and similar (Permit systems etc.).
- Communications procedures (alerting to fire, internal communication etc.).
- Maintenance and testing of fire safety systems and record keeping.
- Degraded systems planning.
- Abnormal occupancy planning.
- Fire load management.
- Monitoring of special or unusual hazards.
- The documentation required by legislation.

In addition the fire risk assessor should have a knowledge of the issues relating to people especially at risk and the appropriate types of evacuation strategies, including;

- The presence of and an awareness of how mobility and other disability limitations can affect the evacuation strategy of the premises.
- The presence of and an awareness of how children and the very elderly can affect the evacuation strategy of the premises.
- The presence of and an awareness of how people asleep or otherwise unable to escape quickly or unaided can affect the evacuation strategy of the premises.
- An awareness of the different lone workers, isolated workers.
- An awareness of personal emergency evacuation plans (PEEPs).
- An understanding of the different types of evacuation strategies including simultaneous evacuation, phased evacuation, progressive horizontal evacuation, zoned evacuation



ANNEXE B

Knowledge Skills Experience and Behaviour for Fire Risk Assessors

1 Key Duties of the Fire Risk Assessor

Currently, there are no nationally recognised occupational standards for fire risk assessors. There are, however, key duties that must be understood and those below form the essential functions of a fire risk assessor. The following capabilities are based upon the existing FRACC requirements but have been updated and mapped to the key functions described below. These should assist in easier creation of training, development and quality assurance activities. The functions to be demonstrated by assessors are:

1. Identify hazards and risks associated with fire in general and specialist buildings and processes
2. Report fire risk issues including any directly related to awareness of reporting arrangements for residents and occupants
3. Evaluate existing fire risk assessments including appropriateness for the risk
4. Audit management of fire safety systems
5. Recommend controls to manage residual risks, including where necessary in higher risk situations temporary controls that might be required until a permanent control is implemented

The means by which these functions can be met are described in this document as knowledge, skills, experience and behaviours (KSEB). They, in combination describe competence. The ACOP includes details of how such competence can be maintained. The lists provided below are not exhaustive and cannot take every skill or piece of knowledge that may be required into account. As a result, these may be amended over time.

2 Knowledge Criteria

Related to the Core Criteria the following knowledge needs to be understood.

The extent of this knowledge must be commensurate with the required role and activities of the assessor:

K1	The principles of risk assessment.
K2	The variety of data that can be gathered including a range of mediums and sources.
K3	How to analyse data to inform the risk assessment process.
K4	How the principles of risk assessment can be applied practically to the management of risk in regulated entities (i.e where the RR(FS)O applies).
K5	An appropriate range of applicable codes and standards and first principles, occupant profiles and characteristics, which influence fire strategies and structure.
K6	Guidance specific to and appropriate for different specialist premises types.
K7	The risks and applicable control measures applicable to specialist processes which may be undertaken where it falls under the requirements of the FSO.
K8	The social, economic and commercial constraints that may influence the effectiveness and application of risk control measures.
K9	The social and economic constraints on a building design.
K10	The principles of product certification, testing and specification.
K11	The principles of compartmentation with relation to fire resistance, integrity and insulation and the types of products used to provide it.
K12	The principles of building design.
K13	The principles of fire strategies and the elements that influence them.
K14	The environmental impact of building construction throughout its lifecycle.
K15	The principles of emergency escape lighting and how they should be implemented and maintained.
K16	The principles of fire detection and alarm systems and how they should be implemented and maintained.
K17	The mechanism of combustion and methods fire spread.
K18	The principles of passive fire protection and how it is used practically.

K19	The principles of active fire protection and how it is used practically.
K20	The requirements for providing facilities and access for firefighting activities in relation to applicable guidance and their effect on risk management.
K21	The methods by which firefighting activities may be undertaken by the fire and rescue service and how they interact with the management of risk.
K22	How housekeeping regimes impact on the fire safety of the building and its users.
K23	The requirements of vulnerable people and the impact their vulnerabilities will have on evacuation.
K24	How human behaviour can affect judgement and influence behaviour with regard to safety and fire.
K25	The scope of the Regulatory Reform (Fire Safety) Order, Fire Safety Act, Building Safety Act, any other relevant legislation and your obligations and responsibilities under them.
K26	How specialist protection systems may contribute to fire safety such as electrical and lighting protection.
K27	The range of direct and indirect sources of ignition.
K28	The maintenance measures which are applicable across the range of general fire precautions and other elements forming the premises fire protection measures.
K29	Methods by which information can be gathered from all relevant <u>dutyholders</u> .
K30	The principles and methods of fire extinguishment.
K31	The concept of escape to ensure sufficient all occupants reach an area of relative safety or ultimate safety in an emergency.
K32	The principles and methods by which fire can be detected and an alarm be raised.
K33	What fire engineered solutions are and how they can be used to provide safety where it cannot be achieved using normal guidance.
K34	The types of records and information that should be kept and accessible.
K35	The requirements for signage types and their locations to conform to the appropriate British Standard.

K36	How to specify fire safety systems and contribute to specification, tendering and procurement of such services and systems.
K37	How to seek advice and support to undertake activities which are outside your own sphere of responsibility or expertise.
K38	How external wall systems are used on buildings, the various types of system that may be encountered and how they may contribute fire growth and spread.
K39	How to follow and apply your organisation's policies, instructions or procedures for conducting assessments.
K40	How to assess and select suitable solutions to comply with the requirements of Fire Safety Order and other relevant legislation.
K41	How to effectively communicate in a range of situations to a range of people in order to gather information and provide advice.
K42	How to effectively communicate your findings to the RP, colleagues and regulators.
K43	The limits of your knowledge and responsibility and what to do when those limits have been reached.
K44	Methods and processes of self-evaluation
K45	The principles of planning and task management in order to meet deadlines
K46	The role and responsibilities and powers of regulators under both the relevant fire safety legislation including, where applicable, Local Housing Authority, Fire and Rescue Services and the Buildings Safety Regulator.
K47	The legal requirements, penalties and processes that may impact on undertaking fire risk assessments.
K48	The requirements of the Health and Safety at Work Act and how they apply to yourself and others.

Skills relate to the things that a fire risk assessor must be able to do. The knowledge and understanding above make up the building blocks of skills and show what is required to carry them out.

S1	Carry out an assessment of premises, venues and processes to assess the risks and evaluate the level of fire safety management
S2	Provide reports that make clear and achievable recommendations on the measures required to reduce risk from fire to a level as low as reasonably practicable.
S3	Undertake work to the extent of your competence and know what to do when this extent is exceeded.
S4	Confirm the scope of your responsibilities, expectations of the client and ensure all relevant parties understand and accept them.
S5	Examine existing fire safety risk assessment documentation to review their effectiveness.
S6	Provide technical input and advice as needed commensurate with competence and the requirements of the RP, up to and including fire engineering solutions.
S7	Produce fire safety risk assessment documentation in accordance with any business policies and procedures and in agreed formats.
S8	Identify immediate serious safety issues and raise these with relevant parties including clients and regulators.
S9	Be situationally aware of yourself, others and the environment to ensure safety of all.
S10	Interpret and apply technical knowledge ensure evaluation and guidance is compliant with documentation such as British Standards, Building Regulations, National Guidance and Best Practice
S11	Work with other agencies, such as local authority fire and rescue, housing regulators and the Building Safety Regulator.
S12	Obtain existing information and records to assist with effective assessment of risk and formation of control measures.
S13	Demonstrate clear communication skills, with the ability to interact with a wide range of audiences, being persuasive and confident. To communicate complicated information verbally and in writing in an effective way.
S14	Evaluate fire safety designs and fire protection systems whether installed or at a planned stage.
S15	To assess fire safety concerns, provide fire safety advice on request and make decisions to instigate improvements insofar as is required to meet regulatory and legal compliance.
S16	Take account of risk perceptions, behaviours and biases when identifying, analysing and assessing risk
S17	Ability to plan your work and that of your team in order to complete tasks to the required standard and within agreed timescales.
S18	Ability to follow up on assessment matters, where necessary, in order to reach a conclusion, in an appropriate way.



4 Behaviour

The fire sector has a duty to act responsibly and to show that it meets the ethical behaviours expected of it by commerce and the public. In addition and in part reflecting the possible consequences of actions by its members that can adversely impact society in a way that goes beyond the client and individual professional, it also should act in a manner that actively promotes and supports a high ethical position.

Individuals are therefore expected to help safeguard the public by acting ethically when reaching decisions and undertaking work. In some cases, this responsibility may itself be regarded as a compliance issue by an individual's own professional body or registration organisation. Regardless of whether this is or is not a regulated situation, the principle of seeking to act ethically and in the public interest at all times is a key feature of competent behaviour. In a practical context, given many individuals in the fire sector will be employed by other professionals or a corporate entity, it is important to ensure that those others or entities also act and endorse ethical behaviour by offering open and accessible routes to register concerns or conflicts to find resolution without personal penalty and offer methods of appeal to those individuals and the public who register dissatisfaction with decisions or performance.

Considerable assistance on design and operation of ethical policies and practices exist in the engineering profession and as a general approach the Engineering Council and Royal Academy of Engineering have jointly produced a statement of four key ethical principles that promote: honesty and integrity; respect for life, law, the environment and public good; accuracy and rigor; and leadership and communication.

Underpinning this ethical application there has to be a culture that believes fire safety is essential to safeguard life and must not be compromised. Work associated with fire safety has therefore to be undertaken in a diligent and competent manner throughout any building's life from inception to demolition.

4.1 Behavioural Benchmarks

The following list offers an insight into the commonly accepted benchmarks expected of ethical behaviour. They are split into:

- Respect for life, law, the environment and the public good.
- Honesty and integrity
- Accuracy and rigour
- Responsibility for direction, conduct and communication

Respect for life, law, the environment and the public good.	
B1	Hold paramount the health and safety of others and draw attention to hazards
B2	Ensure their work is lawful, ethical and justified
B3	Recognise the importance of physical and cyber security and data protection
B4	Respect and protect personal information and intellectual property
B5	Protect, and aim to improve, the quality of built and natural environments
B6	Maximise the public good and minimise both actual and potential adverse effects for their own and succeeding generations

B7	Take due account of the limited availability of natural resources
Honesty and Integrity	
B8	Act in a reliable and trustworthy manner and treat others with equality and fairness
B9	Be alert to the ways in which their work and behaviour might affect others and respect the privacy, rights and reputations of other parties and individuals
B10	Respect confidentiality
B11	Declare and manage conflicts of interest
B12	Avoid deception and take steps to prevent or report corrupt practices or professional misconduct
B13	Reject bribery and improper influence
Accuracy and Rigour	
B14	Always act with care
B15	Perform services only in areas in which they are currently competent or under competent supervision
B16	3 keep their knowledge and skills up to date
B17	Assist the development of knowledge and skills in others
B18	Present and review theory, evidence and interpretation honestly, accurately, objectively and without bias, while respecting reasoned alternative views
B19	Identify, evaluate, quantify, mitigate and manage risks
B20	Not knowingly mislead or allow others to be misled
Responsibility for Direction, Conduct and Communication	
B21	Be aware of and seek to effectively communicate the issues that the built environment raises for society
B22	Communicate as unambiguously and openly as possible to avoid misinterpretation
B23	Promote equality, diversity and inclusion, and respect the views of others
B24	Promote public awareness and understanding of the impact and benefits of new areas of learning, achievements and innovation in industry.
B25	Be objective and truthful in any statement made in their personal or professional capacity
B26	Challenge statements or policies that cause them personal or professional concern



4.2 Personal Professional Code of Conduct

Each key function of the fire risk assessor requires a variety of knowledge, understanding and skills. The behaviours expected from the assessor in performing those are, in general, uniform. As a result, it is anticipated that the behavioural requirements listed in the previous section, 'Behavioural Benchmarks', can be met with the adoption of a Personal Professional Code of Conduct.

However it should be noted that although the code of conduct is applicable in all cases it is not directly linked and therefore does not refer to all the benchmarks. The benchmarks include things that are more specific whereas the code of conduct is of a more general in nature.

Conduct; this is outlined below:

I agree to behave as a responsible individual, and promote responsible behaviour amongst others. I recognise that a building's safety and the safety of its users and occupants both now and in the future depends on people like me acting considerately and responsibly, making the right decisions and taking the correct actions. I understand work undertaken on the fabric, function and services of a building may directly or indirectly effect its operation and ultimately its performance in the event of an emergency -such as a fire- that could cause harm or cost lives (B21). I will act diligently and seek assistance if I am unclear or concerned about any aspect of my actions affecting safety (B26).

I therefore agree to be:

- 1 Responsible for my actions and for the consequences of my actions protecting the natural and built environment working for the public good and sustainable future. (B4, B5, B6, B7, B11)
- 2 Fair and value others diverse thoughts and opinions avoiding conflicts and impropriety, challenging statements of professional concern and expressing objective and truthful statements and opinions. (B8, B11, B20, B25, B26)
- 3 Truthful, trustworthy and honest reporting cheating and dishonesty and protect items, data and equipment from misuse and theft (B2, B3, B8, B12, B13, B20)
- 4 Respectful and conscious of others safety and welfare. (B1, B10, B14)
- 5 Conscious of operating within my own competency limits, staying up to date and helping others learn while remaining open to challenge showing respect and conscientiousness in my job or role (B15, B16, B17, B18)
- 6 Committed to identify, evaluate, quantify, mitigate and manage risks to the best of my abilities and communicate my opinions as effectively, openly and as unambiguously as possible (B19, B20, B21)
- 7 Seek to raise public awareness of the impact of fire, educating and communicating safe behaviour. (B24)
- 8 Careful not to abuse to my mental and physical health (B14)
- 9 Avoid harassment, intimidation or threatening and report anyone engaging in such behaviour. (B2)
- 10 Respectful of others regardless of their age, sex, sexual orientation, gender reassignment, religion or belief, being married or in a civil partnership, being pregnant or on maternity leave, disability, race including colour, nationality, ethnic or national origin. (B8, B9, B23)



5 Recognition

It is important to ensure that the Knowledge, Skills, Experience and Behaviours (KSEB) for fire risk assessors are clearly defined so that it is clear how each duty of the role can be undertaken to a consistent and competent level. This helps answer the question about just how much someone needs to know and what they need to know to become competent.

Understanding the levels of KSEB required to ensure that the risk assessor can be competent at their role is dependent on what their role demands. For example, it is likely that for a risk assessor who is only undertaking risk assessments in small commercial premises such as offices and shops, the technical levels of knowledge required will be much more basic than will be needed to undertake a risk assessment of a high risk building.

Similarly, the skills required to undertake the functions of a risk assessor will not change significantly between premises types. The practical difference will be seen via the greater technical knowledge and the greater degree of experience, which together lead to an overall greater understanding, of what will be expected of the individual.

The validators who assess the training and development undertaken must therefore have the capability to define and assess the actual content of understanding and expertise which is required for the risks being undertaken. For example, when undertaking a risk assessment in a high risk building that comprises multi-occupied accommodation, it will be necessary for the assessor to have, in addition to their general knowledge and understanding of:

- How the external wall system in such a building will have been constructed.
- The purpose of the system.
- The materials that can be used in an external wall system.
- Its behaviour in fire and how the wall system could interact with the rest of the building.

It is clear that, in order to provide this knowledge, there needs to be clarity in job specification and an understanding between the employer and the training provider. Similarly those organisations which provide validation of the individual should fully understand the role of the assessor and ensure they can be assessed against criteria that are relevant to that task.

Fire Safety Risk Assessor	
Role requirements for competent status	
Duty 1 - Identify hazards and risks associated with fire in general buildings and processes.	
Skills	Knowledge
S1	K1 K2 K3 K4 K5 K6 K7 K10 K11 K12 K13 K15 K16 K17 K18 K19 K23 K24 K27 K29 K30 K31 K33 K34 K38 K39 K41 K44 K47
S3	K37 K39 K43
S4	K29 K37 K39 K45 K47
S8	K1 K3 K4 K5 K6 K7 K11 K12 K13 K15 K16 K17 K18 K19 K20 K21 K22 K23 K25 K27 K28 K30 K31 K32 K34 K35 K37 K38 K42 K43 K46 K47 K48
S9	K1 K37 K39 K41 K44 K48
S10	K2 K3 K5 K6 K10 K20 K25 K37 K41 K42 K43
S16	K1 K2 K3 K8 K24 K37 K39 K41 K42 K43 K44
S17	K2 K3 K29 K34 K39 K41 K44 K45
S18	K2 K3 K25 K29 K34 K37 K41 K42 K45 K47
All behaviours are applicable	
See the role description for minimum experience requirements. Lower levels of experience can be tolerated when this duty is carried out under supervision.	

Fire Safety Risk Assessor	
Role requirements for competent status	
Duty 3 - Evaluate existing fire risk assessments including appropriateness for the risk	
Skills	Knowledge
S1	K1 K2 K3 K10 K11 K12 K13 K15 K16 K18 K17 K19 K23 K24 K27 K29 K31 K33 K34 K44 K47 K51
S3	K37 K39 K43
S4	K29 K37 K39 K45 K47
S5	K1 K2 K3 K4 K5 K6 K7 K8 K9 K11 K12 K13 K15 K16 K17 K18 K19 K22 K23 K24 K25 K26 K27 K28 K31 K32 K33 K34 K35 K37 K38 K39 K40 K47
S8	K1 K3 K4 K5 K6 K7 K11 K12 K13 K15 K16 K17 K18 K19 K20 K21 K22 K23 K25 K27 K28 K30 K31 K32 K34 K35 K37 K38 K42 K43 K46 K47 K48
S10	K2 K3 K5 K6 K10 K20 K25 K37 K41 K42 K43
S12	K2 K25 K29 K34 K37 K41 K45
S14	K1 K4 K5 K6 K7 K10 K11 K12 K13 K15 K16 K17 K18 K19 K20 K26 K30 K31 K32 K33 K35 K36 K37 K38 K40 K43
S16	K1 K2 K3 K8 K24 K37 K39 K41 K42 K43 K44
S17	K2 K3 K29 K34 K39 K41 K44 K45
S18	K2 K3 K25 K29 K34 K37 K41 K42 K45 K47
All behaviours are applicable	
See the role description for minimum experience requirements. Lower levels of experience can be tolerated when this duty is carried out under supervision.	

Fire Safety Risk Assessor	
Role requirements for competent status	
Duty 4 – Audit management of fire safety systems.	
Skills	Knowledge
S1	K1 K2 K3 K10 K11 K12 K13 K15 K16 K18 K17 K19 K23 K24 K27 K29 K31 K33 K34 K44 K47 K51
S3	K37 K39 K43
S4	K29 K37 K39 K45 K47
S5	K1 K2 K3 K4 K5 K6 K7 K8 K9 K11 K12 K13 K15 K16 K17 K18 K19 K22 K23 K24 K25 K26 K27 K28 K31 K32 K33 K34 K35 K37 K38 K39 K40 K47
S8	K1 K3 K4 K5 K6 K7 K11 K12 K13 K15 K16 K17 K18 K19 K20 K21 K22 K23 K25 K27 K28 K30 K31 K32 K34 K35 K37 K38 K42 K43 K46 K47 K48
S10	K2 K3 K5 K6 K10 K20 K25 K37 K41 K42 K43
S12	K2 K25 K29 K34 K37 K41 K45
S13	K29 K41 K42 K44
S14	K1 K4 K5 K6 K7 K10 K11 K12 K13 K15 K16 K17 K18 K19 K20 K26 K30 K31 K32 K33 K35 K36 K37 K38 K40 K43
S16	K1 K2 K3 K8 K24 K37 K39 K41 K42 K43 K44
S17	K2 K3 K29 K34 K39 K41 K44 K45
S18	K2 K3 K25 K29 K34 K37 K41 K42 K45 K47
All behaviours are applicable	
See the role description for minimum experience requirements. Lower levels of experience can be tolerated when this duty is carried out under supervision.	

Fire Safety Risk Assessor	
Role requirements for competent status	
Duty 5 - Recommend controls to manage residual risks, including where necessary in higher risk situations temporary controls that might be required until a permanent control is implemented	
Skills	Knowledge
S2	K1 K4 K7 K25 K34 K37 K40 K41 K42 K43 K45 K47
S3	K37 K39 K43
S4	K29 K37 K39 K45 K47
S6	K2 K4 K5 K6 K7 K8 K9 K10 K11 K12 K13 K14 K15 K16 K17 K18 K19 K20 K21 K22 K23 K24 K25 K26 K27 K28 K30 K31 K32 K33 K35 K36 K37 K39 K40 K41 K42 K43 K46 K48
S7	K1 K34 K37 K39 K41 K42 K43 K45
S8	K1 K3 K4 K5 K6 K7 K11 K12 K13 K15 K16 K17 K18 K19 K20 K21 K22 K23 K25 K27 K28 K30 K31 K32 K34 K35 K37 K38 K42 K43 K46 K47 K48
S10	
S11	K25 K29 K34 K37 K39 K41 K42 K43 K46 K47
S13	K29 K41 K42 K44
S15	K1 K2 K3 K4 K5 K6 K7 K8 K10 K11 K12 K13 K14 K15 K16 K17 K18 K19 K20 K21 K22 K23 K24 K25 K26 K27 K28 K29 K30 K31 K32 K33 K34 K35 K38 K40 K41 K42 K46 K47
S16	K1 K2 K3 K8 K24 K37 K39 K41 K42 K43 K44
S17	K2 K3 K29 K34 K39 K41 K44 K45
All behaviours are applicable	
See the role description for minimum experience requirements. Lower levels of experience can be tolerated when this duty is carried out under supervision.	

All behaviours are applicable

See the role description for minimum experience requirements. Lower levels of experience can be tolerated when this duty is carried out under supervision.

ANNEXE C

Qualification levels



The UK has four qualification award systems:

1. Regulated Qualifications Framework (RQF) for England and Northern Ireland;
2. Credit and Qualifications Framework for Wales (CQFW);
3. Scottish Credit and Qualifications Framework (SCQF), and
4. Framework for Higher Education Qualifications for England, Wales and Northern Ireland (FHEQ).

In 2010 the UK referenced the three UK qualifications frameworks to the European Qualifications Framework. The EQF is a common European reference framework whose purpose is to make qualifications more understandable across borders of different countries and systems and provides a comprehensive overview over qualifications Europe.

The core of the EQF is its eight reference levels defined in terms of learning outcomes, i.e. knowledge, skills and autonomy-responsibility. Learning outcomes express what individuals know, understand and are able to do at the end of a learning process. This Code uses the RQF framework for qualification references. For example a risk assessor operating in the highest risk premises should be RQF Level 5 or higher.

A typical Level 5 RQF higher education award would be: Foundation degrees; Diplomas of Higher Education (DipHE); Higher National Diplomas (HND) awarded by degree-awarding bodies in England, Wales and Northern Ireland under licence from Pearson and in terms of UK qualifications match: 4 and 5 Regulated qualifications framework (RQF), the Framework for higher education qualifications (FHEQ) and Credit and qualifications framework for Wales (CQFW); Level 7 and 8 Scottish credit and qualifications framework (SCQF) and Level 6 National framework of qualifications for Ireland (NFQ IE).

A Level 5 RQF individual: will demonstrate comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge; will be able to use a comprehensive range of cognitive and practical skills to develop creative solutions to abstract problems; and will exercise management and supervision in contexts of work or study activities where there is unpredictable change, being responsible for review and development of the performance of self and others

Qualifications are also often associated with national occupational standards, including the replaced fire National Vocational Qualification and regulated qualifications like City and Guilds, to show qualification from entry into work and before higher education. Vocational learning is extremely common in industry and the public sectors with many offering qualifications including apprenticeships. In house employer training that has not been externally regulated or quality assured is therefore a feature that is encompassed in the Framework although preferably with third party assurance. Demonstration of achievement by possession of the appropriate level of qualification is important to those who use and specify those services.

RQF Regulated Qualifications Framework England	EQF European Qualifications Framework
8 (Doctor of Philosophy DPhil, PhD etc.)	8
7 (Master's Degree, Postgraduate Certificate/Diploma, NVQ Level 5 etc.)	7
6 (Bachelor's Degree, NVQ Level 4 etc.)	6
5 (NVQ Level 4, Foundation Degree, HND etc.)	5 (UK) HNC, HND, Foundation Degree, RQF levels 4 & 5, Certificate of Higher Education, Diploma of Higher Education, Scottish Advanced Higher
4 (NVQ Level 4, HNC, Higher Apprenticeship etc.)	
3 (Advanced level A level Advanced Apprenticeship etc.)	4
2 (GCSEs grade A*- C or Intermediate Apprenticeship etc.)	3
1 (GCSE grades D-G etc.)	2
E3	1