



Qualsafe Level 2 Award in
Fire Safety (RQF)

Qualification Specification

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Key Qualification Information

| | |
|---------------------------------|---|
| Qualification number: | 603/2756/X |
| Operational start date: | 18 Dec 2017 |
| Guided Learning Hours (GLH): | 6 |
| Total Qualification Time (TQT): | 7 |
| Number of units: | 1 mandatory unit |
| Assessment methods: | • Theory assessment/multiple choice question paper: 1 x 30 question paper (minimum score 20) |



Qualsafe Awards

Not only is Qualsafe Awards (QA) one of the largest Awarding Organisations (AO) in the UK, we are also the biggest AO for First Aid qualifications, making us an extremely trusted and recognisable name that employers look for when selecting a training provider.

We are recognised and regulated by the Office of Qualifications and Examinations Regulation (Ofqual), Qualifications Wales and the Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA). This means we can offer Centres an extensive range of qualification suites including First Aid; Prehospital Care; Health and Safety; Mental Health First Aid; Food Safety; Fire Safety; Education and Training; Manual Handling; and Health and Social Care.

With a specialist team of subject matter experts on hand to support our Centres, including A&E Consultants, doctors, paramedics, nurses, physiotherapists and specialists in other sectors such as mental health, you can be confident that you are truly working with the industry experts.

Qualification overview

This qualification forms part of the QA Fire Safety suite of qualifications. The qualification and learning outcomes are based on the recommendations of:

- National Occupational Standards (NOS) related to fire safety
- Recommendation of good practice outlined by the Health and Safety Executive (HSE)

This qualification develops Learners' fire safety awareness. It includes how fires are caused, the risks associated with fire and what we can do to control fire risks in the workplace. It also covers the principles of fire safety management at work, fire safety inspection, fire safety risk assessment and the legal requirements related to fire safety in the workplace. Understanding the role of a fire warden is a key component of this qualification.

This qualification specification provides information for Centres about the delivery of the Qualsafe Level 2 Award in Fire Safety (RQF) and includes the unit information, assessment methods and quality assurance arrangements.

Objective

The objective of the qualification is to benefit Learners through developing their fire safety awareness. It helps Learners build an understanding of fire safety management at work and supports specific roles and responsibilities related to fire safety in the workplace.

Intended audience

This qualification is for anyone who has a specific responsibility for fire safety in the workplace. It is suitable to:

- Qualify fire wardens/fire marshals
- Provide a foundation of fire safety knowledge on which employers and 'responsible persons' can build
- Increase the fire safety knowledge of all employees



Structure

This qualification contains 1 mandatory unit with a Total Qualification Time (TQT) of 7 hours. Full details of this unit are in *Appendix 1*.

Learners must complete all assessments in the unit successfully within the registration period to achieve the qualification. The maximum period to achieve this qualification, including any referrals is 4 weeks.

TQT is the total number of hours required for a Learner to achieve this qualification. It has 2 elements:

- Guided Learning Hours (GLH) is the time a Learner is being taught and assessed under the immediate guidance of a Trainer/Assessor, which for this qualification is 6 GLH (minimum), and
- The number of hours a Learner will reasonably be likely to spend in preparation and study, including assessment, as directed by, but not under the immediate guidance or supervision of a Trainer, e.g. pre-course reading, which for this qualification is 1 hour

Other units

No other units can be combined to count towards the Qualsafe Level 2 Award in Fire Safety (RQF) qualification.

Relationship with other related qualifications

This unit may appear in health and safety qualifications that contain multiple units.

Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL) is not allowed for this qualification.

Entry requirements

Learners must be at least 14 years old on the first day of the training.

There are no other formal entry requirements but to benefit from the learning we advise that Learners have a minimum of Level 1 in literacy.

Progression

Some possible routes of progression are:

- Qualsafe Level 3 Award in Health and Safety in the Workplace (RQF)
- Qualsafe Level 3 Award in Risk Assessment (RQF)

Requalification requirements

We recommend you refresh your training every 3 years.



Qualification approval requirements

Qualsafe Awards requires the Centre:

- To have appropriate policies, systems and procedures in place
- To appoint suitable individuals from their personnel team to train, assess and quality assure their QA qualifications
- To have suitable and adequate venues, equipment and learning resources

In order to secure and maintain approval from QA, Centres need a minimum staffing requirement for each qualification suite they deliver, which for this qualification is:

| | |
|-------------------------------------|--|
| One Trainer/Assessor | Responsible for the delivery and assessment of qualifications |
| One Internal Quality Assurer | Responsible for quality assuring the delivery, assessment and awarding of this qualification |

Qualsafe Awards requires the Centre staff to read and understand QA's key policies and procedures, and to abide by their contents.

Trainers

All Trainers should have the skills, knowledge and experience to be able to teach and demonstrate the subject. Each Trainer must be approved by Qualsafe Awards and provide evidence of:

1. A relevant vocational qualification (see *Vocational qualifications* table)
2. A formal teaching/training qualification (see *Teaching qualifications* table)

| Vocational qualifications | |
|--|---|
| Ofqual Regulated Level 3 or 4 Health and Safety qualification | Degree or Dip HE in a relevant subject |
| Ofqual regulated Level 3 or 4 Fire Safety qualification | Verifiable experience as a Fire Officer |
| NEBOSH Certificate in Fire Safety (or equivalent) | Suitable Fire Safety 'Train the Trainer' certificate |
| NEBOSH Diploma in Occupational Health and Safety (or equivalent) | A statement of relevant experience in a fire safety or fire training role (a reference may be required) |
| NEBOSH Certificate in Occupational Health and Safety | |

| Teaching qualifications | |
|---|--|
| B.Ed, M.Ed | City and Guilds Teacher's Certificate or equivalent |
| PGCE, PCET, Cert Ed | Ofqual Regulated Level 3 Award and Level 4 Certificate in Education and Training |
| NVQ Level 3 in Learning and Development | PTTLS, CTTLS, DTTLs |
| NVQ Level 4 in Learning and Development | Further Education Teacher's Certificate |

(If relevant qualifications or experience do not appear on this list, please provide us with details as these alternatives could be acceptable.)

Trainers are expected to keep up to date with the subject area and provide evidence of continuing professional development (CPD).



Assessors

There is no requirement for a separate Assessor when delivering this qualification. Once Trainers have been approved to deliver the qualification, they can assess Learners.

It is best practice for Trainers to hold a formal (regulated) assessing qualification or attend relevant Assessor CPD training with an Awarding Organisation (AO). However, as a minimum, Trainers must follow the principles outlined in the current *National Occupational Standards for Learning and Development: Standard 9 – Assess learner achievement*. (Centres must be able to prove this).

Full details of the Centre’s requirements for internal quality assurance are in the *QA Centre Assessment Standards Scrutiny (CASS) Guidance*.

Internal Quality Assurers

Internal Quality Assurers (IQAs) must be vocationally competent and have a relevant vocational qualification (see *Vocational qualifications* table) **and**:

- Hold (or be working towards) a quality assurance qualification **or**
- Have attended QA approved IQA training relevant to this qualification **or**
- Hold an assessing qualification and follow the principles outlined in the current *National Occupational Standards for Learning and Development: Standard 11 – Internally monitor and maintain the quality of assessment* (Centres must be able to prove this)

It is best practice for IQAs to hold a formal (regulated) IQA qualification and to hold, or be working towards, a formal (regulated) teaching qualification.

Full details of the Centre’s requirements for internal quality assurance are in the *QA Centre Assessment Standards Scrutiny (CASS) Guidance*.

Note: IQAs cannot quality assure a course for which they were the Trainer and/or Assessor.

Venue and equipment

Quality training involves using premises conducive to learning and it is a Centre’s responsibility to make sure all venues used for training and assessment purposes are suitable and adequate – whether these are hired or in-house training rooms. They must also comply with all current legislation.

In addition, it is important to use a wide range of equipment and learning resources to support delivery.

As a minimum, Centres must make sure their venues, equipment and other resources include:

| Area: | Requirements: |
|--|--|
| Training venue | The training venue must meet acceptable health and safety standards and be conducive to learning, with sufficient: size, floor surfaces, seating, writing surfaces, toilet facilities, ventilation, lighting, heating, access, exits, cleanliness, absence of distracting noise. The theory assessment space should allow Learners to sit at least 1 metre apart to prevent collusion. |
| Audio visual (AV) equipment and training aids | Sufficient AV equipment and training aids to facilitate learning using varying teaching methods. |
| Learning materials | Provide Learners with clear and accurate reference books/handouts covering the topics included in the qualification. |
| Fire extinguisher (optional) | To re-enact how to put out a fire using an extinguisher. |

Note: Learners should sit at least 1 metre apart to prevent collusion during the theory/multiple choice question paper assessment.



Course/Centre administration

Registering Learners

Register Learners with Qualsafe Awards in accordance with the guidance in the *QA Centre Handbook*.

Certification

After a Learner has completed an assessment, unit or qualification, whether they have passed or not, Centres must enter the details and assessment results on the QA Customer Portal at: www.qualsafeawards.org

Centres will be given login details and guidance on using the QA Customer Portal when they are approved to deliver a QA qualification.

The Learner receives a certificate on achieving this qualification.

The certificate date is the date the Learner achieves the unit.

QA have developed a verification tool that means the validity of every certificate can be verified online. This verification tool can be found on the QA website.

Delivery and support

Learner to Trainer ratio

To maintain the quality of training and assessment, make sure the class ratio is no more than 16 Learners to 1 Trainer for face-to-face courses. The assessment space should allow Learners to sit at least 1 metre apart to prevent collusion during the theory/multiple choice question paper assessment. Never allow more Learners on the course than you can cater for during the assessment.

Note: While this ratio of 16 Learners to 1 Trainer for face-to-face courses is strongly recommended for the Qualsafe Level 2 Award in Fire Safety (RQF) qualification, Centres may apply to QA to extend this ratio to 24 Learners to 1 Trainer if there are no practical assessments/skills tests. You must demonstrate that:

- Learners will not be disadvantaged
- The Trainer is experienced in this subject area with a low Trainer risk rating
- The venue has sufficient assessment space to allow Learners to sit at least 1 metre apart (to prevent collusion during the multiple-choice question paper assessment)

All requests **must be approved** by Qualsafe Awards **before** any increase in Trainer/Learner ratio.

This qualification may be delivered and/or assessed digitally through Qualsafe at Home. To maintain the quality of training and assessment for remote/online courses, make sure the class ratio is no more than 8 Learners to 1 Trainer. The assessment session must be invigilated 'live' via an appropriate video conferencing facility. Learners must meet all the technical, equipment and invigilation requirements to sit the theory/multiple choice assessment via the QA e-Assessment platform.

Note: You should never allow more Learners on the course than you can cater for during the assessment.

Delivery plan

Qualsafe Awards provides Centres with a complimentary course programme and detailed lesson plans, which are carefully designed to meet the objective of this qualification and the needs of Learners, making sure Learners are adequately prepared for the assessments.



Centres not using QA lesson plans, which are created and provided free, must submit their own delivery plan and have it approved by us **before** delivering this qualification. Note: Charges may apply. The delivery plan should:

- Include a course timetable and detailed lesson plans, clearly showing the required subjects and criteria/ learning outcomes are covered and the minimum 6 guided learning hours are met
- Be carefully designed to meet the objective of this qualification and the needs of Learners, making sure Learners are adequately prepared for the assessments
- Be emailed to: info@qualsafeawards.org

Qualsafe at Home

This qualification can be delivered online using a virtual classroom. It can be delivered entirely online by combining remote training and an invigilated e-Assessment or Learners can complete the remote training and then attend a face-to-face assessment session. Further details about the requirements for delivering a Qualsafe at Home course are available to approved Centres in the 'Centre downloads' section of their QA Customer Portal. All Centres must seek approval for remote training and/or e-Assessment by completing the *Qualsafe at Home Centre Application*. All Centre staff involved in the remote delivery and/or assessment for this qualification must read and understand all guidance and requirements in advance of delivery.

E-Learning

QA has devised e-Learning for this qualification. If choosing the e-Learning option, Learners must complete the QA e-Learning course first and then attend a regulated assessment session invigilated by their QA training provider.

Learning materials

Centres must provide each Learner with suitable reference materials that cover the lesson plans and learning outcomes for this qualification. We recommend:

- *Fire Safety Made Easy* by Qualsafe.com

Centres can choose alternative books or other learning materials but these **must be approved** by Qualsafe Awards prior to use. Note: Charges may apply. Please refer to the *QA Fees and Charges list*.

Ongoing support

Qualsafe Awards Centres should provide appropriate levels of support to Learners throughout the qualification. The purpose of the support is to:

- Assess knowledge and competence in relation to learning outcomes and the detailed assessment criteria of the unit within the qualification, see *Appendix 1*
- Give Learners feedback on their progress and how they might be able to improve

Assessment

Methods

Qualsafe Awards has devised externally set, internally marked assessment tools for face-to-face assessments to make sure Learners are assessed against the required knowledge, skills and understanding, as detailed in the learning outcomes and assessment criteria shown in *Appendix 1*. Centres should download all assessment papers from the QA Customer Portal in advance of the course. For this qualification there is:

- Theory assessment/multiple choice question paper – there is 1 paper per Learner and Learners should answer all the questions under 'examination' conditions, see *QA Multiple Choice Question Paper Guidelines*:



- Maximum time allowed 45 minutes
- Minimum mark is 20 out of 30 to be considered for an overall 'Pass'

Note: Centres should download all assessment papers from the QA Customer Portal in advance of the course.

Alternatively, Learners may complete an externally set, externally marked invigilated e-Assessment. The time allowed, number of questions and minimum mark requirements are the same as the face-to-face assessment.

There are 2 possible grades available of Pass or Fail. All mandatory areas of assessment must individually meet or exceed the required pass criteria/mark for the Learner to achieve this qualification.

Access to assessment

Qualsafe Awards is committed to equality when designing the assessments for this qualification. Centres can make sure they do not unfairly exclude the assessment needs of a particular Learner by following the *QA Access to Assessment Policy* to determine whether it is appropriate to make a:

- Reasonable adjustment or
- Special consideration

When using the QA e-Assessment platform, Centres can apply additional time to a multiple-choice assessment for specific Learners who require a reasonable adjustment.

When a reasonable adjustment needs to be made, Centres should check the *QA Access to Assessment Policy* to see if the adjustment required needs prior approval or if the Reasonable Adjustment Form can be submitted retrospectively. If the adjustment requires prior approval, then Centres must complete a Reasonable Adjustment Form and send it to QA with any relevant supporting evidence at least five working days in advance of course delivery for review and approval. Centres should retain a copy of this form for their own records.

Learners may be eligible for special consideration if their performance through the assessment process has been affected by some temporary illness, injury or adverse set of circumstances. A Special Consideration Request Form should be completed and sent to QA along with any supporting evidence (where available) for consideration and approval. Centres should retain a copy of this form for their own records.

Note: If you have any suggestions for improvements, please let us know.

Learners should be informed about the Centre's and QA's appeals and complaints procedures and how they can access these. Information about these procedures can be found in the *QA Training Commitment* which should be presented to Learners during their course.

Assessment language

Assessment in British Sign Language (BSL) may be permitted for this qualification for the purpose of a Reasonable Adjustment. See *QA Access to Assessment Policy*.

Assessment in languages other than English may be permitted. However, the certificate issued could only be used to support a role in the workplace as long as proficiency in English is not required for the role supported by this qualification. See *QA Language Policy*.

Prior approval from QA is required before any assessment is delivered through BSL or a language other than English. Any request received will be considered in terms of viability and there may be charges depending on the work required to meet the request, e.g. translating assessment papers.

If a Learner passes the assessment process in another language or through BSL, their certificate will show



extra information, including the language of assessment and if required, confirmation of the context in which the certificate can be used.

Quality assurance

Centre internal quality assurance

The Centre is required to sample a reasonable amount of assessments as part of the quality assurance of the qualification. This standardisation of assessment across Learners and Trainers is to make sure there is fairness and consistency in assessment practices. Centres are required to adhere to QA's internal quality assurance requirements. Further details can be found in the *QA Centre Assessment Standards Scrutiny (CASS) Guidance*.

Centres must retain all Learner documents and records for a period of 3 years and make sure these are available for review by Qualsafe Awards or our representatives, e.g. External Quality Assurers (EQAs), on request.

Qualsafe Awards external quality assurance

Qualsafe Awards operates a system of ongoing monitoring, support and feedback for approved Centres.

QA employs a risk-based model to decide the frequency of external quality assurance activity.

Further details of the QA external quality assurance programme are available in the *QA Centre Assessment Standards Scrutiny (CASS) Guidance*.

Further information

Contact us

If you have any queries or comments we would be happy to help you, contact us:

Email: info@qualsafeawards.org

Tel: 0330 660 0899

Useful addresses and websites

- Qualsafe Awards, City View, 3 Wapping Road, Bradford, BD3 0ED
www.qualsafe.org
- Office of Qualifications and Examinations Regulation (Ofqual):
www.gov.uk/government/organisations/ofqual
- Council for the Curriculum Examinations and Assessment (CCEA): <https://ccea.org.uk/regulation>
- Scottish Qualifications Authority (SQA) Accreditation: <http://accreditation.sqa.org.uk>
- Qualifications Wales: www.qualificationswales.org
- Health & Safety Executive (HSE): www.hse.gov.uk



Appendix 1 – Qualification unit

The Qualsafe Level 2 Award in Fire Safety (RQF) has 1 unit that Learners are required to complete in order to achieve the qualification.

| | | |
|--|---|--|
| Title: | Fire Safety Principles | |
| GLH: | 6 | |
| Level: | 2 | |
| Learning outcomes <i>The Learner will:</i> | Assessment criteria <i>The Learner can:</i> | Indicative content |
| 1. Understand the hazards and risks associated with fire in the workplace | 1.1 Recognise how fires are caused in the workplace | <ul style="list-style-type: none"> • Cost of fire in monetary and individual terms • Causes of fire, e.g. smoking, portable heaters, arson |
| | 1.2 Identify the components of the fire triangle | <ul style="list-style-type: none"> • Fire triangle • Sources of ignition, e.g. naked flames • Sources of combustible fuel, e.g. rubbish |
| | 1.3 Identify the hazards during or after a fire, including the products of combustion | <ul style="list-style-type: none"> • Hazards during or after a fire, e.g. lack of oxygen, no escape route |
| | 1.4 Recognise the characteristics of fire and smoke spread | <ul style="list-style-type: none"> • Direct contact • Conduction • Convection • Radiation • Flashover definition • Backdraught and associated risks |
| 2. Understand how fire risk is controlled in the workplace | 2.1 Recognise the different methods used to identify and control fire hazards | <ul style="list-style-type: none"> • Fire prevention, e.g. good housekeeping, keeping fuel sources away from ignition sources • Fire protection, e.g. fire alarm systems, smoke detectors, compartmentation |
| | 2.2 Recognise the definition of 'means of escape' in relation to fire hazards | <ul style="list-style-type: none"> • Definition of 'means of escape' |
| | 2.3 Identify typical components for means of escape from fire hazards | <ul style="list-style-type: none"> • Components for means of escape, e.g. internal fire doors, escape routes, compartmentation |
| | 2.4 Recognise methods of fire detection and raising the alarm | <ul style="list-style-type: none"> • Methods of fire detection and the way they can be activated • Types of alarms including those for different types of environment |
| | 2.5 Identify the principle of how fires are extinguished | <ul style="list-style-type: none"> • Fire triangle and extinguishing fires including: <ul style="list-style-type: none"> o Cooling the fire o Smothering the fire o Starving the fire o Slowing down a chemical reaction |



| | | |
|---|---|---|
| | <p>2.6 Recognise how portable firefighting equipment should be used safely</p> | <ul style="list-style-type: none"> • Classes of fire, e.g. flammable solids, flammable liquids • Types of fire extinguisher, e.g. water, foam, powder • Fire extinguisher checks, e.g. safety pin in place, pressure gauge needle in correct position • When it is safe and unsafe to fight a fire with an extinguisher • How to use a fire extinguisher: <ul style="list-style-type: none"> o P – Pull the pin o A – Aim the nozzle at base of flames o S – Squeeze the handle o S – Sweep from side to side |
| | <p>2.7 Identify common fixed firefighting systems and where they might be used</p> | <ul style="list-style-type: none"> • Common fixed firefighting systems, e.g. hose reels, sprinklers • How and where fixed firefighting systems are used |
| <p>3. Understand the principles and practice of fire safety management at work</p> | <p>3.1 Recognise the duties of employers and employees with respect to fire safety in the workplace</p> | <ul style="list-style-type: none"> • People held responsible under fire safety law • Role of the ‘responsible person’ • Definition of ‘relevant person’ • Definition of ‘competent person’ • Employer’s duties, e.g. make sure staff are trained • Employee’s duties, e.g. co-operate with employers on fire safety matters <p>Note: Roles mentioned above are applicable in England and Wales. Similar roles, legislation, statutory guidance and national policies will apply in Northern Ireland and Scotland.</p> |
| | <p>3.2 Identify how to undertake a simple fire safety inspection in the workplace</p> | <ul style="list-style-type: none"> • Regular checks, e.g. general housekeeping, fire doors not wedged open • Periodic checks, e.g. annual service of portable firefighting equipment |
| | <p>3.3 Identify the stages involved in a fire risk assessment</p> | <ul style="list-style-type: none"> • 5 steps of a fire risk assessment <ul style="list-style-type: none"> o Step 1 – Identify the fire hazards o Step 2 – Identify people at risk o Step 3 – Evaluate and act o Step 4 – Record, plan and train o Step 5 – Review • Legal requirements to record fire risk assessments* <p>*Requirements may differ in the devolved nations of the UK</p> |



| | | |
|--|---|---|
| 4. Understand the role of the nominated fire warden | 4.1 Identify the role and function of fire wardens in their workplace: <ul style="list-style-type: none"> • on a day-to-day basis • during an emergency • if they are not in their designated areas of responsibility when the alarm is raised | <ul style="list-style-type: none"> • Principal role of a fire warden - get people out safely in the event of a fire • Other fire warden roles, e.g. monitor fire safety • How to decide how many fire wardens are needed • What to do if a fire warden is absent • Fire warden's duties when the alarm is raised, e.g. closing windows and doors behind them • What to do if a fire warden is not in their designated area when the alarm is raised • Importance of regular training |
| | 4.2 Recognise the content of a fire safety briefing | <ul style="list-style-type: none"> • Contents of a fire safety briefing • Fire drills |

Note: Full and detailed qualification content is available to approved Centres in the form of lesson plans and a training presentation which are provided free of charge.



www.qualsafeawards.org

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