



Qualification Specification

ProQual Level 3 Award in Fire Risk Assessment

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

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



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Introduction

The ProQual Level 3 Award in Fire Risk Assessment provides a nationally recognised qualification for those currently working in, or who want to work in the Fire Safety sector. This qualification has been developed with, and aligned to, the foundation fire risk assessment competencies outlined in BS 8674: 2025 – Built Environment Framework for Competence of Individual Fire Risk Assessors.

The aims of this qualification are:

- To introduce the principles, procedures and legislation of fire risk assessment.
- To prepare candidates for undertaking and reporting out on fire risk assessments.

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

Qualification Profile

Qualification Title:	ProQual Level 3 Award in Fire Risk Assessment
Qualification Number:	610/7041/5
Level:	3
Total Qualification Time (TQT):	100
Guided Learning Hours (GLH):	60
Assessment:	Pass/Fail
	Internally assessed and verified by centre staff
	External quality assured by ProQual Verifiers
Qualification Start Date:	16/02/2026
Qualification Review Date:	16/02/2029

Learner Profile

There are no formal academic entry requirements for this qualification. Centres should perform an initial assessment of candidate knowledge and skills to identify any gaps and to help determine the assessment plan. Candidates must be employed in a role or enrolled on a training course that will provide them the opportunity to review fire risk assessment in a low-risk building. Further information is available in the additional assessment information attached to each unit.

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

Candidates who complete this qualification may progress onto the ProQual Level 4 Certificate in Intermediate Fire Risk Assessment.

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Qualification Structure

This qualification consists of **3 mandatory units**. Candidates must complete all mandatory units to complete this qualification.

Unit Number	Unit Title	Level	TQT	GLH
Mandatory Units – Candidates must complete all units in this group.				
J/651/9280	Introduction to Foundation Fire Risk Assessment	3	35	20
K/651/9281	Understand Fire Development and Spread	3	25	15
XXX/XXXX/X	Introduction to Managing Fire Risk	3	40	25

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Links to National Standards/NOS mapping

National Occupational Standards (NOS) are owned by a Sector Skills Council or Standard Setting Body, and they describe the skills, knowledge and understanding needed to undertake a particular task or job at different levels of competence.

The Level 3 Award in Fire Risk Assessment has been aligned with the **BS 8674:2025 Built Environment – Framework for Competence of Individual Fire Risk Assessors**

All Learning Outcomes and Assessment Criteria for this qualification have been mapped to the knowledge, competencies and legislation identified in the standard to ensure a comprehensive and robust qualification that meets industry requirements.

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Centre Requirements

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

Materials produced by centres to support candidates should:

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

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

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Certification

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

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

ProQual Level 3 Award in Fire Risk Assessment

Claiming certificates

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

Unit certificates

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

Replacement certificates

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

Assessment Requirements

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

Evidence can include:

- Assignments/projects/reports.
- Professional discussion.
- Candidate product.
- Worksheets.
- Record of oral and written questioning.
- Recognition of Prior Learning.

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

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

- ProQual Level 3 Certificate in Teaching, Training and Assessment.
- ProQual Level 3 Award in Education and Training.
- ProQual Level 3 Award in Assessing Competence in the Work Environment.
(Suitable for assessment taking place in a working environment only.)
- ProQual Level 3 Award in Assessing Vocational Achievement.
(Suitable for assessment taking place in a simulated training environment only.)

Assessors should have worked as a fire risk assessor or equivalent industry role for a **minimum of two years**.

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

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

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

Enquiries, Appeals and Adjustments

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

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

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

Monitoring the Assessment Process and Internal Quality Assurance

If a candidate wishes to claim RPL/APL ProQual approved centres are required to support them through this process. Normal assessment and quality assurance systems will need to be applied to RPL/APL to ensure it is fit for purpose and appropriate. Candidates will need to provide evidence of their prior formal/informal learning, and the assessor will need to work with them to map this to the learning outcomes of the unit it relates to. If there are any gaps the assessor and candidate should find a suitable way to fill these.

ProQual's policy on Recognition of Prior Learning (RPL) and the period a candidate can recall and use evidence of previous experience is as follows:

In all ProQual qualifications, candidates can now use evidence within the last 3 years.

For clarity, 3-year count starts from the date candidate registers for the new ProQual qualification/unit they wish to complete.

RPL process must be assessed by the centre to the same rigorous standards as evidence obtained through any other process. Evidence must be valid, authentic, reliable, current and sufficient.

EQA may ask to see evidence of the recording process and support materials approved centres have in place to explain RPL/APL to their candidates. EQA will also check that RPL/APL has been included in the approved centre's internal quality assurance processes.

Where RPL/APL has been applied, this must be evidenced and recorded clearly in the portfolio.

For Further information on APL/RPL assessment, please see the Centre Handbook.

The Institute of Fire Safety Managers (IFSM) Definition of Building Risk

Low-Risk Buildings

In the scope of fire risk assessments, a low-risk building refers to structures that meet specific criteria to mitigate potential hazards. These buildings typically accommodate fewer occupants, with a capacity of around 60 occupants.

Moderate-Risk Buildings

In the scope of fire risk assessments, a medium-risk building comprises structures with slightly elevated criteria compared to low-risk ones, introducing moderate potential hazards. These buildings are expected to have occupancies of up to 500 people. Examples of medium-risk buildings encompass supermarkets and factory-commercial units, reflecting a moderately increased risk profile during fire assessments due to their design and layout characteristics.

High-Risk Buildings

In the scope of fire risk assessments, a high-risk building represents structures with elevated complexity and potential hazards, introducing a notably increased level of risk. These buildings cater to more significant numbers of occupants, exceeding 500 individuals. They are characterised by extended internal travel distances to final exits, surpassing 60 metres, single stairs, or intricate arrangements along the expected travel routes. Moreover, these buildings often feature expansive maximum fire spread areas exceeding 1000 square metres. Unlike low- or medium-risk buildings, high-risk structures may host multiple or abnormal hazards (including specialised hazards specific to the buildings' use). High-risk buildings include high rise flats, complex factory-commercial units, care homes, hotels, and hospitals.

For further IFSM guidance please refer to [National Fire Risk Assessors Register Guidance](#)

Units – Learning Outcomes and Assessment Criteria

Title:		Introduction to Foundation Fire Risk Assessment		Level:	3
Unit Number:	J/651/9280	TQT:	35	GLH:	20
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Understand the principle and scope of fire risk assessments.	1.1	Describe the key steps involved in the fire risk assessment process.		
		1.2	Describe the principles of fire risk assessment, and how they relate to the assessment of low-risk buildings.		
		1.3	Describe how individual and group behaviours can be influenced during a fire event.		
		1.4	Identify specific evacuation requirements for individuals considered to be at especially at risk in a fire event.		
2	Understand current fire risk assessment legislation.	2.1	Identify legal frameworks and relevant legislation informing professional fire safety practice.		
		2.2	Identify the current legislation related to fire safety, and the penalties that apply to non-compliance.		
		2.3	Explain the role of regulatory bodies and enforcing authorities in fire safety practice.		
		2.4	Explain the role of the fire and rescue service when undertaking firefighting and rescue operations.		

Additional Assessment Information

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

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

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Title:		Understand Fire Development and Spread		Level:	3
Unit Number:		K/651/9281	TQT:	25	GLH: 15
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Understand how fires develop and spread.	1.1	Identify the mechanism, the component parts required and the products of combustion.		
		1.2	Describe the ways in which a fire can spread, both internally and externally, including: <ul style="list-style-type: none"> • Causes for ignition. • Conduction. • Convection. • Radiation. • Direct Flame Contact. 		
		1.3	Describe how direct and indirect sources contribute to fire spread.		
		1.4	Describe hazardous situations with a potential to result in a fire and state the risks involved.		
		1.5	Explain how building structures and materials, including external wall systems and attachments, can contribute to fire growth and spread.		

Additional Assessment Information

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

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

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Title:		Introduction to Managing Fire Risk		Level:	3
Unit Number:	L/651/9282	TQT:	40	GLH:	25
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Understand how building design, construction and maintenance can contribute to the management of fire risk.	1.1	Describe with examples how building design and fire protection measures can:		
			<ul style="list-style-type: none"> • Limit fire development. • Enable early detection. • Suppress fire risk. 		
		1.2	Review a range of common building materials, evaluating:		
			<ul style="list-style-type: none"> • Fire Performance. • Product suitability. • Influence on fire behaviour. 		
		1.3	Identify the principles of performance-based fire safety engineering as an alternative to prescriptive standards.		
		1.4	Explain passive fire protection in relation to:		
			<ul style="list-style-type: none"> • Protection against the spread of fire. • Protection against products of combustion. • Protection of escape routes in a building. • Protection of the structural stability of a building. 		
		1.5	Describe the maintenance measures for a range of fire precautions that contribute to overall safety of a premises, including:		
			<ul style="list-style-type: none"> • Portable firefighting equipment. • Fixed suppression systems. 		

1	<i>Continued</i>	1.6	Describe how housekeeping and security measures can both conflict with and contribute to the safety of the building and its occupants.
		1.7	Explain the concept of 'means of escape' as a safety measure for buildings.
		1.8	Describe the purpose and requirements of fire safety signage for residential buildings and public spaces.
		1.9	Describe the components, principles and practical applications of active fire protection systems.
		1.10	Identify the professional standards and key requirements that describe how common active fire protection are installed and maintained, including: <ul style="list-style-type: none"> • Regular inspection. • Servicing. • Documentation.
2	Understand fire risk management systems.	2.1	Describe how fire risk management systems, policies and procedures contribute and impact fire safety in residential buildings and public spaces.
		2.2	Identify human behaviours that can impact on the effectiveness of fire safety systems, including possible malicious acts.
		2.3	Describe the role management systems play in: <ul style="list-style-type: none"> • Maintaining active fire safety measures. • Maintaining passive fire safety measures. • Managing risk when any system is faulty or impaired. • Managing false alarms.

Additional Assessment Information

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

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

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Appendix One – Command Verb Definitions

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

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



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