



# ProQual Level 4 Certificate in Fire Risk Assessment

# ProQual Level 4 Certificate in Fire Risk Assessment



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### Introduction

The ProQual Level 4 Certificate 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 intermediate 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 build Foundation and Intermediate level competencies of fire risk assessment.
- To prepare candidates for undertaking and reporting out on fire risk assessments.
- To promote a culture of continuous personal development and sharing best practice in the field of fire risk assessment.

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

## Qualification Profile

<b>Qualification Title:</b>	ProQual Level 4 Certificate in Fire Risk Assessment
<b>Qualification Number:</b>	610/7056/7
<b>Level:</b>	4
<b>Total Qualification Time (TQT):</b>	245
<b>Guided Learning Hours (GLH):</b>	160
<b>Assessment:</b>	Pass/Fail
	Internally assessed and verified by centre staff
	External quality assured by ProQual Verifiers
<b>Qualification Start Date:</b>	16/02/2026
<b>Qualification Review Date:</b>	16/02/2029

### Learner Profile

Candidates for this qualification should:

- Hold the ProQual Level 3 Award in Fire Risk Assessment

**OR**

- Have **at least** three years proven occupational experience in the field of fire risk assessment.

Centres should perform an initial assessment of candidate knowledge and skills to identify any gaps and to help determine the assessment plan. Candidates must be employed in a role or enrolled on a training course that will provide them the opportunity to carry out fire risk assessment simulations. 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 5 Diploma in Fire Risk Assessment.

## Qualification Structure

This qualification consists of **5 mandatory units**. Candidates must complete all mandatory units to complete this qualification.

Unit Number	Unit Title	Level	TQT	GLH
Mandatory Units – Candidates must complete <b>all</b> units in this group.				
T/651/9366	Introduction to Intermediate Fire Risk Assessment	4	25	15
Y/651/9367	Undertaking a Fire Risk Assessment for a Low-Risk Building	4	60	40
A/651/9368	Managing the Risk of Fire in Moderate-Risk Buildings	4	60	40
D/651/9369	Fire Risk Assessment for a Moderate-Risk Building	4	60	40
J/651/9370	Understanding Professional Development as a Fire Risk Assessor	4	40	25

### Links to Professional Standards

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 4 Certificate 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.

### 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.

### Certification

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

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

### ProQual Level 4 Certificate in 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 the 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 three 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

<b>Title:</b>	Introduction to Intermediate Fire Risk Assessment			<b>Level:</b>	4
<b>Unit Number:</b>	T/651/9366	<b>TQT:</b>	25	<b>GLH:</b>	15
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>			
1	Understand the principle, scope and process of conducting fire risk assessments.	1.1	Identify a fire risk assessment methodology and describe the key steps involved in the assessment process.		
		1.2	Describe the principles of fire risk assessment, and how they relate to the assessment of low and moderate risk buildings.		
		1.3	Describe how individual and group behaviours can be influenced during a fire event, and methods to effectively manage a fire situation.		
		1.4	Identify specific evacuation requirements for individuals considered to be at especially at risk in a fire event.		

2	Evaluate and report on fire risk assessment materials.	2.1	<p>Review two fire risk assessments examples, (including all associated records and:</p> <ul style="list-style-type: none"> <li>• Evaluate the outcomes, challenging the findings where appropriate.</li> <li>• Identify the fire risk concerns, offering relevant safety advice to manage risk.</li> <li>• Make recommendations for improvements in line with regulatory compliance or risk management.</li> <li>• Identify where a fire risk is classed as intolerable and where immediate action is required.</li> </ul>
		2.2	Present the findings of one fire risk assessment in a report format, communicating your findings to a group.
		2.3	Explain how to challenge the findings of a fire risk assessment.
3	Understand current fire risk assessment legislation.	3.1	<p>Describe how legal frameworks and relevant legislation inform professional fire safety practice, including but not limited to:</p> <ul style="list-style-type: none"> <li>• Regulatory Reform (Fire Safety) Order 2005 (FSO).</li> <li>• Fire Safety Act 2021.</li> <li>• Fire Safety Regulations 2022.</li> <li>• Building Safety Act 2022.</li> <li>• Health and Safety at Work Act 1974.</li> </ul>
		3.2	Describe the importance for duty holders to commit to current legislation related to fire safety, and the penalties that apply to non-compliance.
		3.3	Evaluate the role of regulatory bodies and enforcing authorities in fire safety practice.
		3.4	Evaluate the role of the fire and rescue service when undertaking firefighting and rescue operations.

## Additional Assessment Information

Learning Outcome 1 and 3 are **knowledge based**. This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Learning Outcome 2 is **competency based**. This means that the candidate is expected to perform the tasks, and demonstrate the level of competence, outlined in the assessment criteria. It is expected that evidence will be a combination following:

- Assessor's observation report.
- Expert witness testimony.
- Candidate reflection on own practical work.

An observation report and witness testimony are differentiated as follows:

- An **assessor's report** is completed by a qualified assessor who observes the candidate carrying out practical work. The assessor will make assessment decisions as they observe and record these in the report, alongside a commentary of what they observe.
- A **witness statement** is completed by a suitably qualified or experienced expert who observes the candidate carrying out practical work. The witness statement will contain **only** a commentary of what has been observed. An assessor must then use the witness statement, alongside any additional evidence to make assessment decisions.
- In all cases, an assessor's report is preferred as evidence over a witness statement; as it is always better for an assessor to observe a candidate live.

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

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

<b>Title:</b>	Undertaking a Fire Risk Assessment for a Low-Risk Building		<b>Level:</b>	4
<b>Unit Number:</b>	Y/651/9367	<b>TQT:</b>	60	<b>GLH:</b> 40
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>		
1	Demonstrate the ability to plan, conduct and present a fire risk assessment.	1.1	Prepare the necessary documents to complete a simulated fire risk assessment for a low-risk building, including the following factors: <ul style="list-style-type: none"> <li>• A physical examination of internal and external structure sufficient to identify the likely performance of fire doors.</li> <li>• An examination of compartmentation and external walls.</li> <li>• Recommendations based on the evidence gathered.</li> </ul>	
		1.2	Simulate a fire risk assessment for a low-risk building by using recognised fire risk assessment methodologies and resources.	
		1.3	Manage the outcomes of the fire risk assessment successfully by: <ul style="list-style-type: none"> <li>• Addressing all fire safety concerns.</li> <li>• Providing relevant fire safety advice on request.</li> <li>• Make recommendations for improvements to achieve compliance and/or mitigate risk.</li> </ul>	
		1.4	Evaluate where fire risk is considered intolerable and produce an effective plan for immediate action.	

1	<i>Continued</i>	1.5	<p>Demonstrate appropriate communications skills to:</p> <ul style="list-style-type: none"> <li>• Engage a wide range of people.</li> <li>• Create clear and accurate reports for distribution.</li> </ul>
		1.6	<p>Create action plans that make professional recommendations that can be understood by the intended recipients.</p>
2	Demonstrate personal performance and situational awareness.	2.1	<p>Critically evaluate the undertaking of a simulated fire risk assessment, including:</p> <ul style="list-style-type: none"> <li>• The identification of personal development needs.</li> <li>• Objectives for personal development.</li> <li>• Setting and planning targets on how to meet those objectives.</li> </ul>

## Additional Assessment Information

Learning Outcome 2 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.

Learning Outcome 1 is **competency based**. This means that the candidate is expected to perform the tasks, and demonstrate the level of competence, outlined in the assessment criteria. It is expected that evidence will be a combination following:

- Photographic and/or video evidence of the candidate's practical work.
- Assessor's observation report.
- Expert witness testimony.
- Candidate reflection on own practical work.

An observation report and witness testimony are differentiated as follows:

- An **assessor's report** is completed by a qualified assessor who observes the candidate carrying out practical work. The assessor will make assessment decisions as they observe and record these in the report, alongside a commentary of what they observe.
- A **witness statement** is completed by a suitably qualified or experienced expert who observes the candidate carrying out practical work. The witness statement will contain **only** a commentary of what has been observed. An assessor must then use the witness statement, alongside any additional evidence to make assessment decisions.
- In all cases, an assessor's report is preferred as evidence over a witness statement; as it is always better for an assessor to observe a candidate live.

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

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

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

<b>Title:</b>		Managing the Risk of Fire in Moderate-Risk Buildings		<b>Level:</b>	4	
<b>Unit Number:</b>		A/651/9368	<b>TQT:</b>	60	<b>GLH:</b>	40
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>				
1	Demonstrate the application of technical and specialist knowledge in relation to fire safety in moderate-risk buildings.	1.1	Evaluate the restriction of fire spread for: <ul style="list-style-type: none"> <li>• Compartmentation.</li> <li>• External walls.</li> <li>• Roofs and attachments.</li> </ul>			
		1.2	Identify instances where restriction of fire spread is inadequate and further investigation is required.			
		1.3	Identify when a FRAEW is required based on the risk of fire spread of external walls and cladding.			
		1.4	Describe how fire risk is influenced by: <ul style="list-style-type: none"> <li>• Building contents.</li> <li>• Occupancy type.</li> <li>• Building use.</li> </ul>			
		1.5	Describe how specialist protection systems can contribute to fire safety, including: <ul style="list-style-type: none"> <li>• Fire detection systems.</li> <li>• Suppression systems.</li> <li>• Passive fire protection.</li> <li>• Smoke control.</li> <li>• Electrical and lightning protection.</li> </ul>			
		1.6	Describe the fire safety principles in relation to: <ul style="list-style-type: none"> <li>• Product testing.</li> <li>• Certification.</li> <li>• Specification.</li> <li>• On-site commissioning.</li> </ul>			

1	<i>Continued</i>	1.7	Describe how fire safety engineering solutions can be applied in situations where standard fire safety guidance is not feasible.
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### Additional Assessment Information

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

Centres may use their own, centre devised assignments.

<b>Title:</b>		Fire Risk Assessment for a Moderate-Risk Building		<b>Level:</b>	4	
<b>Unit Number:</b>		D/651/9369	<b>TQT:</b>	60	<b>GLH:</b>	40
<b>Learning Outcomes</b> <i>The learner will be able to:</i>			<b>Assessment Criteria</b> <i>The learner can:</i>			
1	Plan a fire risk assessment for a moderate-risk building in line with fire safety legislation and guidance.	1.1	Analyse relevant information resources to support the undertaking of a fire risk assessment for a moderate-risk building.			
		1.2	Evaluate the roles, responsibilities, and fire safety enforcement authorities and how these apply under current fire safety legislation.			
		1.3	Describe requirements for controlling fire risk that are referred to in legislation not specifically related to fire safety.			
		1.4	Explain the requirements for providing facilities and access for firefighting activities as set out in technical standards.			
		1.5	Plan a fire risk assessment project for a moderate-risk building, including the following: <ul style="list-style-type: none"> <li>• An assessment of resources.</li> <li>• Estimates for project timescale.</li> <li>• Estimates for associated costs.</li> </ul>			
		1.6	Describe circumstances where fire risks require immediate and managed actions including evacuation and restriction on building use.			

1	<i>Continued</i>	1.7	<p>Describe the importance of building effective working relationships in the role of fire risk assessor, including:</p> <ul style="list-style-type: none"> <li>• Clear, concise and professional communication skills.</li> <li>• Ability to identify the needs and concerns of dutyholders and residents.</li> <li>• Managing challenging conversations and potential conflict.</li> <li>• How productive relationships foster better outcomes.</li> <li>• How productive relationships can resolve conflict.</li> </ul>
2	Produce and present simulated fire assessment reports for moderate-risk buildings.	2.1	Demonstrate theoretical and practical knowledge in the production of fire risk assessments with clearly expressed outcomes.
		2.2	<p>Adopt an evidence-based approach to fire risk assessments that includes:</p> <ul style="list-style-type: none"> <li>• Recommendations in line with legal requirements.</li> <li>• Recommendations to mitigate risks in a moderate-profile building.</li> <li>• Actions to control fire risk throughout the premises.</li> <li>• Informed action planning that is achievable and balanced.</li> </ul>
		2.3	Produce accurate and clear reports that advise duty holders on fire safety processes and systems.
		2.4	Demonstrate effective communication of report recommendations to improve or maintain management processes and fire safety systems.

## Additional Assessment Information

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

- Photographic and/or video evidence of the candidate's practical work.
- Assessor's observation report.
- Expert witness testimony.
- Candidate reflection on own practical work.

An observation report and witness testimony are differentiated as follows:

- An **assessor's report** is completed by a qualified assessor who observes the candidate carrying out practical work. The assessor will make assessment decisions as they observe and record these in the report, alongside a commentary of what they observe.
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- In all cases, an assessor's report is preferred as evidence over a witness statement; as it is always better for an assessor to observe a candidate live.

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

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

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

<b>Title:</b>		Understanding Personal Development as a Fire Risk Assessor		<b>Level:</b>	4
<b>Unit Number:</b>		J/651/9370	<b>TQT:</b>	40	<b>GLH:</b> 25
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>			
1	Understand the benefits of continuous professional development in the role of fire risk assessor.	1.1	Identify the principles of personal development, including: <ul style="list-style-type: none"> <li>• The importance of developing fire safety skills and knowledge.</li> <li>• Vocational experience as a fire risk assessor.</li> <li>• Professional behaviours for the role of a fire risk assessor.</li> </ul>		
		1.2	Critically reflect on your developing expertise as a fire risk assessor, identifying: <ul style="list-style-type: none"> <li>• Key strength areas.</li> <li>• Areas in need of further improvement.</li> </ul>		
		1.3	Produce a personal development plan identifying: <ul style="list-style-type: none"> <li>• Areas for improvement.</li> <li>• Training, materials and/or legislation required to improve knowledge and skills.</li> <li>• Practical experience requirements.</li> </ul>		
		1.4	Present an aspect of your key strengths as an assessor to other fire risk assessors, including: <ul style="list-style-type: none"> <li>• How to develop skills through CPD.</li> <li>• How to support role-specific best practice.</li> <li>• Supporting materials, legislation and memberships that help to support your identified key strength.</li> </ul>		

### 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 their own, centre devised assignments.

## Appendix One – Command Verb Definitions

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

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



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