



## **ProQual Level 5 Diploma in Fire Risk Assessment**

## **ProQual Level 5 Award in Fire Risk Assessment**

# ProQual Level 5 Diploma in Fire Risk Assessment

## ProQual Level 5 Award in Fire Risk Assessment



These qualifications are part of ProQual's broad offer of qualifications in the Fire Safety Sector.

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## Introduction

The ProQual Level 5 Diploma in Fire Risk Assessment and ProQual Level 5 Diploma in Fire Risk Assessment provide nationally recognised qualifications for those currently working in, or who want to work in the Fire Safety sector. These qualifications have been developed with, and aligned to, the intermediate and advanced fire risk assessment competencies outlined in BS 8674: 2025– Built Environment Framework for Competence of Individual Fire Risk Assessors.

The aims of the qualification are:

- To build on the Intermediate and Foundation level competencies of fire risk assessment.
- To prepare candidates for leading and undertaking fire risk assessments for high-risk premises.
- To promote and contribute to 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 Profiles

<b>Qualification Title:</b>	<b>ProQual Level 5 Diploma in Fire Risk Assessment</b>
<b>Qualification Number:</b>	610/7064/6
<b>Level:</b>	5
<b>Total Qualification Time (TQT):</b>	380
<b>Guided Learning Hours (GLH):</b>	260
<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
<b>Qualification Title:</b>	<b>ProQual Level 5 Award in Fire Risk Assessment</b>
<b>Qualification Number:</b>	610/7065/8
<b>Level:</b>	5
<b>Total Qualification Time (TQT):</b>	100
<b>Guided Learning Hours (GLH):</b>	80
<b>Assessment:</b>	Pass/Fail Internally assessed and verified by centre staff External quality assured by ProQual Verifier
<b>Qualification Start Date:</b>	16/02/2026
<b>Qualification Review Date:</b>	16/02/2029

## Learner Profile

Candidates for these qualifications should:

- Hold the ProQual Level 4 Certificate in Fire Risk Assessment (or equivalent qualifications)

**OR**

- Have **at least five years** demonstrable occupational experience conducting fire risk assessments.

Centres should perform an initial assessment of candidate knowledge and skills to identify any gaps and to help determine the assessment plan. Candidates should be able to work at Level 4 or above and be proficient in the use of English Language. 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 for low, moderate and advanced-risk buildings. Further information is available in the additional assessment information attached to each unit.

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

## Qualification Structure

**ProQual Level 5 Diploma in Fire Risk Assessment** consists of **4 mandatory units**.

Candidates must complete all mandatory units to complete this qualification.

**ProQual Level 5 Award in Fire Risk Assessment** consists of **a minimum of one optional unit**. Candidates can select any of the 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/651/9384	Undertaking a Fire Risk Assessment for High-Risk Buildings	5	100	60
Y/651/9385	Managing the Risk of Fire in High-Risk Buildings	5	90	80
A/651/9386	Advanced Fire Risk Assessment	5	90	60
D/651/9387	Professional Development as an Advanced Fire Risk Assessor	5	100	60

## 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 ProQual Level 5 Diploma in Fire Risk Assessment and ProQual Level 5 Award in Fire Risk Assessment have 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 BS8674 for intermediate and advance fire risk assessors, to ensure a comprehensive and robust qualification that meets industry requirements and offers graduate learners opportunity to progress their careers through professional memberships and professional development.

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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 5 Diploma in Fire Risk Assessment

Candidates who achieve the requirements for at least one unit will be awarded:

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

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#### 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 of the units required for a qualification, the centre may claim a unit certificate for the candidate which will list all of the units achieved.

#### Replacement certificates

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

## Assessment Requirements

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

Evidence can include:

- 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 five 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 the purpose of 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>	Undertaking a Fire Risk Assessment for a High-Risk Building			<b>Level:</b>	5
<b>Unit Number:</b>	T/651/9384	<b>TQT:</b>	100	<b>GLH:</b>	60
<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, lead and report out on a fire risk assessment for a high-risk building.		1.1	<p>Prepare the necessary documents to complete a simulated fire risk assessment for a high-risk building, including the following factors:</p> <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	<p>Simulate a fire risk assessment for a high-risk building by using recognised fire risk assessment methodologies and resources.</p>		
		1.3	<p>Manage the outcomes of the fire risk assessment successfully by:</p> <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	<p>Evaluate where fire risk is considered intolerable and produce an effective plan for immediate action.</p>		

1	Continued	1.5	<p>Demonstrate leadership skills in the dissemination of your findings, including:</p> <ul style="list-style-type: none"> <li>Effectively communicate fire risk assessment outcomes with a wide range of people.</li> <li>Create clear and accurate reports for distribution.</li> <li>Present action plans that make professional recommendations and can be understood by the intended recipients.</li> </ul>
2	Demonstrate personal and organisational 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 as a leader.</li> <li>Opportunities to share best practice with colleagues.</li> <li>The identification of procedural improvements to progress fire risk assessment.</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 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 High-Risk Buildings		<b>Level:</b>	5
<b>Unit Number:</b>	Y/651/9385	<b>TQT:</b>	90	<b>GLH:</b>	80
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>			
1	Understand the cultural, technical and specialist factors that influence fire safety.	1.1	Describe how social, economic, and business factors influence: <ul style="list-style-type: none"> <li>• The practicality, cost-effectiveness and implementation of fire safety systems in high-risk buildings.</li> <li>• Building occupancy and use.</li> <li>• Sustainable fire safety strategies.</li> </ul>	1.2	Evaluate a range of external wall systems used on buildings, including: <ul style="list-style-type: none"> <li>• Identification of fire risks.</li> <li>• How systems contribute to fire growth and spread.</li> <li>• The requirements and limitations of external wall systems.</li> </ul>
		1.3	Evaluate how a range of factors contribute to the effective fire safety of a building, including: <ul style="list-style-type: none"> <li>• Building materials.</li> <li>• Construction techniques.</li> <li>• Installed systems work.</li> <li>• Environmental conditions.</li> </ul>	1.4	Identify when an FRAEW is required based on recognising risks related to external cladding.
		1.5	Identify when to report instances where fire life safety risks are intolerable to such an extent that a building needs to be evacuated.		

1	Continued	1.6	Evaluate fire safety risks, demonstrating professional skills in: <ul style="list-style-type: none"> <li>• The application of general and specialised fire risk assessment knowledge.</li> <li>• The ability to propose fire safety measures appropriate to a risk situation.</li> </ul>
		1.7	Critically evaluate the principles underpinning fire strategies, including: <ul style="list-style-type: none"> <li>• Fire safety standards that safeguard life and property.</li> <li>• Influential factors that inform strategic fire safety planning.</li> <li>• Safety measures for specialist systems and processes.</li> </ul>
		1.8	Present fire safety engineering solutions to situations where standard fire safety guidance cannot be feasibly applied.

## 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.

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<b>Title:</b>	Advanced Fire Risk Assessment			<b>Level:</b>	5
<b>Unit Number:</b>	A/651/9386	<b>TQT:</b>	90	<b>GLH:</b>	60
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>			
1	Lead the production of fire risk assessments for high-risk buildings.	1.1	Produce fire risk assessments for high-risk premises that demonstrate: <ul style="list-style-type: none"> <li>• A specialist understanding of fire risk assessment knowledge.</li> <li>• The analysis of complex resources.</li> <li>• Implementation of research into fire risk reporting.</li> <li>• The ability to resolve challenging risk situations with compliant, regulated solutions.</li> </ul>	1.2	Provide fire risk safety measures and recommendations that are: <ul style="list-style-type: none"> <li>• Based on experience, theory and applied research.</li> <li>• Appropriate to the level of risk assessed.</li> <li>• Statutorily compliant, satisfying all legal obligations.</li> <li>• Compliant with regulatory frameworks and codes of practice.</li> </ul>
		1.3	Identify risks and appropriate fire safety measures applicable to specialist processes and systems.	1.4	Demonstrate the leadership to ensure assessment outcomes comply with relevant legislation, frameworks, guidance and approved codes of practice.
		1.5	Communicate complex fire risk assessment outcomes to stakeholders, using methods that will positively influence decision-making and compliance.	1.6	Present, or where applicable supervise, fire risk assessment outcomes to the management of risk in regulated organisations.

Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>	
2	Contribute to the continuous development of fire risk assessment.	2.1	Contribute to the wider understanding of fire safety legislation and compliance for buildings in the fire risk assessment service.
		2.2	<p>Lead or participate in working groups that review and revise fire risk assessment approaches, methodologies and systems, including:</p> <ul style="list-style-type: none"> <li>• Evaluate fire risk assessment constraints based on practical and technical experience.</li> <li>• Produce recommendations based on experience, theory and applied research.</li> <li>• Propose innovative assessment practices, enabling continuous improvements across the built environment.</li> <li>• Enabling assessment outcomes to comply with relevant legislation, regulatory frameworks, guidance and approved codes of practice.</li> <li>• Review and plan improvements to current fire safety system processes.</li> </ul>
		2.3	Present recommendations to improve or sustain the effectiveness of management processes and fire safety systems.
		2.4	Explain the requirements and limitations of fire safety and protection systems in line with stakeholder needs.
		2.5	Participate as part of a working group to generate the specification, tendering and procurement of a fire safety system.

## 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.
- 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 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>		Personal Development as an Advanced Fire Risk Assessor		<b>Level:</b>	5		
<b>Unit Number:</b>	D/651/9387	<b>TQT:</b>	100	<b>GLH:</b>	60		
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>					
1	Plan professional development for the role of an advanced fire risk assessor.	1.1	Critically reflect on professional competencies in the role of advanced fire risk assessor, identifying: <ul style="list-style-type: none"> <li>• Key strengths and areas for further development.</li> <li>• Strategies for the continuous development of specialist knowledge.</li> <li>• A plan to integrate new technical knowledge into practice.</li> </ul>	1.2	Produce a personal development plan, including: <ul style="list-style-type: none"> <li>• A schedule of competence development learning.</li> <li>• Identification of specialist learning opportunities for high-risk fire risk assessment practices.</li> <li>• Opportunities to supervise/mentor for foundation and/or intermediate level fire risk assessors.</li> </ul>	1.3	Identify opportunities for collaborative working in the field of Advanced Fire Risk Assessment, including: <ul style="list-style-type: none"> <li>• Strategic partnerships.</li> <li>• Regulatory bodies.</li> <li>• Professional memberships.</li> <li>• Leadership and mentoring.</li> <li>• Regional professional working groups.</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.

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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

<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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