



Qualification Specification

ProQual Level 6 Diploma in Advanced Fire Safety Design and Building Risk Management

ProQual Level 6 Diploma in Advanced Fire Safety Design and Building Risk Management



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:



Scan Here

Contents

Contents	2
Introduction.....	3
Qualification Profile	4
Learner Profile	5
Qualification Structure	6
Centre Requirements	7
Certification	8
Assessment Requirements.....	9
Additional Assessment Information and Supporting Content	11
Enquiries, Appeals and Adjustments.....	14
Mandatory Units – Learning Outcomes and Assessment Criteria.....	15
Produce Fire Safety Strategy Reports in Accordance with Design Intent.....	15
Review Fire Risk Assessments and Fire Strategy Outputs to Ensure Fire Safety Performance	18
Evaluate Fire Safety Design Intent and Internal Fire Spread Performance in Complex Buildings	20
Critically Appraise External Fire Spread Risk in External Wall Systems	24
Evaluate Fire Safety Design in Higher-Risk Buildings	27
Analyse Fire Safety Risk Using Performance-Based and Process Safety Principles..	31
Professional Practice, Ethics and Continuing Professional Development in Fire Safety Design and Building Risk Management.....	35
Appendix One – Command Verb Definitions	38

Introduction

The ProQual Level 6 Diploma in Advanced Fire Safety Design and Building Risk Management provides a nationally recognised qualification for those currently working at, or towards, advanced practitioner level in the Fire Safety sector.

The content of this qualification has been designed to reflect current industry practice and the increasing complexity of fire safety design and risk management in higher-risk buildings. It incorporates principles of fire engineering, performance-based design and system-based risk management, supporting the development of competencies aligned to those expected of fire safety professionals operating at an advanced level.

The ProQual Level 6 Diploma in Advanced Fire Safety Design and Building Risk Management aims to:

- Develop advanced knowledge and critical understanding of fire safety design and risk management in complex and higher-risk buildings.
- Enable learners to produce and evaluate fire safety strategies and fire risk assessments in line with design intent and regulatory requirements.
- Develop the ability to analyse internal and external fire spread risks, including in external wall systems.
- Support the application of performance-based fire engineering and process safety principles to assess and manage fire risk.
- Develop professional judgement in evaluating fire safety performance and design solutions.
- Support progression into advanced roles in fire safety design, engineering and building safety management.
- Support the development, evidencing and reflecting on the skills, knowledge, experience and behaviours required to demonstrate competence in line with bs 8671.

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 published in Ofqual's Register of Qualifications.

Qualification Profile

Qualification Title:	ProQual Level 6 Diploma in Advanced Fire Safety Design and Building Risk Management
Qualification Number:	610/7431/7
Level:	Level 6
Total Qualification Time (TQT):	915 Hours 92 Credits
Guided Learning Hours (GLH):	540 Hours
Assessment:	Pass/Fail
	Internally assessed and verified by centre staff
	Externally quality assured by ProQual Verifiers
Qualification Start Date:	05/05/2026
Qualification Review Date:	05/05/2029

Learner Profile

The ProQual Level 6 Diploma in Advanced Fire Safety Design and Building Risk Management is aimed at experienced professionals responsible for the design, review and management of fire safety in complex and higher-risk buildings. This includes individuals involved in developing fire safety strategies, verifying design intent, assessing fire safety performance and managing building-wide risk.

The qualification is suitable for senior practitioners, supervisors, managers and consultants seeking to advance their knowledge and professional competence in fire safety design, risk management, and system-based approaches to fire safety, beyond traditional fire risk assessment roles.

As a minimum, candidates are required to hold a current Level 4 qualification on the Regulated Qualifications Framework (RQF) in a fire safety-related subject.

Centres should carry out an initial assessment of candidate skills and knowledge to identify any gaps and help plan the assessment.

Candidates must be aged at least 18 years old on the day that they are registered for this qualification. Centres are reminded that no assessment activity may take place until a candidate has been registered.

Qualification Structure

This qualification consists of **7 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.				
T/652/1461	Produce Fire Safety Strategy Reports in Accordance with Design Intent	6	150	90
Y/652/1462	Review Fire Risk Assessments and Fire Strategy Outputs to Ensure Fire Safety Performance	5	125	75
A/652/1463	Evaluate Fire Safety Design Intent and Internal Fire Spread Performance in Complex Buildings	6	150	90
D/652/1464	Critically Appraise External Fire Spread Risk in External Wall Systems	6	140	85
F/652/1465	Evaluate Fire Safety Design in Higher-Risk Buildings	6	150	90
H/652/1466	Analyse Fire Safety Risk Using Performance-Based and Process Safety Principles	6	140	85
J/652/1467	Professional Practice, Ethics and Continuing Professional Development in Fire Safety Design and Building Risk Management	5	60	25

Centre Requirements

Centres must be approved to deliver this qualification. If your centre is not approved to deliver this qualification, 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 6 Diploma in Advanced Fire Safety Design and Building Risk Management

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 learning outcomes and assessment criteria for each unit.

Evidence can include:

- Observation report by assessor.
- Assignments/projects/reports.
- Professional discussion.
- Witness testimony.
- Candidate product.
- Worksheets.
- Record of oral and written questioning.
- Recognition of Prior Learning (RPL).

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 appropriately qualified to make assessment decisions.

For each competence-based unit, centres must be able to provide at least one assessor who has a **minimum of 10 years'** experience in an engineering industry.

Assessors must hold both:

- i. A minimum membership level of Institution of Fire Engineers (IFE) at MIFireE
- ii. A minimum membership level of IOSH at CMIOSH

Where current membership is not held, centres must be able to demonstrate that the assessor has a robust and verifiable track record of professional recognition through relevant membership bodies or affiliations at an equivalent level.

Evidence of equivalence must be available for internal and external quality assurance.

Assessors who are suitably qualified will 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.)

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

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

Additional Assessment Information and Supporting Content

Assessment for this qualification is based on the demonstration of competence in advanced fire safety design, evaluation, and building risk management within complex and higher-risk building contexts.

Candidates are required to produce a portfolio of evidence that reflects the integration of knowledge, skills and professional judgement across all units. Evidence must demonstrate the ability to interpret multi-disciplinary information, apply relevant legislation, standards and guidance, and make reasoned, risk-based decisions aligned to industry and regulatory expectations.

Nature of Assessment

Assessment is applied and design-based, requiring learners to engage with realistic scenarios that reflect the complexity of modern fire safety practice. Evidence across the qualification is expected to include:

- Structured technical reports (e.g. Fire safety strategies, fire risk evaluations, façade risk appraisals, safety case analysis).
- Analytical and evaluative responses to complex building and risk scenarios.
- Review and verification of design intent against as-built conditions and operational realities.
- Justification of decisions using both prescriptive and performance-based approaches.
- Consideration of uncertainty, assumptions and limitations in fire safety analysis.

Evidence may be supported, where appropriate, by:

- Annotated drawings and technical documentation.
- Calculations, modelling outputs or structured analysis.
- Records of review, revision and change management.
- Professional discussion to confirm depth of understanding and decision-making.

Level of Demand

This qualification requires learners to demonstrate:

- Critical analysis and evaluation of fire safety design and risk management principles.
- The ability to synthesise complex technical, regulatory and contextual information.
- Application of professional judgement in situations where guidance requires interpretation or where solutions deviate from standard approaches.
- Evaluation of system interactions, cumulative risk and building-wide consequences of design and management decisions.

Learners are expected to operate at a level consistent with advanced practitioners involved in fire safety design, engineering and building safety management.

Learners are expected to engage in iterative design processes, complex technical analysis, system-based risk evaluation, and the production of outputs aligned to professional and regulatory standards.

Assessment must ensure that:

- Evidence represents the learner's own work.
- Outputs demonstrate integration of knowledge, skills and professional judgement.
- Assessment reflects realistic practice in fire safety design and building risk management.
- Decisions and conclusions are supported by clear, reasoned and evidence-based justification.

Indicative Content/Alignment of Guidance and Standards:

- Building Safety Act 2022 – competence requirements for duty holders and the need to demonstrate ongoing capability in higher-risk buildings.
- Regulatory Reform (Fire Safety) Order 2005 – duties relating to risk assessment, competence, and responsible persons.

- Institution of Fire Engineers – expectations for continuing professional development (CPD), competence, and ethical practice.
- Engineering Council – UK-SPEC requirements for maintaining professional competence (EngTech, IEng, CEng).
- Royal Institution of Chartered Surveyors – professional ethics, CPD, and risk-based practice.
- Chartered Association of Building Engineers – competence frameworks relating to building safety and compliance.
- PAS 8671 / PAS 8673 – competence frameworks for fire risk assessors and building safety professionals.
- BS 9997 – fire risk management systems and organisational competence.
- Industry guidance relating to ethical practice, professional accountability, and life safety decision-making.
- Organisational policies and procedures for CPD, supervision, and competence assurance.
- Reflective practice models (e.g. Gibbs, Schön) applied to professional decision-making and risk environments.

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.

Mandatory Units – Learning Outcomes and Assessment Criteria

Title:	Produce Fire Safety Strategy Reports in Accordance with Design Intent			Level:	6
Unit Number:	T/652/1461	TQT:	150	GLH:	90
Unit Purpose and Aims:	<p>This unit develops the knowledge and skills to establish fire safety design intent, develop and communicate fire safety strategies, and manage their implementation throughout the design and construction process.</p> <p>This unit is aligned to the following legislation, key standards and statutory guidance:</p> <ul style="list-style-type: none"> • Regulatory Reform (Fire Safety) Order 2005 • Building Regulations 2010 • BS 9991 • BS 9999 • Approved Document B 				
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Identify and establish fire safety design intent for buildings.	1.1	Identify the key components of fire safety design intent, including life safety objectives, property protection and firefighting provisions.		
		1.2	Analyse building use, occupancy characteristics and risk profile to inform fire strategy development.		
		1.3	Interpret architectural, structural and services information to establish fire safety requirements.		

1	<i>Continued</i>	1.4	Identify applicable legislation, standards and guidance relevant to the design.
		1.5	Define: <ul style="list-style-type: none"> • assumptions • constraints • limitations that influence fire strategy development.
2	Assess and develop fire safety strategy solutions for buildings.	2.1	Assess means of escape including travel distances, occupancy, and evacuation strategy.
		2.2	Evaluate internal and external fire spread provisions in line with design intent.
		2.3	Assess requirements for detection, alarm, and suppression systems.
		2.4	Evaluate smoke control, firefighting access, and facilities.
		2.5	Develop performance-based or alternative solutions where prescriptive guidance is not fully applicable.
		2.6	Justify design decisions using appropriate technical reasoning and risk-based principles.
3	Produce fire safety strategy reports suitable for stakeholders and regulators.	3.1	Structure fire strategy reports to clearly communicate design intent, assumptions, and outcomes.
		3.2	Present technical information in a clear, concise, and accessible format.
		3.3	Ensure all relevant fire safety systems and provisions are accurately described.
		3.4	Clearly identify compliance pathways, deviations, and justifications.
		3.5	Produce reports suitable for submission to clients, design teams, and regulatory authorities.

4	Review and manage fire safety strategy outputs through the design and construction process.	4.1	Review fire strategy reports against evolving design information.
		4.2	Assess the impact of design changes on fire safety strategy.
		4.3	Ensure alignment between fire strategy, drawings and specifications.
		4.4	Identify and manage deviations from design intent during construction.
		4.5	Support ongoing co-ordination with design teams and stakeholders.

Title:	Review Fire Risk Assessments and Fire Strategy Outputs to Ensure Fire Safety Performance			Level:	5
Unit Number:	Y/652/1462	TQT:	125	GLH:	75
Unit Purpose and Aims:	<p>This unit develops the learner's ability to critically evaluate fire risk assessments and assure fire safety performance through alignment with fire strategy, building conditions and evidence-based verification. It supports the development of risk-informed recommendations, clear reporting, and ongoing monitoring to improve fire safety risk management.</p> <p>This unit is aligned to the following legislation, key standards and statutory guidance:</p> <ul style="list-style-type: none"> • Fire Safety Act 2021 • Fire Safety (England) Regulations 2022 • BS 9999 • BS 5839-1 • BS 5266-1 				
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Review and evaluate fire risk assessments for accuracy and suitability.	1.1	Review fire risk assessments to determine scope, completeness, and suitability.		
		1.2	Evaluate the identification of hazards, risks, and persons at risk.		
		1.3	Assess the adequacy of control measures and recommendations.		
		1.4	Identify omissions, inconsistencies, or unsupported conclusions.		
		1.5	Determine whether the assessment reflects actual building conditions.		

2	Assess alignment between fire risk assessments, fire strategy and building conditions.	2.1	Compare fire risk assessment findings against fire strategy design intent.
		2.2	Assess consistency between documentation, as-built condition, and building use.
		2.3	Identify conflicts between operational management and design assumptions.
		2.4	Evaluate whether fire risk assessments adequately consider system interactions and cumulative risk.
		2.5	Determine whether additional investigation or reassessment is required.
3	Assure fire safety performance through verification and evidence-based review.	3.1	Verify fire safety measures against expected performance and design intent.
		3.2	Assess the reliability and sufficiency of available evidence and documentation.
		3.3	Identify where lack of evidence presents a risk to safety assurance.
		3.4	Evaluate inspection, testing, and maintenance arrangements for fire safety systems.
		3.5	Assess degradation, defects, and emerging risks affecting fire safety performance.
4	Provide assurance, recommendations and reporting for fire safety risk management.	4.1	Produce clear and proportionate assurance reports for stakeholders.
		4.2	Prioritise findings based on risk, consequence, and urgency.
		4.3	Recommend actions to improve fire safety performance and risk management.
		4.4	Communicate findings effectively to duty-holders and decision-makers.
		4.5	Support ongoing monitoring, review and continuous improvement of fire safety arrangements.

Title:	Evaluate Fire Safety Design Intent and Internal Fire Spread Performance in Complex Buildings			Level:	6
Unit Number:	A/652/1463	TQT:	150	GLH:	90
Unit Purpose and Aims:	<p>This unit develops the learner's ability to evaluate fire safety design intent and verify compartmentation performance within complex buildings through survey, inspection, and evidence-based analysis. It also supports the identification and management of compartmentation risks, defects, and their implications for building safety and regulatory compliance.</p> <p>This unit is aligned to the following legislation, key standards and statutory guidance:</p> <ul style="list-style-type: none"> • Building Regulations 2010 • Building Safety Act 2022 • BS 9999 • BS EN 13501 • BS 476 				
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Critically evaluate the role of compartmentation and design intent within fire safety and building safety systems.	1.1	Analyse the purpose of compartmentation in limiting fire and smoke spread, supporting evacuation, and enabling firefighting operations.		
		1.2	Evaluate how building height, use, vulnerability of occupants, and complexity influence compartmentation strategy and consequence.		
		1.3	Critically evaluate the relationship between compartmentation and evacuation strategies (e.g. stay-put, phased, simultaneous).		

1	<i>Continued</i>	1.4	Analyse design intent using fire strategy reports, approved drawings, specifications, and performance assumptions.
		1.5	Evaluate the relationship between design intent, approved information, and constructed reality (including foreseeable divergence points).
		1.6	Assess limitations of prescriptive guidance when applied to legacy, altered, or non-standard buildings.
		1.7	Evaluate building-wide consequences of loss, erosion, or misinterpretation of design intent (including systemic escalation potential).
2	Assess compartmentation performance and verify design intent during surveys and inspections.	2.1	Analyse common failure mechanisms affecting compartmentation (workmanship, damage, alterations, poor change control, aging).
		2.2	Evaluate interactions between walls, floors, ceilings, service penetrations, fire stopping, dampers, and fire doors.
		2.3	Plan and undertake surveys that verify compartmentation arrangements against design intent, approved information, and fire strategy assumptions.
		2.4	Assess deviations between approved design, as-built condition, and current building use (including change of risk profile).
		2.5	Evaluate risks presented by concealed voids, risers, shafts, and undocumented interfaces.
		2.6	Determine when non-intrusive survey is insufficient and justify proportionate intrusive investigation / opening-up.
		2.7	Evaluate reliability of findings where access is constrained and document limitations, uncertainty, and assumptions.

2	<i>Continued</i>	2.8	Distinguish isolated defects from indicators of systemic compartmentation failure (e.g., repeated defects, patterning, governance weaknesses).
3	Evaluate and verify compartmentation performance against design intent using evidence-based assessment.	3.1	Critically review test evidence, classification reports, and extended application relevance to the intended detail.
		3.2	Evaluate whether installed systems achieve the performance assumed by design intent (including configuration, substrates, and penetrations).
		3.3	Assess the impact of substitutions, value engineering, undocumented changes, and poor workmanship on performance.
		3.4	Evaluate limitations of third-party certification, desktop studies, and manufacturer declarations for the as-installed scenario.
		3.5	Determine when absence of evidence is a material safety risk rather than an administrative gap and define what evidence is required.
		3.6	Specify proportionate evidence recovery measures (records, sampling, intrusive checks, testing, specialist input).
4	Manage compartmentation risk, identify relevant fire safety defects, and address regulatory implications.	4.1	Prioritise compartmentation defects based on likelihood, consequence, and systemic impact across the building.
		4.2	Identify compartmentation failures that may constitute relevant fire safety defects under the Building Safety Act 2022 or equivalent.
		4.3	Assess the implications of defects for life safety, firefighting operations, and safety case sufficiency.

4	<i>Continued</i>	4.4	Recommend proportionate remediation and interim risk controls aligned with building risk profile and vulnerability of occupants.
		4.5	Integrate findings into building safety risk assessment processes and safety case evidence sets.
		4.6	Support duty-holders in evidencing reasonable steps taken, including defect tracking, change control and assurance arrangements.

Title:	Critically Appraise External Fire Spread Risk in External Wall Systems			Level:	6
Unit Number:	D/652/1464	TQT:	140	GLH:	85
Unit Purpose and Aims:	<p>This unit develops the learner's ability to critically appraise external fire spread risk in façade systems through analysis of fire behaviour, construction and building context. It supports the application of risk-based methodologies, verification of design intent and the development of proportionate mitigation strategies, including clear communication of risk, uncertainty and professional judgement.</p> <p>This unit is aligned to the following legislation, key standards and statutory guidance:</p> <ul style="list-style-type: none"> • Fire Safety Act 2021 • Building Safety Act 2022 • PAS 9980 • BR 187 				
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Analyse mechanisms and consequences of external fire spread.	1.1	Analyse external fire spread mechanisms including: <ul style="list-style-type: none"> • Flame projection. • Heat flux. • Cavity effects. • Plume behaviour. • Geometry. 		
		1.2	Evaluate how façade materials, cavity construction, interfaces and fixings contribute to fire spread potential.		

1	<i>Continued</i>	1.3	Assess how building height, proximity, access conditions, and occupancy vulnerability influence consequence severity.
		1.4	Critically evaluate historic façade assumptions and how they may conflict with current risk understanding.
		1.5	Analyse how internal fire development and window/compartment failure can initiate façade involvement.
2	Apply PAS 9980-style risk-based methodology and manage uncertainty.	2.1	Interpret objectives, scope and limitations of PAS 9980 and its appropriate application boundaries.
		2.2	Apply structured risk logic to identify hazards, likelihood factors and consequences for the building context.
		2.3	Evaluate uncertainty, assumptions, and data gaps including where evidence is: <ul style="list-style-type: none"> • Absent. • Unreliable.
		2.4	Justify risk ratings with transparent reasoning and traceable evidence.
		2.5	Distinguish between compliance conclusions and risk-based conclusions, including proportionality considerations.
3	Verify design intent and evaluate façade construction, defects and interfaces during surveys.	3.1	Establish external wall design intent from drawings, specs, Operation & Maintenance (O&M) manuals, approvals, and product information.
		3.2	Verify construction on site against design intent, including: <ul style="list-style-type: none"> • Insulation type. • Cavity barriers. • Fire stopping. • Interfaces.

3	<i>Continued</i>	3.3	Assess defects and installation quality that influence fire performance including: <ul style="list-style-type: none"> • Missing cavity barriers. • Poorly installed cavity barriers.
		3.4	Evaluate contribution of balconies, attachments, shading devices, signage and post-completion alterations.
		3.5	Determine when intrusive investigation/opening-up/specialist testing is necessary and justify scope proportionately.
		3.6	Evaluate implications of missing records and identify evidence recovery actions to improve confidence.
4	Communicate and manage external wall fire risk and mitigation strategies.	4.1	Produce Fire Risk Appraisal of External Walls (FRAEW)-style reports suitable for accountable persons, lenders/insurers, regulators and residents.
		4.2	Communicate risk, uncertainty and limitations clearly to non-technical stakeholders.
		4.3	Recommend proportionate mitigation options (e.g. remediation, targeted upgrades, interim measures) aligned to risk not blanket replacement.
		4.4	Evaluate feasibility, disruption, and sequencing considerations for occupied buildings.
		4.5	Defend professional judgement where commercial or stakeholder pressures seek to distort risk conclusions.

Title:	Evaluate Fire Safety Design in Higher-Risk Buildings			Level:	6
Unit Number:	F/652/1465	TQT:	150	GLH:	90
Unit Purpose and Aims:	<p>This unit develops the learner's ability to evaluate fire safety design in higher-risk buildings within the context of the Building Safety Act and associated regulatory frameworks. It supports the identification and management of fire safety defects, assessment of design intent and delivery outcomes, and the application of Gateway processes, Golden Thread information, and governance arrangements to ensure safety case sufficiency and informed decision-making.</p> <p>This unit is aligned to the following legislation, key standards, frameworks and statutory guidance:</p> <ul style="list-style-type: none"> • Building Safety Act 2022 • BS 9991 • BS 9999 • The Building (Higher-Risk Buildings Procedures) (England) Regulations 2023 				
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Critically analyse the applicable framework, including defect concepts and regulatory expectations.	1.1	Analyse the purpose, scope and structure of the Building Safety Act 2022 or equivalent and the regulatory approach for High-Risk Building's (HRB's).		
		1.2	Evaluate roles, responsibilities and accountability relationships across duty-holders and accountable persons.		
		1.3	Analyse statutory concepts relevant to fire safety defects and how they arise across: <ul style="list-style-type: none"> • Design. • Construction. • Refurbishment. • Occupation. 		

1	<i>Continued</i>	1.4	Evaluate how “historic compliance” evidence can differ from current risk acceptability and regulatory confidence.
		1.5	Assess enforcement expectations, engagement duties and the consequences of non-compliance at Gateways and during occupation.
2	Evaluate building design intent, delivery outcomes, and identify relevant fire safety defects in Higher Risk Building's (HRB's).	2.1	Critically review fire safety design intent for HRB's and identify safety-critical assumptions and dependencies.
		2.2	Identify defects arising from deviations from approved design intent, including change control failure.
		2.3	Evaluate defects linked to value engineering, product substitution, workmanship, and interface failures.
		2.4	Assess latent defects that may not yet have manifested, using indicators, patterns and system-level reasoning.
		2.5	Analyse how defects propagate risk across: <ul style="list-style-type: none"> • Compartments. • Escape routes. • Smoke control. • Firefighting facilities. • Management systems.
		2.6	Determine when defects represent relevant fire safety defects (safety-impacting) versus minor non-compliances (administrative/low impact) and justify the distinction.

3	Manage Gateways, Golden Thread information, and traceability of defects and controls.	3.1	Evaluate Gateway requirements in relation to fire safety evidence, defect disclosure and design change control.
		3.2	Assess adequacy, accuracy and traceability of Golden Thread information for safety-critical elements and assumptions.
		3.3	Identify gaps, conflicts and omissions that undermine defect traceability, responsibility and assurance.
		3.4	Evaluate how: <ul style="list-style-type: none"> defect registers risk controls mitigation actions should be recorded and maintained over time.
		3.5	Recommend governance arrangements for: <ul style="list-style-type: none"> Defect identification. Escalation. Assurance. Continuous improvement.
		3.6	Support preparation of defensible submissions and audit readiness where defects exist or evidence is incomplete.
4	Support accountable persons in managing defect risk, safety case sufficiency and liability exposure including Building Liability Orders.	4.1	Advise on proportionate management of known fire safety defects in occupied HRB's (including interim measures).
		4.2	Evaluate the impact of defects on safety case sufficiency and regulatory confidence, including evidence needs.
		4.3	Analyse the purpose and practical effect of Building Liability Orders, including circumstances where liability may extend beyond the original developer.

4	<i>Continued</i>	4.4	Assess scenarios where organisational structures and associated entities affect responsibility and cost recovery pathways.
		4.5	Identify when specialist legal input is required and specify the information needed to support that advice (without providing legal advice).
		4.6	Support strategic decision-making on: <ul style="list-style-type: none"> • Remediation planning. • Stakeholder communication. • Regulator engagement.

Title:	Analyse Fire Safety Risk Using Performance-Based and Process Safety Principles			Level:	6
Unit Number:	H/652/1466	TQT:	140	GLH:	85
Unit Purpose and Aims:	<p>This unit develops the learner's ability to analyse fire safety risk using performance-based and process safety principles within complex buildings and higher-risk buildings. It supports the development and critical evaluation of safety case arguments, assessment of systemic and cumulative risk and the application of barrier models and HAZID processes to strengthen risk control, assurance and ongoing safety management.</p> <p>This unit is aligned to the following legislation, key standards, principles and statutory guidance:</p> <ul style="list-style-type: none"> • Health and Safety at Work Act 1974 • CDM 2015 • Process Safety Principles • BS 9999 				
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Apply process safety principles to fire risk management.	1.1	Analyse fire risk as an interacting system of hazards, controls, human factors, organisational governance and change.		
		1.2	Evaluate organisational, procedural and cultural contributors to control failure and risk escalation.		
		1.3	Assess the use of leading and lagging indicators for managing degradation and emerging risk.		

1	<i>Continued</i>	1.4	Compare traditional fire risk assessment models with process safety approaches and explain where each is appropriate.
		1.5	Evaluate limitations of hazard-only or checklist approaches in complex buildings and HRB's.
		1.6	Explain the purpose, principles, and scope of the HAZID (Hazard Identification) process and its role within process safety management.
2	Develop, critique and strengthen safety case arguments and evidence sets.	2.1	Interpret the purpose, structure and expectations of building safety cases and associated evidence.
		2.2	Evaluate hazard identification, risk assessment logic and control justification within safety case arguments.
		2.3	Assess proportionality and sufficiency of safety arguments, including treatment of uncertainty and assumptions.
		2.4	Identify weak claims, unsupported conclusions, evidence gaps and over-reliance on unverified assumptions.
		2.5	Recommend improvements to strengthen safety arguments and evidence sufficiency, including assurance measures.
3	Assess cumulative and systemic risk in buildings and Higher-Risk Buildings.	3.1	Evaluate how multiple minor defects, deviations or management failures combine to create intolerable risk.
		3.2	Analyse degradation pathways including: <ul style="list-style-type: none"> • time • wear • change • poor controls and how they reduce safety margins.

3	<i>Continued</i>	3.3	Assess interactions between technical systems, human behaviour and organisational factors in escalating risk.
		3.4	Identify "trigger points" where risk becomes unacceptable and requires strategic intervention.
		3.5	Recommend interventions that reduce systemic vulnerability, prioritised by risk and effectiveness.
4	Apply barrier models and define performance standards for fire safety controls.	4.1	Apply barrier-based models to prevention, protection, mitigation and emergency response controls.
		4.2	Define performance standards for key controls (e.g. what they must do, under what conditions, how assured).
		4.3	Assess barrier effectiveness, independence, redundancy, degradation and vulnerability to common-cause failure.
		4.4	Evaluate assurance processes (e.g. inspection, testing, audit, competency, change control) that maintain barrier integrity.
		4.5	Integrate barrier management into ongoing governance and continuous improvement arrangements.
5	Apply the HAZID process to systematically identify and manage fire safety risk in Higher-Risk Buildings.	5.1	Plan and structure a HAZID study for a HRB, defining: <ul style="list-style-type: none"> • scope • assumptions • interfaces • participants • information requirements
		5.2	Evaluate how identified hazards interact across building systems, including cumulative and cross-disciplinary risk effects.

5	<i>Continued</i>	5.3	Assess the adequacy of existing controls and barriers identified through the HAZID process, including design, management and operational measures.
		5.4	Prioritise HAZID findings based on likelihood, consequence, vulnerability of occupants and potential for systemic failure.
		5.5	Recommend proportionate risk reduction measures and management actions arising from the HAZID process.
		5.6	Integrate HAZID outputs into ongoing fire safety risk management, process safety governance and HRB safety assurance arrangements.
		5.7	Document HAZID findings in a clear, auditable format suitable for use by duty-holders, accountable persons, and regulators.

Title:	Professional Practice, Ethics and Continuing Professional Development in Fire Safety Design and Building Risk Management			Level:	5
Unit Number:	J/652/1467	TQT:	60	GLH:	25
Unit Purpose and Aims:	<p>This unit develops the learner's ability to maintain professional competence through structured continuing professional development, reflective practice and ethical decision-making in fire safety design and building risk management. It supports the demonstration of accountability, professional judgement and ongoing competence and capability in line with industry and regulatory requirements.</p> <p>This unit aligns with the following guidance and standards:</p> <ul style="list-style-type: none"> • Building Safety Act 2022 • Regulatory Reform (Fire Safety) Order 2005 • Institution of Fire Engineers (IFE) • Engineering Council/Royal Institution of Chartered Surveyors (RICS) • PAS 8671 • PAS 8673 				
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Maintain and evaluate professional competence in fire safety practice.	1.1	Evaluate own competence against: <ul style="list-style-type: none"> • current role and responsibilities • industry expectations • competence principles as set out within BS 8671 including skills, knowledge, experience and behaviours (SKEB).		

1	<i>Continued</i>	1.2	Identify strengths, limitations and areas requiring development in fire safety design and risk management.
		1.3	Assess how changes in legislation, standards and guidance impact personal competence requirements.
		1.4	Demonstrate awareness of competence expectations under the Building Safety Act 2022 and associated frameworks.
2	Plan and implement continuing professional development (CPD).	2.1	Develop a structured CPD plan aligned to professional goals and organisational context.
		2.2	Select relevant CPD activities that support competence in fire safety design, Higher-Risk Buildings and system-based risk management.
		2.3	Prioritise and justify CPD activities based on risk, responsibility and scope of practice.
		2.4	Maintain records of CPD activity in line with professional body expectations, such as the Institution of Fire Engineers, and as evidence of ongoing competence under BS 8671 principles.
3	Reflect on professional practice and learning.	3.1	Produce reflective evaluations of CPD activities and their impact on professional practice.
		3.2	Analyse how learning has influenced decision-making, risk assessment, and design evaluation.
		3.3	Identify how reflective practice contributes to improved safety outcomes and professional judgement.
		3.4	Demonstrate the ability to adapt practice based on learning and experience.
4	Apply professional ethics and judgement in fire safety practice.	4.1	Evaluate ethical responsibilities in relation to life safety, risk, and design decision-making.
		4.2	Apply ethical principles to scenarios involving conflicting priorities (e.g. cost, compliance, safety).

4	<i>Continued</i>	4.3	Demonstrate accountability in professional decision-making and recommendations.
		4.4	Evaluate the consequences of poor ethical practice in fire safety and building risk management.
5	Promote inclusive and responsible professional practice.	5.1	Evaluate the importance of diversity and inclusivity in fire safety design and risk management.
		5.2	Assess how occupant vulnerability influences design and risk decisions.
		5.3	Promote inclusive approaches to safety, considering a range of user needs and building contexts.
6	Contribute to professional dialogue and knowledge sharing.	6.1	Share technical knowledge, experience, and professional judgement in appropriate forums.
		6.2	Engage in professional discussions to support learning and improvement.
		6.3	Evaluate the role of collaboration in maintaining and improving fire safety standards.

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.



ProQual Awarding Body

ProQual House
Unit 1, Innovation Drive
Newport, Brough
HU15 2GX

Tel: 01430 423 822
enquiries@proqualab.com
www.proqualab.com