



Award in Fire Safety: Fire Risk Assessor (SCQF Level 8)

QUALIFICATION SUMMARY

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1 Introduction and Summary

The EduQual Award in Fire Safety: Fire Risk Assessor (SCQF Level 8) is a Qualification equivalent to a Regulated Qualifications Framework (RQF) Qualification at Level 5. It offers Learners the knowledge, understanding and skills needed to meet the needs of Learners seeking to qualify in fire risk assessment in a complex healthcare facility.

Safe provision of fire safety in a complex healthcare facility relies on knowledgeable and skilled staff who understand fire safety and prevention. The role of a Fire Risk Assessor involves identifying fire hazards and risks, recording the findings and advise on fire prevention. Fire Risk Assessors must also identify people at risk, as well as evaluate, remove or reduce the risks.

The Qualification has been mapped to the relevant National Occupational Standards and Learners will be able to develop the competencies they need to enter work in fire safety as a fire risk assessor.

Learners completing the EduQual Award in Fire Safety: Fire Risk Assessor (SCQF Level 8) may be able to progress onto the EduQual Award in Fire Safety: Fire Project Engineer (SCQF Level 11), or the EduQual Award in Fire Safety: Senior Fire Safety Advisor (SCQF Level 11).

This programme has been produced to conform to the requirements of the RQF, the SCQF, the National Occupational Standards for Skills for Health.

2 Aims

The aims of this Qualification will enable Learners to:

- Apply theoretical understanding of fire risk assessment
- Reflect upon own fire risk assessor skills and thereby allow Learners to prepare for senior roles within their organisation
- Develop a lifelong learning attitude to education and training
- Gain an insight into contemporary research and leading-edge practice within the field of fire risk assessment
- Develop considerable autonomy in their learning and enhance their ability to plan, implement and evaluate the skills, knowledge and understanding of the role of Fire Risk Assessor in a group context
- Demonstrate originality and enterprise in approaching issues relating to fire risk assessment
- Demonstrate self-direction, initiative and autonomy in research and scholarship towards solutions to organisational problems in fire risk assessment
- Evaluate proposed solutions to operational problems.

3 Teaching, Learning and Assessment

Teaching and learning will be undertaken using a range of face-to-face learning, whether online or through tutor directed study, lectures, seminars and tutorials. Learners will be encouraged to develop their skills in self-directed learning, which will take place outside the formal classroom environment. Formative assessments will arise through projects, case studies, research and testing wherever appropriate.

Summative assessment will be through responses to assignments enabling Learners to demonstrate their understanding of the subjects they have studied.

4 Entry Requirements

Prospective Learners for this Qualification are expected to have:

- an SCQF Level 6 / RQF Level 3 Qualification in a fire safety related subject (such as the EduQual Award in Fire Safety: Fire Prevention Maintenance), or
- a Scottish Higher / GCE A Level profile that shows strong performance in relevant subjects, or
- an equivalent international Qualification to the above, **and**
- at least two years' relevant fire safety work experience

OR

- five years' operational fire safety work experience and evidence of ability to study at graduate level

In exceptional circumstances and at the discretion of the Centre, Learners who do not have any of the prescribed entry requirements may still be permitted to study for the Qualification, provided that in the Centre's judgement, the Learner has the potential to complete the Qualification successfully.

5 Recognition of Prior Learning (RPL)

RPL (sometimes referred to as APL) may be claimed by a Learner in situations where:

- The Learner has already studied SCQF-equivalent Level 8 Units that are also equivalent to the Learning Outcomes of the Units of this Qualification.
- The Learner can also produce evidence to demonstrate how each of the assessment criteria have already been met.

In such a case, those matching Units can be exempted from study, credits can be claimed, and the evidence supporting the RPL claim can be included in the Learner's portfolio of evidence when claiming the award.

6 Progression

Learners completing the EduQual Award in Fire Safety: Fire Risk Assessor (SCQF Level 8) may be able to progress onto the EduQual Award in Fire Safety: Fire Project Engineer (SCQF Level 11), or the EduQual Award in Fire Safety: Senior Fire Safety Advisor (SCQF Level 11).

7 Curriculum

The EduQual Award in Fire Safety: Fire Risk Assessor is an SCQF Level 8 (RQF equivalent Level X) Qualification consisting of **four** Units, all of which are compulsory as shown:

Award in Fire Safety: Fire Risk Assessor (SCQF Level 8) Compulsory Units		
Unit Title	SCQF Level	Credits
Unit 1: Legislative Frameworks and Fire Prevention Guidance	8	2
Unit 2: Advanced Fire Prevention	8	2
Unit 3: Fire Risk Assessor Role and Responsibilities	8	3
Unit 4: Fire Risk Assessment Procedures and Protocols	8	7
Total Credits		14

8 National Occupational Standards (NOS)

Units in the EduQual Award in Fire Safety: Fire Risk Assessor (SCQF Level 8) relate to the relevant National Occupational Standards, as detailed in the specification. For more information on how these Units relate to the relevant NOS Units, please contact us at info@eduqual.org.uk.

9 Learning/teaching methods and strategies

The Learning Outcomes will be achieved using the following learning and teaching methods and strategies:

- A variety of teaching and learning strategies, including lecture, seminar, case study and video.
- Team teaching on specific modules to foster integration between various aspects of fire safety and the role of fire risk assessor.
- Independent and group activities (class and non-class based) through which good practice can be shared and exchanged.
- Live and simulated case studies.
- Speakers and subject specialists.
- Personal and professional self-reflection, including feedback from colleagues and superiors.
- The creation of a learning environment that fosters debate and constructive argument.
- Units which encourage Learners to assess theory and leading-edge practice, with a view to creating new concepts and practices for the future.
- Practical projects which foster originality of thought and enterprise.
- Learner Management Systems (online platforms for delivering, tracking, and managing educational courses or training programmes)

10 Assessment Methods and Strategies

The following assessment strategies will be adopted to achieve the Learning Outcomes:
Assessments in the form of reports with a strong practical and professional orientation to the workplace may include:
• Case studies which examine key strategic issues within fire safety • Group presentations which present arguments in a coherent and insightful manner. • Project work carried out and reported upon based on work experience.
Formative assessment may include:
• Peer review of work between individuals and groups. • Material presented in class – either individually or as a group – where clarity of argument and evidence is supported with appropriate references. • Feedback in class situations on topics of current interest. • Evidence of breadth of research, including internet sources, where appropriate to the curriculum topics covered.
Summative assessment may be by assignment which may include work such as:
• Observation of performance in the work environment • Examining products of work, such as: ○ Individual or group presentations which coherently and concisely present analysis of fire risk assessor issues ○ Examination (seen or unseen) ○ Coursework assignments (including problem solving activities, simulations, consultancy projects, individual and group reports, as well as more conventional written forms such as essays and other discursive assignments) • Questioning the Learner • Reflective forms of assessment (e.g. portfolios, Learner logs, and peer engagement).