



## AIM Qualifications

### Level 6 Diploma in Fire Risk Assessment

“

I would like to convey my thanks to you all at AIM for the support and guidance you have provided during our first year as a training centre. I am aware we have asked a lot of questions and sent a lot of emails and you have dealt with every query swiftly and efficiently combined with a lot of patience.

It has been a roller coaster of a year setting up everything from scratch but it has been made easier by having access to you all.

*Carol Harmston, AIM Centre*

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# Document version history

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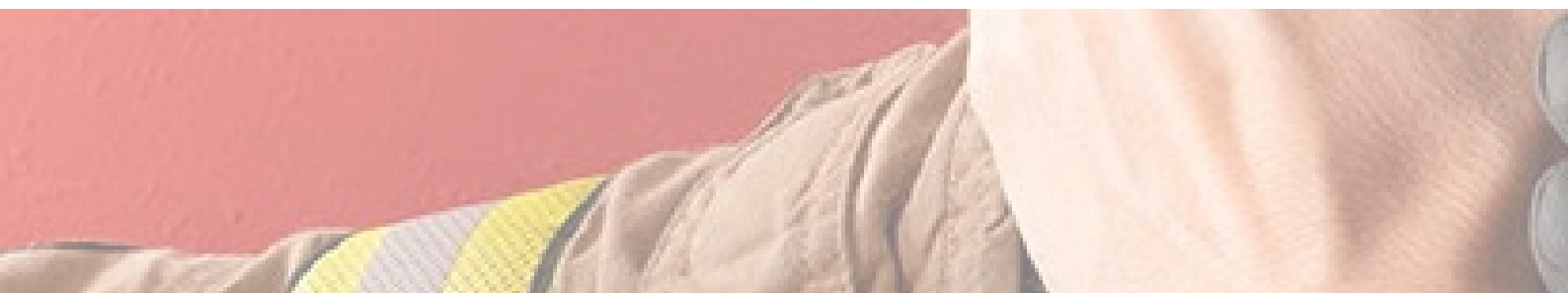
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# Introduction

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Welcome to the AIM Qualifications Level 6 Diploma in Fire Risk Assessment handbook. This handbook contains everything you need to know about this qualification and is intended for tutors, assessors, internal verifiers and other staff involved with the planning, delivery and assessment.

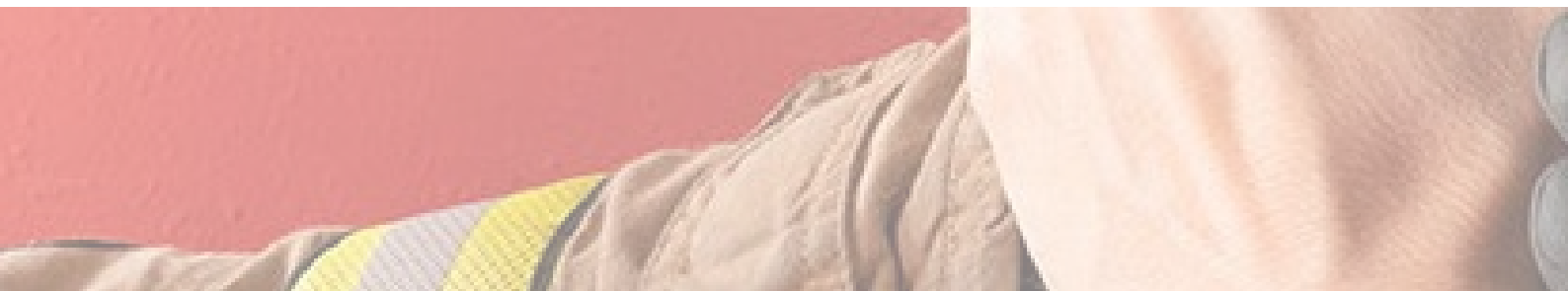
This is a live document and as such will be updated when required. You will be informed via email when changes are made and it is your responsibility to ensure the most up-to-date version of the qualification handbook is in use.

## About us

AIM Qualifications and Assessment Group is a national and international awarding organisation. We offer a large number of regulated qualifications at different levels and in a wide range of subject areas, access to Higher Education diplomas and end-point assessments. Our products are flexible enough to be delivered in a range of settings, from small providers to large colleges and in the workplace both nationally and internationally. We pride ourselves on offering the best possible customer service, and are always on hand to help if you have any questions. Our organisational structure and business processes enable us to be able to respond quickly to the needs of customers to develop new products that meet their specific needs.

# Section one

## Qualification overview



# About the qualification

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This qualification is developed and delivered in partnership with National Compliance and Risk Qualifications - NCRQ, appearing on the Ofqual register and qualification certificates as the AIM Qualifications Level 6 Diploma in Fire Risk Assessment.

This qualification, its assessments and learning materials have been developed in conjunction with a range of subject experts including fire risk assessors, fire safety inspectors, fire safety auditors, and fire engineers.

This Level 6 Diploma in Fire Risk Assessment provides learners with the ability to assess the risks associated with fire in a wide range of premises in order to make recommendations to reduce those risks. It also assesses their ability to communicate these risks to an untrained audience.

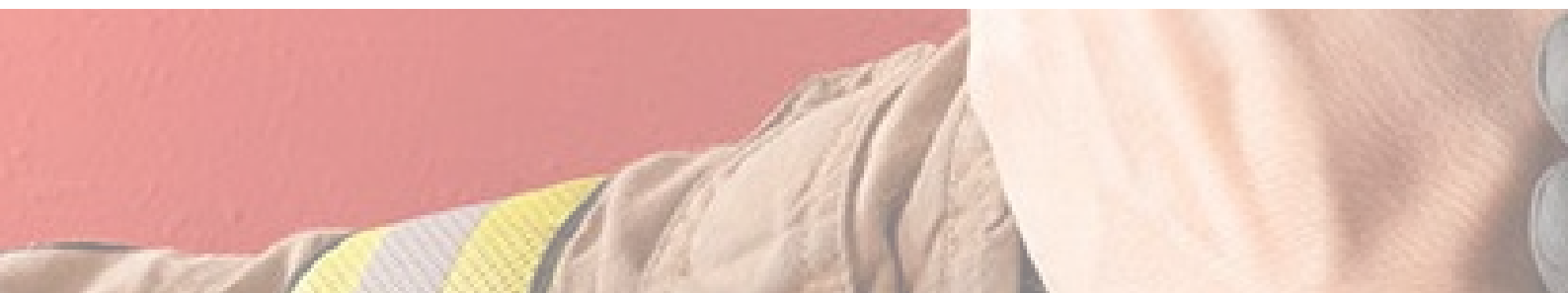
There are currently no nationally recognised occupational standards for fire risk assessors, therefore the knowledge and skills that the learner will develop during this qualification have been aligned with the Fire Sector Federation (FSF) National Framework for Fire Risk Assessor Competency.

## **On complete this qualification will be able to:**

- Understand the theoretical concepts that underpin the fire risk in a building.
- Critically evaluate the effectiveness of existing fire precautions in relation to life safety using industry-accepted standards and guidance.
- Determine the most appropriate solutions to control the fire risk by considering the broad range of measures that would ensure compliance and achieve safety.
- Justify and communicate recommended fire risk controls considering any legislative, financial and operational impacts.
- Recognise where a situation is beyond the scope of their role and take the appropriate action.

## Qualification details

Qualification	
AIM Qualifications Level 6 Diploma in Fire Risk Assessment	
Qualification Family	Professional
Assessment	Internally set, internally marked and externally verified portfolio of evidence
Grading	Achieved/Not achieved
Geographical Coverage	England
Operational Start Date	01/09/2022
Review Date	31/07/2027
Sector	5.2 Building and Construction
Qualification Number	610/1415/1
Learning Aim Reference	61014151
Guided Learning Hours (GLH)	30
Total Qualification Time (TQT)	380
Learner Age	18+
Rules of Combination	Learners must achieve all the mandatory components to achieve this qualification.



## Total Qualification Time and Guided Learning Hours

Total qualification time is the number of notional hours it takes a typical learner to achieve the full qualification and **is made up of two elements:**

- the minimum number of guided learning hours (GLH) - the number of hours spent under the immediate supervision or guidance of a tutor
- the number of hours spent on preparation, studying and the assessment that is non-guided.

For example, the number of tutor-led contact hours (GLH) for a qualification is 30 and the number of hours spent by the learner (non-GLH) on preparation, studying, researching and the assessment is nine hours. The Total Qualification Time (TQT) for the qualification is 39 hours.

**This qualification is delivered through blended distance learning that includes bookable contact time with a subject specialist tutor, so the balance of total qualification time is weighted towards non-GLH.**

## Progression opportunities

Successful completion of this qualification will equip learners to become professional fire risk assessors, or undertake other roles that feature fire risk assessment as a key element. Learners may also choose to specialise in certain topic areas, or study to become a Fire Safety Engineer.

Following completion of this qualification, it is strongly recommended that learners carry out continuous professional development and keep abreast of changes in the industry - especially regarding legislation.

## Entry guidance

This qualification is for anyone who undertakes fire risk assessments as part of their job, or is looking to move into a role where this would be a requirement. Learners may include fire safety consultants, health and safety or facilities professionals, and business owners who have a legal obligation to complete a fire risk assessment for their premises.

It is recommended that learners have achieved GCSE Maths, English and Science at grade A to C (9 to 4) or equivalent, be competent in the use of IT such as e-mail, web based research, and word processing.



Learners must be able to understand and articulate concepts in English. They should be capable of an English standard equivalent IELTS 7.0 or above. As the content of the qualification is based on English law, those who work in countries outside this jurisdiction should ensure they understand how the relevant legislation is applied.

In order to help learners identify whether the qualification is suitable for them, all learners have a 14 day period to undertake a preliminary online learning activity centred around the distinction between hazard and risk.

### **Qualification dates**

The qualification review date is the date by which we will have carried out a review of the qualification. We work with subject specialists to make any changes necessary to meet sector needs and to reflect recent developments. In most cases, we'll extend the qualification and set a new review date. If we make a decision to withdraw a qualification, we'll set an operational end date (last date for registration/enrolment). The last date for certification will be three years from the operational end date.

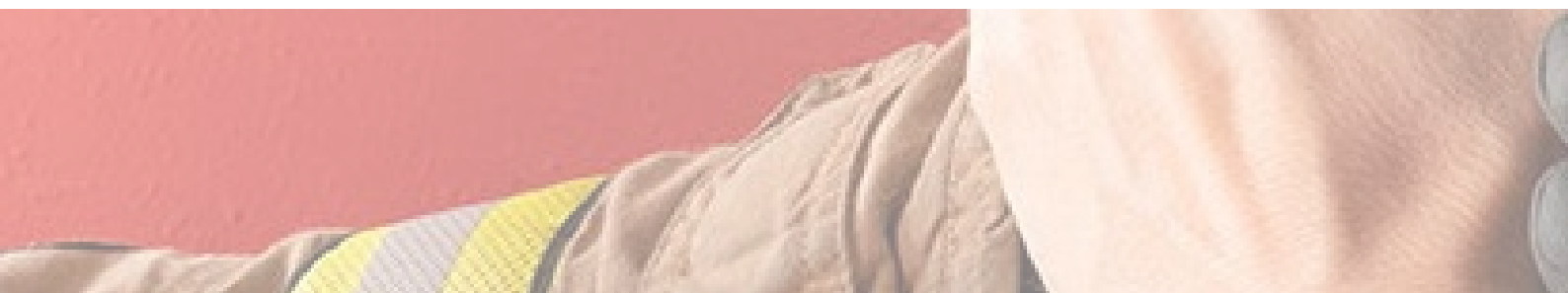
We will post information relating to changes or extensions to qualifications on our website and learners registered on the qualification will be kept updated.

### **Resource requirements**

This qualification is delivered directly by NCRQ in the form of self-directed learning. Learners work independently through workbooks, using a problem-based learning approach to work progressively through a series of case studies. Rather than attempt to understand topic areas in isolation, each case study encourages progressive learning across a number of topic areas.

The self-directed learning is supported by a large number of online resources, as well as access to a Learner Support Forum to encourage interaction between learners.

Learners have email and telephone tutor support from NCRQ tutors which provides advice and assistance at the times that learners are most likely to study.



# Section two

## Qualification structure and components

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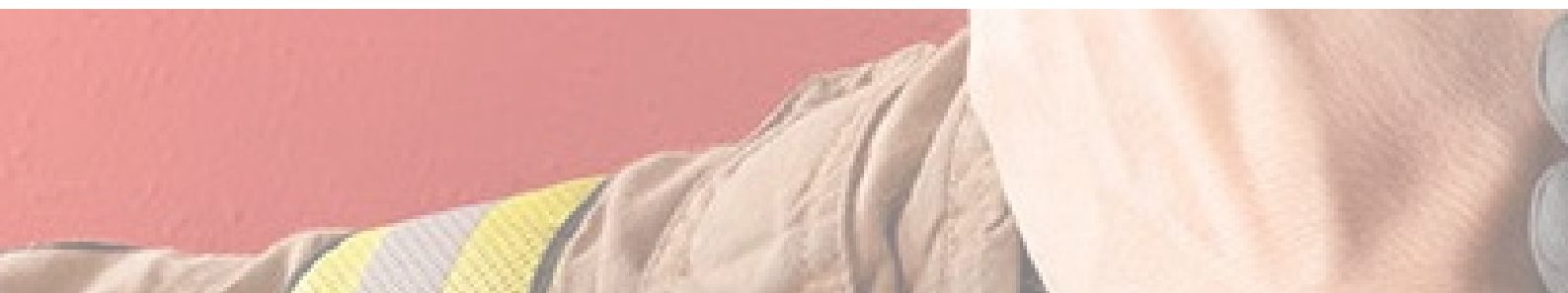
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# Qualification structure and components

This section details the rules of combination of this qualification. Select the component titles to view the component details.

Rules of combination for: AIM Qualifications Level 6 Diploma in Fire Risk Assessment			
Learners must achieve all mandatory components to achieve this qualification.			
<b>Please note:</b> the Principles of Fire Safety component must be completed before starting the Fire Risk Assessment component			
Component Code	Component Title	Level	GLH
Mandatory			
R/650/3975	Principles of Fire Safety	6	15
T/650/3976	Fire Risk Assessment	6	15



# Section three

## Assessment

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## Centre staff requirements

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### **As an Awarding Organisation, we require that:**

Tutors have relevant teaching experience and/or a qualification and experience and/or a qualification in the relevant subject area. **Suitable teaching qualifications include:**

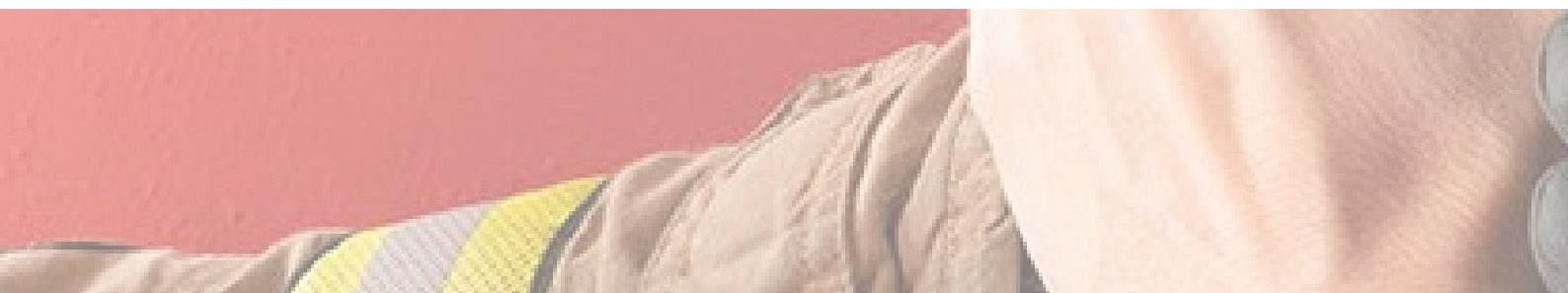
- Level 3 or 4 Preparing to Teach in the Lifelong Learning Sector (PTLLS) or above
- Level 3 Education and Training or above
- Diploma or Certificate in Education
- Bachelors or Masters Degree in Education

Assessors have an assessor qualification or evidence of recent relevant experience.

### **Suitable assessor qualifications include:**

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 Assess Candidate Performance using a Range of Methods
- D32 Assess Candidate Performance and D33 Assess Candidate using Differing Sources of Evidence

**In addition**, specifically for these qualifications, Assessors must have verifiable and relevant current industry experience and competence of the occupational working area at or above the level being assessed and evidence the quality of occupational experience to ensure the credibility of the assessment judgements.



Internal Verifiers (IV) have an internal verification qualification or evidence of recent relevant experience. **Suitable internal verification qualifications include:**

- Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 Conduct Internal Quality Assurance of the Assessment Process
- D34 Internally Verify the Assessment Process

**In addition,** specifically for these qualifications, Internal Verifiers must have verifiable and relevant current industry experience and competence of the occupational working area at or above the level being verified and evidence the quality of occupational experience to ensure the credibility of the assessment judgements.

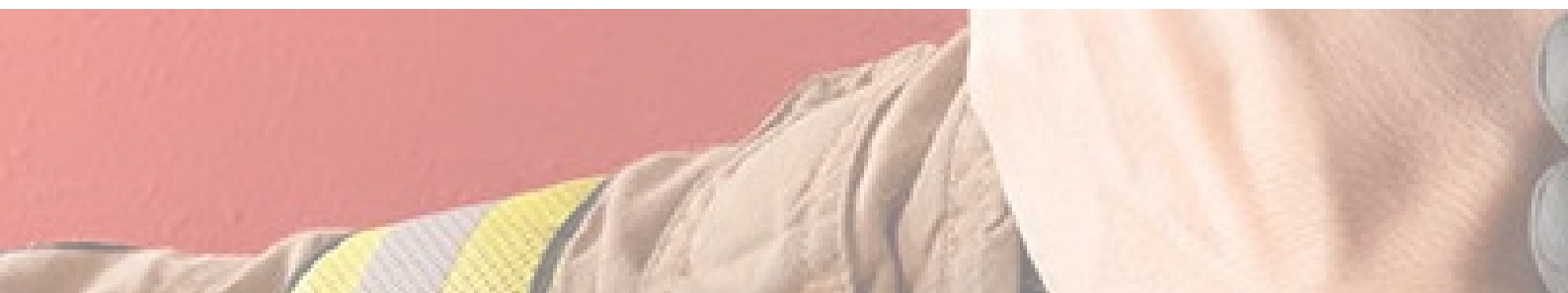


## How this qualification is assessed

This qualification is assessed through internally set, internally marked and externally verified evidence produced by the learner in response to a range of assignments.

Assessment may take the form of, but should not be limited to, the methods described in the table below. Guidance on our expectation for assessment is available in the [AIM Qualifications: Assessment handbook](#).

Assessment method	Overview
<b>Portfolio of Development Work</b>	The portfolio of development work should contain evidence of learner work referenced to the specified standards of a component or a range of components. This may include, but should not be limited to, learner research and investigation, exploration and analysis of ideas and concepts, developmental practical work, evidence of reflective practice, project refinement and communication of intentions. The portfolio of development work should be produced in response to an internally set assignment, and will be internally marked and subject to external verification.
<b>Written Assignment</b>	A written assignment, which should be referenced to the specified standards of a component or a range of components, may take the form of, but should not be limited to, a report, essay, case study, reflective piece, editorial, poster, presentation and/or blog. It may be supported by visual content and/or academic references. The written assignment should be produced in response to an internally set assignment, and will be internally marked and subject to external verification.
<b>Validation Interview</b>	This validation interview will take place using a webcam or smartphone and ensures the validity and authenticity of the qualification. The learner will be identified against approved photographic identification and then asked question about the assignments that they have submitted, and their experiences throughout the qualification. The purpose of this is to confirm the learners identity and to ensure the work submitted is that of the learner.



Assignments are devised and internally verified by the centre. This enables centres to contextualise assignments to reflect local needs, for example centres may choose to incorporate industry set scenarios.

Every assignment should be fit for purpose, providing learners with sufficient scope to meet all the standards to which it is mapped. These standards must be clearly indicated on each assignment, in order that learners, assessors and verifiers have a clear understanding of the assignment focus and marking criteria. The assignment must also clearly identify the assessment method(s), so that learners, assessors and verifiers understand the format for submitting evidence.

Centres must take a best practice approach, where appropriate, to the assessment such that learners are assessed in a real or realistic working environment. Assignment briefs must include marking templates for internal assessors to use to support consistent marking, feedback and evidence for quality assurance. All assessment decisions made by a centre will be externally quality assured by AIM. **A full mapping of components to assignments is available below.**

AIM Qualifications Level 6 Diploma in Fire Risk Assessment			
Assessment methods set by centre			
Component title	Portfolio of evidence	Written Assignment	Validation Interview
<b>Mandatory Components</b>			
Principles of Fire Safety	✓	✓	✓
Fire Risk Assessment	✓	✓	✓



# Internally marked assessment regulations

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## Deadlines

Deadlines for internally marked assessments are set by the centre and must be clearly communicated to learners on the assessment tasks.

## Extensions

Tutors may agree an extension period of up to two weeks by negotiation and where genuine reasons can be evidenced. In exceptional circumstances, the learner may be granted longer than two weeks to submit, however that would need to be supported by the personal tutor/course leader. The personal tutor will be notified of extensions and will monitor these in order to ensure that the learner is coping with the demands of their qualification.

## Late submission

Submissions received after the set deadline (with no approved extension) will be classed as a failed submission. Learners will need to request and pay for a resubmission, which will result in a new scenario task being issued and a new deadline set.

## Referral

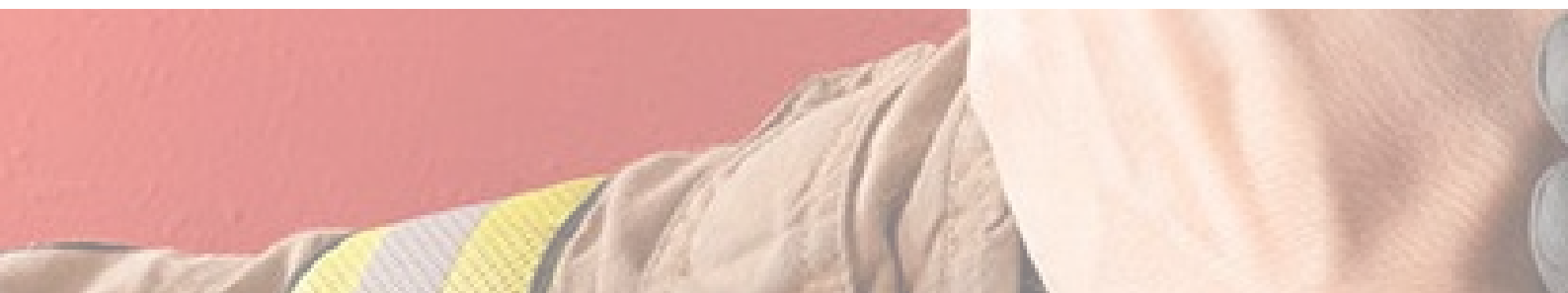
Where a learner fails to achieve one or more assessment criteria, their assessment will be returned as a 'refer' with information on the failed elements only. No feedback will be given on passed elements.

Learners are permitted to revise and resubmit the assessment, focusing their attention on the areas identified as requiring improvement.

## Resubmission (2nd attempt)

Learners are permitted a second attempt as a result of a referral, for each assignment. A fee is charged to cover the costs of marking a resubmission, as set out in our fees and charges document. Learners will receive a link within the feedback section where they can pay the resubmission fee. Learners must resubmit their assignment.

Learners may also seek support from their tutor during this period, although tutors are not permitted to give advice directly in relation to the assessment criteria, and they are not permitted to read through any of the referred or draft assessment.



## Re-submission (3rd attempt)

Where a learner fails to meet the assessment criteria on their second submission, they will only be permitted an additional attempt **in the following circumstances:**

- they have not previously had a second re-submission permitted in any other assessment for the qualification
- the tutor agrees that the second re-submission is appropriate and in the best interests of the learner and organisation;
- there have been no adverse findings of malpractice in the previous 12 months

## Re-take

Where a second re-submission is not permitted, or where permitted but the learner fails to meet the assessment criteria on the second re-submission, then the learner will be deemed to have failed to achieve the unit.

Where a learner fails to achieve the unit, they will need to restart the unit. This will require payment of the appropriate enrolment fee, and completion of new assessments for every aspect of the unit, regardless of their previous performance.

At this stage, learners should reflect and take advice from their tutors to see if the course of study is suitable for them.

Learners may also seek support from their tutor during this period, although tutors are not permitted to give advice directly in relation to the assessment criteria, and they are not permitted to read through any of the referred or draft assessment.



## Reasonable adjustments

The Internal Verifier may give permission for reasonable adjustments for a learner without having to apply to AIM for approval, provided that such arrangements do not confer an unfair advantage. The Internal Verifier (IV) must approve and record the details of all reasonable adjustments made at the discretion of the centre and must make this available for external verification.

### Types of evidence acceptable:

- **Psychologist's report** – must be current/valid within two years of the date of the examinations
- **Specialist teacher's assessment report** – must be current/valid within two years of the date of the examinations
- **Medical letter** – must be specific AND recommend, in detail, the support being requested. For a long-term physical/medical condition which is not going to change i.e. hearing/visual impairment – a letter from a doctor/optician or hospital report is acceptable in most cases.

A condition which is not permanent, but will not go away, will require a new letter confirming the diagnosis each academic year.

Further details are provided in our reasonable adjustments and special considerations document available on the AIM website.

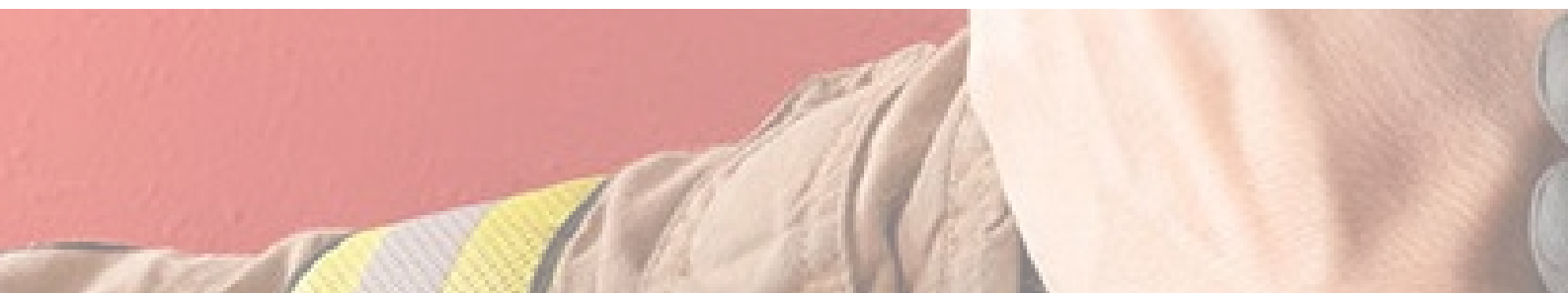
## Special considerations

### Special consideration is consideration to be given to a learner who has temporarily experienced:

- an illness or injury, or
- some other event outside of their control which has had or is reasonably likely to have had an effect on their ability to take an assessment or on their level of attainment in an assessment.

### Special consideration is not appropriate for a minor illness or a minor disturbance.

It may not be possible to apply special consideration where an assessment requires the learner to demonstrate practical competence. In some circumstances it may be more appropriate to offer the learner an opportunity to take the assessment at a later date rather than apply special considerations.



## Recognition of Prior Learning (RPL)

There are no opportunities for recognising prior learning to count towards this qualification.

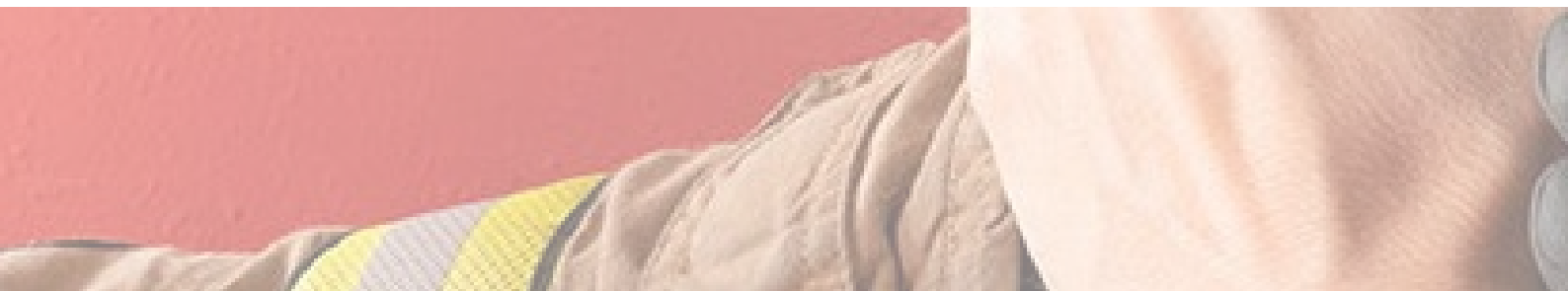


# Section four

## Operational guidance

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## Offering this qualification

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Centres wishing to offer this qualification must be an AIM recognised centre. New centres can apply to become a centre using the centre recognition application process on our website:

[www.aimgroup.org.uk](http://www.aimgroup.org.uk).

We can advise centres of the best and most efficient methods for offering this qualification. All procedures for the use of this qualification, including approval, registration of learners, verification and certification will be completed through AIM and all centres will have an allocated customer experience advisor to support them.

### Approval to offer qualifications

Centres wishing to offer this qualification must complete and submit a Qualification Approval request ([found on MIA](#)). Some qualifications require centres to have specific resources in place and/or their assessors/internal verifiers should hold certain qualifications. Where this is the case. Centres must provide evidence of resources/staff qualifications when completing the qualification Approval Request.

### Registration and certification

Once your centre has approval to offer a qualification, you will be able to register learners via the AIM online portal. Learners must be registered onto the correct programme via the portal (a programme is the centres chosen set of components).

For all registration and certification processes, please refer to the portal guidance document which can be downloaded from our website. Details of assessment, internal verification and external verification can be found in the [AIM Qualifications: Assessment handbook](#).

Learners achieving a qualification will be issued with a qualification certificate detailing the achieved qualifications and components. Learners who have no achieved a qualification will, on request, be issued with a component certificate detailing the components achieved.

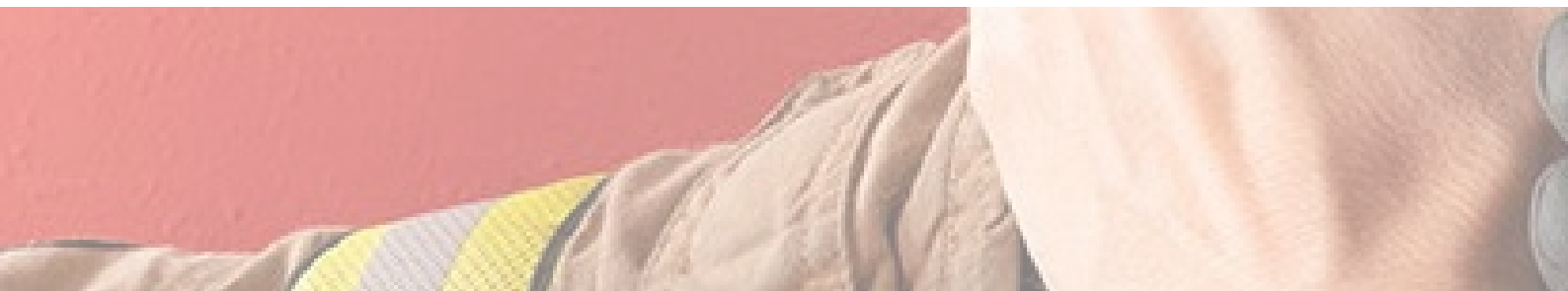


## Fees and charges

The AIM Fees and Charges brochure includes all qualification charges and is [available on our website](#). Please note that registrations will not be processed if centre fees have not been paid.

## External verification of internal assessment

Once the claims have been submitted and verified, certificates and a summary of achievement will be produced and issued. Learners that have achieved a qualification will be issued with a qualification certificate with details of the qualification and components achieved within ten working days (two weeks) of the completed verification process. Learners that have not achieved a qualification will be issued with a component certificate with details of the components achieved.



# Section five

## Component mapping

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## Principles of Fire Safety - Component standards

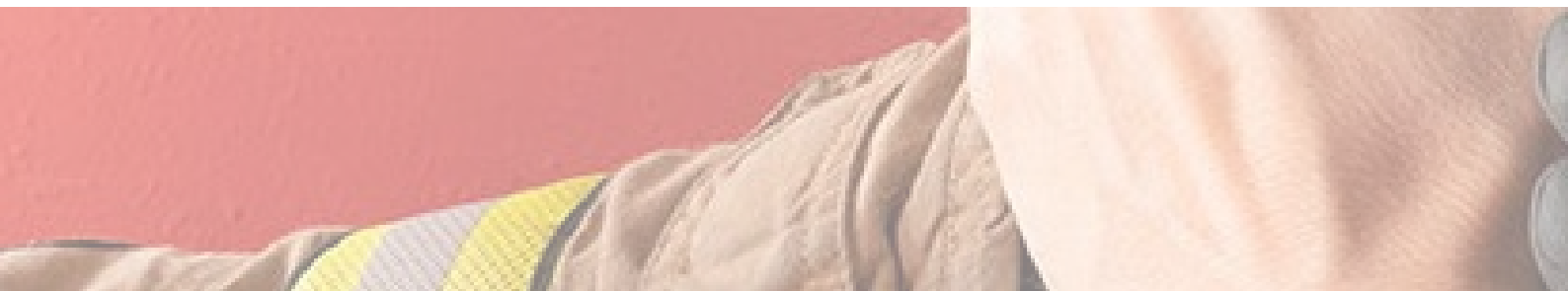
Qualification aims	Apply legislation, standards and guidance associated with fire safety to evaluate fire safety arrangements in a range of premises.	Explain how and where fires might start within a building.	Predict how a fire is likely to spread within a building with consideration of the factors which may influence this.	Explain the purpose and functioning of fire doors and sprinkler systems.	Assess whether the evacuation plan for a premises is suitable, including arrangements for evacuating those who may require additional assistance.	Describe the factors which may influence the available and required safe escape times in a building.	Give clear and appropriate advice to justify controlling fire risks to those with fire safety responsibilities.
Understand the theoretical concepts that underpin the fire risk in a building.	✓	✓				✓	
Critically evaluate the effectiveness of existing fire precautions in relation to life safety using industry-accepted standards and guidance.	✓	✓	✓	✓	✓		
Determine the most appropriate solutions to control the fire risk by considering the broad range of measures that would ensure compliance and achieve safety.	✓	✓	✓	✓	✓	✓	
Justify and communicate recommended fire risk controls considering any legislative, financial and operational impacts.	✓		✓			✓	✓
Recognise where a situation is beyond the scope of their role and take the appropriate action.							✓

## Fire Risk Assessment - Component standards

Qualification aims	Apply the concepts of available safe escape time and required safe escape time to make risk-based judgements.	Evaluate whether the control measures in place to prevent a fire from starting are sufficient.	Evaluate whether the protective fire precautions in a building provide a sufficient standard of life safety.	Assess whether adequate means of escape is provided in a premises, having regard to the risk profile and occupancy characteristics.	Assess the appropriateness of management systems and controls having regard for the size and use of the premises.	Recognise the importance of continuously building on knowledge and experience.
Understand the theoretical concepts that underpin the fire risk in a building.	✓	✓				
Critically evaluate the effectiveness of existing fire precautions in relation to life safety using industry-accepted standards and guidance.	✓	✓	✓	✓	✓	
Determine the most appropriate solutions to control the fire risk by considering the broad range of measures that would ensure compliance and achieve safety.	✓	✓		✓	✓	
Justify and communicate recommended fire risk controls considering any legislative, financial and operational impacts.			✓	✓	✓	
Recognise where a situation is beyond the scope of their role and take the appropriate action.			✓			✓

# Section Six

## Appendices and links



# Appendices and Links

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Select an appendix or link from the list below to view the document.

## Useful Links

Link 1 - [AIM Centre handbooks and forms](#)

Link 2 - [AIM Qualifications: Assessment Handbook](#)

Link 3 - [AIM Website](#)

Link 4 - [Fees and Charges](#)

Link 5 - [Qualification Search](#)



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