



GQA Level 3 Diploma in Inspection of Fire Resistant Doorsets

Qualification Number
610/5282/6

PERSONAL COMPETENCE SUMMARY

Name	Company/Centre				
Job Title	GQA Registration Number				
Mandatory Units					
Unit Number	Unit Title	Level	Credit Value	Assessor Signature	Date
H/651/4752	Regulations, Legislation, Codes of Practice and Standards Relating to Fire Resistant Doorset Inspections	4	7		
J/651/4753	Identification of different types of fire resistant doors, how they are classified and where they can be used	3	3		
K/651/4754	Types of Fire Resistant Doorsets and component testing and why they are required	3	4		
L/651/4755	Knowledge of fire resistant Doorsets, assemblies and components	3	6		
M/651/4756	The role and responsibilities of an Inspector of Fire Resistant Doors	3	4		
R/651/4757	Communicating with Colleagues, Customers, residents and stakeholders in relation to carrying out fire resistant doorset inspections	3	5		
T/651/4758	Preparing to carry out a fire resistant door inspection visit	3	4		
Y/651/4759	Carry out fire door inspections following relevant health and safety policies and procedures	3	5		
F/651/4760	Carrying out comprehensive non-invasive visual fire resistant doorset inspections	4	14		
H/651/4761	Preparing and Submitting Fire Door Inspection Reports	3	6		
J/651/4762	The importance of Continuous Professional Development as a fire door inspector	3	4		
K/651/4763	Dealing with challenging situations when carrying out fire door inspections	3	3		
Qualification Additional Units (these are not necessary to complete the qualification)					
Unit Number	Title	Level	Credit		
L/651/4764	Understanding terminology relating to how fire reacts in a building	2	2		
M/651/4765	Awareness of Third Party Certification and preparing for an audit	3	3		

RELIABLE EVIDENCE: The forms of evidence available include (mark as appropriate)

Assignment

☐

Invigilated test

☐

Professional Discussion

☐

Work products

☐

Observations

☐

Passport Style
Candidate Photo
(Mandatory)

COMPLETION SIGNATURES

By signing here, the Candidate and Assessor confirm that evidence presented is authentic and that the assessments took place in accordance with the relevant assessment strategy. Details of the assessments and evidence must be recorded in the assessment decision record/summaries at the end of each unit.

	Name and Signature	Date
Candidate		
Lead Assessor		
Internal Verifier		
EQA		

Introduction to the Qualification

Who is this Qualification for?

This qualification is aimed at individuals wishing to prove they have the level and range of knowledge and skills to be able to prepare for and carry out inspections of different types of fire resistant doorsets.

Candidates for this qualification will primarily be carrying out inspections of fire resistant doorsets in a range of settings. They will be involved in planning, preparing, inspecting and reporting aspects of the fire resistant doorset inspection process

This qualification is at Level 3, although some units may be at different levels and should be taken by those who are fully trained to deal with a range of tasks and situations associated with the inspection of fire resistant doorsets. This will include preparing to carry out the inspection, carrying out the inspection and preparing a report on the outcome of the inspection. The candidate will also need to demonstrate knowledge of health and safety requirements, recognising different types of fire resistant doorsets, awareness of the different components and materials found in fire resistant doorsets, how to deal with potential conflicts with a range of people, effective communication and how to plan and undertake Continuous Professional Development.

The candidate will need to be able to carry out all of the activities in line with current legislation relating to the inspection of fire resistant doorsets

Mandatory units-all must be completed			
Unit Number	Unit Title	Level	Credit Value
H/651/4752	Regulations, Legislation, Codes of Practice and Standards Relating to Fire Resistant Doorset Inspections	4	7
J/651/4753	Identification of different types of fire resistant doors, how they are classified and where they can be used	3	3
K/651/4754	Types of Fire Resistant Doorsets and component testing and why they are required	3	4
L/651/4755	Knowledge of fire resistant Doorsets, assemblies and components	3	6
M/651/4756	The role and responsibilities of an Inspector of Fire Resistant Doors	3	4
R/651/4757	Communicating with Colleagues, Customers, residents and stakeholders in relation to carrying out fire resistant doorset inspections	3	5
T/651/4758	Preparing to carry out a fire resistant door inspection visit	3	4
Y/651/4759	Carry out fire door inspections following relevant health and safety policies and procedures	3	5
F/651/4760	Carrying out comprehensive non-invasive visual fire resistant doorset inspections	4	14
H/651/4761	Preparing and Submitting Fire Door Inspection Reports	3	6

J/651/4762	The importance of Continuous Professional Development as a fire door inspector	3	4
K/651/4763	Dealing with challenging situations when carrying out fire door inspections	3	3
Additional units-entirely optional			
L/651/4764	Understanding terminology relating to how fire reacts in a building	2	2
M/651/4765	Awareness of Third Party Certification and preparing for an audit	3	3

What is required from candidates?

Individuals must complete all of the Mandatory Units. The additional units are entirely optional

The minimum credit value of the qualification is 65 credits.

Qualifications are now required to indicate the total qualification time (TQT), this is to show the typical time it will take someone to attain the required skills and knowledge to meet the qualification criteria. The minimum TQT for this qualification is 650 hours.

Qualifications are also required to indicate the number of hours of teaching someone would normally need to receive in order to achieve the qualification. These are referred to as Guided Learning Hours (GLH). The minimum GLH for this qualification is 313

Assessment guidance

Evidence should show that you can complete all the learning outcomes for each unit being taken.

Types of evidence:

Evidence of knowledge is required. Evidence of knowledge can be demonstrated through a range of methods including responses to oral and/or written questions, assignments, or professional discussions.

Suggested sources of evidence are shown above, these can be supplemented by physical or

documentary evidence, e.g.:

Accident book/reporting system
Safety record
Training record
Audio evidence
Witness testimonies

Notes and memos
Telephone/e-mail records
Customer and colleague feedback
Records of equipment and materials
Work records Photographic/ video evidence

Please Note that photocopied or downloaded documents such as manufacturers or industry guidance, H&S policies, Risk Assessments etc, are not normally acceptable evidence for GQA qualifications unless accompanied by a record of a professional discussion or assessor statement confirming candidate knowledge of the subject. If you are in any doubt about the validity of evidence, please contact your GQA EQA.

GQA Qualification Implementation Requirements covering Centre Approval, Candidate Assessment and ongoing Quality Assurance

This document indicates the requirements of Approved Centres delivering GQA qualifications and / or units of credit.

1. Equality of Opportunity

Equality of access to fair and valid assessment is necessary for all candidates undergoing assessment. This may mean making reasonable adjustments to normal assessment methods for candidates with particular or special assessment requirements. Candidates work patterns should not become a barrier to assessment, the organisation of which may have to be flexible. In the same way, reasonable adjustment arrangements may be necessary for candidates with a disability. For example, a candidate who is unable, through disability, to produce oral or written evidence, may be allowed to use the method they normally use as a substitute for the required form of communication. Reasonable adjustments need to be approved by GQA.

2. Recognised/Approved Assessment Centres

2.1 Individual centres must be approved by GQA to offer specific qualifications and / or units of credit. A centre may be a single organisation or a partnership of two or more organisations. It may operate at a single location or have satellites. For further details see the GQA booklet "Guide to Centre Approval". The Centre Approval process is carried out by a GQA approved EQA. Each Centre must maintain a centre file. It is important to be clear what the steps in the assessment process are:

- plan evidence collection and opportunities for assessment
- collect evidence
- judge evidence
- determine whether sufficient evidence has been presented
- make an assessment decision and give feedback to the candidate

NB Any deviation from the norm must be approved by a GQA EQA

2.2 Assessors and Verifiers

All Assessors of candidate performance must be competent, to make qualitative judgements, both in the skills they are assessing and in the assessment of candidates and hold the appropriate Assessor national award. Assessor occupational knowledge related to the qualifications being assessed is essential and must be illustrated to GQA prior to approval. Internal Verifiers are responsible for the quality assurance of the assessment process within a centre. They should have a relevant occupational background, be competent in internal verification and hold the Internal Verifier national award. It is recommended that Internal Verifiers work towards national recognition of assessor competence.

EQAs are responsible for ensuring accurate and consistent standards of assessment across centres, qualifications, units of credit and over time. They should have a relevant occupational background, be competent in external quality assurance and hold the relevant national external quality assurance award. GQA will approve and licence all individuals involved in the assessment and verification of its approved qualifications and / or units of credit.

Individuals who are working towards the Assessor or Internal Verifier national awards can only be provisionally licensed. The judgement of provisional licence holders will need to be agreed/authorised by a fully qualified and GQA licensed individual who cannot carry out a dual role in relation to a specific candidate.

All GQA Assessors and Verifiers must undertake a minimum of 2 significant CPD activities in both occupational areas and assessment and verification. Reflective CPD records must be maintained and made available to GQA EV's for review.

Specific requirements of Assessors for this qualification

Individuals seeking approval to assess this Fire Door Inspection qualification must have.....

2.3 Centre Approval, Monitoring Reviews and Quality Assurance

The centre recognition/approval process is the start of a significant part of the awarding body's quality assurance system. The Approval process will begin with an EQA review of centre procedures to ascertain the potential centres ability to deliver GQA qualifications and / or units of credit. Centres will be expected to meet the relevant regulatory authority criteria for delivery of qualifications prior to initial approval; continued compliance with the criteria will be monitored through regular EQA visits. It is recommended that centre reviews are conducted at minimum every six months by a GQA EQA.

New or multi-site centres may be required to undertake quarterly or more frequent EV reviews to ensure that different locations can be seen to satisfy the national requirements.

GQA will ensure that unacceptable barriers relating to the assessment and internal verification of candidates in small companies

do not deny recognition of competence to competent young workers. In such circumstances, GQA will demonstrate that its quality assurance procedures remain sufficient and rigorous to ensure that the competence outcomes have standing and credibility in the occupational area.

Enhanced quality procedures to ensure consistency of assessment and verification will be necessary and will include:

- a high level of sampling of assessment decisions N.B. In some instances the EQA may visit each assessment location and qualification / unit of credit candidate (e.g. single candidates dispersed throughout different small companies on government funded programmes)
- an in-depth scrutiny of assessment plans, materials and records
- specific centre guidance aimed at the successful implementation of qualifications and / or units of credit in SMEs via approved centre partnerships. This can include guidance on the quantity and quality of valid, authentic, and transferable evidence expected to be attributed to individual candidates
- ensuring centres are following the requirements prescribed in any appropriate assessment strategies and applicable codes of practice
- the identification and publication of good practice in centres

3. Qualification / Unit of Credit Candidates

All candidates must register with a GQA recognised/approved centre. The centre must maintain appropriate candidate personal details for external audit purposes etc.

The centre will provide candidates with advice and guidance on how to prepare for assessment and allocate an Assessor who will assess candidate ability to meet the requirements of the relevant qualifications / unit of credit. It is the candidate's responsibility to demonstrate competence and to do this they must:

- prove they can consistently meet all the qualification and / or unit of credit criteria

- provide evidence from work, that they can perform competently in all the contexts specified in the qualification / unit of credit requirements
- prove that they have the knowledge and understanding required to perform competently, even where they have not provided evidence from the workplace

It is therefore critical that quality evidence is provided in a format to allow the Assessor to make a decision and for the Internal Verifier to audit/verify his/her decision.

4. Evidence

A qualification and / or credit is awarded when a person has achieved the necessary outcomes of the qualification and / or unit of credit.

The specific combination of units necessary to achieve a qualification is detailed in the qualification structure. Certificates of Unit Credit can be awarded when candidates achieve any one, or more, units from the qualification.

The evidence the candidate brings forward is primarily evidence of performance of what he/she can do, not just what he/she knows. The assessment criteria / qualification requirements are described within the qualification and / or unit of credit itself and can incorporate practical skills and knowledge.

The assessor's role is to judge each relevant item of evidence. Each must be judged against the qualification and / or unit of credit requirements. It is not sensible to collect evidence against individual criteria. Nor is it effective. If items of evidence were collected for each of the criteria, the candidate may have to produce many items of evidence, well above the number actually required. GQA recommend holistic assessment.

When judging each item of evidence, the assessor is deciding whether the evidence:

- is authentic – i.e. actually produced by the candidate
- meets the criteria
- relates as appropriate to a context defined within the qualification and / or unit of credit
- confirms that the candidate has the required underpinning knowledge

When the assessor makes a decision about the candidate's competence, he or she examines all the evidence available to determine:

- if the evidence, as a whole, covers all the evidence of achievement
- whether the evidence indicates consistency in competent performance

- whether there is enough evidence on which to base an inference of competence

The answer can only be:

- yes (the candidate is competent)
- no (the candidate is not yet competent)
- there is insufficient evidence to make a decision

Consistency means that the individual is likely to achieve the standard in their work role, in the different activities defined in the qualification and / or unit of credit over time and range of work. The assessor must judge how long a time period is enough to be confident that the candidate can perform reliably to the standard. Unsupported evidence i.e. based on a single assessment/visit will not normally prove consistency.

Performance evidence

Performance evidence can be what the individual actually produces, or the way the individual achieves the standard. One is called product evidence and the other process evidence.

Product evidence is tangible – you can look at it and feel it. Products can be inspected and the candidate can be asked questions about them.

In order to make a fair and objective assessment, the assessor must be able to answer the question: Is there sufficient evidence that the candidate can consistently meet the requirements of the qualification and / or unit of credit? Process evidence describes the way the candidate has achieved an outcome – how they went about it. This may be, for example, the way the quality of products is checked or the way customer complaints are handled. This usually means observing the candidate in action.

Performance evidence may cover a number of outcomes. It makes sense to plan evidence collection so that what the candidate does, in the normal course of their job, can be related to different outcomes and units. The activities that clearly link to the qualification and / or unit of credit requirements are the things to concentrate on when planning evidence collection and assessment and when monitoring the candidate's progress. Look for opportunities in the candidate's job when evidence can be collected against a number of units at the same time.

Performance evidence can be:

- Naturally occurring – evidence produced in the normal course of work. Evidence of this sort is usually of high quality and reliable. It is also cost effective to collect naturally occurring evidence
- Taken from previous achievements – the candidate may be able to bring forward evidence from previous work experience to show that they are still competent to the standard.
- Evidence of prior achievement can be used when it can be shown to support a judgment that the candidate can still achieve the standard. So, the assessor must be satisfied that the evidence of prior achievement is sufficiently reliable to justify saying that the candidate is currently competent.
- Simulated – from circumstances specially designed to enable the candidate's performance to be assessed. Simulation is generally not acceptable.
- The exceptions to this are:
 - o Dealing with emergencies
 - o Dealing with accidents
 - o Certain pre-approved real time simulators
 - o Limited other procedures that cannot be practically performed in the workplace, and for which sufficient evidence can be collected through other means.

NB: It is not always possible or feasible to collect naturally occurring evidence. It is likely that some simulation may be needed, when it may take too long to wait for the evidence to arise e.g. it may be an aspect of performance which occurs infrequently. An example of this may be evidence of how to deal with emergencies i.e. it makes sense to look for evidence from sources other than naturally occurring ones, rather than for, say, waiting for the building to burn down. Centres must obtain GQA EQA approval prior to the use of simulation.

Knowledge evidence

Being able to achieve a standard requires the ability to put knowledge to work. The qualification and / or unit of credit indicates the knowledge each person should use if they are to perform competently.

It should not be necessary to test all of the candidate's knowledge separately; however, any exception to this would be detailed in the relevant Assessment Strategy. Performance evidence could show that the candidate knows what he or she is doing.

When this is not the case, or if the assessor is not convinced from the performance evidence, it may be necessary to check the individual's knowledge separately.

Oral or written assessments must clearly provide a suitable means of checking the breadth and depth of an individual's knowledge. Assessors will need to judge the best mix of knowledge evidence according to individual circumstances. Knowledge evidence is useful when deciding the quality of performance evidence, but must not be used in isolation to judge competence or as an alternative to performance evidence. Care must be taken that candidate evidence is auditable and verifiable.

NB: These Qualification implementation guidelines are generic across the full range of GQA qualifications.

Further guidance on acceptable evidence on each qualification will be found in the Introduction to the Qualification section of the candidate booklet

Candidate Declaration

Candidate Name.....

Centre/Company Name.....

Assessor(s) Name(s).....

I acknowledge receipt of this copy of GQA qualification booklet. The unit structure provides information on which units must be achieved to be awarded the qualification. The individual units detail the necessary requirements etc that I must achieve.

I understand that I will have an important role in preparing for and planning assessments and with guidance from the Assessor I will collect and record relevant evidence.

I have been informed of the appeals system, should I want to appeal against any part of the assessment process.

I understand the assessments will be carried out with regard to the company's/centre's Equal Opportunities Policy.

Candidate signature.....

Date.....

Regulations, Legislation, Codes of Practice and Standards Relating to Fire Resistant Door set Inspections

GQA Ref	FDI 01	Regulatory Ref	H/651/475 2	Level	4	Credit Value	7
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Aims

The aim of the unit is to demonstrate the learner understands the various regulations, codes of practice, Approved Documents and standards relating to fire resistant doorset performance, that apply to fire door set inspections. They will need to show an understanding of the importance of complying with these when carrying out fire door set inspections and where to access this information from. They need to demonstrate how they stay up to date with any changes to relevant regulations, Approved Documents, legislation and codes of practice.

Assessment Guidance

This unit will be assessed through the learner producing a portfolio of evidence, the evidence required for this unit, will be:

- Providing answers to the knowledge criteria through either verbal or written answers
- Observation of learner demonstrating their systems for managing and keeping up to date with regulation, codes of practice and standards changes:
 - They are complying with the company procedures for maintaining up to date information on current regulations, codes of practice and standards
 - They have a process in place for keeping up to date with and implementing any changes to current regulations, legislation and codes of practice
 - They will need to demonstrate an understanding of how often to inspect a particular door set type and identify which legislation applies
 - They are able to determine what fire classification the fire door set is and why it is important to know this
 - They can demonstrate the difference between a notional and nominal fire door set and outline what actions need to be taken to meet current regulations

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined by GQA Qualifications in the qualification guidance notes.

Learning outcome; The learner will:	Evidence Ref No.		
	1	2	3
1. Know the different regulations, Codes of Practice and Standards relating to fire resistant doorset inspections and being aware of any regional difference that need to be considered			
2. Know how to interpret the fire resistant doorset classification tables in the relevant Approved Document and identify the difference between a smoke control and non-smoke control door			
3. Know how to keep up to date with change in legislation			
4. Know how any changes in regulations, codes of practice and standards may have an impact on the fire resistant doorset inspection process.			

5. Know how to comply with current legislation when carrying out fire resistant doorset inspections.			
6. Know where up to date copies of codes of practice and legislation are kept within your own organisation			
7. Know the frequency of inspection requirements and which legislation provides guidance on this			
8. Know the difference between performance test standards and fire resistant doorset specifications and which needs to be adhered to.			
9. Know the definitions and differences between fire resistant doorset conformance and compliance and why they need to be met			
10. Know how to identify the classification of a residential fire resistant doorset and why this is important			
11. Know what notional and nominal fire doors are and how they are different			
12. Be able to demonstrate how they keep up to date with any relevant changes with current regulations, legislation and codes of practice			
13. Be able to identify the classification of a fire resistant doorset			
14. Be able to identify a notional and nominal fire door and what action to take to meet current regulations			
15. Be able to complete a fire resistant doorset inspection in line with current regulations, legislation and codes of practice			
16. Be able to demonstrate that keeping up to date with changes with legislation, regulations and standards is important and sharing your knowledge with others improves understanding			
17. Be able to apply the principles and guidance from the various regulations, legislation and codes of practice when carrying out fire resistant doorset inspections			

Assessor Comments/Feedback

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Identification of different types of fire resistant doors, how they are classified and where they can be used							
GQA Ref	FDI 02	Regulatory Ref	J/651/4753	Level	3	Credit Value	3
Aims The aim of the unit is to show the learner can identify the different types of fire resistant doors and their fire classification. They will need to show they can obtain fire resistant door manufacturer's information and understand the different materials used and why they are used on fire resistant doors. They will need to demonstrate an awareness of notional and nominal fire doors, the differences and what action to take to meet current regulations. They also need to show why the classification of a fire resistant door is suited to the location it is found in the building.							
Assessment Guidance This unit will be assessed through the learner producing a portfolio of evidence, the evidence required for this unit, will be: • Providing answers to the knowledge criteria through either verbal or written answers • Observation of learner carrying out a fire door inspection on site, where they will need to demonstrate: ○ They are identifying the type of fire door installed ○ They are able to determine what fire classification the fire door is and why ○ They can obtain relevant information about the fire door from a manufacturer They can determine the type of material used to manufacture the fire door and why. Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined by GQA Qualifications in the qualification guidance notes.							
Learning outcome; The learner will:						Evidence Ref No.	
						1	2
1. Know the different types of fire resistant doors used in							
a. Residential settings							
b. Commercial settings							
2. Know how to identify the classification of a fire resistant door.							
3. Know how to obtain manufactures data on fire resistant doors							
4. Know what different materials are used to manufacture fire resistant doors and why							
5. Know the types of labels and information that can be found on a fire resistant door and how to interpret it							

Types of Fire Resistant Doorsets and component testing and why they are required

GQA Ref	FDI 03	Regulatory Ref	K/651/475 4	Level	3	Credit Value	4
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Aims

The aim of the unit is to show the learner understands the different methods of testing fire resistant doorsets and components. They will need to show how to interpret a fire doorset test report, and field of application, understand the test results and explain how this affects the performance of a fire resistant fire doorset and door components in the event of a fire. The learner will need to show they know when a field of application can be used and for what types of fire resistant doorsets. They need to know the difference between a fire test and a field of application and what they are showing.

Assessment Guidance

This unit will be assessed through the learner producing a portfolio of evidence, the evidence required for this unit, will be:

- Providing answers to the knowledge criteria through either verbal or written answers
- Observation of learner reading and interpreting a fire test reports and a field of application and for them to demonstrate how to interpret the information provided and what this means in terms of a fire door performance

Learning outcome; The learner will:	Evidence Ref No.		
	1	2	3
1. Know the different types of tests that can be carried out on fire resistant doorsets what situations they are used in and why each is important			
2. Know how to read the outcome of a fire test report			
3. Know the difference between a fire test and a field of application			
4. Know how to obtain a relevant fire test report or a field of application relating to type of fire resistant doorset inspected			
5. Know the difference between primary and secondary test evidence			
6. Know how fire resistant doorset test reports differ from specifications			
7. Be able to interpret a fire test report and outline the important aspects they contain			
8. Be able to interpret a field of application			

9. Be able to explain testing requirements, their results and significance to stakeholders			
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<u>Assessor Comments/Feedback</u>

Knowledge of fire resistant Doorsets, assemblies and components							
GQA Ref	FDI 04	Regulatory Ref	L/651/4755	Level	3	Credit Value	6
<u>Aims</u> The aim of the unit is to show the learner can identify the difference between fire resistant door sets and assemblies. Identify the different components and types of fire resistant doorsets, and buildings with multiple occupancy, demonstrate an understanding of each component and outline the regulation requirements for fire resistant doorsets and components.							
<u>Assessment Guidance</u> This unit will be assessed through the learner producing a portfolio of evidence, the evidence required for this unit, will be: • Providing answers to the knowledge criteria through either verbal or written answers • Observation of learner carrying out a fire door inspection on site, where they will need to demonstrate: - o They are able to identify during an inspection if a fire door is a set or an assembly and what are the certification and classification implications. - o They are able to identify all the component parts on a fire door. - o They are identifying the type of fire door installed - o They can obtain relevant information about the fire door from a manufacturer - o They can determine the type of material used to manufacture the fire door and why.							
Learning outcomes; the learner will:					Evidence Ref No		
					1`	2	3
1. Know the difference between the different types of fire resistant doorsets available and their uses							
2. Know the different components that make up a fire resistant doorset.							
3. Know the function of each component							

The role and responsibilities of an Inspector of Fire Resistant Doorsets

GQA Ref	FDI 05	Regulatory Ref	M/651/4756	Level	3	Credit Value	4
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Aims

The aim of the unit is to demonstrate the learner understands the role of a fire resistant door inspector including their responsibilities and limitations of the role. The learner needs to demonstrate they are aware of the technical and practical skills required to be a fire door inspector and why these are important. It is important for this unit for the candidates to know that their role is to inspect fire doors and not to carry out fire risk assessments or give any advice relating to fire prevention. They will also need to demonstrate they are working to these roles and responsibilities when carrying out inspections.

Assessment Guidance

This unit will be assessed through the learner producing a portfolio of evidence, the evidence required for this unit, will be:

- Providing answers to the knowledge criteria through either verbal or written answers
 - The technical knowledge a fire door inspector needs should include: fire door standards and regulations, door components and types, types of fire door testing and building and fire safety regulations awareness of building layouts including fire compartmentation in buildings
- Observation of the learner carrying out their role in line with their job description
- Provide a detailed job description for a fire door inspector
- It is important that this unit is assessed in the role of a fire door inspector and not as a fire risk assessor

Learning outcome; The learner will:	Evidence Ref No.		
	1	2	3
1. Know the technical knowledge that a fire door inspector needs to have and be able to use.			
2. Know the practical skills that a fire door inspector needs to have and be able to use			
3. Know why it is important for fire door inspectors to have analytical and problem solving skills			
4. Know the training and certification a fire door inspector should have to perform their role effectively			
5. Know the key role and responsibilities of an inspector of fire resistant doors			
6. Know the limitations of the role and what should not be included as part of this service and why			
7. Be able to develop a job description/scope of works for a fire door inspector			
8. Be able to demonstrate the requirements of the role of the fire door inspector when carrying out fire doorset inspections			

Assessor Comments/Feedback

Communicating with Colleagues, Customers, residents and stakeholders in relation to carrying out fire resistant doorset inspections

GQA Ref	FDI 06	Regulatory Ref	R/651/475 7	Level	3	Credit Value	5
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Aims

The aim of the unit is to show the learner can communicate effectively with the different types of people they will come into contact with during the process of arranging completing fire resistant door inspections. They also need be aware who they are communicating with when submitting reports.

They will need to show an awareness of equality and diversity and to consider the different needs of those involved in the process and demonstrate different methods of communication. They will also show the need to keep the findings of the inspection confidential and only share the information with those they are expected to.

Assessment Guidance

This unit will be assessed through the learner producing a portfolio of evidence, the evidence required for this unit, will be:

- Providing answers to the knowledge criteria through either verbal or written answers
- Observation of learner demonstrating different forms of communication when arranging, carrying out and completing a fire door inspection. They will need to demonstrate:
 - Use of different methods of communication (email, verbal, written reports, Text, WhatsApp)
 - How to determine best method of communication for the person they are dealing with and why.
 - They can offer help and advice about the inspection process and encourage questions.
 - Resolving issues
 - Produce and communicate written information
 - Demonstrate compliance with equality and diversity policies and confidentiality, when communicating with other people

Learning outcome; The learner will:	Evidence Ref No.		
	1	2	3
1. Know the methods and techniques used and personal attributes required to encourage and maintain effective relationships that promote goodwill and trust with relevant people.			
2. Know different methods of communication that can be employed when interacting with colleagues, customers, residents and other stakeholders			
3. Know how understanding body language, tone and words can be used to convey a message			
4. Know why reporting and communicating any issues is important			
5. Know how to interpret the different needs of individuals.			

6. Know why there is a need to keep the collated information and reports confidential and how this is achieved			
7. Know the different methods to send and receive information electronically and when to use each type			
8. Be able to apply the principles of equality and diversity by considering the needs of individuals when working and communicating with others.			
9. Be able to demonstrate how to offer advice and help to relevant people about work activities and encourage questions, feedback and comments.			
10. Be able to resolve differences of opinion or conflict in ways that minimise offence and maintain goodwill, trust and respect			
11. Be able to demonstrate different forms of communication			
12. Be able to use digital types of communication to send and receive information			
13. Be able to maintain confidentiality when compiling and submitting information			

Assessor Comments/Feedback

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Preparing to carry out a fire resistant door inspection visit							
GQA Ref	FDI 07	Regulatory Ref	T/651/475 8	Level	3	Credit Value	4
<u>Aims</u> The aim of the unit is to show the learner can plan to carry out fire resistant door inspections in a safe manner to be able to carry out the onsite fire resistant door inspections to comply with the company's policies and procedures and to meet the client's requirements. They will need to show an awareness of timeframes and planning equipment and tools and the development of an inspection plan.							
<u>Assessment Guidance</u> This unit will be assessed through the learner producing a portfolio of evidence, the evidence required for this unit, will be: • Providing answers to the knowledge criteria through either verbal or written answers • Observation of learner carrying out a fire door inspection on site, where they will need to demonstrate: ○ They are competent to develop and implement a fire resistant door inspection plan in line with company policies and procedures and client requirements ○ They are able to identify and receive required documentation prior to a visit ○ They can communicate with relevant people to arrange a suitable time to complete an inspection ○ They can identify, select and prepare the correct tools, equipment and paperwork, which may be required to carry out an inspection							
Learning outcome; The learner will:						Evidence Ref No.	
						1	2
1. Know why preparing for a fire resistant door inspection is important							
2. Know the company policies and procedures relating to preparing for an inspection							
3. Know how to identify the client's requirements when planning the fire resistant door inspection visit							
4. Know what documents are required prior to carrying out an inspection							
5. Know how to create a fire resistant door inspection plan							
6. Know how to determine what tools and equipment might be required.							
7. Know when need to be able to refuse to carry out an inspection and what information you need to produce to state why you have said no							
8. Know the range of tools and equipment required to carry out a fire resistant door inspection							

9. Be able to develop a fire resistant door inspection plan and check sheet			
10. Be able to demonstrate documentation received prior to completing a visit in line with company policies and procedures and client requirements			
11. Be able to arrange a time to complete an inspection with the appropriate person			
12. Be able to identify select and organise tools and equipment required to complete an inspection.			

Assessor Comments/Feedback

Carry out fire door inspections following relevant health and safety policies and procedures							
GQA Ref	FDI 08	Regulatory Ref	Y/651/475 9	Level	3	Credit Value	5
Aims The aim of the unit is to show the learner can plan to carry out fire door inspections in a safe manner and then carry out the onsite fire door inspections to comply with the company's and client health and safety procedures. They will need to show an awareness of all relevant health and safety legislations and company and client policies and procedures to adhere to when carrying out fire door inspections. The candidate needs to be aware of company policies and procedures relating to lone working. They will also need to show an awareness of how to interpret a risk assessment and how to carry out a dynamic risk assessment. The candidate also needs to be aware of circumstances which might lead to a tenant safeguarding issue and how this is to be reported.							
Assessment Guidance This unit will be assessed through the learner producing a portfolio of evidence, the evidence required for this unit, will be: • Providing answers to the knowledge criteria through either verbal or written answers • Observation of learner carrying out a fire door inspection on site, where they will need to demonstrate: ○ They are complying with the company and client health and safety procedures ○ They are able to read and interpret health and safety risk assessment related to the location and the inspection being carried out ○ They can carry out a dynamic risk assessment and record their findings and put into place control measures ○ Carry out the complete fire door inspection in a manner to keep themselves and other people safe							
Learning outcome; The learner will:						Evidence Ref No.	
						1	2
1. Know the relevant health and safety regulations relevant to carrying out fire door inspections							
2. Know how to interpret and follow site specific and generic health and safety risk assessments							
3. Know the difference between hazards and risks and how to carry out dynamic risk assessments and take appropriate actions based on outcome of the assessment							
4. Know the actions to take if the area is identified as being unsafe to work in							
5. Know how to follow company and client health and safety policies and procedures							

Carrying out comprehensive non-invasive visual fire resistant doorset inspections							
GQA Ref	FDI 09	Regulatory Ref	F/651/4760	Level	4	Credit Value	14
Aims The aim of the unit is to show the learner can complete non-invasive visual fire resistant doorset inspections and know what to inspect. They will need to outline what type of inspection is required, the type of fire resistant door being inspected, identify any areas of non-compliance and they will need to demonstrate an understanding of what actions are required following the inspection.							
Assessment Guidance This unit will be assessed through the learner producing a portfolio of evidence, the evidence required for this unit, will be: • Providing answers to the knowledge criteria through either verbal or written answers • Observation of learner carrying out at least 4 different types of fire door inspections on site, where they will need to demonstrate: ○ They are carrying out the correct type of inspection on the fire resistant doorset, these need to include the following types: ▪ Flat entrance doors ▪ Flat entrance doors leading into to a communal area ▪ Doors with viewing panels ▪ Doors with ironmongery ○ They are able to identify what to inspect ○ They can identify any areas of compliance and non-compliance and why they have come to that conclusion ○ They understand what the limitations of an inspection are and when they have completed their inspection.							
Learning outcome; The learner will:						Evidence Ref No.	
						1	2
1. Know the different types of fire resistant doorset inspections and when they are used							
2. Know how to identify what to inspect on the different types of inspections							
3. Know how to identify any fire resistant doorset and component compliance and non-compliance							
4. Know the limitations of the type of inspection being carried out							

5. Know the importance of how different types of fire resistant door sets need to be inspected			
6. Be able to carry out an inspection on at least 4 different types of fire resistant doorset			
7. Be able to identify what to inspect for the type of inspection being carried out and the limitations to apply			
8. Be able to identify why a fire resistant doorset or the components are non-compliant			
9. Be able to follow a structured approach when carrying out the inspection			
10. Be able to demonstrate attention to detail when carrying out a fire resistant doorset inspection			
11. Be able to identify areas of compliance and non-compliance during the fire doorset inspection			
12. Be able to use their own judgement and decision making when carrying out the inspection			
13. Be able to complete the inspection safely and in a timely manner			
14. Be able to complete the inspection without damaging the surrounding area			

Assessor Comments/Feedback

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7. Know when to report non-compliance which will need urgent attention by the client			
8. Know the importance of using images in a report and why this is beneficial for all parties			
9. Know when you might need to consult and expert or peer following the outcome of the inspection and before completing the report			
10. Know how completed reports are submitted and who to submit them to			
11. Be able to demonstrate a compliant system is in place for creating different reporting types			
12. Be able to identify what information is relevant for each reporting type			
13. Be able to generate a report which accurately reflects the findings of the inspection			
14. Be able to submit a compliant report			

Assessor Comments/Feedback

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The importance of Continuous Professional Development as a fire door inspector								
GQA Ref	FDI 11	Regulatory Ref	J/651/4762	Level	3	Credit Value	4	
Aims The aim of the unit is to show the learner can outline their current level of skills, knowledge, experience and behaviours required for the role of a fire door inspector and what development they need to keep their competence up to date They will be able to identify any gaps in their own skills, knowledge, experience and behaviours required to undertake actions to meet current and future requirements. They will be able to implement a personal development plan								
Assessment Guidance This unit will be assessed through the learner producing a portfolio of evidence, the evidence required for this unit, will be: • Providing answers to the knowledge criteria through either verbal or written answers • The learners needs to provide: ○ An assessment of their current levels of skills, knowledge, experience and behaviours ○ Identifying development needs based on future skills, knowledge, experience and behavioural requirements. ○ Develop a personal development plan based on the needs identified ○ Keep an accurate record of continuous personal development carried out including reflective practice on CPD carried out.								
Learning outcome; The learner will:						Evidence Ref No.		
						1	2	3
1. Know the importance of continuous professional development and reflective practice								
2. Know the definition of the term competence and what it relates to and why it is important to demonstrate a high level of this in your role as a fire resistant doorset inspector								
3. Know how to identify their current level of skills, knowledge, experience and behaviours								
4. Know what skills and knowledge are required for the current role								
5. Know how to identify ways that current skills and knowledge can be developed.								

Dealing with challenging situations when carrying out fire door inspections

GQA Ref	FDI 12	Regulatory Ref	K/651/476 3	Level	3	Credit Value	3
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Aims

The aim of the unit is to provide learners with the knowledge of what maybe seen as a challenging situation when carrying out fire resistant doorset inspections, what might some of the causes of this, how to recognise when a situation may become challenging. It will give them the knowledge of some of the causes of challenging behaviour and also the relevant skills and strategies that are needed to diffuse a challenging situation.

Assessment Guidance

This unit will be assessed through the learner producing a portfolio of evidence, the evidence required for this unit, will be:

- The learner needs to complete the assignments that are linked to this unit, so they can demonstrate their understanding of how to deal with difficult situations

Learning outcome; The learner will:	Evidence Ref No.		
	1	2	3
1. Know how to define a challenging situation			
2. Know what the underlying causes of a challenging or confrontational situation could be when carrying out a fire door inspection			
3. Know how the location of the fire resistant doorset inspection can relate to a possible challenging situation occurring			
4. Know at least four causes for situations to become challenging			
5. Know how to recognise when a situation is about to become challenging			
6. Know how people might react in a challenging situation and how high emotions can contribute to a challenging situation			
7. Know how a challenging situation might impact on yourself and other people in the environment where the fire door inspection is taking place			
8. Know the hazards and risks that might arise in a challenging situation			

9. Know how to carry out a dynamic risk assessment in a challenging situation and take appropriate action			
10. Know some of the effective strategies that can be used to diffuse a challenging situation			
11. Know how to use body language, tone of voice and words to overcome a challenging situation			
12. Know how to use effective listening strategies and using empathy can help to diffuse a challenging situation			
13. Know how to use assertiveness to take control of a challenging situation			
14. Know when a challenging situation has been resolved or when to withdraw from the area			
15. Know the importance of remaining professional when confronted with a challenging situation.			

Assessor Comments/Feedback

Understanding terminology relating to how fire reacts in a building								
GQA Ref	FDI 13	Regulatory Ref	L/651/476 4	Level	2	Credit Value	2	
Aims The aim of the unit is to show the learner understands some of the terminology that relates to the science of fire and how it reacts in a building, It also covers some of the terms used in the control of fires in building and passive fire protection. The learner will need to demonstrate they are aware of these terms and how they are relevant to fire door inspections.								
Assessment Guidance This unit will be assessed through the learner producing a portfolio of evidence, the evidence required for this unit, will be: Providing answers to the knowledge criteria through either verbal or written answers								
Learning outcome; The learner will:						Evidence Ref No.		
						1	2	3
1. Know the meaning of the following terms relating to the science of fire and how fire reacts in a building and how they relate to fire resistant doorsets: a) The fire triangle b) Combustion c) Fire growth d) Backdraft e) Flashover f) Fire dynamics g) Thermal expansion h) Smoke migration								
2. Know what compartmentation is and how fire resistant doorsets provides this and explain what happens if the fire resistant doorset does not perform as it should								
3. Know the term passive fire protection and provide 6 examples of what can provide this								
4. Know the term fire stopping and provide examples which relate to fire resistant doorsets								
5. Know the term fire egress route and how it relates to fire resistant doorsets								

6. Know the term structural integrity and how it relates to fire resistant doorsets			
7. Know how people behave in a fire situation and how well maintained fire doors can provide protection from fire			

Assessor Comments/Feedback

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Awareness of Third Party Certification and preparing for an audit

GQA Ref	FDI 14	Regulatory Ref	M/651/4765	Level	3	Credit Value	3
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Aims

The aim of the unit is to show the learner understands the role of third party certification. They will need to identify the different options which are most relevant or applicable to their company. They will need to demonstrate an awareness of how third party certification can be beneficial for compliance.

They will also need to understand how a Third Party Certification audit is carried out and how to gain company and individual accreditation.

Assessment Guidance

This unit will be assessed through the learner producing a portfolio of evidence, the evidence required for this unit, will be:

- Providing answers to the knowledge criteria through either verbal or written answers
- Observation of learner carrying out a fire door inspection on site, where they will need to demonstrate:
 - They can prepare for a Third Party Certificate audit and assemble the required information
 - They can provide evidence of successful audits and certification

Learning outcome; The learner will:	Evidence Ref No.		
	1	2	3
1. Know the different third party certifications available			
2. Know the role of UKAS in 3 rd party certification			
3. Know how to identify which one is most relevant for your company			
4. Know why third party certification can be beneficial to demonstrate compliance			
5. Know how a Third Party Certification audit is carried out			
6. Know what standards are required in order to gain accreditation			
7. Know what a non-conformance report it and what the possible contents might be			

