

# End-point assessment plan for Fire Safety Inspector apprenticeship standard

Apprenticeship standard reference number	Level of this end point assessment (EPA)	Integrated
ST0746	4	No

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## Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Fire Safety Inspector apprenticeship standard. It is for end-point assessment organisations (EPAOs) who need to know how EPA for this apprenticeship must operate. It will also be of interest to Fire Safety Inspector apprentices, their employers and training providers.

Full time apprentices will typically spend 24 months on-programme (before the gateway) working towards the occupational standard, with a minimum of 20% off-the-job training. All apprentices will spend a minimum of 12 months on-programme.

The EPA period should only start, and the EPA be arranged, once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, all of the pre-requisite gateway requirements for EPA have been met and that they can be evidenced to an EPAO.

All pre-requisites for EPA assessment methods must also be complete and available for the assessor as necessary.

For level 3 apprenticeships and above apprentices without English and mathematics at level 2 must achieve level 2 prior to taking their EPA.

The EPA must be completed within an EPA period typically lasting a maximum of 6 months, beginning when the apprentice has passed the EPA gateway.

The EPA consists of 3 discrete assessment methods.

The individual assessment methods will have the following grades:

### **Assessment method 1:** Practical Assessment

- Fail
- Pass

### **Assessment method 2:** Professional Discussion underpinned by portfolio of evidence

- Fail
- Pass
- Distinction

### **Assessment method 3:** Knowledge Test

- Fail
- Pass

Performance in the EPA will determine the overall apprenticeship standard and grade of:

- Fail
- Pass
- Distinction

## EPA summary table

<b>On-programme</b> (typically, 24 months)	Training to develop the occupation standard's knowledge, skills and behaviours.
<b>End-point Assessment Gateway</b>	<ul style="list-style-type: none"> <li>• Employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard.</li> <li>• English/mathematics Level 2</li> </ul> <p>Apprentices must complete:</p> <ul style="list-style-type: none"> <li>• A portfolio of evidence to underpin the professional discussion.</li> </ul>
<b>End Point Assessment</b> (which would typically take 6 months)	Assessment Method 1: Practical Assessment Assessment Method 2: Professional Discussion underpinned by portfolio if evidence Assessment Method 3: Knowledge Test
<b>Professional recognition</b>	Aligns with recognition by: <ul style="list-style-type: none"> <li>• The Institution of Fire Engineers at Associate Level</li> </ul>

## Length of end-point assessment period:

The EPA must be completed within an EPA period typically lasting a maximum of 6 months, beginning when the apprentice has passed the EPA gateway.

## Order of assessment methods

The assessment methods can be delivered in any order.

## Gateway

The EPA period should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, that is to say they are deemed to have achieved occupational competence. In making this decision, the employer may take advice from the apprentice's training provider(s), but the decision must ultimately be made solely by the employer.

In addition to the employer's confirmation that the apprentice is working at or above the level in the occupational standard, the apprentice must have completed the following gateway requirements prior to beginning EPA:

English and mathematics at level 2.

For those with an education, health and care plan or a legacy statement the apprenticeships English and mathematics minimum requirement is Entry Level 3 and British Sign Language qualification are an alternative to English qualifications for whom this is their primary language.

For Practical Assessment -:

- No specific requirements

For Professional Discussion, the apprentice will be required to submit a portfolio of evidence:

- The portfolio should contain sufficient evidence to demonstrate the apprentice can apply the knowledge, skills and behaviours required as mapped to the Professional Discussion.
- There should be at least one piece of evidence relating to each knowledge, skill and behaviours mapped to the Professional Discussion. One piece of evidence can be referenced against more than one knowledge, skill or behavioural requirement. It is expected that there will typically be a minimum of 10 pieces and a maximum of 12 pieces of evidence.
- The portfolio should contain written accounts of activities that have been clearly referenced against the knowledge, skills and behaviours, supported by appropriate evidence, including audits, building consultations, other statutory consultations as well as photographic evidence, safety documentation, company policies and procedures as appropriate. Progress review documentation, witness testimonies, and feedback from colleagues and/or clients should also be included. The portfolio should not contain any element of self-reflection or self-assessment.
- The apprentice's Manager/Mentor will typically support the development of the portfolio in accordance with company policy and procedures, although the EPAO will provide further guidance on the content.

For Knowledge Test:

- No specific requirements

# Assessment methods

## Assessment Method 1: Practical Assessment

### Rationale

This assessment method reflects the practical component of the role. Fire safety inspections can take place in many different types of buildings and the potential issues/compliance requirements that may be identified can vary significantly, as can the response from the property owner. The practical assessment therefore allows for the candidate to be assessed in a controlled environment in order to ensure a consistent approach.

### Overview

Apprentices must be observed by an independent assessor who will take on the role of the 'Responsible Person'. The practical assessment must be carried out over a maximum assessment time of 3 hours 15 minutes. The assessor has the discretion to increase the time of the practical demonstration by up to 10%.

The practical assessment consists of 5 different stages:

1. Preparation and Briefing
2. Practical Audit Inspection –Documentation Review
3. Practical Audit Inspection – Building Inspection
4. Post Audit Debrief
5. Post Audit Questions

The independent assessor may observe only one apprentice at a time during this assessment method.

EPAOs will produce specifications to outline in detail how the practical demonstrations will operate, what it will cover and what should be observed. It is recommended that this is done in consultation with representative employers to gain the necessary occupational knowledge in this sector. EPAOs should maintain the security of their specifications if employers are consulted. Specifications must be standardised by the EPAO.

EPAOs must develop practical specification banks of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they, and the specifications they contain, are fit for purpose. The specification for the practical assessments, including questions relating to underpinning knowledge, skills and behaviours must be varied, yet allow assessment of the relevant KSBs.

The Practical Assessment will be conducted as follows:

### Stage 1: Preparation and Briefing

Before the practical inspection starts the apprentice will be given a hard copy pre-inspection information pack produced and selected by the EPAO. The pre-inspection information pack will be based on a complex building for example:

- Sleeping risk
- High risk process
- High number of employees
- Public access building

- Warehouse

The apprentice will have 30 minutes to study the pre inspection information pack and make notes. Apprentices will be inviligated by the assessor during this time.

The pre-inspection information pack produced by the EPAO should include the following information:

- Notification of Primary Authority Scheme (PAS) check
- Previous file history (extending only to the previous audit)
- Name and position of Responsible Person (RP)
- Building profile information:
  - Usage/purpose of building/business
  - Evacuation strategy for building (e.g. Simultaneous, Progressive Horizontal etc.)
  - Establishment numbers
  - Size of building
  - Location
  - Number of floors/rooms
  - Fire Risk Assessment (FRA) relating to that building
  - Any other Fire Safety Information relating to that building such as regulation 38 documentation
  - Staff training records
  - Maintenance and service records for passive and active protection systems including alarms, detection, emergency lighting firefighting facilities such as dry/wet risers, suppression systems, wiring, PAT testing.

In addition to the above the EPAO will produce a plan of the building with detailed Site-Specific Risk Information (SSRI) for the assessor as well as a detailed brief of the staff training records included within the pre-inspection information pack for use in Stage 3.

## **Stage 2: Practical Audit Inspection - Document Review**

This stage can be conducted in a staged building environment or IT based using simulation software.

During this stage, the apprentice will be observed reviewing relevant documentation required as part of an audit inspection.

The apprentice will be expected to carry out the following actions during this stage:

- Show ID and ask to speak to the Responsible Person (RP)
- Introduce themselves and explain the reason for the visit
- Explain how the audit will be conducted
- Clarify if there are any restricted areas
- Confirm if staff can be questioned to validate staff training
- Ask to be accompanied around the building

The EPAO will produce an information pack based on the list above which will be reflective of either the staged building being used or the IT based simulation software. The assessor (as the role of the Responsible Person) will give the requested information to the apprentice to examine.

Within the pack of information, the EPAO will insert deficiencies. These deficiencies will be from the following categories:

- Systematic
- Physical
- Major
- Minor

A Risk Critical example represents an intolerable risk to relevant persons of death or serious injury in the event of a fire, therefore failure to identify any risk critical points would be considered as a fail. The practical assessment should continue even if the risk critical points are not identified.

The combination of deficiencies inserted within the pack of information will be decided by the EPAO, however at least 2 deficiencies should be in the Fire Risk Assessment document (FRA). The EPAO should also insert a deficiency that would need intervention by a further agency requiring the apprentice to identify who they would seek help and advice from and why. These are included in the deficiencies stated above.

The apprentice will be given 20 minutes to study the documentation provided by the assessor. Following this, the apprentice will be given a further 15 minutes to answer questions from the assessor in order to explain: -

- The status of the FRA (e.g. not suitable, accurate and up-to-date) and provide a rationale for their decision.
- Whether an appropriate maintenance and testing regime is in place
- Whether staff training records are sufficient
- If the Means of Escape (MOE) is sufficient
- If any significant findings requiring actions in the previous FRA have been completed
- The deficiencies identified within the pack of information (including which external agency they would seek help from and why) and give appropriate advice on how the organisation can achieve compliance.

### **Stage 3: Practical audit inspection – Visual Inspection of Premise**

During this stage the apprentice, accompanied by the assessor will have 55 minutes to walk around the premises (actual or IT based), and will validate whether the information in the FRA and all fire safety arrangements comply with the Regulatory Reform Fire Safety Order 2005 (RRFSO), and/or appropriate regulation and guidance (supplied by the EPAO). During this stage the apprentice will be expected to verbally comment as they go on the suitability and sufficiency of:

- Passive Fire Protection methods
- Active Fire Protection methods
- Travel distances
- Prevention issues
- Fire Safety Management arrangements
- Means of escape
- Void protection

Within this stage the apprentice (unprompted) should ask the assessor (acting as the Responsible Person) if they can question an employee in order to validate staff training records. If asked, the assessor will use the detailed brief of staff training records to respond to any questions posed by the apprentice. Any questions asked and responses given must be included within the 55 minutes permitted for this stage.

#### **Stage 4: Post audit debrief**

During this stage the apprentice will have 45 minutes and will be expected to undertake a verbal post audit debrief with the Responsible Person (RP).

The apprentice should:

- Inform the Responsible Person (RP) of the outcomes of the audit
- Explain what further actions may occur
- Explain the levels of enforcement action that may apply
- Explain who else may now contact them from other agencies
- Explain the expected timeframes in which subsequent formal or informal enforcement action will be taken.
- Explain what support is available and signpost it
- Supply the Responsible Person with the Inspectors contact detail.
- Manages expectations of the responsible person when challenged
- Escalates the outcome of the inspection in line with local process

#### **Stage 5: Post audit questions**

During this stage the assessor will have 30 minutes to ask the apprentice a minimum of 8 questions. These questions will be a combination of those taken from an EPAO question bank and assessor generated in order for questioning to be tailored to the practical assessment. The assessor is permitted to ask follow up questions where clarity is required.

#### **Other relevant information**

Practical assessments must be conducted in one of the following locations:

- the employer's premises
- a suitable venue selected by the EPAO (e.g. a training provider's premises or another employer's premises)
- using virtual reality technology

EPAOs will produce the following material to support this assessment method:

- Question bank for the assessor
- Information packs for the assessor and apprentice based on the chosen scenario
- Suitable scenarios (that the practical assessment will be based on) that are based on real-life fire safety visits to assess the relevant KSBs listed for this assessment method within the set



timeframe. (If more than one apprentice is being assessed on the same day these will need to be varied for each apprentice)

- A variety of different fire safety deficiencies and critical risk factors i.e. unsuitable means of escape, missing fire alarms – these will be produced by the EPAO and will be specific to the premises used for the assessment (If more than one apprentice is being assessed on the same day these will need to be varied for each apprentice)
- materials as detailed above to ensure the Apprentice has the best opportunity to show they can meet all the KSBs. i.e. access to any relevant guidance documents and or legislator documents to support the scenario.
- create and use a standard recording document to confirm whether the KSBs have been achieved and the grading criteria met

## Assessment Method 2: Professional Discussion underpinned by portfolio of evidence

### Overview

This assessment will take the form of a professional discussion, which must be appropriately structured to draw out the best of the apprentice's competence and excellence. The professional discussion is underpinned by the portfolio of evidence submitted at the gateway and will focus on the KSBs identified as being assessed using this method. The assessor will have 3 weeks to review the portfolio and generate questions based on the evidence submitted prior to the professional discussion being conducted.

This assessment will take place at a suitable location in a quiet room free of distractions. The professional discussion will be audio recorded.

### Delivery

The professional discussion will last 60 minutes (+10% at the independent assessors discretion to allow the apprentice to complete their last answer) and will be underpinned by the evidence within the portfolio.

The independent assessor will ask a minimum of 10 questions. The independent assessor will ask at least 1 question based on each of the areas detailed below:

- Initiating enforcement activities
- Different types of premises, the associated risks and management levels
- Reasons why operational staff need to have valid, reliable and up to date information on premises, where this information is stored and how it can be accessed and used
- Safeguarding issues, concerns and actions
- Different groups and individuals' apprentices may interact with as part of their role
- Legislation, policies and procedures of the organisation and how these affect their role
- Supporting change and adjusting their approach to meet changing requirements
- Committed and able to develop self, individuals, teams and others, to improve organisational effectiveness.

Questions on the 8 areas can be generated by the assessor to ensure these are tailored to each apprentice, however an EPAO question bank must be provided as guidance to the assessor. Follow up questions can be asked to gain clarity where needed.

The EPAO must contact the employer in advance of the Professional Discussion so that the employer can provide clarity to the independent assessor around local policy and procedures as these vary significantly between organisations.

### Other relevant information

A structured specification and question bank must be developed by EPAOs. The 'question bank' must be of sufficient size to prevent predictability and reviewed regularly (and at least once a year) to ensure that it, and its content, are fit for purpose. The specifications, including questions relating to the underpinning knowledge, skills and behaviours, must be varied yet allow assessment of the relevant KSBs.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes. In the event of a re-sit/re-take apprentices are permitted to submit the same portfolio of evidence.

## Assessment Method 3: Knowledge Test

### Rationale

The knowledge test allows accurate assessment of the application of the knowledge and skills required to carry out the role of Fire Safety Inspector competently. The examination allows the apprentice to draw on their knowledge and experiences in order to demonstrate occupational competence.

### Test Format

The Knowledge test is made up of two papers which will be graded holistically to determine the grade for this method. The knowledge test can be paper based or conducted online.

Paper 1 is an open book test lasting 1 hour. In this paper, apprentices will be provided with a building plan with 4 risk critical areas that require identification and an explanation of why these are failings. paper 1 will cover the following areas:

- Evaluating fire safety design submissions and fire protection systems
- Fire safety principles for high risk and complex premises and venues, in accordance with recognised guidance
- The principles of Fire Safety Order and other fire safety legislation, building regulations legislation and British Safety Standards including national guidance and best practice.

After 1 hour the invigilator will remove all books and resources permitted for use during paper 1 prior to the commencement of paper 2.

Paper 2 is a closed book test and will last 2 hours. In this paper the apprentice will be asked 8 long answer questions covering the following areas:

- The principles of Fire Safety Order and other fire safety legislation, building regulations legislation and British Safety Standards including national guidance and best practice.
- The Primary Authority Scheme
- Levels of compliance interaction with the Enforcement Management Model and Better Regulation
- The different types of formal response and associated timescales

- Fire safety principles for high risk and complex premises and venues, in accordance with recognised guidance
- Causes and consequences of unwanted fire signals and deliberate fires
- Fire Risk Assessment process
- Interpreting and applying technical knowledge to enforce the Fire Safety Order, such as British Standards, Building Regulations, National Guidance and Best Practice

## Test administration

Apprentices must take the test in a suitably controlled environment i.e. quiet space, free of distractions and influence, in the presence of an invigilator. The invigilator may be another external person employed by the EPAO or the independent assessor. The EPAO is required to have an invigilation policy that will set out how the test is to be carried out. This will include specifying the most appropriate ratio of apprentices to invigilators to best take into account the setting and security required in administering the test.

The test will be stopped after one hour (after section 1) so the assessor can remove all book references. Section 2 will then be provided to the apprentice and the test restarted. Controls need to be put in place to ensure that communication is prevented between candidates during this break. Candidates are not permitted to leave the test environment during this break.

The EPAO must verify the suitability of the venue for taking the test and the identity of the person taking the test.

The EPAO is responsible for ensuring the security of testing they administer to ensure the test remains valid and reliable (this includes any arrangements made using online tools).

## Marking

Tests must be marked by independent assessors or markers employed by the EPAO following a marking guide produced by the EPAO. .

Each section will be equally weighted and all pass descriptors need to be achieved for a pass.

## Question and resources development

Questions must be written by EPAOs and it is recommended that this be done in consultation with representative employers to gain the necessary occupational expertise in this sector. EPAOs should also maintain the security of their questions when consulting employers. EPAOs must develop 'question banks' of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they, and the questions they contain, are fit for purpose.

EPAOs will produce the following material to support this method:

- Sample tests and mark schemes,
- live tests and mark schemes
- permitted reference materials

## Weighting of assessment methods

All assessment methods are weighted equally in their contribution to the overall EPA grade.

## Grading

### Assessment method 1: Practical Assessment

KSBs	Grading	Grade descriptor
S1, S2, S8 K5, B1, B3, B5, B6, B7	Pass	<p>Carries out relevant pre-audit research, such as health and safety requirements, identifying relevant guides and other reference material in preparation for site audit.</p> <p>Identifies the Responsible Person (RP) and explains the purpose, rationale and process of the inspection.</p> <p>Maintains a professional approach, ensuring all information communicated is relevant to the situation and appropriate, Employs confidence and resilience during inspection when challenged.</p> <p>Communicates throughout the audit process in a way that is clear and in line with the principles of the Regulator's Code.</p> <p>Asks for documentation that is held at the premises including plans, confirming their accuracy and relevance to the premises.</p> <p>Reviews the fire risk assessment to ensure that it is suitable and sufficient for the premises including appropriate risk assessment type (1 - 4) and highlights failings to Responsible Person (RP) providing recommendations for remedies to resolve these.</p> <p>Carries out a visual inspection of the building comparing findings against documentation and seeks additional information where appropriate portraying fire service values and ethics throughout</p> <p>Explains whether the fire risk assessment is suitable and sufficient.</p>

		<p>Undertake post audit debrief and within this demonstrate the ability to communicate with the Responsible Person (RP) to explain and confirm key information identified.</p> <p>Undertakes post audit debrief with the Responsible Person (RP) and provides feedback to the organisation on observed non-compliance and outlines steps on how they may go about achieving such compliance and next steps in line with recognised guidance.</p> <p>Can explain when they would need to seek advice from other agencies.</p> <p>Describes the escalation process if they were in a situation outside of their level of responsibility, in line with their organisational policy and the enforcement management model by only undertaking actions and giving advice which are within their authority to do so.</p>
	Fail	The apprentice fails to show the minimum requirements of a pass

## Assessment method 2: Professional Discussion underpinned by portfolio of evidence

KSBs	Grading	Grade descriptor
		Apprentices must meet all the pass and distinction criteria for a distinction
S3, S4, S5, S6, S7, S8, S10, S11  K2, K6, K9, K10, K11, K12 K14, K15, K16, K18  B2, B4, B6, B8	Distinction	<p>Compare and contrast different communication styles and explain how these can be used to influence the outcome of a situation.</p> <p>Describe where other legislation (other than the Fire Safety Order) can be used as the primary device for fire safety compliance, examples may refer to the Housing Act, DSEAR, CDM etc.</p> <p>Evaluates multiple solutions to reduce risk to a tolerable level commensurate with the risks posed to relevant persons.</p>

		<p>Explains the importance of safeguarding issues on the wider community and identify which other agencies may be involved and what their role may entail.</p> <p>Give examples of legislation, how it can be applied and describe any directly relevant historical cases which either caused the introduction of that legislation or where it has been used.</p> <p>Specify the different agencies who operate outside the FSO but with whom they may interact and describe the benefits and support mechanisms they can provide</p> <p>Recommend where fire safety may not be the best route to achieve compliance</p> <p>Can explain the different enforcing authorities under Article 25 of the FSO as well as summarising how a wide range of other organisations can provide intelligence and information to facilitate enforcement activities.</p> <p>Explain the reference guidance with regards to the management and control of risk.</p> <p>Evaluates the importance of developing others, the advantages and disadvantages on both individuals and the organisation, as well as the skills required to do so.</p> <p>Describes why it is necessary to establish performance requirements, how they can be determined, reviewed and how these are implemented within a team environment in order to ensure effective and efficient enforcement within the organisation.</p>
	Pass	<p>Describes when they must (or have) adapted their communication style to meet the demands of the situation in order to ensure they are understood.</p> <p>Explain fire safety guidelines and apply these to different premises types.</p> <p>Describes how to assess and report concerns in order to determine their risk level.</p>

		<p>Explains the decision process when mitigating risks determined to a tolerable level.</p> <p>Explain the process for dealing with enquiries and requests from external organisations, the different types of responses and required timescales including dealing with Building Control bodies and PAS Organisations.</p> <p>Explains the reasons for producing reports, letters and notices and can give examples of at least one letter, notice or plan, they drafted including the required process and any legislative or organisation considerations.</p> <p>Identify the general requirements for any letters, correspondence and notices, giving details of any legislative or organisational requirements including timescales, scope, signatories.</p> <p>Identifies lead enforcement authorities explains their role in achieving fire safety in the built environment.</p> <p>Identifies the safeguarding issues that could be encountered, the effect on victims and the role the Fire Service has to play in referring such activities according to organisational policies and procedures.</p> <p>Describes different situations they may encounter which may affect their safety or the safety of others and the proactive and reactive solutions to those situations.</p> <p>Explains when they would need to seek advice from other agencies in line with their organisational policy</p> <p>Describes how the Fire Safety Order interacts with other legislation, guidance and best practice, identifying who the lead authority would be and how they work with them to enforce relevant legislation.</p> <p>Explain how to initiate individual service enforcement procedures including gathering evidence &amp; presenting this evidence internally and externally.</p>
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		<p>Identify the different types of premises and explain their associated risks factors.</p> <p>Explain the importance of why operational staff need to have reliable and up to date fire safety information and the possible consequences of not having this.</p> <p>Describes what a formal investigation is, its purpose and their role in supporting it, including interpretation of policies and procedures.</p> <p>Describe the limits of their responsibilities in line with their organisational policy and the enforcement management model, explaining what to do when the actions required go beyond their ability.</p> <p>Identifies the organisation's internal policies and procedures including enforcement, health and safety, lone working and data protection.</p> <p>Describe when they have proactively supported change, adjusting their approach to meet changing requirements what the outcome was.</p> <p>Explain how they determine their own development needs and how they have met these.</p> <p>Explain when they supported others in meeting performance requirements for the team.</p>
	Fail	The apprentice fails to show the minimum requirements of a pass



## Assessment method 3: Knowledge Test

KSBs	Grading	Grade descriptor
S6, S9 K1, K3, K4, K7, K8, K13, K17	Pass	<p>Identify the functional requirements of legislation by utilising correct guidance and applying it to the relevant premises.</p> <p>Identify the risk/life critical elements of the building design submission, including identifying post construction fire safety matters in relation to the fire safety order.</p> <p>Explain the basic principles of Fire Safety Legislation and supporting guidance documentation.</p> <p>Explain the purpose of the primary Authority Scheme.</p> <p>Describe the 5 levels of compliance and how these can be influenced by the EMM.</p> <p>Identify the regulatory responses required under statutory consultation of FRS and the relevant timescales associated with these.</p> <p>Identify and explain the passive and active fire safety measures, relevant management and evacuation strategy's that may be present in a high risk or complex premises and how these interact with relevant guides.</p> <p>Identifies and explains when they would need to seek advice from other agencies.</p> <p>Evaluates the causes and consequences of unwanted fire signals and deliberate fires on business, fire rescue services and provides examples on how these can be reduced.</p> <p>Explains the 5-step approach to risk assessment, including providing relevant fire safety examples for each step.</p>
	Fail	The apprentice fails to show the minimum requirements of a pass

## Overall EPA grading

All EPA methods must be passed for the EPA to be passed overall.

Grades from individual assessment methods should be combined in the following way to determine the grade of the EPA as a whole:

Assessment method 1 Practical	Assessment method 2 Professional Discussion underpinned by portfolio of evidence	Assessment method 3 Knowledge Test	Overall grading
Fail	Any grade	Any grade	Fail
Any grade	Fail	Any grade	Fail
Any grade	Any grade	Fail	Fail
Pass	Pass	Pass	Pass
Pass	Distinction	Pass	Distinction

## Roles and responsibilities

Role	Responsibility
Apprentice	<ul style="list-style-type: none"> <li>participate in development opportunities to improve their knowledge skills and behaviours as outlined in the standard</li> <li>meet all gateway requirements when advised by the employer</li> <li>understand the purpose and importance of EPA and undertake EPA</li> </ul>
Employer	<ul style="list-style-type: none"> <li>support the apprentice to achieve the KSBs outlined in the standard to their best ability</li> <li>determines when the apprentice is working at or above the level outlined in the standard and is ready for EPA</li> <li>select the EPAO</li> <li>confirm arrangements with EPAO for the EPA (who, when, where) in a timely manner</li> <li>ensure apprentice is well prepared for the EPA should not be involved in the delivery of the EPA</li> </ul>

EPAO	<p>As a minimum EPAOs should:</p> <ul style="list-style-type: none"> <li>• appoint administrators/invigilators and markers to administer/invigilate and mark the EPA</li> <li>• provide training and CPD to the independent assessors they employ to undertake the EPA</li> <li>• have no direct connection with the apprentice, their employer or training provider i.e. there must be no conflict of interest</li> <li>• have processes in place to conduct internal quality assurance and do this on a regular basis</li> <li>• organise standardisation events and activities in accordance with this plan's IQA section</li> <li>• organise and conduct moderation of independent assessors' marking in accordance with this plan</li> <li>• have, and operate, an appeals process</li> </ul>
Independent assessor (playing the role of Responsible Person)	<p>As a minimum an Independent assessor should:</p> <ul style="list-style-type: none"> <li>• be independent of the apprentice, their employer and training provider(s) i.e. there must be no conflict of interest</li> <li>• hold or be working towards an independent assessor qualification e.g. A1 and have had training from their EPAO in terms of good assessment practice, operating the assessment tools and grading</li> <li>• have the capability to assess the apprentice at this level</li> <li>• attend the required number of EPAOs standardisation and training events per year (as defined in the IQA section)</li> </ul> <p>Take on the role of the Responsible Person throughout the practical assessment, ensuring that it is clear to the candidate from the outset that they will act in this capacity.</p>
Training provider	<p>As a minimum the training provider should:</p> <ul style="list-style-type: none"> <li>• work with the employer to ensure that the apprentice is given the opportunities to develop the KSBs outlined in the standard and monitor their progress during the on-programme period</li> <li>• advise the employer, upon request, on the apprentice's readiness for EPA prior to the gateway</li> </ul> <ul style="list-style-type: none"> <li>• Plays no part in the EPA itself</li> </ul>

## Internal Quality Assurance (IQA)

Internal quality assurance refers to the requirements that EPA organisations must have in place to ensure consistent (reliable) and accurate (valid) assessment decisions. EPA organisations for this EPA must:

- appoint independent assessors who have knowledge of the occupation and have worked as an inspecting officer within the last 3 years.

- appoint independent assessors who have recent relevant experience of the occupation/sector at least one level above the apprentice gained in the last three years or significant experience of the occupation/sector.
- appoint independent assessors who are members of relevant professional bodies such as the IFE.
- appoint independent assessors who are competent to deliver the end-point assessment and who meet the following minimum requirements. The assessor must:
  - hold a L4 Diploma or equivalent in a relevant subject
  - have 3 years inspecting officer experience
  - hold an assessor qualification
  - be able to evidence up to date CPD
  - attend standardisation events at least once per year
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- have robust quality assurance systems and procedures that support fair, reliable and consistent assessment across the organisation and over time.
- operate induction training and standardisation events for independent assessors when they begin working for the EPAO on this standard and before they deliver an updated assessment method for the first time.
- All Independent Assessors must attend at least one standardisation event annually

## Re-sits and re-takes

Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit or a re-take. A re-sit does not require further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for the re-sit or a re-take. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

An apprentice who fails an assessment method, and therefore the EPA in the first instance, will be required to re-sit or re-take any failed assessment methods only. For the knowledge test if paper 1 is failed both papers of the exam must be re-taken/re-sat as this method is graded holistically.

Any assessment method re-sit or re-take must be taken during the maximum EPA period, otherwise the entire EPA must be taken again, unless in the opinion of the EPAO exceptional circumstances apply outside the control of the apprentice or their employer.

Re-sits and re-takes are not offered to apprentices wishing to move from pass to distinction.

Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of pass, unless the EPAO determines there are exceptional circumstances requiring a re-sit or re-take.

## Affordability

Affordability of the EPA will be aided by using at least some of the following practice:

- using an employer's premises
- assessing multiple apprentices simultaneously during the knowledge test

## Professional body recognition

This apprenticeship enables successful apprentices to meet the requirements for Associate Level with The Institution of Fire Engineers.

## Reasonable adjustments

The EPAO must have in place clear and fair arrangements for making reasonable adjustments for this apprenticeship standard. This should include how an apprentice qualifies for Reasonable Adjustment and what Reasonable Adjustments will be made. The adjustments must maintain the validity, reliability and integrity of the assessment methods outlined in this assessment plan.

# Mapping of knowledge, skills and behaviours (KSBs)

## Practical Assessment

K5	How to carry out fire safety inspections.
S1	Carry out an audit/inspection of complex premises and venues and assess the risks and evaluate the level of fire safety management.
S2	To identify and constructively challenge non-compliance.
S8	Demonstrate clear communication skills, with the ability to interact with a wide range of audiences, being persuasive and confident. To communicate complicated information verbally and in writing.
B1	Embraces and values diversity and demonstrates a fair and ethical approach in all situations.
B3	Maintains a confident, controlled and focused attitude in highly challenging situations.
B5	Understands and applies relevant information to make appropriate decisions and creates practical Solutions
B6	Work within own level of authority, responsibility and competence and recognise when to seek support and or assistance
B7	Applies relevant information to make appropriate decisions and creates practical solutions

## Professional Discussion underpinned by portfolio of evidence

K2	How the Fire Safety Order interacts with other legislation, guidance and best practice.
K6	Different types of premises, the associated risks and management levels
K9	Safeguarding issues and concerns and the actions to take
K10	The different groups and individuals you may interact with as part of your role
K11	How to initiate enforcement activities
K12	How to work with other agencies to enforce fire safety legislation

K14	Why operational Staff need to have valid, reliable and up to date information on premises. Where it should be store and how it can be accessed and used
K15	Your role in supporting formal investigations, the actions you can take and when and where to escalate.
K16	The legislation, policies and procedures of the organisation and how these affect the role, including data protection, confidentiality, health and safety and lone working plus other relevant organisational policies and procedures.
K18	The purpose and role of collaborative partners who can do what, etc. sharing of information and the advances of collaborative working
S3	Produce fire safety reports, letters, statutory or non-statutory notices and plans according to organisational policies and procedures
S4	Identify safeguarding issues, such as hoarding, child sexual exploitation, slavery, vulnerability etc. and take appropriate action
S5	Be situationally aware of yourself, others and the environment to ensure safety of all.
S6	Interpret and apply the technical knowledge to enforce the Fire Safety Order, such as British Standards, Building Regulations, National Guidance and Best Practice.
S7	Work with other agencies, such as local authority building control, approved inspectors, licensing authorities, etc.
S8	Demonstrate clear communication skills, with the ability to interact with a wide range of audiences, being persuasive and confident. To communicate complicated information verbally and in writing
S10	To assess fire safety concerns, provide fire safety advice on request and make decisions to instigate improvements as required
S11	Respond to enquiries and requests from other organisations, in accordance with the Primary Authority Scheme.
B2	Proactively supports change, adjusting approach to meet changing requirements.
B4	Committed and able to develop self, individuals, teams and others, to improve organisational effectiveness.
B6	Work within own level of authority, responsibility and competence and recognise when to seek support and/or assistance
B8	Leads others to achieve excellence by the establishment, maintenance and management of performance requirements

## Knowledge Test

K1	The principles of Fire Safety Order and other fire safety legislation, building regulations legislation and British Safety Standards including national guidance and best practice.
K3	The Primary Authority Scheme
K4	Levels of compliance and how they interact with the Enforcement Management Model and Better Regulation
K7	Fire safety principles for high risk and complex premises and venues, in accordance with recognised guidance
K8	Fire Risk Assessment process
K13	The different types of formal response and the timescales
K17	Causes and consequences of unwanted fire signals and deliberate fires
S6	Interpret and apply the technical knowledge to enforce the Fire Safety Order, such as British Standards, Building Regulations, National Guidance and Best Practice
S9	Evaluate fire safety design submissions and fire protection systems