



TRAINING RECOGNITION

Provider Requirements

Although care has been taken to ensure, to the best of our knowledge, that all data and information contained in this document is accurate to the extent that it relates to either matters of fact or accepted practice or matters of opinion at the time of publication, neither the Association for Specialist Fire Protection Limited nor the co-publishers will be liable for any technical, editorial, typographical or other errors or omissions in or misinterpretations of the data and information provided in this document. Since this document may be subject to change and updating, the data and information which it contains is only correct at the dates of publication. The latest version of this publication is freely downloadable from the ASFP web site at www.asfp.org.uk/page/TrainingRecognition.

Compliance with this ASFP document does not of itself infer immunity from legal obligation.

© 2024 Association for Specialist Fire Protection

Document Ref: QMSD-25

Issue: 1

Issued: 12 February 2024

Contents

1	Foreword	2
2	Purpose	2
3	Scope	2
4	Criteria.....	3
	4.1 <i>Training quality criteria</i>	3
	4.2 <i>Technical quality criteria</i>	5
5	Recognition scope	6
	5.1 <i>Nature of provision</i>	6
	5.2 <i>Technical specialisms</i>	6
6	Provider recognition process	7
	6.1 <i>Application</i>	8
	6.2 <i>Training quality process assessment</i>	9
	6.3 <i>Technical capability and approach to accuracy assessment</i>	9
	6.4 <i>Preparation of initial programme documentation</i>	9
	6.5 <i>Mapping to competence framework</i>	9
	6.6 <i>Recognition panel</i>	10
	6.7 <i>ASFP sign-off</i>	10
7	Mapping to competence framework	11
8	Registration of learners.....	11
9	Ongoing monitoring	12
10	Communications requirements.....	12
11	Leaving the scheme.....	12
12	Fees	12
13	Definitions	13
14	Version history	15

1 Foreword

Training Recognition is a standalone service offered by the ASFP within the competence pathway. It is intended to allow the ASFP to recognise high-quality third-party training and incorporate it into the ASFP competence pathway.

This document describes the process for becoming an ASFP Recognised Provider. This document is subordinate to the Training Recognition General Requirements (ASFP document reference QMSD-24), providing more detailed information on the process and requirements in this area. It is supported by a number of process documents and templates.

2 Purpose

To be relevant to the ASFP's competence pathway, passive fire protection training delivered must be sufficient to cover specific areas of the competence framework and demonstrate a degree of neutrality, as well being technically accurate and of high quality.

Such training is offered by product manufacturers, third-party providers, and on-the-job training within organisations. Providers with multiple programmes may prefer to adopt an organisational-recognition model which will allow the organisation to be recognised for programmes delivered, without having to submit each programme separately.

3 Scope

ASFP Training Recognition for providers is designed for larger providers and training centres that offer multiple courses and have appropriate policies and procedures in place for the development, delivery and maintenance of programmes of learning.

4 Criteria

Training recognition is a process-driven approach to ensure findings are an objective assessment against established, published criteria, which removes subjectivity and bias as far as possible. Providers will be measured against two sets of criteria, firstly covering training quality and secondly the technical specialism(s) of the provider.

4.1 Training quality criteria

4.1.1 Organisational

Area	Criteria
Safety and security	Suitable health & safety measures are in place for training delivery and administration, relevant to the nature of training delivery. There are appropriate measures in place to ensure the physical security of people, training assets and materials, and personal data. Where appropriate, there are appropriate cybersecurity measures in place to protect digital assets and records relating to training provision, including processes to ensure systems are kept up-to-date.
Data management	There are demonstrated, auditable systems for the storage and retrieval of all records relating to the administration, management and audit of learning programmes, including learner attendance and achievement.
Insurance	There are appropriate insurances in place to protect staff members, learners, and visitors.
Culture and good practice	The organisation has taken appropriate steps to promote a positive culture and act as a responsible global citizen. This may incorporate prevention of fraud and bribery, malpractice, modern slavery; environmental considerations; etc
Equality	Safeguards are in place and widely communicated to ensure equality of opportunity and fair access to learning, including learner suitability
Marketing and Communications	Information relating to courses is routinely and reliably made available to learners, potential learners and other stakeholders, in a timely manner and using appropriate communication methods. The organisation ensures that information shared about its training is accurate and takes all reasonable steps to not mislead potential customers or learners.

4.1.2 Course delivery

Area	Criteria
Course development	A consistent, documented approach to development of learning curricula and materials is in place and used consistently for all courses developed or redeveloped.
Assessment	Courses include appropriate assessment, aligned with learning and learner need, that it is applied fairly, and confidentiality is maintained.
Trainers	Trainers are suitably qualified and/or experienced to deliver learning, and maintain the currency of their knowledge and skills over time.
Pastoral	There are learner-appropriate measures in place to ensure physical and emotional welfare of learners throughout the learning process. Learners and employers can provide feedback, complain, or appeal against course outcomes.
Evaluation	There are documented and applied mechanisms in place to ensure consistency of delivery across trainers and locations. There are documented and applied mechanisms in place to measure and monitor the quality of learning delivery over time, and to ensure standards are maintained.
Continuous improvement	There is a process and culture in place to embed learning from delivery and evaluation into continuous improvement of delivery materials and approaches. There is a visible, structured schedule of maintenance activities or updates across the portfolio of programmes.

4.2 Technical quality criteria

4.2.1 Capability

Area	Criteria
Technical scope	The organisation is aware of, and works within, the scope of their technical capability.
Technical Capability	The organisation has the necessary technical capability across all the in-scope the technical specialisms, in terms of process, structure and access to technical equipment.
Individual Competence	Individuals employed by the organisation meet an individual competence benchmark using a relevant, structured mechanism.

4.2.2 Application

Area	Criteria
Course development	Technical expertise from the organisation is used appropriately to support the development of new courses, including the definition of course requirements.
Trainer capability	There are mechanisms in place to ensure all trainers and assessors used to deliver courses have the relevant technical competence, including the selection and appointment of replacement trainers and trainers for newly developed courses. There are mechanisms in place to ensure all those involved in the review and evaluation of courses have the relevant technical competence.
Equipment availability	Where appropriate, the organisation has access to, and makes available for training purposes, the technical equipment necessary for developing and delivering courses.
Continuous improvement	There is a process and culture in place to embed relevant technical expertise into continuous improvement of delivery materials and approaches. There is a reliable mechanism to incorporate new industry developments and regulatory changes into course development and delivery.

5 Recognition scope

Provider recognition will be granted within a limited scope, both in terms of nature of course delivery, and technical specialisms.

5.1 Nature of provision

Providers will be recognised based on the nature of course delivery. Providers may be recognised against one or more of the following delivery methods:

- Face-to-face delivery (classroom)
- Face-to-face delivery (practical)
- Tutor-led online delivery
- Self-paced online / eLearning
- Long-term / multi-sessions programmes
- Non-electronic distance learning

5.2 Technical specialisms

Providers may be recognised in one or more of the following disciplines or specialisms:

- Design or procure:
 - Structural Fire Protection (Intu / Board / Spray)
 - Cavity Barriers
 - Active Curtains
 - Fire resistant ducts and/or damper systems
 - Smoke Control ducts and/or damper systems
 - FR Drylining for compartmentation
 - FR Glazing for compartmentation
 - Service penetration Seals (Pipe / Cable / Duct or Damper)
 - Linear Joint seals
- Install, inspect, maintain, or sell:
 - Structural Fire Protection (Intu / Board / Spray)
 - Cavity Barriers
 - Active Curtains
 - Fire resistant and/or smoke control ducts
 - Fire resistant and/or smoke control dampers
 - FR Drylining for compartmentation
 - FR Glazing for compartmentation
 - Service penetration Seals (Pipe / Cable / Duct or Damper)
 - Linear Joint seals
- Own & occupy buildings incorporating passive fire protection

Alternatively, the panel may apply a narrative scope to the provider recognition, reflecting the precise nature of the activities of the provider.

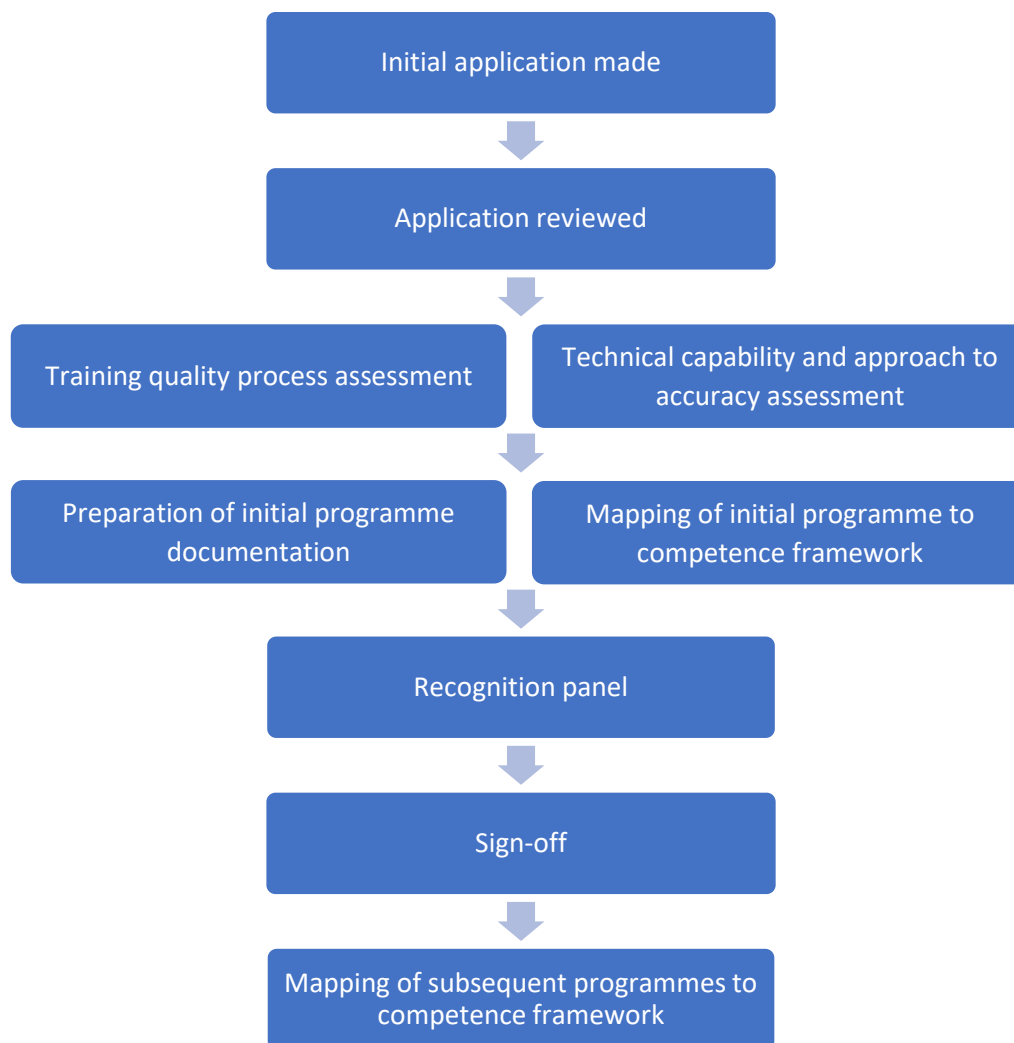
6 Provider recognition process

The provider recognition process is an objective measure of the provider's policy, process, staff and culture against the criteria listed in section 4. It adopts the roles and outline process as defined in the training recognition document, and broadly encompasses:

1. Demonstrating a suitable approach and processes relating to training quality.
An ASFP-appointed training expert will review the approach, policy and processes used to ensure training delivered meets the required benchmark. A short report will be prepared for panel summarising the findings and offering advice on approval, which may be limited in scope where appropriate (for example restricted to online training, or at specific venues).
2. Demonstrating technical capability and approach to training accuracy.
An ASFP-appointed expert will review the organisation's technical capability and approach to ensuring training content reflects technical best-practice. A short report will be prepared for panel summarising the findings and offering advice on approval, which may be limited in scope to the domains or areas of technical expertise.
3. Be reviewed by the independent panel
The panel will review the submitted reports, alongside a completed programme application. The panel will then make a recommendation to the ASFP decision maker on whether to recognise the provider and initial programme.

Applications to become a recognised provider must be accompanied by one or more initial programmes to demonstrate application, which will be submitted to the recognition panel as part of the process. Subject to ongoing monitoring, providers will be able to create and amend programmes within the scope of their training quality and technical recognition without further intervention or submission to a recognition panel.

The following is the outline process for recognising a provider, with a more detailed description of each stage below.



6.1 Application

The first stage is for the provider to complete the provider recognition application form in full. As well as basic information, the application form lists the relevant criteria from section 4 and asks for a short statement demonstrating how this provider meets this requirement and supporting evidence to support this response.

The intention is to recognise existing practice, and promote improvement where necessary, rather than mandate a specific approach, and existing external accreditations or certifications can be used to support the application. The application form lists some sample evidence that may be relevant to the application.

Providers may be supported by ASFP representatives to complete the application, who will then review the application to ensure it has been completed and submitted correctly. Once the application form is completed, and payment has been made, the application will proceed training quality and technical capability assessments.

6.2 Training quality process assessment

The ASFP will appoint a suitable expert to undertake an objective assessment of the application Training quality criteria (listed in section 4.1). The expert will review the submitted documentation, and if deemed necessary contact the provider directly to seek any clarification or further information.

In many cases an on-site visit will be required to support the assessment. In these cases, scheduling of visits will be coordinated with the Technical capability and approach to accuracy assessment, see below.

As a result of the assessment, a short report will be completed providing feedback on each area and making an overall judgement of suitability for recognition in this area. This report will be shared with the provider making the application before proceeding to the next stage.

6.3 Technical capability and approach to accuracy assessment

The ASFP will appoint a suitable expert to undertake an objective assessment of the application

Technical quality criteria (listed in section 4.2). The expert will review the submitted documentation, and if deemed necessary contact the provider directly to seek any clarification or further information.

In many cases an on-site visit will be required to support the assessment. In these cases, scheduling of visits will be coordinated with the Training quality process assessment, see above.

As a result of the assessment, a short report will be completed providing feedback on each area and making an overall judgement of suitability for recognition in this area. This report will be shared with the provider making the application before proceeding to the next stage.

6.4 Preparation of initial programme documentation

Once the Training quality process assessment is completed, a programme for initial recognition should be selected and documentation prepared. This is likely to be derived from the provider's existing development process documentation, but may be informed by the ASFP Programme Recognition documentation if necessary. The intention is that this provides a worked example of the course development process, demonstrating the effective nature of the course development and delivery activities.

It is possible that collating this information will be undertaken concurrently with the Training quality process assessment.

6.5 Mapping to competence framework

The initial programme selected will also need to be mapped to the competence framework. Details of this process can be found in section 7 Mapping to competence framework, below. This stage will need to be completed, and the outputs included with the other documentation for submission to panel.

6.6 Recognition panel

Once the expert assessments and other supporting documentation have been collated, this will be submitted to an independent panel for review. The recognition panel will be convened from a range of interested parties as required, and not be a standing committee that considers all applications. Each panel consists of at least four members, which will include:

1. A senior representative from the ASFP technical team
2. A representative from an ASFP member company working within the provider's technical specialism
3. A representative from another ASFP member company, to provide an independent opinion
4. The panel secretary, who will be appointed from within the ASFP and coordinate the process

There may be additional panel members invited from time-to-time, as deemed relevant by the ASFP.

The recognition panel will have access to the expert reports, recommendations, and other outputs generated through the assessment process. They will also have access to the original provider application form and supporting documentation, but (as agreed between the provider and ASFP) some of these may be redacted or withheld if they are deemed to be commercially sensitive or confidential. The panel will consider the information provided and either make a recommendation to recognise the provider or provide a justification for any shortcomings. The panel may choose to meet to consider its findings, or electronic communications may be used as an alternative.

The panel secretary will coordinate the panel and associated process, including the circulation of documents and recording of outcomes. The secretary will produce the outputs as decided by the panel, using the proscribed documentation.

6.7 ASFP sign-off

Once the panel has reviewed the assessment and made a recommendation, the ASFP signatory will be required to make the ultimate decision on recognition of the provider. The signatory will consider the panel documentation and outputs and would ordinarily be expected to act on the recommendation of the recognition panel.

The ASFP signatory will be the ASFP Managing Director, or other suitable individual appointed by the ASFP council as required.

The panel secretary will provide the information to the signatory and compile the outputs. They will then communicate the decision taken by the signatory, alongside the panel recommendation and associated outputs, to the provider.

7 Mapping to competence framework

All programmes will be submitted to ASFP for mapping to the competence framework, which will ensure the relevance, sufficiency and neutrality of each programme. This will also ensure each programme is externally reviewed in these highly sensitive areas. For established recognised providers deemed at low risk, this is expected to be a light-touch intervention.

This mapping will be undertaken by an ASFP-appointed expert capable of undertaking the activity. It will involve mapping the learning outcomes and content of the submitted programme to the statements of skills, knowledge, experience or behaviour in the framework grouping(s) specified in the initial application. Each statement must be satisfactorily covered by the programme to ensure successful learners will meet the requirement. Once the mapping is complete a summary will be produced and shared with the provider. If gaps in provision are identified, the programme will not be mapped and the provider may be asked to make changes to the programme (using their standard process) to ensure the programme meets the sufficiency requirements.

Following successful mapping, the course will be issued with a code that will allow recognised providers to upload course completions to the ASFP register. Each mapped programme will be issued with a unique code for submission.

The possibility of allowing external providers to undertake the mapping exercise will be considered as the scheme matures, assuming that suitable expertise can be identified.

8 Registration of learners

It is expected that all providers will maintain records of individuals who have undertaken and successfully completed any recognised programme. This completion should then be recorded on the ASFP individual competence register, allowing it to be used as part of an individual's validation of competence.

To facilitate recording on the register learners must create an account on the ASFP website, which may be linked to an ASFP member or a "guest" account otherwise. Course completion records will be maintained for all individuals, whether or not they are currently part of a scheme to validate their competence. In this way, all the relevant training records will be available to the individual as required.

As part of the learner registration the ASFP will become the data controller for this user's data, which will be held on the basis of consent. The ASFP may also hold data on learners on the basis of legitimate interest.

Providers will be given access via the ASFP website to upload course completions directly to learners' records. A new evidence code will be created for each course offered by the provider at the time the course is mapped to the competence framework (see section 7 Mapping to competence framework, above). Following completion of each course (or periodically for self-paced programmes), the provider will be responsible for entering the correct completion record, including at a minimum the course completion date.

9 Ongoing monitoring

Once approved the provider will have ongoing support by ASFP experts, who will use a risk-based approach to monitoring providers and programmes. Subject to ongoing monitoring, providers will be able to create and amend programmes within the scope of their training quality and technical recognition without further intervention or submission to the recognition panel. It is expected that ASFP will work directly with the recognised provider to ensure the initial programmes are onboarded appropriately and that the recognised processes are maturing appropriately.

Providers will maintain their recognition for as long as they continue to be subject to the ongoing monitoring activities, which will include an annual review with the provider. The annual review may include an on-site audit of the provider, but this may not always be required. Providers deemed at higher risk, or with a number of non-conformances, may be subject to closer monitoring, including the requirement for reviewing each programme separately before launch. The ASFP may refer a recognised provider to panel for further consideration if it is deemed to be in significant contravention of scheme.

Providers may apply to alter the scope of their training quality and/or technical recognition using a shortened version of the application process.

10 Communications requirements

The following marketing assets will be maintained, and may be used by recognised providers:

- The term “ASFP Recognised Provider” and supporting logo
- The term “ASFP Recognised Programme” and supporting logo, for use by programmes offered by recognised providers that have completed mapping to the ASFP framework

Detailed brand guidelines will be made available to recognised providers and may be requested by contacting info@asfp.org.uk.

11 Leaving the scheme

A provider may withdraw from their recognition by following the process outlined in the Training Recognition General Requirements (ASFP document reference QMSD-24). All programmes delivered within the scope of the recognition will be subject to these requirements, including those relating to supporting learners through courses already in progress.

Providers who leave the scheme will be required to undertake the complete recognition process if they wish to rejoin in the future. Records of the previous recognition will be maintained, and may be considered during the recognition and ongoing monitoring processes.

12 Fees

The service will be subject to an application fee, payable on initial application, and an annual recognition fee. Current fees are published at www.asfp.org.uk/page/TrainingRecognition.

Provider recognition may be suspended or terminated on non-payment of the associated fees.

13 Definitions

Accuracy	The degree to which the content of a programme is correct or precise when compared against industry recognised technical standards or best practice.
Competence Framework	The ASFP framework of activities and competencies available at https://asfpindex.org.uk/competenceframework. This is an industry established framework of activities specific to passive fire protection, collated from published sources and ASFP expertise, and validated through groups of industry stakeholders. The Competence Framework consists of Activities specific to passive fire protection across the built environment. Activities are defined through statements of Skills, Knowledge, Experience or Behaviour, which are arranged into groups for ease of management and mapping to other programmes.
Course	A programme of learning with defined outcomes and objectives to teach specific skills or knowledge relevant to a particular job or activity. Training courses are traditionally shorter in duration with a defined syllabus and delivered through a series of lessons or other inputs. The term may be used interchangeably with “programme” in many cases, although a programme may also consist of multiple short-courses, potentially with other forms of development or assessment.
Neutrality	The degree to which the content of a programme presents an impartial position in delivery, assessment, or other communications activities. Neutrality can be demonstrated by presenting information in an unbiased fashion and does not require (subject to the constraints of accuracy, relevancy and sufficiency) the inclusion of alternative or competing methods or products. For example, a programme covering a particular method or the use of using a particular product would not be expected to include alternatives to meet a bar for neutrality. However, if the programme considered only the advantages of the chosen approach, and only the disadvantages of all alternatives, this would be considered to have a lower degree of neutrality.
Programme	Any programme of learning, development or assessment that may be considered for Recognition, irrespective of its content, delivery format or structure. The term may be used interchangeably with “course”, although this service adopts the term “programme” to indicate the breadth of potential recognition options.
Provider	An organisation responsible for the delivery of one or more programmes.

Relevance	The degree to which the content of a programme may be considered relevant to those undertaking activities within passive fire protection. This is indicated by a mapping to statements of Skills, Knowledge, Experience or Behaviour, as defined within the Competence Framework.
Sufficiency	The degree to which the content of a programme provides sufficient input or assessment for the programme to have value to those undertaking activities within passive fire protection. This is indicated by mapping to groups of statements defined within the Competence Framework. A programme may include additional content outside the definitions of the Competence Framework, but they must provide content for ALL the statements in a selected group to be considered sufficient in this group.
Technical	In this context, technical refers to the specifics of passive fire protection as it may be understood within the domain or activity under consideration. It is expected that any technical details would be contained with a published national or international standard, best practice guide such as an ASFP Colour Book, or another source, although technical expertise may exist outside of these structures.

14 Version history

Issue	Section	Amendment Summary
1	All	Initial release