



**QQI**

Quality and Qualifications Ireland  
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

## Special Purpose Specification NFQ Level 6

### Firefighting Operations 6S20493

#### 1. Certificate Details

<b>Title</b>	Firefighting Operations
<b>Teideal as Gaeilge</b>	Oibríochtaí Comhraic Dóiteáin
<b>Award Type</b>	Special Purpose
<b>Code</b>	6S20493
<b>Level</b>	6
<b>Credit Value</b>	45
<b>Purpose</b>	The purpose of this award is to enable the learner to acquire the relevant knowledge, skill and competence to effectively and safely apply firefighting and rescue skills in a range of operational environments, as part of a fire service team.
<b>Statements of Knowledge, Skill and Competence</b>	Learners will be able to:
<b>Knowledge</b>	
<i>Breadth</i>	Demonstrate comprehensive knowledge of the challenging role of the firefighter in a wide range of critical operational environments.
<i>Kind</i>	Demonstrate knowledge and understanding of the theoretical concepts; tactics, techniques, protocols, procedures, underpinning operational practice in defined circumstances.
<b>Know How &amp; Skill</b>	
<i>Range</i>	Utilise a comprehensive range of specialised skills and tools to effectively resolve operational incidents, in a wide range of critical, ever changing environments.

*Selectivity* Exercise appropriate judgement in engaging procedure and using equipment to meet the objectives of dealing appropriately with operational incidents.

## **Competence**

*Context* Operate safely and effectively in a range of challenging environments, having regard to the risks and control measures in line with operational best practice.

*Role* Contribute effectively and responsibly as an individual and as a team member, in a range of challenging environments, having regard to operational protocols, own safety, the safety of team members and the public.

*Learning to Learn* Take responsibility for own professional development and or assist others in identifying their own professional development needs.

*Insight* Reflect on operational practice to inform future performance and professional development.

The learning outcomes associated with this award are outlined in the associated Component Specifications.

## **Access**

To access programmes leading to this award the learner should have reached the standards of knowledge, skill and competence associated with the preceding level of the National Framework of Qualifications. This may have been achieved through a formal qualification or through relevant life and work experience.

In addition, learners will be required to successfully complete a physical test and medical examination and any additional specific access requirements as outlined in each component specification for this award.

## **Transfer**

Achievement of this award will enable the learner to transfer to other appropriate programmes leading to awards at the same level of the National Framework of Qualifications.

## **Progression**

Achievement of this award will enable the learner to progress to other appropriate programmes leading to awards at the next or higher levels of the National Framework of Qualifications.

## **Progression Awards**

Learners who successfully complete this award may progress to a range of different awards.

## **Grading**

Pass

Merit

Distinction

The grade achieved will be determined by the grades achieved on the components

## 2. Certificate Requirements

The total credit value required for this certificate is 45. This will be achieved by completing:

Award Code	Title	Level	Credit Value
<b>All of the following component(s)</b>			
6N20488	Firefighting Skills	6	15
6N20489	Using Breathing Apparatus	6	15
6N20490	Transportation Incidents	6	5
6N20491	Hazardous Materials	6	5
6N20492	Fire Service Pump Operation	6	5

## 3. Supporting Documentation

1. Current relevant legislation
2. Standard Operational Guidance Documentation – National Directorate for Fire and Emergency Management
3. Firefighter Handbook – Fire Services Council.
4. National Incident Command System – Department of the Environment, Heritage and Local Government
5. Use of Breathing Apparatus in the Fire Service – Department of the Environment, Heritage and Local Government.
6. Draft Road Traffic Accident Handbook – Department of the Environment, Heritage and Local Government
7. Chemdata
8. Dangerous Goods Emergency Action Code List - National Chemical Emergency Centre UK
9. Emergency Response Guidebook - Guidebook for First Responders During the Initial Phase of a Dangerous Goods/ Hazardous Materials Incident. (U.S. Department of Transportation)
10. Health and Safety Authority statutory regulations, codes of practice and guidelines  
Manufacturers' vehicle and equipment operating instructions

## 4. Specific Validation Requirements

The provider must have all of the following in place to offer this award.

1. Access to a training facility in compliance with current health and safety regulations
2. Access to fire service facilities of sufficient scale to ensure that all learners have access to the vehicles and equipment required to practice and achieve ALL learning outcomes to include:
  - Suitably sized training yard to accommodate the various training drills
  - Suitably sized training rooms to accommodate classroom presentations
  - Suitably sized training space to provide briefs and debriefs in operational gear
  - Suitably sized welfare, changing and drying facilities for operational gear
  - A standard Class B pumping appliance with all associated equipment, including hose, ladders, portable

pumps, main pumps, hydraulic extrication equipment and ancillary fire service equipment – the maximum is for one such appliance per six learners

- Access to appropriate sized and accessible fixed water source to provide ‘open source’
- Training tower and/or structure of appropriate geometry for the use of all fire service ladders, including minimum height to accommodate fully extended 13.5 metre ladder
- Suitably sized training compartment structure to accommodate the various training wears – this must include the ability to provide complete darkness and replicate realistic heat and smoke conditions (carbonaceous and/or gas) for the relevant wears
- All associated breathing apparatus (BA) equipment, including self-contained BA sets, BA cylinders (200 or 300 bar), suitable BA cylinder filling facilities, BA control boards and entry control items
- All associated hazardous material equipment, including self-contained BA sets, BA cylinders (200 or 300 bar), suitable BA cylinder filling facilities, BA control boards, entry control items, gas tight suits, associated decontamination equipment and connections

3. Suitable vehicles to practice/demonstrate the appropriate extrication techniques, including the destructive use of said vehicles.
4. Stated policies and procedures to deal with potential risks that may be encountered
5. The provider must also have the specific validation requirements detailed in the component specifications associated with this award.
6. The components of this award can only be validated within a programme for the overall Special Purpose award, i.e. validation on a component basis is not available.

## 6. FET Award Standards

QQI award standards are determined within the National Framework of Qualifications (NFQ), <http://www.nfq-qqi.com>. QQI determines standards for the education and training awards that it makes itself and that are made by providers to whom it has delegated authority to make an award. Providers offering programmes leading to QQI awards **must** have their programme(s) validated in accordance with current validation policy (see [www.qqi.ie](http://www.qqi.ie)).

Award standards are designed to be consistent with the NFQ’s award classes i.e. major, special purpose, supplemental and minor awards. They are expressed in terms of **learning outcomes** i.e. concise statements of what the learner is expected to know or be able to do in order to achieve a particular award. Learning outcomes for QQI awards are contained within the associated specifications:

AWARD CLASS	STANDARDS	AWARDS
Major Award	Certificate Specification	Certificate (Levels 1 to 5) Advanced Certificate (Level 6)
Supplemental Award	Supplemental Specification	Supplemental Certificate (Level 3 to 6)
Special Purpose	Specific Purpose Specification	Specific Purpose Certificate (Levels 3 to 6)
Minor Award	Component Specification	Component Certificate (Levels 1 to 6)

Award standards are thresholds, they describe standards of knowledge, skill or competence to be acquired, and where appropriate, demonstrated, by a learner before an award may be made.

Award standards will be reviewed from time to time as necessary. Minor changes may be made by the QQI executive outside the review cycle where necessary. Changes to standards are published on QQI's website. Providers with validated programmes and providers with delegated authority to make awards are responsible for monitoring relevant standards and making necessary responses to changes.

## 7. FET Credit

Every FET certificate and component specification includes an FET credit value (Table 1). FET credit is quantified in multiples of 5 FET credits (up to 50 hours of learner effort). Learner effort is based on the time taken by typical learners at the level of the award to achieve the learning outcomes for the award. It includes all learning time involved including: guided learning hours, self-directed learning and assessment.

**Table 1: FET Credit Values**

NFQ Level	Major Awards Credit Values	Default Credit Values Minor Awards	Other Permitted Minor Award Credit Values	Special Purpose and Supplemental Award Credit Value Ranges
1	20	5	10	
2	30	5	10	
3	60	10	5,20	>5 and <60
4	90	10	5,15,20	>5 and <90
5	120	15	5,10,30	>5 and <120
6	120	15	5,10,30	>5 and <120

### Guide to Level

Learning outcomes at this level include a comprehensive range of skills which may be vocationally-specific and/or of a general supervisory nature, and require detailed theoretical understanding. The outcomes also provide for a particular focus on learning skills. The outcomes relate to working in a generally autonomous way to assume design and/or management and/or administrative responsibilities. Occupations at this level would include higher craft, junior technician and supervisor.

Strand	Sub-strand	Nature of learning
Knowledge	Breadth	Specialised knowledge of a broad area
	Kind	Some theoretical concepts and abstract thinking, with significant underpinning theory
Know How & Skill	Range	Demonstrate a comprehensive range of specialised skills and tools
	Selectivity	Formulate responses to well defined abstract problems
Competence	Context	Act in a range of varied and specific contexts involving creative and non-routine activities; transfer and apply theoretical concepts and/or technical or creative skills to a range of contexts
	Role	Exercise substantial personal autonomy and often take responsibility for the work of others and/or for the allocation of resources; form and function within, multiple and complex heterogeneous groups.

Learning to Learn	Learn to evaluate own learning and identify needs within a structured learning environment; assist others in identifying learning needs
Insight	Express an internalised, personal world view, reflecting engagement with others.

*Extract from 'Determinations for the Outline National Framework of Qualifications': NQAI*

