

NATIONAL OCCUPATIONAL STANDARD FOR FIRE FIGHTER



**NOS.FF.01
FIRST EDITION**

APPROVING AUTHORITY

This National Occupational Standard (NOS) has been prepared and published under the authority of the Zambia Qualifications Authority Board on 16th May, 2024.

ZAMBIA QUALIFICATIONS AUTHORITY

The Zambia Qualifications Authority (ZAQA) Act No. 13 of 2011 was enacted by the Government of the Republic of Zambia to ***“provide for the development and implementation of a national qualifications framework; establish the Zambia Qualifications Authority; provide for the registration and accreditation of qualifications; provide measures to ensure that standards and registered qualifications are internationally comparable; and provide for matters connected with, or incidental to the foregoing”***. Among other functions, ZAQA is responsible for ***determining national standards for any occupation***, through the various sector specific National Occupational Standards Development Teams (NOSDTs).

REVISION OF NATIONAL OCCUPATIONAL STANDARDS

National Occupational Standards (NOS) shall be revised every 5 years, or whenever it is deemed necessary, by the issuance of either amendments or revised editions. It is important that users of the NOS ascertain that they are in possession of the latest amendments or editions.

NOS DEVELOPMENT TEAM RESPONSIBLE

This National Occupational Standard was prepared by the Transport NOSDT, upon which the following organisations were represented:

1. Compass Logistics Zambia (CLZ)
2. Driving Schools Association of Zambia (DSAZ)
3. National Airports Corporation Limited (NACL)
4. Road Transport and Safety Agency (RTSA)
5. University of Africa (UoA)
6. Zambia Air Services Training Institute (ZASTI)
7. Zambia Chartered Institute for Logistics and Transport (ZCILT)
8. Bus and Taxis Owners Association of Zambia (BTOAZ)
9. Zambia School of Driving (ZSD)

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FOREWORD

The Zambia Qualifications Authority (ZAQA) is a statutory body under the Ministry of Education established by ZAQA Act No. 13 of 2011 to ***“provide for the development and implementation of a national qualifications framework; provide measures to ensure that standards and registered qualifications are internationally comparable; and provide for matters connected with, or incidental to the foregoing”***.

Among other functions, ZAQA is responsible for ***“determining national standards for any occupation”***, through the various sector specific National Occupational Standards Development Teams (NOSDTs) with experts composed of representation from the appropriate authorities, government departments, consumer associations, regulators, industry, academia, and non-governmental organisations, etc.

This National Occupational Standard (NOS) has been developed by the Transport National Occupational Standards Development Team in accordance with the laid down procedures and guidelines of ZAQA. All users should ensure that they have the latest edition of this publication as the NOS are revised from time to time.

This NOS shall be used by, among others, industry, employers, quality assurance bodies, awarding and professional bodies, and education and training institutions, as a benchmark to identify training needs, develop job profiles/descriptions, develop curricula, and learning programmes in various sectors where the occupation exists. In the Transport sector, demonstration of competence against this NOS may be required in order to run a business or practice a craft or profession.

JUSTIFICATION

Firefighting is crucial for several reasons, including mitigating risks of fire, preserving life, protecting property, and managing risks. Fire fighters often serve as first responders during various disasters, such as natural disasters or industrial accidents, ensuring public safety and helping to manage emergency fire situations. In summary, firefighting is essential to protect lives, property, and the well-being of the growing population and urban areas.

This NOS highlights the core knowledge, skills, competences, and personal attributes that Fire Fighters must possess to be successful in their jobs.

ACRONYMS AND ABBREVIATIONS

CPR	Cardiopulmonary resuscitation
CS	Core Skills
FF	Fire Fighter
K	Knowledge and Understanding
NOS	National Occupational Standard
NOSDT	National Occupational Standards Development Team
OK	Organisational Knowledge
PC	Performance Criteria
PPE	Personal Protective Equipment
PS	Professional Skills
RK	Regulatory Knowledge
RPL	Recognition of Prior Learning
TK	Technical Knowledge
ZAQA	Zambia Qualifications Authority
ZQF	Zambia Qualifications Framework

GLOSSARY OF TERMS

For the purposes of this NOS, the following terms and definitions shall apply:

Core Skills/Generic Skills: are a group of skills that are key to learning and working in today's world. These skills are typically needed in any work environment. In the context of the NOS, these include communication related skills that are applicable to most job roles.

Disability: is the physical or mental impairment that substantially limits one or more major life activities.

Function: is an activity necessary for achieving the key purpose of the sector, occupation or area of work, which can be carried out by a person or a group of persons. Functions are identified through functional analysis and form the basis of the NOS.

Job Title: defines a unique set of functions that together form a unique employment opportunity in an organisation.

Knowledge and Understanding: are statements, which together specify the technical, generic, professional, and organisational specific knowledge that an individual needs in order to perform to the required standard.

National Occupational Standards (NOS): are statements of the standards of performance individuals must achieve when carrying out functions in the workplace, together with specifications of the underpinning knowledge and understanding. They are precise descriptions of what an individual is expected to be able to do in his/her work role.

National Occupational Standards (NOS) Code: is a unique reference code that identifies a NOS.

National Occupational Standards Development Team (NOSDT): means an established group of national stakeholders/experts responsible for the development of National Occupational Standards within a specific economic sector or occupation.

Occupation: is a set of job roles, which perform similar/related set of functions in an industry.

Organisational Context: includes the way the organisation is structured and how it operates, including the extent of operative knowledge that managers have in their relevant areas of responsibility.

Performance Criteria: are statements that together specify the standard of performance required when carrying out a task.

Scope: is the set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on the quality of performance required.

Sector: is a conglomeration of different business operations having similar businesses and interests. It may also be defined as a distinct subset of the economy, whose components share similar characteristics and interests.

Sub Sector: is derived from a further breakdown based on the characteristics and interests of its components.

Technical Knowledge: is the specific knowledge needed to accomplish specific designated responsibilities.

Unit Title: gives a clear overall statement about what the incumbent should be able to do.

Elements: set out competences the incumbent should possess to carry out the day-to-day activities.

1. OVERVIEW

This is an introductory section providing a summary and specific information or commentary about the content of the NOS, the targeted sector and occupation to help the user judge whether it is relevant to them.

NOS Code	NOS.FF.01
Occupation	Firefighting
Job Title	Fire Fighter
Job Description	A Fire Fighter is responsible for ensuring fire alarms, medical emergencies, hazardous materials, urban rescue, and other calls to protect life and property are attended to, and to participate in fire prevention and training, and the maintenance of fire stations and the firefighting equipment.
Job Purpose	A Fire Fighter's role involves responding to fires, accidents, and other incidents where there are risks to loss of life and/or property.
ZQF Level	3
Sector	Transport
Sub sectors	Airports, Road, Rail, Marine.
Other Economic Sector(s) in which the Occupation is Practiced	Mining, Energy, Agriculture, Construction, Defence.
Other Similar Jobs that can be Performed in the Occupation	Safety Officer, Fire Inspector.
Minimum Educational Job Entry Qualification(s)	Level 3 Certificate
Practicing License Requirements (if any)	Not Applicable
Training/RPL	Driving license class C; First Aid training.
Minimum Job Entry Age	18 years
Prior Experience (Suggested)	Not Applicable
Performance Criteria	As described in the Units under Section 4

2. SCOPE

This NOS specifies the fundamental knowledge and understanding, skills and competences, and personal attributes that Fire Fighters must possess to be successful in their jobs.

3. PERSONAL ATTRIBUTES (VALUES, ETHICS AND ATTITUDES)

This job requires an individual to possess the following values/attributes:

- Accountability
- Adaptability
- Alertness
- Good communication skills
- Hardworking
- Inclusiveness
- Creativity
- Interpersonal skills
- Leadership skills
- Being Observant
- Problem solving skills
- Physical fitness
- Resilience
- Self-driven
- Sober mindedness
- Team player
- Time management skills

4. UNITS AND ELEMENTS

This National Occupational Standard is divided into 6 Units, representing the tasks that a jobholder should undertake in his/her day-to-day work. Each unit is further broken down into elements depicting the number of activities to be carried out for the successful execution of a particular task.

UNIT 1 [This Unit covers the skills and knowledge required by a Fire Fighter in responding to emergency calls and requests for assistance]

Unit No.	01
Unit Title	Responding to Emergency Calls and Requests for Assistance
Description	This Unit describes the skills and knowledge required by a Fire Fighter when responding to emergency calls and requests for assistance due to fires, accidents, and other incidents where there are risks of loss of life and/or property.
Scope	This Unit covers the following: <ul style="list-style-type: none"> • Responding to calls or requests for assistance. • Notifying relevant authorities and other emergency stakeholders.
Performance Criteria (PC) with respect to the Scope	
Element	Performance Criteria (PC)
Responding to Calls or Requests for Assistance	To be competent, the individual must be able to: <p>PC1. Interpret information about the incident/accident. PC2. Document details of the calls. PC3. Identify hoax and false alarms. PC4. Identify the locations of the callers. PC5. Remain in contact with the callers.</p>
Notifying Relevant Authorities and Other Emergency Stakeholders	To be competent, the individual must be able to: <p>PC6. Communicate effectively details of the accident/incident to relevant authorities as detailed in the emergency plans.</p>
Knowledge and Understanding (K)	
A. Organisational Context (knowledge of the company/organisation and its processes)	The individual on the job must demonstrate knowledge and understanding of: <p>OK1. Disaster management. OK2. Operational tactics and manoeuvres. OK3. Emergency communication procedures. OK4. Incident command management. OK5. Environmental management. OK6. Company occupational health and safety. OK7. Management procedures.</p>
B. Technical Knowledge	The individual on the job must demonstrate knowledge and understanding of: <p>TK1. Fire dynamics. TK2. Fire investigations. TK3. Toxicity due to exposure to hazardous substances. TK4. Extinguishing agents and firefighting techniques. TK5. Handling of vehicles, vessels, and other equipment. TK6. Fire safety skills.</p>
C. Regulatory Context (knowledge of	The individual on the job must demonstrate knowledge and understanding of: <p>RK1. Road Traffic Act.</p>

<p>rules and regulations)</p>	<p>RK2. Government regulatory requirements in firefighting. RK3. Government regulatory requirements for employee safety and compensation. RK4. Any other relevant regulations.</p>
<p>Skills (S)</p>	
<p>A. Core Skills/ Generic Skills</p>	<p>Writing Skills The individual on the job must be able to: CS1. Write in English and be able to, or have the means to, give simple instructions in the local language used at the site.</p> <p>Reading Skills The individual on the job must be able to: CS2. Read English and be able to, or have the means to, give simple instructions in the local language used at the scene. CS3. Read and interpret sketches, drawings or instructions provided for the required work.</p> <p>Oral Communication (Listening and Speaking skills) The individual on the job must be able to: CS4. Listen attentively and interpret communication/ instructions from the supervisor and other co-workers. CS5. Convey information clearly and concisely to co-workers.</p>
<p>B. Professional Skills</p>	<p>Decision-Making The individual on the job must be able to: PS1. Determine and report to the superior whether to respond or not to the emergency call. PS2. Make correct decisions in a timely manner whilst considering safety implications. PS3. Use decision-making methodology to handle emergencies.</p> <p>Plan and Organise The individual on the job should be able to: PS4. Plan and organise emergency meetings and exercises with internal/external emergency stakeholders. PS5. Plan and organise maintenance schedules for fire equipment. PS6. Carry out material requirement plans. PS7. Plan and organise manpower requirements. PS8. Plan for process monitoring and control. PS9. Plan for equipment and media life cycle.</p> <p>Customer Centricity The individual on the job should be able to: PS10. Manage relationships with customers with intent to satisfying their project requirements.</p>

	Problem Solving
	The individual on the job should be able to: PS11. Resolve any conflicts within the team. PS12. Use problem-solving methodology to handle issues.
	Analytical Thinking
	The individual on the job should be able to: PS13. Analyse and convey to the supervisor and carry out remedial action.
	Critical Thinking
	The individual on the job should be able to: PS14. Identify and deal with or report violation of any safety norms which may lead to accidents.

UNIT 2 [This Unit covers the skills and knowledge required by a Fire Fighter in carrying out firefighting and rescue missions]

Unit No.	02
Unit Title	Carrying Out Firefighting and Rescue at Emergency Scenes
Description	This Unit describes the skills and knowledge required by a Fire Fighter to carry out firefighting and rescue missions at emergency scenes.
Scope	<p>This Unit covers the following:</p> <ul style="list-style-type: none"> • Attending to fire, road traffic, flood or terrorist incidents, spillages of dangerous substances, and rail and air crash incidents. • Rescue trapped people and animals. • Safeguard their own and other people's personal safety at all times. • Cleaning up and checking the site after dealing with an incident. • Preserving the incident scene for investigations.
Performance Criteria (PC) with respect to the Scope	
Element	Performance Criteria (PC)
Attending to Fire, Road Traffic, Flood or Terrorist Incidents, Spillages of Dangerous Substances, and Rail and Air Crash Incidents	<p>To be competent, the individual must be able to:</p> <p>PC1. Interpret information about the incident/accident. PC2. Wear appropriate personal protective clothing. PC3. Ensure the fire tender/rescue vehicles to be used are in good condition, have the necessary tools, and correct media. PC4. Demonstrate awareness of the access routes to incident sites. PC5. Communicate effectively. PC6. Assume incident command at the scenes.</p>
Rescue Trapped People and Animals	<p>To be competent, the individual must be able to:</p> <p>PC7. Apply search and rescue knowledge. PC8. Administer First Aid and bring victims to safety before receiving medical assistance. PC9. Know how to handle animals. PC10. Communicate effectively.</p>
Safeguard Their Own and Other People's Personal Safety at All Times	<p>To be competent, the individual must be able to:</p> <p>PC11. Use personal protective Equipment (PPE). PC12. Carry out preliminary surveys, including dynamic risk assessments as soon as possible. PC13. Identify hazards. PC14. Understand appliance positioning.</p>
Cleaning Up and Checking the Site After Dealing with an Incident	<p>To be competent, the individual must be able to:</p> <p>PC15. Ensure the scenes are left in safe condition. PC16. Ensure to collect and store all gear and equipment before leaving the scene.</p>

<p>Preserving the Incident Scene for Investigations</p>	<p>To be competent, the individual must be able to:</p> <p>PC17. Ensure the scenes handed over to the relevant authorities, e.g., Police/Incident Commander.</p> <p>PC18. Ensure the scenes are properly secured for evidence preservations.</p>
<p>Knowledge and Understanding (K)</p>	
<p>A. Organisational Context (knowledge of the company/ organisation and its processes)</p>	<p>The individual on the job must demonstrate knowledge and understanding of:</p> <p>OK1. Disaster management.</p> <p>OK2. Operational tactics and manoeuvres.</p> <p>OK3. Emergency communication procedures.</p> <p>OK4. Incident command management.</p> <p>OK5. Environmental management.</p> <p>OK6. Company occupational health and safety.</p> <p>OK7. Management procedures.</p>
<p>B. Technical Knowledge</p>	<p>The individual on the job must demonstrate knowledge and understanding of:</p> <p>TK1. Fire dynamics.</p> <p>TK2. Fire investigations.</p> <p>TK3. Toxicity due to exposure to hazardous substances.</p> <p>TK4. Extinguishing agents and firefighting techniques.</p> <p>TK5. Handling of vehicles, vessels, and other equipment.</p> <p>TK6. Fire safety skills.</p>
<p>C. Regulatory Context (knowledge of rules and regulations)</p>	<p>The individual on the job must demonstrate knowledge and understanding of:</p> <p>RK1. Road Traffic Act.</p> <p>RK2. Government regulatory requirements in firefighting.</p> <p>RK3. Government regulatory requirements for employee safety and compensation.</p> <p>RK4. Any other relevant regulations.</p>
<p>Skills (S)</p>	
<p>A. Core Skills/ Generic Skills</p>	<p>Writing Skills</p>
	<p>The individual on the job must be able to:</p> <p>CS1. Write in English and be able to, or have the means to, give simple instructions in the local language used at the site.</p> <p>CS2. Prepare and provide clear and simple instructions, details, and sketches to co-workers.</p> <p>CS3. Prepare manpower schedules, progress, and technical reports.</p>
	<p>Reading Skills</p>
<p>The individual on the job must be able to:</p> <p>CS4. Read English and be able to, or have the means to, give simple instructions in the local language used at the scene.</p> <p>CS5. Read and interpret sketches, drawings or instructions provided for the required work.</p>	

	<p>Oral Communication (Listening and Speaking skills)</p> <p>The individual on the job must be able to:</p> <p>CS6. Listen attentively and interpret communication/ instructions from the supervisor and other co-workers.</p> <p>CS7. Convey information clearly and concisely to co-workers</p>
<p>B. Professional Skills</p>	<p>Decision-Making</p> <p>The individual on the job must be able to:</p> <p>PS1. Determine and report to the supervisor whether the working space is safe for operating.</p>
	<p>Plan and Organise</p> <p>The individual on the job should be able to:</p> <p>PS2. Plan and organise emergency meetings and exercises with internal/external emergency stakeholders.</p> <p>PS3. Plan and organise maintenance schedules for fire equipment.</p> <p>PS4. Carry out material requirement plans.</p> <p>PS5. Plan and organise manpower requirements.</p> <p>PS6. Plan for process monitoring and control.</p> <p>PS7. Plan for equipment and media life cycle.</p>
	<p>Customer Centricity</p> <p>The individual on the job should be able to:</p> <p>PS8. Manage relationships with customers with intent to satisfying their project requirements.</p>
	<p>Problem Solving</p> <p>The individual on the job should be able to:</p> <p>PS9. Resolve any conflicts within the team.</p>
	<p>Analytical Thinking</p> <p>The individual on the job should be able to:</p> <p>PS10. Analyse and convey to the supervisor and carry out remedial action.</p>
	<p>Critical Thinking</p> <p>The individual on the job should be able to</p> <p>PS11. Identify and deal with or report violation of any safety norms which may lead to accidents.</p>

UNIT 3 [This Unit covers the skills and knowledge required by a Fire Fighter in carrying out routine inspections and maintenance of firefighting equipment]

Unit No.	03
Unit Title	Carrying Out Routine Inspections and Maintenance of Firefighting Equipment
Description	This Unit describes the skills and knowledge required by a Fire Fighter to carry out routine inspections and maintenance of firefighting equipment.
Scope	<p>This Unit covers the following:</p> <ul style="list-style-type: none"> • Carrying out visual and operational checks of the fire engine. • Inspecting and testing communication equipment. • Inspecting and testing fire hoses and other ancillary equipment. • Checking emergency water supplies. • Performing maintenance on various firefighting appliances and equipment in use.
Performance Criteria (PC) with respect to the Scope	
Element	Performance Criteria (PC)
Carrying Out Visual and Operational Checks of the Fire Engine	<p>To be competent, the individual must be able to:</p> <p>PC1. Inspect the exterior for any signs of damage or corrosion.</p> <p>PC2. Check all doors, compartments, and access points are secure and functioning.</p> <p>PC3. Examine the tyres for wear and proper inflation.</p> <p>PC4. Ensure all wheel nuts are properly tightened.</p> <p>PC5. Test all lights, including headlights, tail-lights, emergency lights, and turn signals for operation.</p> <p>PC6. Test the sirens and horns to ensure they are operational.</p> <p>PC7. Check engine oil, transmission fluid, coolant, and hydraulic fluid levels.</p> <p>PC8. Look for any signs of fluid leaks.</p> <p>PC9. Verify all firefighting equipment and tools are in place, secure, and in good condition.</p> <p>PC10. Check hoses, nozzles, and ladders are properly stowed.</p> <p>PC11. Start the engine and listen for any unusual noises.</p> <p>PC12. Ensure all gauges and warning lights are functioning properly.</p> <p>PC13. Test the brakes to ensure they respond correctly.</p> <p>PC14. Check for any unusual noises or vibrations when braking.</p> <p>PC15. Test the steering to ensure it is responsive.</p> <p>PC16. Check the suspension for any signs of issues.</p> <p>PC17. Test the water pump to ensure it is working correctly.</p> <p>PC18. Verify the water tank is properly filled.</p> <p>PC19. Ensure all safety systems, such as seatbelts and airbags, are functioning.</p>

	<p>PC20. Test any emergency shut-off switches.</p> <p>PC21. Shift through all gears to check for smooth operation.</p> <p>PC22. Test the electrical systems, including power outlets and generators if applicable.</p> <p>PC23. Check the radio and communication systems for proper functionality.</p> <p>PC24. Ensure there are no unusual exhaust emissions or odours.</p> <p>PC25. Take the fire engine for a short test drive to assess its handling and performance.</p> <p>PC26. Document the results of the visual and operational checks, and submit to the relevant authority.</p>
<p>Inspecting and Testing Communication Equipment</p>	<p>To be competent, the individual must be able to:</p> <p>PC27. Examine all communication devices for physical damage or signs of wear.</p> <p>PC28. Check all cables, connectors, and antennas are in good condition.</p> <p>PC29. Ensure equipment is securely mounted and properly stored.</p> <p>PC30. Verify the power source (usually the fire engine's battery) is connected and providing the required voltage.</p> <p>PC31. Check for any loose or damaged power cables.</p> <p>PC32. Power on each radio and check for error messages or unusual displays.</p> <p>PC33. Confirm all radio controls and buttons are functional.</p> <p>PC34. Check the volume control and speaker for proper operation.</p> <p>PC35. Test the microphone and ensure it is working correctly.</p> <p>PC36. Inspect the antennas for any damage or loose connections.</p> <p>PC37. Check the antenna cable for any wear or fraying.</p> <p>PC38. Verify the radios are tuned to the correct frequencies and channels as per the department's standard operating procedures.</p> <p>PC39. Ensure programming and channel selections are accurate.</p> <p>PC40. Conduct test transmissions to verify the radios can transmit and receive signals.</p> <p>PC41. Confirm radio reception is clear and free from interference.</p> <p>PC42. Check for dead spots or areas with poor signal reception and report them for improvement.</p> <p>PC43. Check the GPS system for accuracy and update maps if necessary.</p> <p>PC44. Ensure location data is displayed correctly.</p> <p>PC45. Test intercom systems within the fire engine to ensure clear communication between crew members.</p> <p>PC46. Report inspection and test results to relevant authorities.</p>

<p>Inspecting and Testing Fire Hoses and Other Ancillary Equipment</p>	<p>To be competent, the individual must be able to:</p> <p>PC47. Check for visible damage, such as cuts, abrasions or punctures in the hose.</p> <p>PC48. Inspect couplings and nozzles for signs of corrosion, damage or leakage.</p> <p>PC49. Ensure all labels, markings, and valid date tags are present.</p> <p>PC50. Unroll the hose and inspect the entire length for hidden damages or irregularities.</p> <p>PC51. Look for kinks, knots or other obstructions that could affect water flow.</p> <p>PC52. Conduct pressure test to check for leaks or weaknesses; can be done using a pressure testing machine.</p> <p>PC53. Pressurise hose to the recommended test pressure and monitor for visible leaks or bulges.</p> <p>PC54. Test functionality of nozzles and other attachments and ensure they can be adjusted and shut off properly.</p> <p>PC55. Properly re-rack the hose to prevent damage and ensure it is ready for quick deployment.</p> <p>PC56. Clean the hose to remove dirt, debris, and contaminants.</p> <p>PC57. Lubricate couplings and threads to prevent corrosion.</p> <p>PC58. Maintain records of inspections and tests, including dates and results, to track the equipment's history.</p> <p>PC59. Ensure all inspections and tests adhere to relevant industry standards and regulations, such as NFPA (National Fire Protection Association) standards.</p> <p>PC60. Ensure personnel responsible for inspecting and testing fire hoses are properly trained and qualified.</p>
<p>Checking Emergency Water Supplies</p>	<p>To be competent, the individual must be able to:</p> <p>PC61. Verify locations and condition of water sources, such as hydrants, ponds, lakes, rivers or tanks.</p> <p>PC62. Ensure the water is clean and free from debris, contamination or pollutants.</p> <p>PC63. Verify the water pressure from hydrants or other sources meet the necessary requirements for firefighting equipment.</p> <p>PC64. Open and close hydrants to ensure they work properly; clear any debris and ensure they are easily accessible during an emergency.</p> <p>PC65. Check hose connections and couplings to ensure they are in good condition, and can be connected to firefighting equipment.</p> <p>PC66. Examine pumps, valves or other equipment used to draw water from a source that they are operational.</p> <p>PC67. Ensure emergency water sources are easily accessible for fire trucks and personnel, with clear paths and no obstructions.</p>

	<p>PC68. Verify the emergency response plan includes details on accessing and utilising emergency water supplies.</p> <p>PC69. Schedule routine tests and inspections, following guidelines and regulations in the area to ensure ongoing reliability of the water sources.</p> <p>PC70. Compile detailed records of inspections, maintenance, and issues discovered during checks and submit to relevant authorities.</p>
Knowledge and Understanding (K)	
A. Organisational Context (knowledge of the company/ organisation and its processes)	<p>The individual on the job must demonstrate knowledge and understanding of:</p> <p>OK1. Disaster management.</p> <p>OK2. Operational tactics and manoeuvres.</p> <p>OK3. Emergency communication procedures.</p> <p>OK4. Incident command management.</p> <p>OK5. Environmental management.</p> <p>OK6. Company occupational health and safety.</p> <p>OK7. Management procedures.</p>
B. Technical Knowledge	<p>The individual on the job must demonstrate knowledge and understanding of:</p> <p>TK1. Fire dynamics.</p> <p>TK2. Fire investigations.</p> <p>TK3. Toxicity due to exposure to hazardous substances.</p> <p>TK4. Extinguishing agents and firefighting techniques.</p> <p>TK5. Handling of vehicles, vessels, and other equipment.</p> <p>TK6. Fire safety skills.</p>
C. Regulatory Context (knowledge of rules and regulations)	<p>The individual on the job must demonstrate knowledge and understanding of:</p> <p>RK1. Road Traffic Act.</p> <p>RK2. Government regulatory requirements in firefighting.</p> <p>RK3. Government regulatory requirements for employee safety and compensation.</p> <p>RK4. Any other relevant regulations.</p>
Skills (S)	
A. Core Skills/ Generic Skills	Writing Skills
	<p>The individual on the job must be able to:</p> <p>CS1. Write in English and be able to, or have the means to, give simple instructions in the local language used at the site.</p>
	Reading Skills
	<p>The individual on the job must be able to:</p> <p>CS2. Read English and be able to, or have the means to, give simple instructions in the local language used at the scene.</p> <p>CS3. Read and interpret sketches, drawings or instructions provided for the required work.</p>

	<p>Oral Communication (Listening and Speaking skills)</p> <p>The individual on the job must be able to:</p> <p>CS4. Listen attentively and interpret communication/ instructions from the supervisor and other co-workers.</p> <p>CS5. Convey information clearly and concisely to co-workers.</p>
<p>B. Professional Skills</p>	<p>Decision-Making</p> <p>The individual on the job must be able to:</p> <p>PS1. Determine and report to the supervisor whether to respond or not to the emergency call.</p> <p>PS2. Make correct decisions in a timely manner whilst considering safety implications.</p> <p>PS3. Effectively use decision-making methodology to handle emergencies.</p>
	<p>Plan and Organise</p> <p>The individual on the job should be able to:</p> <p>PS4. Plan and organise emergency meetings and exercises with internal/external emergency stake holders.</p> <p>PS5. Plan and organise maintenance schedules for fire equipment.</p> <p>PS6. Carry out material requirement plans.</p> <p>PS7. Plan and organise manpower requirements.</p> <p>PS8. Plan for process monitoring and control.</p> <p>PS9. Plan for equipment and media life cycle.</p>
	<p>Customer Centricity</p> <p>The individual on the job should be able to:</p> <p>PS10. Manage relationships with customers with intent to satisfying their project requirements</p>
	<p>Problem Solving</p> <p>The individual on the job should be able to:</p> <p>PS11. Resolve any conflicts within the team.</p> <p>PS12. Effectively use problem-solving methodology to handle issues.</p>
	<p>Analytical Thinking</p> <p>The individual on the job should be able to:</p> <p>PS13. Analyse and convey to the supervisor and carry out remedial action.</p>
	<p>Critical Thinking</p> <p>The individual on the job should be able to:</p> <p>PS14. Identify and deal with or report violation of any safety norms which may lead to accidents.</p>

UNIT 4 [This Unit covers the skills and knowledge required by a Fire Fighter in administering First Aid at emergency scenes]

Unit No.	04
Unit Title	Administering First Aid
Description	This Unit describes the skills and knowledge required by a Fire Fighter to administer First Aid at emergency scenes.
Scope	<p>This Unit covers the following:</p> <ul style="list-style-type: none"> • Preserve life by keeping the casualty alive. • Prevent the casualty's condition from deteriorating. • Promote recovery by helping the casualty to get better.
Performance Criteria (PC) with respect to the Scope	
Element	Performance Criteria (PC)
Preserve Life by Keeping the Casualty Alive	<p>To be competent, the individual must be able to:</p> <p>PC1. Make sure the scenes are safe for both the casualties, self, and other Fire Fighters.</p> <p>PC2. Request professional medical assistance as soon as possible, and provide accurate information about the situations.</p> <p>PC3. Check the casualties for responsiveness.</p> <p>PC4. Ensure the casualty's airway is clear.</p> <p>PC5. Look, listen, and feel for signs of breathing.</p> <p>PC6. Control bleeding by applying pressure to the wound using a clean cloth or bandage.</p> <p>PC7. Keep the casualty warm and reassured to help prevent shock.</p>
Prevent the Casualty's Condition from Deteriorating	<p>To be competent, the individual must be able to:</p> <p>PC8. Evaluate the situation to identify potential hazards and casualties; if there are immediate dangers (fire, gas leak, etc.) to take appropriate measures and address them.</p> <p>PC9. Provide assistance to those in need; might involve stopping bleeding, stabilising injuries or performing CPR.</p> <p>PC10. Encourage and assist people to evacuate safely.</p> <p>PC11. Listen to and follow instructions from emergency responders, law enforcement or other authorities.</p> <p>PC12. Keep lines of communication open with emergency services and others involved; inform them of the situation and any changes.</p> <p>PC13. Help those affected by the emergency to remain calm and comfort them as panic can make the situation worse.</p>
Promote Recovery by Helping the Casualty to Get Better	<p>To be competent, the individual must be able to:</p> <p>PC14. Ensure the scene is safe for the responder and the casualties.</p> <p>PC15. Call for help.</p> <p>PC16. Check the casualties for responsiveness.</p>

	<p>PC17. Control bleeding.</p> <p>PC18. Immobilise injuries.</p> <p>PC19. Administer basic First Aid.</p> <p>PC20. Offer emotional support to the casualties; keep them calm and reassure them help is on the way.</p> <p>PC21. Keep the casualties warm by covering them with blankets or clothing.</p> <p>PC22. Monitor the casualty's breathing and pulse.</p> <p>PC23. Provide all relevant information about the severe casualty's condition and actions taken to medical professionals once they arrive.</p>
Knowledge and Understanding (K)	
A. Organisational Context (knowledge of the company/organisation and its processes)	<p>The individual on the job must demonstrate knowledge and understanding of:</p> <p>OK1. Disaster management.</p> <p>OK2. Operational tactics and manoeuvres.</p> <p>OK3. Emergency communication procedures.</p> <p>OK4. Incident command management.</p> <p>OK5. Environmental management.</p> <p>OK6. Company occupational health and safety.</p> <p>OK7. Management procedures.</p>
B. Technical Knowledge	<p>The individual on the job must demonstrate knowledge and understanding of:</p> <p>TK1. Fire dynamics.</p> <p>TK2. Fire investigation.</p> <p>TK3. Toxicity due to exposure to hazardous substances.</p> <p>TK4. Extinguishing agents and firefighting techniques.</p> <p>TK5. Handling of vehicles, vessels, and other equipment.</p> <p>TK6. Fire safety skills.</p>
C. Regulatory Context (knowledge of rules and regulations)	<p>The individual on the job must demonstrate knowledge and understanding of:</p> <p>RK1. Road Traffic Act.</p> <p>RK2. Government regulatory requirements in firefighting.</p> <p>RK3. Government regulatory requirements for employee safety and compensation.</p> <p>RK4. Any other relevant regulations.</p>
Skills (S)	
A. Core Skills/ Generic Skills	Writing Skills
	<p>The individual on the job must be able to:</p> <p>CS1. Write in English and be able to, or have the means to, give simple instructions in the local language used at the site.</p>
	Reading Skills
	<p>The individual on the job must be able to:</p> <p>CS2. Read English and be able to, or have the means to, give simple instructions in the local language used at the scene.</p>

B. Professional Skills	CS3. Read and interpret sketches, drawings or instructions provided for the required work.
	Oral Communication (Listening and Speaking skills)
	The individual on the job must be able to:
	CS4. Listen attentively and interpret communication/ instructions from the supervisor and other co-workers.
	CS5. Convey information clearly and concisely to co-workers
	Decision-Making
	The individual on the job must be able to:
	PS1. Determine and report to the superior whether to respond or not to the emergency call.
	PS2. Make correct decisions in a timely manner whilst considering safety implications.
	PS3. Use decision-making methodology to handle emergencies.
	Plan and Organise
	The individual on the job should be able to:
	PS4. Plan and organise emergency meetings and exercises with internal/external emergency stakeholders.
	PS5. Plan and organise maintenance schedules for fire equipment.
	PS6. Carry out material requirement plans.
PS7. Plan and organise manpower requirements.	
PS8. Plan for process monitoring and control.	
PS9. Plan for equipment and media life cycle.	
Customer Centricity	
The individual on the job should be able to:	
PS10. Manage relationships with customers with intent to satisfying their project requirements	
Problem Solving	
The individual on the job should be able to:	
PS11. Resolve any conflicts within the team.	
PS12. Effectively use problem-solving methodology to handle issues.	
Analytical Thinking	
The individual on the job should be able to:	
PS13. Analyse and convey to the supervisor and carry out remedial action.	
Critical Thinking	
The individual on the job should be able to:	
PS14. Identify and deal with or report violation of any safety norms which may lead to accidents.	

UNIT 5 [This Unit covers the skills and knowledge required by a Fire Fighter in carrying out public fire safety education and community sensitisation]

Unit No.	05
Unit Title	Carrying Out Public Fire Safety Education and Community Sensitisation
Description	This Unit describes the skills and knowledge required by a Fire Fighter to carry out public fire safety education and community sensitisation.
Scope	This Unit covers the following: <ul style="list-style-type: none"> • Giving talks in schools and learning institutions. • Training and educating on fire safety in local organisations. • Conducting home visits to offer advice.
Performance Criteria (PC) with respect to the Scope	
Element	Performance Criteria (PC)
Giving Talks in Schools and Learning Institutions	To be competent, the individual must be able to: <p>PC1. Reach out to school and learning institution authorities to provide talks on emergency situations.</p> <p>PC2. Plan schedules according to their needs and other restrictions.</p> <p>PC3. Explain their qualifications and expertise clearly in the topics that need to be addressed.</p> <p>PC4. Offer topics that are relevant to their institutions, situations or emergencies at hand.</p> <p>PC5. Prepare talks to specific audiences and situations.</p> <p>PC6. Demonstrate sensitivity to the emotional state of the students and staff, especially in emergency situations.</p> <p>PC7. Follow up with the schools and learning institutions to gather feedback and offer additional assistance where necessary, or information that may be needed.</p>
Training and Educating on Fire Safety in Local Organisations	To be competent, the individual must be able to: <p>PC8. Conduct fire risk assessments to identify potential fire hazards within the organisation.</p> <p>PC9. Create comprehensive fire safety plans that outline procedures for prevention, detection, and response to fires.</p> <p>PC10. Provide fire safety training for all staff.</p> <p>PC11. Conduct regular fire drills to ensure all employees and other occupants are familiar with evacuation routes, and can evacuate the building safely and quickly.</p> <p>PC12. Initiate installation and maintenance of fire detection and suppression systems, such as smoke alarms, fire extinguishers, sprinklers, and fire alarm systems.</p> <p>PC13. Ensure fire safety equipment is readily available and properly maintained, including fire extinguishers, fire blankets, and emergency lighting.</p> <p>PC14. Designate individuals as fire wardens or safety officers responsible for implementing fire safety plans and assisting during evacuations.</p>

	<p>PC15. Schedule routine inspections of premises to identify and address any fire safety issues or hazards.</p> <p>PC16. Stay updated on local fire safety regulations and ensure the organisation complies with them.</p> <p>PC17. Establish clear communication channels to report potential fire hazards or safety concerns, and promote culture of fire safety awareness.</p> <p>PC18. Review and update the fire safety plans and training materials regularly to reflect any changes in the organisation or its facilities.</p> <p>PC19. Maintain records of fire safety training, inspections, drills, and any incidents or near-misses related to fire safety.</p>
<p>Conducting Home Visits to Offer Advice</p>	<p>To be competent, the individual must be able to:</p> <p>PC20. Arrange convenient time with homeowners for visits.</p> <p>PC21. Gather brochures, pamphlets or visual aids on fire safety to share with the homeowners.</p> <p>PC22. Assess the homes for potential fire hazards; check for working smoke detectors, fire extinguishers, and safe electrical and heating systems.</p> <p>PC23. Engage the homeowners in discussions about fire safety.</p> <p>PC24. Demonstrate how to use fire extinguishers and other safety equipment where necessary.</p> <p>PC25. Address any questions or concerns the homeowners may have about fire safety.</p> <p>PC26. Provide specific recommendations for improving fire safety in homes.</p> <p>PC27. Keep records of the visits and advice provided.</p> <p>PC28. Gather feedback from the homeowners and evaluate the effectiveness of the visits for future improvements.</p>
<p>Knowledge and Understanding (K)</p>	
<p>A. Organisational Context (knowledge of the company/ organisation and its processes)</p>	<p>The individual on the job must demonstrate knowledge and understanding of:</p> <p>OK1. Disaster management.</p> <p>OK2. Emergency communication procedures.</p> <p>OK3. Incident command management.</p> <p>OK4. Environmental management.</p> <p>OK5. Company occupational health and safety.</p> <p>OK6. Management procedures.</p>
<p>B. Technical Knowledge</p>	<p>The individual on the job must demonstrate knowledge and understanding of:</p> <p>TK1. Fire dynamics.</p> <p>TK2. Fire investigations.</p> <p>TK3. Toxicity due to exposure to hazardous substances.</p> <p>TK4. Extinguishing agents and firefighting techniques.</p> <p>TK5. Handling of vehicles, vessels, and other equipment.</p> <p>TK6. Fire safety skills.</p> <p>TK7. Operational tactics and manoeuvres.</p>

<p>C. Regulatory Context (knowledge of rules and regulations)</p>	<p>The individual on the job must demonstrate knowledge and understanding of:</p> <p>RK1. Road Traffic Act. RK2. Government regulatory requirements in firefighting. RK3. Government regulatory requirements for employee safety and compensation. RK4. Any other relevant regulations.</p>
<p>Skills (S)</p>	
<p>A. Core Skills/ Generic Skills</p>	<p>Writing Skills</p> <p>The individual on the job must be able to:</p> <p>CS1. Write in English (at least working level), and be able to, or have the means to, give simple instructions in the local language used at the site.</p> <p>Reading Skills</p> <p>The individual on the job must be able to:</p> <p>CS2. Read English and be able to, or have the means to, give simple instructions in the local language used at the scene. CS3. Read and interpret sketches, drawings or instructions provided for the required work.</p> <p>Oral Communication (Listening and Speaking skills)</p> <p>The individual on the job must be able to:</p> <p>CS4. Listen attentively and interpret communication/ instructions from the supervisor and other co-workers. CS5. Convey information clearly and concisely to co-workers</p>
<p>B. Professional Skills</p>	<p>Decision-Making</p> <p>The individual on the job must be able to:</p> <p>PS1. Determine and report to the supervisor whether to respond or not to the emergency call. PS2. Make correct decisions in a timely manner whilst considering safety implications. PS3. Effectively use decision-making methodology to handle emergencies.</p> <p>Plan and Organise</p> <p>The individual on the job should be able to:</p> <p>PS4. Plan and organise emergency meetings and exercises with internal/external emergency stakeholders. PS5. Plan and organise maintenance schedules for fire equipment. PS6. Carry out material requirement plans. PS7. Plan and organise manpower requirements. PS8. Plan for process monitoring and control. PS9. Plan for equipment and media life cycle.</p>

	Customer Centricity
	The individual on the job should be able to: PS10. Manage relationships with customers with intent to satisfying their project requirements
	Problem Solving
	The individual on the job should be able to: PS11. Resolve any conflicts within the team. PS12. Effectively use problem-solving methodology to handle issues.
	Analytical Thinking
	The individual on the job should be able to: PS13. Analyse and convey to the supervisor and carry out remedial action.
	Critical Thinking
	The individual on the job should be able to: PS14. Identify and deal with or report violation of any safety norms which may lead to accidents.

UNIT 6 [This Unit covers the skills and knowledge required by a Fire Fighter in carrying out routine familiarisation of the operational areas]

Unit No.	06
Unit Title	Carrying Out Routine Familiarisation of the Operational Areas
Description	This Unit describes the skills and knowledge required by a Fire Fighter to carry out routine familiarisation of the operational areas.
Scope	This Unit covers the following: <ul style="list-style-type: none"> • Performing local streets and roads orientation. • Performing local buildings orientation. • Taking interest in understanding potential fire risks within the operational areas.
Performance Criteria (PC) with respect to the Scope	
Element	Performance Criteria (PC)
Performing Local Streets and Roads Orientation	To be competent, the individual must be able to: <ul style="list-style-type: none"> PC1. Familiarise with the local street layouts, key routes, and major landmarks. PC2. Leverage the knowledge of local residents or other first responders, who are familiar with the area to navigate efficiently. PC3. Maintain communication with command centre through two-way radios or other communication tools to receive real-time updates and directions. PC4. Develop and practice pre-established response plans for common emergencies in the areas. PC5. Coordinate with local law enforcement agencies to manage traffic and road closures if necessary, ensuring clear access for emergency vehicles. PC6. Use emergency vehicle lighting, sirens, and signage to alert and guide road users. PC7. Continuously monitor and adjust routes as needed based on traffic conditions, road closures or changing circumstances. PC8. Conduct regular training and simulation exercises.
Performing Local Buildings Orientation	To be competent, the individual must be able to: <ul style="list-style-type: none"> PC9. Obtain building plans and maps; collect data on building materials, occupancy, and potential hazards. PC10. Determine key emergency facilities, like hospitals, fire stations, and police stations. PC11. Identify assembly points and evacuation routes. PC12. Analyse cardinal directions (north, south, east, west) for each building to understand how they are oriented. PC13. Consider local hazards. PC14. Create emergency plans and maps that highlight evacuation routes, assembly points, and key facilities, and ensure the plans are easily accessible to first responders and the public.

	<p>PC15. Share emergency plans and information with the community through various means, including public awareness campaigns.</p> <p>PC16. Conduct regular emergency drills and exercises to ensure residents and emergency responders are familiar with the plans.</p> <p>PC17. Review and update building orientations and emergency plans as new buildings are constructed, or as the local environment changes.</p>
<p>Taking Interest in Understanding Potential Fire Risks Within the Operational Areas</p>	<p>To be competent, the individual must be able to:</p> <p>PC18. Identify potential sources of ignition, such as electrical equipment, open flames, hot surfaces, and chemicals that could lead to fires.</p> <p>PC19. Determine what materials or substances are present in the area that could fuel a fire, including flammable liquids, gases, and combustible materials.</p> <p>PC20. Assess how a fire might spread within the area, taking into account factors like airflow, building layout, and the proximity of flammable materials.</p> <p>PC21. Implement fire prevention measures, including proper storage of flammable materials, electrical safety practices, and regular equipment maintenance.</p> <p>PC22. Develop and communicate clear emergency response plans, including evacuation procedures, fire extinguisher locations, and designated assembly points.</p> <p>PC23. Train personnel in fire safety procedures and conduct regular fire drills to practice emergency responses.</p> <p>PC24. Initiate installation and maintenance of fire detection systems, sprinklers, and fire extinguishers as appropriate to the level of risk.</p>
<p>Knowledge and Understanding (K)</p>	
<p>A. Organisational Context (knowledge of the company/organisation and its processes)</p>	<p>The individual on the job must demonstrate knowledge and understanding of:</p> <p>OK1. Disaster management.</p> <p>OK2. Operational tactics and manoeuvres.</p> <p>OK3. Emergency communication procedures.</p> <p>OK4. Incident command management.</p> <p>OK5. Environmental management.</p> <p>OK6. Company occupational health and safety.</p> <p>OK7. Management procedures.</p>
<p>B. Technical Knowledge</p>	<p>The individual on the job must demonstrate knowledge and understanding of:</p> <p>TK1. Fire dynamics.</p> <p>TK2. Fire investigation.</p> <p>TK3. Toxicity due to exposure to hazardous substances.</p> <p>TK4. Extinguishing agents and firefighting techniques.</p> <p>TK5. Handling of vehicles, vessels, and other equipment.</p> <p>TK6. Fire safety skills.</p>

<p>C. Regulatory Context (knowledge of rules and regulations)</p>	<p>The individual on the job must demonstrate knowledge and understanding of:</p> <p>RK1. Road Traffic Act. RK2. Government regulatory requirements in firefighting. RK3. Government regulatory requirements for employee safety and compensation. RK4. Any other relevant regulations.</p>
<p>Skills (S)</p>	
<p>A. Core Skills/ Generic Skills</p>	<p>Writing Skills</p> <p>The individual on the job must be able to:</p> <p>CS1. Write in English (at least working level), and be able to, or have the means to, give simple instructions in the local language used at the site.</p> <p>Reading Skills</p> <p>The individual on the job must be able to:</p> <p>CS2. Read English and be able to, or have the means to, give simple instructions in the local language used at the scene. CS3. Read and interpret sketches, drawings or instructions provided for the required work.</p> <p>Oral Communication (Listening and Speaking skills)</p> <p>The individual on the job must be able to:</p> <p>CS4. Listen attentively and interpret communication/ instructions from the supervisor and other co-workers. CS5. Convey information clearly and concisely to co-workers</p>
<p>B. Professional Skills</p>	<p>Decision-Making</p> <p>The individual on the job must be able to:</p> <p>PS1. Determine and report to the supervisor whether to respond or not to the emergency call. PS2. Make correct decisions in a timely manner whilst considering safety implications. PS3. Use decision-making methodology to handle emergencies.</p> <p>Plan and Organise</p> <p>The individual on the job should be able to:</p> <p>PS4. Plan and organise emergency meetings and exercises with internal/external emergency stakeholders. PS5. Plan and organise maintenance schedules for fire equipment. PS6. Carry out material requirement plans. PS7. Plan and organise manpower requirements. PS8. Plan for process monitoring and control. PS9. Plan for equipment and media life cycle.</p>

	Customer Centricity
	The individual on the job should be able to: PS10. Manage relationships with customers with intent to satisfying their project requirements
	Problem Solving
	The individual on the job should be able to: PS11. Resolve any conflicts within the team. PS12. Effectively use problem-solving methodology to handle issues.
	Analytical Thinking
	The individual on the job should be able to: PS13. Analyse and convey to the supervisor and carry out remedial action.
	Critical Thinking
	The individual on the job should be able to: PS14. Identify and deal with or report violation of any safety norms which may lead to accidents.

5. EQUIPMENT, TOOLS AND CONSUMABLE MATERIALS

These include, but not limited to:

Equipment: Fire tenders, Turn-table ladder, Radio telephone, Portable pumps, Ambulances, Rapid intervention vehicle, Decontamination facility, Command vehicle, Lifting equipment, Medical First Aid equipment, Strainers and various types of adapters, etc.

Tools: Hose lines, Branches, Escape ropes/lines, Gloves, Rescue knives, Portable ladders, Hand lamp, Search lights and flood light, Extrication devices, Power cutters, Hydraulic tools for RTA, Salvage hooks, Dividing/collecting breaches, Stand pipe, hydrant key and bar, Shovels, Collecting head, Hammers, Breathing apparatus, Hose repair machines, Chemical suits, Carpenters tools, Hose ramps, Personal flash lights, Salvage sheets, Steel shod lever, Persuader, Spreader, Bending bar, Crowbar, Door breaker, Ceiling hook, Cutters, etc.

Consumables: Fuels, Oils, Foam, Cleaning agents, Dry Chemical powder, Wet Chemical, Carbon dioxide, Water, Personal Protective equipment, etc.

6. DILEMMAS/CHALLENGES AND COMPLEXITIES FOR A JOBHOLDER

Fire Fighters face numerous challenges on their jobs, including: Lack of tools/equipment; long working hours; exposure risk to burns; smoke inhalation and crush injuries from collapsing structures; suffer from heat exhaustion, as well as long-term job-related illnesses, such as asthma, persistent coughing, heart disease, cancer, and lung damage. May face aggression from members of the community who vent their frustration and anger over the loss of their property. Poorly equipped training facilities that lack the necessary equipment and training aids; lack of support for the job role from the political and corporate administrators who are not familiar with the profession; lack of supporting infrastructure such as fire stations, fire hydrants for effective service delivery; lack of protective wear, apprehension, appreciation, and application of latest technology; standing for too long during work; more likely to suffer from mental anguish, post-traumatic stress disorder, and unstable work-life balance during their career.

6.1 Alternative Choices (Solutions) to Dilemmas and Complexities

Alternative solutions for Fire Fighters include: Provide/buy protective clothing; equipping of the training centres with necessary training aids; follow the standard working hours (8-man hour/day). Provision of supporting infrastructure for effective service delivery; providing stress management; identify an interpreter and learn the language; apply adaptation measures; work with State Police where necessary; participate in lobbying and formulation of policies; allocation of adequate financial resources, etc.

7. WORKING CONDITIONS/ENVIRONMENT

Fire Fighters typically work in various outdoor environments, but their jobs require them to be in places that require emergency attention. Their working environments may include: Exposure to high temperature conditions; slippery surfaces; adverse weather conditions; collapsed structural buildings; difficult terrain; pollutants; exposure to radioactive materials; hostile communities, etc.

8. PARTIES INVOLVED/INTERACTING WITH THE JOB HOLDER OR TRAINEE

8.1 Internal – Within the Organisation

Fire Fighter interact with others internally including: Head of department, supervisors, fellow workers

8.2 External – Outside the Organisation

Externally, Fire Fighters engage with a wide variety of stakeholders, including: Disaster Management Unit, security and defence forces, media, water utility, health institution, various stakeholders.

9. PHYSICAL DEMANDS ON THE BODY

- Fatigue due to long working hours;
- Working while standing for extended periods;
- Walking and talking for long periods of time;
- Stress due to work overload;
- Etc.

ANNEX A

Criteria for Assessments based on this NOS

A.1 Guidelines for Assessment

A.1.1 Criteria for assessment for curricula and learning programmes based on this NOS will be created by curricula and programme developers, and each Performance Criteria (PC) will be assigned marks proportional to its importance in the NOS. Curricula and programme developers will also lay down proportion of marks for theory and practical skills for each performance criteria, giving more weight to practical skills.

There shall be allocated 'Total Marks', which will be the sum of all marks in each Unit, distributed across the number of PCs in that particular Unit. The 'Out of' mark will be the mark allocated to each PC, which will be shared between theory and skills practical assessments.

A.1.2 Individual awarding/assessment bodies, or institutions and other users of the NOS, will create unique question papers for the theory part and evaluations for the skill practical part for their respective candidates.

ANNEX B NOS Version Control

This Annex gives details necessary for the tracking of the NOS versions based on the number of revisions.

NOS Code	NOS.FF.01		
ZQF Level	3	Version Number	01
Sector	Transport	Date of Approval	May 2024
Sub Sector	Air, Road, Rail, Marine.	Date of Last Review	N/A
Occupation	Firefighting	Date of Next Review	May 2029

*“You learn,
We Standardise”*

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