

NFPA® 1020

Standard for Fire and Emergency Services Instructor, Fire Officer, and Emergency Medical Services Officer Professional Qualifications

2025 Edition



NFPA, 1 Batterymarch Park, Quincy, MA 02169-7471
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NFPA® 1020

Standard for

Fire and Emergency Services Instructor, Fire Officer, and Emergency Medical Services Officer Professional Qualifications

2025 Edition

This edition of NFPA 1020, *Standard for Fire and Emergency Services Instructor, Fire Officer, and Emergency Medical Services Officer Professional Qualifications*, was prepared by the Technical Committees on Fire Officer Professional Qualifications and Fire and Emergency Services Instructor Professional Qualifications, released by the Correlating Committee on Professional Qualifications. It was issued by the Standards Council on November 16, 2024, with an effective date of December 6, 2024.

This edition of NFPA 1020 was approved as an American National Standard on December 6, 2024.

Origin and Development of NFPA 1020

This first edition of NFPA 1020, *Standard for Fire and Emergency Services Instructor, Fire Officer, and Emergency Medical Services Officer Professional Qualifications*, has been developed as part of the consolidation plan for NFPA's Emergency Response and Responder Safety (ERRS) standards. At the April 2019 NFPA Standards Council meeting, all ERRS technical committees and NFPA staff were directed to consolidate and unify the ERRS standards with similar content areas. The goal of this effort is to increase usability, reduce errors and conflicts, and ultimately produce higher quality standards. For more information on the ERRS consolidation project, see nfpa.org/errs.

The 2025 edition of NFPA 1020 integrates NFPA 1041 and NFPA 1021 into a single standard. In addition to the structural changes related to the consolidation project, this edition also contains several new technical changes.

To address the continuous evolution of fire-based emergency medical services (EMS) and the lack of guidance surrounding EMS-specific skills at the officer level, as identified by submitters, stakeholders, and the technical committee, the Technical Committee on Fire Officer Professional Qualifications created three EMS officer chapters. The 2025 edition introduces these unit-level (EMS Officer I), supervisory or multi-unit level (EMS Officer II), and division or agency-level (EMS Officer III) job performance requirements, specifically with no firefighting prerequisites. This provides a path for non-firefighting agencies and EMS divisions in large organizations to obtain professional qualifications. The structure of these JPRs into new, separate jobs allows for the seamless integration of EMS officer tasks into fire-based and non-fire-based EMS operations without burdening those departments that are not tasked with EMS operations.

Many JPRs in the Fire Officer I-IV levels have been revised to better comply with proper JPR formatting. This includes making the JPRs more specific and measurable, removing instances of multiple actions being required by a single JPR, revising vague language in Requisite Knowledge, ensuring the Requisite Skills matched the JPR, and adding a significant amount of annex language to explain the intent of the committee.

For more information about the ERRS consolidation project, see nfpa.org/errs.

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Committee Scope: This Committee shall have primary responsibility for documents on
professional qualifications required of fire and emergency services instructors.

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NOTICE: An asterisk (*) following the number or letter designating a paragraph indicates that explanatory material on the paragraph can be found in Annex A.

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Information on referenced and extracted publications can be found in Chapter 2 and Annex I.

Chapter 1 Administration

1.1 Scope. This standard provides minimum requirements for professional qualifications for fire and emergency services instructor, fire officer, and emergency medical services (EMS) officer positions.

1.2 Purpose. The purpose of this standard is to specify the minimum job performance requirements for positions identified in this standard.

1.3* Application. This standard can be applied as follows:

- (1) Chapters 1 through 3, 9 through 15, and Annexes A, B, C, E, F, H, and I constitute NFPA 1021
- (2) Chapters 1 through 3, 4 through 8, and Annexes A, B, D, F, G, and I constitute NFPA 1041

1.4* Continuing Education. For each level of progression as identified in Chapters 4 through 6 for Fire and Emergency Service Instructors, Chapters 7 through 8 for Live Fire Instructor, Chapters 9 through 12 for Fire Officer, and Chapters 13 through 15 for Emergency Medical Services (EMS) Officer, persons shall participate in continuing professional development activities to maintain competency with the job performance requirements (JPRs) covered in this standard for each level and position that the person is professionally qualified to act in.

Chapter 2 Referenced Publications

2.1 General. The documents or portions thereof listed in this chapter are referenced within this standard and shall be considered part of the requirements of this document.

2.2 NFPA Publications. National Fire Protection Association, 1 Batterymarch Park, Quincy, MA 02169-7471.

NFPA 1010, *Standard on Professional Qualifications for Firefighters*, 2024 edition.

NFPA 1081, *Standard for Facility Fire Brigade Member Professional Qualifications*, 2024 edition.

NFPA 1300, *Standard on Community Risk Assessment and Community Risk Reduction Plan Development*, 2020 edition.

NFPA 1403, *Standard on Live Fire Training Evolutions*, 2018 edition.

NFPA 1550, *Standard for Emergency Responder Health and Safety*, 2024 edition.

NFPA 1660, *Standard for Emergency, Continuity, and Crisis Management: Preparedness, Response, and Recovery*, 2024 edition.

NFPA 1700, *Guide for Structural Fire Fighting*, 2021 edition.

NFPA 1710, *Standard for the Organization and Deployment of Fire Suppression Operations, Emergency Medical Operations, and Special Operations to the Public by Career Fire Departments*, 2020 edition.

NFPA 1720, *Standard for the Organization and Deployment of Fire Suppression Operations, Emergency Medical Operations, and Special Operations to the Public by Volunteer Fire Departments*, 2020 edition.

NFPA 1851, *Standard on Selection, Care, and Maintenance of Protective Ensembles for Structural Fire Fighting and Proximity Fire Fighting*, 2020 edition.

NFPA 3000®, *Standard for an Active Shooter/Hostile Event Response (ASHER) Program*, 2024 edition.

2.3 Other Publications.

Merriam-Webster’s Collegiate Dictionary, 11th edition, Merriam-Webster, Inc., Springfield, MA, 2020.

2.4 References for Extracts in Mandatory Sections.

NFPA 1000, *Standard for Fire Service Professional Qualifications Accreditation and Certification Systems*, 2022 edition.

NFPA 1002, *Standard for Fire Apparatus Driver/Operator Professional Qualifications*, 2017 edition.

NFPA 1403, *Standard on Live Fire Training Evolutions*, 2018 edition.

Chapter 3 Definitions

3.1* General.

3.1.1 The definitions contained in this chapter shall apply to the terms used in this standard.

3.1.2 Where terms are not defined in this chapter or within another chapter, they shall be defined using their ordinarily accepted meanings within the context in which they are used.

3.1.3 *Merriam-Webster's Collegiate Dictionary*, 11th edition, shall be the source for the ordinarily accepted meaning.

3.2 NFPA Official Definitions.

3.2.1* Approved. Acceptable to the authority having jurisdiction.

3.2.2* Authority Having Jurisdiction (AHJ). An organization, office, or individual responsible for enforcing the requirements of a code or standard, or for approving equipment, materials, an installation, or a procedure.

3.2.3 Labeled. Equipment or materials to which has been attached a label, symbol, or other identifying mark of an organization that is acceptable to the authority having jurisdiction and concerned with product evaluation, that maintains periodic inspection of production of labeled equipment or materials, and by whose labeling the manufacturer indicates compliance with appropriate standards or performance in a specified manner.

3.2.4* Listed. Equipment, materials, or services included in a list published by an organization that is acceptable to the authority having jurisdiction and concerned with evaluation of products or services, that maintains periodic inspection of production of listed equipment or materials or periodic evaluation of services, and whose listing states that either the equipment, material, or service meets appropriate designated standards or has been tested and found suitable for a specified purpose.

3.2.5 Shall. Indicates a mandatory requirement.

3.2.6 Should. Indicates a recommendation or that which is advised but not required.

3.2.7 Standard. An NFPA standard, the main text of which contains only mandatory provisions using the word "shall" to indicate requirements and that is in a form generally suitable for mandatory reference by another standard or code or for adoption into law. Nonmandatory provisions are not to be considered a part of the requirements of a standard and shall be located in an appendix, annex, footnote, informational note, or other means as permitted in the NFPA manuals of style. When used in a generic sense, such as in the phrases "standards development process" or "standards development activities," the term "standards" includes all NFPA standards, including codes, standards, recommended practices, and guides.

3.3 General Definitions.

3.3.1* Climate Survey. An instrument designed to measure participants' perceptions of an institution's climate, including the quality and extent of the interaction between various groups and individuals, that also looks at perceptions of how the institution supports diversity, equity, and inclusion efforts in

a proactive attempt to address potential litigious issues before they arise.

3.3.2* Comprehensive Emergency Management Plan (CEMP). Planning document that includes preplan information and resources for the management of catastrophic emergencies within the jurisdiction.

3.3.3 Continuous Quality Improvement (CQI). An ongoing, systematic process of review and analysis of department operations designed to identify opportunities for improving operational policies, treatment protocols, and processes.

3.3.4 Duty. A major subdivision of the work performed by one individual.

3.3.5 EMS Officer I. An emergency medical services (EMS) officer who has demonstrated the knowledge and ability to supervise personnel at the unit level, and supervise programs and tasks as assigned by a manager.

3.3.6* EMS Officer II. An emergency medical services (EMS) officer who has demonstrated the knowledge and ability to manage multiple units, evaluate and make recommendations to program areas, and supervise and evaluate one or more EMS Officer Is at the unit level.

3.3.7* EMS Officer III. An emergency medical services (EMS) officer who has demonstrated the knowledge and ability to administer an EMS system, branch, or division, and manage one or more EMS Officer IIs at the organizational level.

3.3.8 Fire and Emergency Services Instructor Classification.

3.3.8.1 Fire and Emergency Services Instructor I. A fire and emergency services instructor who has demonstrated the knowledge and ability to deliver instruction effectively from a prepared lesson plan, including instructional aids and evaluation instruments; adapt lesson plans to the unique requirements of the students and AHJ; organize the learning environment so that learning and safety are maximized; and meet the record-keeping requirements of the AHJ.

3.3.8.2 Fire and Emergency Services Instructor II. A fire and emergency service instructor who, in addition to meeting Fire and Emergency Services Instructor I qualifications, has demonstrated the knowledge and ability to develop individual lesson plans for a specific topic including learning objectives, instructional aids, and evaluation instruments; schedule training sessions based on overall training plan of AHJ; and supervise and coordinate the activities of other instructors.

3.3.8.3 Fire and Emergency Services Instructor III. A fire and emergency services instructor who, in addition to meeting Fire and Emergency Services Instructor II qualifications, has demonstrated the knowledge and ability to develop comprehensive training curricula and programs for use by single or multiple organizations; conduct organization needs analysis; design record keeping and scheduling systems; and develop training goals and implementation strategies.

3.3.9 Fire Department. An organization providing rescue, fire suppression, and related activities, including any public, governmental, private, industrial, or military organization engaging in this type of activity. [1002, 2017]

3.3.10 Fire Officer I. The fire officer, at the supervisory level, who has met the job performance requirements specified in this standard for Level I.

3.3.11 Fire Officer II. The fire officer, at the supervisory/managerial level, who has met the job performance requirements specified in this standard for Level II.

3.3.12 Fire Officer III. The fire officer, at the managerial/administrative level, who has met the job performance requirements specified in this standard for Level III.

3.3.13 Fire Officer IV. The fire officer, at the administrative level, who has met the job performance requirements specified in this standard for Level IV.

3.3.14 Incident Management System (IMS). A system that defines the roles and responsibilities to be assumed by personnel and the operating procedures to be used in the management and direction of emergency operations; also referred to as an incident command system (ICS).

3.3.15 Instructional Technology. The use of software and hardware to enhance the learner experience and engage learners in the content.

3.3.16 Job Performance Requirement (JPR). A written statement that describes a specific job task, lists the items necessary to complete the task, and defines measurable or observable outcomes and evaluation areas for the specific task. [1000, 2022]

3.3.17* Job Shadowing. Witnessing firsthand the work environment, employability, occupational skills in practice, the value of professional training, and potential career options.

3.3.18 Learner Characteristics. Those aspects of a targeted group of learners' personal, academic, social, or cognitive selves that might influence how and what they learn.

3.3.19 Live Fire Instructor. An individual who has the training and experience to supervise students during a live fire training evolution.

3.3.20 Live Fire Instructor in Charge. An individual who has the training and experience to be in charge of a live fire training evolution.

3.3.21* Member. A person involved in performing the duties and responsibilities of a fire department under the auspices of the organization.

3.3.22* Methods of Instruction. Various ways in which information is delivered to students by an instructor in a learning environment, including in-person, virtual, and practical training.

3.3.23 Participant. Any student, instructor, safety officer, visitor, or other person who is involved in the live fire training evolution within the operations area. [1403, 2018]

3.3.24* Post-Incident Analysis (PIA). A formal process established by the AHJ that is intended capture elements, actions, and outcomes at an emergency incident with the intention of creating institutional knowledge for continuous improvement in service delivery.

3.3.25 Promotion. The advancement of a member from one rank to a higher rank by a method such as election, appointment, merit, or examination.

3.3.26 Qualification. Having satisfactorily completed the requirements of the objectives.

3.3.27 Student-Centered Learning. Educational methodologies that focus on student engagement and require students to be active, responsible participants in the learning experience.

3.3.28 Supervisor. An individual responsible for overseeing the performance or activity of other members.

3.3.29 Task. A specific job behavior or activity. [1002, 2017]

3.3.30* Techniques of Instruction. Behaviors of effective instructors that enhance the learning experience, address changes in the learning environment, and meet the learning needs of a wide variety of students.

3.3.31 Training Prop. Equipment used by the AHJ for conducting fire-training evolutions, technical rescue training, hazardous materials training, or other fire rescue training.

3.3.32 Unit. An engine company, truck company, or other functional or administrative group.

Chapter 4 Fire and Emergency Services Instructor I (NFPA 1041)

4.1 Administration.

4.1.1 Scope. This standard identifies minimum job performance requirements (JPRs) for Fire and Emergency Services Instructor I, Fire and Emergency Services Instructor II, Fire and Emergency Services Instructor III, Live Fire Instructor, and Live Fire Instructor in Charge.

4.1.2* Purpose. The purpose of this standard is to provide minimum JPRs for service as a Fire and Emergency Services Instructor I, Fire and Emergency Services Instructor II, Fire and Emergency Services Instructor III, Live Fire Instructor, and Live Fire Instructor in Charge.

4.1.2.1 This standard shall define Fire and Emergency Services Instructor I, Fire and Emergency Services Instructor II, Fire and Emergency Services Instructor III, Live Fire Instructor, and Live Fire Instructor in Charge.

4.1.2.2 The intent of this standard shall be to ensure that personnel serving as Fire and Emergency Services Instructor I, Fire and Emergency Services Instructor II, Fire and Emergency Services Instructor III, Live Fire Instructor, and Live Fire Instructor in Charge are qualified.

4.1.2.3* This standard shall not address organization or management responsibility.

4.1.2.4 It is not the intent of this standard to restrict any jurisdiction from exceeding or combining these minimum requirements.

4.1.2.5 JPRs for each level and position are the tasks personnel should be able to perform to carry out the job duties.

4.1.2.6* A Fire and Emergency Services Instructor I, Fire and Emergency Services Instructor II, Fire and Emergency Services Instructor III, Live Fire Instructor, or Live Fire Instructor in Charge shall remain current with the general knowledge and skills and JPRs addressed in the level of qualification.

4.1.3* Application. The application of this standard is to specify which requirements within the document shall apply to a

Fire and Emergency Services Instructor I, Fire and Emergency Services Instructor II, Fire and Emergency Services Instructor III, Live Fire Instructor, or Live Fire Instructor in Charge.

4.1.3.1 The JPRs shall be accomplished in accordance with the requirements of the authority having jurisdiction (AHJ) and all applicable NFPA standards.

4.1.3.2 It shall not be required that the JPRs be mastered in the order that they appear. The AHJ shall establish instructional priority and the training program content to prepare personnel to meet the JPRs of this standard.

4.1.3.3* Performance of each requirement of this standard shall be evaluated by personnel approved by the AHJ.

4.1.3.4* The JPRs for each level or position shall be completed in accordance with recognized practices and procedures or as defined by law or by the AHJ.

4.1.3.5* Personnel assigned the duties of Fire and Emergency Services Instructor I shall meet all the requirements defined in Chapter 8 prior to being qualified. Personnel assigned the duties of Fire and Emergency Services Instructor II shall meet all the requirements defined in Chapter 9 prior to being qualified. Personnel assigned the duties of Fire and Emergency Services Instructor III shall meet all the requirements defined in Chapter 10 prior to being qualified. Personnel assigned the duties of Live Fire Instructor shall meet all the requirements defined in Chapter 11 prior to being qualified. Personnel assigned the duties of Live Fire Instructor in Charge shall meet all the requirements defined in Chapter 12 prior to being qualified.

4.1.3.6 The AHJ shall provide the personal protective clothing (PPE) and equipment necessary to conduct assignments.

4.1.3.7 JPRs involving exposure to products of combustion shall be performed in approved PPE.

4.1.3.8 Prior to training to meet the requirements of this standard, personnel shall meet the following established by the AHJ:

- (1) Educational requirements
- (2) Age requirements
- (3) Medical requirements
- (4) Job-related physical performance requirements

4.1.3.9 Wherever in this standard the terms *rules*, *regulations*, *policies*, *procedures*, *supplies*, *apparatus*, or *equipment* are used, it is implied that they are terms of the AHJ.

4.1.4 Units. In this standard, equivalent values in SI units shall not be considered as the requirement, as these values can be approximate. (See Table 4.1.4.)

4.2 General. The Fire and Emergency Services Instructor I shall meet the JPRs defined in Sections 4.3 through 4.6.

Table 4.1.4 US-to-SI Conversions

Quantity	US Unit/Symbol	SI Unit/Symbol	Conversion Factor
Length	inch (in.)	millimeter (mm)	1 in. = 25.4 mm
	foot (ft)	meter (m)	1 ft = 0.305 m
Area	square foot (ft ²)	square meter (m ²)	1 ft ² = 0.0929 m ²

4.3 Program Management.

4.3.1 Definition of Duty. The management of basic resources, records, and reports essential to the instructional process.

4.3.2 Assemble course materials, given a specific topic, so that the lesson plan and all materials, resources, and equipment needed to deliver the lesson are obtained.

(A) Requisite Knowledge. Components of a lesson plan, policies and procedures for the procurement of materials and equipment, and resource availability.

(B) Requisite Skills. None required.

4.3.3 Prepare requests for resources, given training goals and current resources, so that the resources required to meet training goals are identified and documented.

(A) Requisite Knowledge. Resource management and sources of instructional resources and equipment.

(B) Requisite Skills. Oral and written communication and forms completion.

4.3.4* Schedule single instructional sessions, given a training assignment, AHJ scheduling procedures, instructional resources, facilities, and timeline for delivery, so that the specified sessions are delivered according to AHJ procedure.

(A) Requisite Knowledge. AHJ scheduling procedures and resource management.

(B) Requisite Skills. Training schedule completion.

4.3.5 Complete training records and reports, given policies and procedures, so that required reports are accurate and submitted in accordance with the procedures.

(A) Requisite Knowledge. Types of records and reports required, and policies and procedures for processing records and reports.

(B) Requisite Skills. Report writing and record completion.

4.4 Instructional Development.

4.4.1* Definition of Duty. The review and adaptation of prepared instructional materials.

4.4.2* Review instructional materials, given the materials for a specific topic, target audience, learner characteristics, and learning environment, so that elements of the lesson plan, learning environment, and resources that need adaptation are identified.

(A) Requisite Knowledge. Recognition of student learner characteristics and diversity, methods of instruction, types of resource materials, organization of the learning environment, and policies and procedures.

(B) Requisite Skills. Analysis of resources, facilities, and materials.

4.4.3* Adapt a prepared lesson plan, given course materials and an assignment, so that the needs of the student and the objectives of the lesson plan are achieved.

(A)* Requisite Knowledge. Elements of a lesson plan, selection of instructional aids and methods, and organization of the learning environment.

(B) Requisite Skills. Instructor preparation and organization techniques.

4.5 Instructional Delivery.

4.5.1 Definition of Duty. The delivery of instructional sessions using prepared course materials.

4.5.2 Organize the learning environment, given a facility and an assignment, so that lighting, distractions, climate control or weather, noise control, seating, audiovisual equipment, teaching aids, and safety are addressed.

(A) Requisite Knowledge. Learning environment management and safety, advantages and limitations of audiovisual equipment and teaching aids, classroom arrangement, and methods and techniques of instruction.

(B) Requisite Skills. Use of instructional media and teaching aids.

4.5.3 Inspect the training prop and associated equipment, given a specific training prop, applicable equipment, and AHJ policy, so that all safety features of the prop are present and operate as intended, equipment is in a safe and useable condition, and unsafe props and equipment are removed from service in accordance with AHJ procedures.

(A) Requisite Knowledge. The purpose of a specific training prop, procedures for operation of a training prop, safety features for a training prop, method to test the safety features of a training prop, proper condition(s) for a specific tool or piece of equipment to be used in a training evolution, AHJ procedures to declare a training prop or piece of equipment out-of-service and unsuitable for use in a training evolution, and the AHJ procedures to remove the training prop or equipment from the training environment or evolution.

(B) Requisite Skills. Examine a training prop, test the emergency or safety features of a training prop, examine a piece of equipment to determine if it is safe for use, mark a training prop or piece of equipment as out-of-service.

4.5.4 Present and adjust prepared lessons, given a prepared lesson plan that specifies the presentation method(s), so that the method(s) indicated in the plan is used and the stated objectives or learning outcomes are achieved, applicable safety standards and practices are followed, and risks are addressed.

(A)* Requisite Knowledge. The laws and principles of learning, methods and techniques of instruction, lesson plan components and elements of the communication process, and lesson plan terminology and definitions; learner characteristics; student-centered learning principles; instructional technology tools; the impact of cultural differences on instructional delivery; safety rules, regulations, and practices; identification of training hazards; elements and limitations of distance learning; distance learning delivery methods; and the instructor's role in distance learning.

(B) Requisite Skills. Oral communication techniques, methods and techniques of instruction, ability to adapt to changing circumstances, and utilization of lesson plans in an instructional setting.

4.5.5* Adjust to differences in learner characteristics, abilities, cultures, and behaviors, given the instructional environment, so that lesson objectives are accomplished, disruptive behavior

is addressed, and a safe and positive learning environment is maintained.

(A)* Requisite Knowledge. Motivation techniques, learner characteristics, types of learning disabilities and methods for dealing with them, and methods of dealing with disruptive and unsafe behavior.

(B) Requisite Skills. Basic coaching and motivational techniques, correction of disruptive behaviors, and adaptation of lesson plans or materials to specific instructional situations.

4.5.6 Operate instructional technology tools and demonstration devices, given a learning environment and equipment, so that the equipment functions, the intended objectives are presented, and transitions between media and other parts of the presentation are accomplished.

(A) Requisite Knowledge. Instructional technology tools, demonstration devices, and selection criteria.

(B) Requisite Skills. Use of instructional technology tools, demonstration devices, transition techniques, cleaning, and field level maintenance.

4.5.7* Monitor training participants to safeguard participants, given a training evolution, so that signs and symptoms of fatigue and distress are recognized and that appropriate actions are taken to prevent injury.

(A) Requisite Knowledge. Signs and symptoms of fatigue and distress, knowledge of environmental conditions, AHJ safety policies and procedures, AHJ rehabilitation policies and procedures, and AHJ emergency procedures.

(B) Requisite Skills. Evaluation of environmental conditions, class management, implementation of AHJ safety policies, implementation of AHJ rehabilitation policies, activation of AHJ emergency procedures.

4.6 Evaluation and Testing.

4.6.1* Definition of Duty. The administration and grading of student evaluation instruments.

4.6.2 Administer oral, written, and performance tests, given the lesson plan, evaluation instruments, and evaluation procedures of the AHJ, so that bias or discrimination is eliminated, the testing is conducted according to procedures, and the security of the materials is maintained.

(A) Requisite Knowledge. Test administration, laws and policies pertaining to discrimination during training and testing, methods for eliminating testing bias, laws affecting records and disclosure of training information, purposes of evaluation and testing, and performance skills evaluation.

(B) Requisite Skills. Use of skills checklists and assessment techniques.

4.6.3 Grade student oral, written, or performance tests, given class answer sheets or skills checklists and appropriate answer keys, so the examinations are accurately graded and properly secured.

(A) Requisite Knowledge. Grading methods, methods for eliminating bias during grading, and maintaining confidentiality of scores.

(B) Requisite Skills. None required.

4.6.4 Report test results, given a set of test answer sheets or skills checklists, a report form, and policies and procedures for reporting, so that the results are accurately recorded, the forms are forwarded according to procedure, and unusual circumstances are reported.

(A) Requisite Knowledge. Reporting procedures and the interpretation of test results.

(B) Requisite Skills. Communication skills and basic coaching.

4.6.5* Provide evaluation feedback to students, given evaluation data, so that the feedback is timely; specific enough for the student to make efforts to modify behavior; and objective, clear, and relevant; also include suggestions based on the data.

(A) Requisite Knowledge. Reporting procedures, the interpretation of test results, and the causes of performance failure.

(B) Requisite Skills. Performance measurement, communication skills, and basic coaching.

Chapter 5 Fire and Emergency Services Instructor II (NFPA 1041)

5.1 General. The Fire and Emergency Services Instructor II shall meet the requirements for Fire and Emergency Services Instructor I and the JPRs defined in Sections 5.2 through 5.5.

5.2 Program Management.

5.2.1 Definition of Duty. The management of instructional resources, staff, facilities, records, and reports.

5.2.2 Assign instructional sessions, given AHJ scheduling policy, instructional resources, staff, facilities, and timeline for delivery, so that the specified sessions are delivered according to AHJ policy.

(A) Requisite Knowledge. AHJ policy, scheduling processes, supervision techniques, and resource management.

(B) Requisite Skills. Select resources, staff, and facilities for specified instructional sessions.

5.2.3 Recommend budget needs, given training goals, AHJ budget policy, and current resources, so that the resources required to meet training goals are identified and documented.

(A) Requisite Knowledge. AHJ budget policy, resource management, needs analysis, sources of instructional materials, and equipment.

(B) Requisite Skills. Resource analysis and preparation of supporting documentation.

5.2.4 Gather training resources, given an identified need, so that the resources are obtained within established timelines, budget constraints, and according to AHJ policy.

(A)* Requisite Knowledge. AHJ policies, purchasing procedures, and budget.

(B) Requisite Skills. Records completion.

5.2.5 Manage training record-keeping, given training records, AHJ policy, and training activity, so that all AHJ and legal requirements are met.

(A) Requisite Knowledge. Record-keeping processes, AHJ policies, laws affecting records and disclosure of training information, professional standards applicable to training records, and systems used for record-keeping.

(B) Requisite Skills. Records management.

5.2.6 Evaluate instructors, given an evaluation tool, AHJ policy, and objectives, so that the evaluation identifies areas of strengths and weaknesses, recommends changes in instructional style and communication methods, and provides opportunity for instructor feedback to the evaluator.

(A) Requisite Knowledge. Personnel evaluation methods, supervision techniques, AHJ policy, and effective instructional methods and techniques.

(B) Requisite Skills. Coaching, observation techniques, and completion of evaluation records.

5.3 Instructional Development.

5.3.1 Definition of Duty. The development of instructional materials for specific topics.

5.3.2* Create a lesson plan, given a topic, learner characteristics, and a lesson plan format, so that learning objectives, a lesson outline, course materials, instructional technology tools, and an evaluation plan are addressed.

(A) Requisite Knowledge. Elements of a lesson plan, components of learning objectives, instructional methodology, student-centered learning, methods for eliminating bias, types and application of instructional technology tools and techniques, copyright law, and references and materials.

(B) Requisite Skills. Conduct research, develop behavioral objectives, assess student needs, and develop instructional technology tools; lesson outline techniques, evaluation techniques, and resource needs analysis.

5.4 Instructional Delivery.

5.4.1 Definition of Duty. Conducting classes using a lesson plan.

5.4.2 Conduct a class using a lesson plan that the instructor has prepared and that uses multiple teaching methods and techniques, given a topic and a target audience, so that the lesson is delivered in a safe and effective manner and the objectives are achieved.

(A) Requisite Knowledge. Student-centered learning methods, discussion methods, facilitation methods, problem-solving techniques, methods for eliminating bias, types and application of instructional technology tools, and evaluation tools and techniques.

(B)* Requisite Skills. Facilitate instructional session, apply student-centered learning, evaluate instructional delivery, and use and evaluate instructional technology tools, evaluation techniques, and resources.

5.4.3* Supervise other instructors and students during training, given a specialized training scenario, so that applicable safety standards and practices are followed and instructional goals are met.

(A) Requisite Knowledge. Safety rules, regulations, and practices; the incident management system; and leadership techniques.

(B) Requisite Skills. Conduct a safety briefing, ability to communicate, and implement an incident management system.

5.4.4* Evaluate the suitability of a training prop and associated equipment, given a specific training prop and applicable equipment, so that its use furthers the intent and purpose of the training.

(A) Requisite Knowledge. The intent and purpose of a training program or evolution, the proper use of specific props or equipment, manufacturer's specifications for props, the physical needs of the student and instructors for the safe use of specific training props or equipment.

(B) Requisite Skills. The ability to analyze specifications, evaluate a prop for suitability, and determine requirements for its safe use.

5.5 Evaluation and Testing.

5.5.1 Definition of Duty. The development of student evaluation instruments to support instruction and the evaluation of test results.

5.5.2 Develop student evaluation instruments, given learning objectives, learner characteristics, and training goals, so that the evaluation instrument measures whether the student has achieved the learning objectives.

(A) Requisite Knowledge. Evaluation methods, evaluation instrument development, and assessment of validity and reliability.

(B) Requisite Skills. Evaluation item construction and assembly of evaluation instruments.

5.5.3* Develop a class evaluation instrument, given AHJ policy and evaluation goals, so that students have the ability to provide feedback on instructional methods, communication techniques, learning environment, course content, and student materials.

(A) Requisite Knowledge. Training evaluation methods.

(B) Requisite Skills. Development of training evaluation instruments.

Chapter 6 Fire and Emergency Services Instructor III (NFPA 1041)

6.1 General. The Fire and Emergency Services Instructor III shall meet the requirements for Fire and Emergency Services Instructor II and the JPRs defined in Sections 6.2 through 6.5.

6.2 Program Management.

6.2.1 Definition of Duty. The administration of AHJ policies and procedures for the management of instructional resources, staff, facilities, records, and reports.

6.2.2* Administer a training record system, given AHJ policy and the type of training activity to be documented, so that the information captured is concise, meets all AHJ and legal requirements, and can be accessed.

(A) Requisite Knowledge. AHJ policy, record-keeping systems, professional standards addressing training records, legal requirements affecting record-keeping, and disclosure of information.

(B) Requisite Skills. Development of records and report generation.

6.2.3 Develop policies to support the training program, given AHJ policies and procedures and the training program goals, so that the goals are achieved.

(A) Requisite Knowledge. AHJ procedures, training program goals, and AHJ policy format.

(B) Requisite Skills. Technical writing and decision making.

6.2.4 Select instructional staff, given personnel qualifications, instructional requirements, and AHJ policies and procedures, so that staff selection meets AHJ policies and achievement of AHJ and instructional goals.

(A) Requisite Knowledge. AHJ policies regarding staff selection, instructional requirements, the capabilities of instructional staff, employment laws, and AHJ goals.

(B) Requisite Skills. Evaluation techniques and interview methods.

6.2.5 Construct a performance-based instructor evaluation plan, given AHJ policies and procedures and job requirements, so that instructors are evaluated at regular intervals in accordance with AHJ policies.

(A) Requisite Knowledge. Evaluation methods, employment laws, AHJ policies, staff schedules, and job requirements.

(B) Requisite Skills. Evaluation techniques, scheduling, and technical writing.

6.2.6 Formulate budget needs, given training goals, AHJ budget policy, and current resources, so that the resources required to meet training goals are identified and documented.

(A) Requisite Knowledge. AHJ budget policy, resource management, needs analysis, sources of instructional materials, and equipment.

(B) Requisite Skills. Resource analysis and required documentation.

6.2.7 Write equipment purchasing specifications, given curriculum information, training goals, and AHJ guidelines, so that the equipment is appropriate and supports the curriculum.

(A) Requisite Knowledge. Equipment purchasing procedures, available AHJ resources, and curriculum needs.

(B) Requisite Skills. Preparation of procurement documents and technical writing.

6.2.8 Present evaluation findings, conclusions, and recommendations to AHJ administrator, given data summaries and target audience, so that recommendations are unbiased, supported, and reflect AHJ goals, policies, and procedures.

(A) Requisite Knowledge. Statistical analysis and AHJ goals.

(B) Requisite Skills. Presentation skills and report preparation following AHJ guidelines.

6.3 Instructional Development.

6.3.1 Definition of Duty. Plans, develops, and implements comprehensive programs and curricula.

6.3.2 Conduct an AHJ needs analysis, given AHJ goals, so that instructional needs are identified and solutions are recommended.

(A) Requisite Knowledge. Needs analysis, gap analysis, instructional design process, instructional methodology, learner characteristics, instructional technologies, curriculum development, facilities, and development of evaluation instruments.

(B) Requisite Skills. Conducting research and needs and gap analysis, forecasting, and organizing information.

6.3.3 Design programs or curricula, given needs analysis and AHJ goals, so that the goals are supported, learner characteristics are identified, audience-based instructional methodologies are used, and the program meets time and budget constraints.

(A) Requisite Knowledge. Instructional design, instructional methodologies, learner characteristics, principles of student-centered learning, and research methods.

(B) Requisite Skills. Technical writing and selecting course reference materials.

6.3.4 Write program and course outcomes, given needs analysis information, so that the outcomes are clear, concise, measurable, and correlate to AHJ goals.

(A) Requisite Knowledge. Components and characteristics of outcomes and correlation of outcomes to AHJ goals.

(B) Requisite Skills. Technical writing.

6.3.5 Write course objectives, given course outcomes, so that objectives are clear, concise, measurable, and reflect specific tasks.

(A) Requisite Knowledge. Components of objectives and correlation between outcomes and objectives.

(B) Requisite Skills. Technical writing.

6.3.6 Construct a course content outline, given course objectives and reference sources, so that the content outline supports course objectives.

(A) Requisite Knowledge. Correlation between course objectives, instructor lesson plans, and instructional methodology.

(B) Requisite Skills. Technical writing.

6.4 Instructional Delivery. No JPRs at the Instructor III Level.

6.5 Evaluation and Testing.

6.5.1 Definition of Duty. Develops an evaluation plan; collects, analyzes, and reports data; and utilizes data for program validation and student feedback.

6.5.2 Develop a system for the acquisition, storage, and dissemination of evaluation results, given AHJ goals and policies, so that the goals are supported and so that those affected by the information receive feedback consistent with AHJ policies and federal, state, and local laws.

(A) Requisite Knowledge. Record-keeping systems, AHJ goals, data acquisition techniques, applicable laws, and methods of providing feedback.

(B) Requisite Skills. The evaluation, development, and use of information systems.

6.5.3* Develop a course evaluation plan, given course objectives and AHJ policies, so that objectives are measured and AHJ policies are followed.

(A) Requisite Knowledge. Evaluation techniques, AHJ constraints, and resources.

(B) Requisite Skills. Decision making and technical writing.

6.5.4 Develop a program evaluation plan, given AHJ policies and procedures, so that instructors, course components, program goals, and facilities are evaluated, student input is obtained, and needed improvements are identified.

(A) Requisite Knowledge. Evaluation methods and AHJ goals.

(B) Requisite Skills. Construction of evaluation instruments and technical writing.

6.5.5 Analyze student evaluation instruments, given test data, objectives, and AHJ policies, so that validity and reliability are determined and necessary changes are made.

(A) Requisite Knowledge. AHJ policies and applicable laws, test validity and reliability, and item analysis methods.

(B) Requisite Skills. Item analysis.

Chapter 7 Live Fire Instructor (NFPA 1041)

7.1 General.

7.1.1 The Live Fire Instructor shall meet the requirements of Firefighter II as defined in NFPA 1010 or Interior Structural Fire Brigade Member as defined in NFPA 1081, the requirements of Fire and Emergency Services Instructor I as defined in Chapter 4, and the job performance requirements defined in 7.2 through 7.3.

7.1.2* A Live Fire Instructor shall demonstrate competency in knowledge and skills in applicable subjects, methods, and equipment being taught and the objectives contained in NFPA 1403 and identified for the live fire evolutions in accordance with AHJ policies and procedures.

7.2 Pre-Live-Fire Evolution.

7.2.1 Inspect live fire participants' PPE and SCBA, given participants and PPE and SCBA, so that equipment is determined to be serviceable and worn in accordance with the manufacturers' instructions.

(A) Requisite Knowledge. Manufacturers' instructions.

(B) Requisite Skills. Visual inspection using an inspection checklist.

7.3 Live Fire Evolution.

7.3.1 Predict stages of fire growth in a compartment, flow path, flashover, rollover, and backdraft, given a live fire evolution, so that a safe environment is maintained.

(A) Requisite Knowledge. Fire dynamics, including fuel load, fire growth, flow path, flashover, rollover, and backdraft.

(B) Requisite Skills. Configure fuel loads to meet the objectives of the live fire evolution, recognize changing conditions of the live fire environment.

7.3.2 Supervise a group during a live fire evolution, given a live fire structure or prop and a group of participants, so that instructional objectives are met, crew integrity is maintained, the instructor maintains a position to supervise the crew, fire conditions are monitored, and emergency actions are taken as necessary.

(A) Requisite Knowledge. Group dynamics, instructor positioning, egress routes, and fire dynamics, including fuel load, fire growth, flow path, flashover, rollover, and backdraft.

(B) Requisite Skills. Supervisory skills and fire suppression operations.

7.3.3 Conduct a personnel accountability report (PAR) upon entering and exiting a live fire structure or prop, given a group of participants in a live fire evolution, so that all participants are accounted for and safety is ensured and maintained.

(A) Requisite Knowledge. Incident management system and AHJ personnel accountability procedures.

(B) Requisite Skills. Use of AHJ's accountability system and ability to recognize inadequacies in its use.

7.3.4 Monitor live fire participants to safeguard participants, given a live fire evolution, so that signs and symptoms of fatigue and distress are recognized and action is taken to prevent injury.

(A) Requisite Knowledge. Signs and symptoms of fatigue and distress, environmental conditions, AHJ safety, rehabilitation, and emergency procedures.

(B) Requisite Skills. Evaluation of environmental conditions, class management, and activation of AHJ emergency procedures.

Chapter 8 Live Fire Instructor in Charge (NFPA 1041)

8.1 General.

8.1.1 The Live Fire Instructor in Charge shall meet the requirements of Fire Emergency Services Instructor II as defined in Chapter 5, the requirements of Live Fire Instructor as defined in Chapter 7, and the job performance requirements defined in 8.2 through 8.4.

8.1.2* The Live Fire Instructor in Charge shall demonstrate competency in knowledge and skills in applicable subjects, methods, and equipment being taught, and in the objectives contained in NFPA 1403 and identified for the live fire evolutions in accordance with AHJ policies and procedures.

8.2 Pre-Live-Fire Evolution.

8.2.1 Prepare a preburn plan in compliance with NFPA 1403, given the AHJ policy and procedures for live fire training evolutions, the facility policies applicable to evolutions, learning objectives, and all conditions affecting the evolution, so that learning objectives are developed, the plan meets all AHJ requirements, existing conditions are identified, and the plan meets the developed learning objectives.

(A) Requisite Knowledge. NFPA 1403, components of learning objectives, AHJ and facility policies and procedures, hazards associated with live fire training, fuel packages, burn room size, ventilation strategies, time between sequential burn

evolutions, evidence-based practices for fire control, and training procedures.

(B) Requisite Skills. Learning objective development, technical writing, and preburn plan development.

8.2.2 Conduct a preburn inspection of the structure or prop, given a structure or prop for live fire training, so that structural damage is identified, structural preparation is determined, and safety concerns are identified and addressed prior to the live fire evolution.

(A) Requisite Knowledge. Facility requirements and structure or prop considerations.

(B) Requisite Skills. Observation, inspection, and evaluation.

8.2.3 Calculate the minimum water supply required for a live fire evolution in compliance with Section 4.12 of NFPA 1403, given a structure or prop, so that the required minimum water supply is determined.

(A) Requisite Knowledge. NFPA 1403 and fire flow calculations.

(B) Requisite Skills. Calculation of water supply requirements and development of water supply documentation.

8.2.4 Calculate the minimum water flow application rate for a live fire evolution in compliance with Section 4.12 of NFPA 1403, given a structure or prop, so that the required minimum water flow application rate is determined.

(A) Requisite Knowledge. NFPA 1403, fire flow calculations, capacity of hose lines, and fireground hydraulics.

(B) Requisite Skills. Calculation of minimum water flow application rate.

8.3 Live Fire Evolution.

8.3.1 Identify and assign instructional tasks and duties in compliance with NFPA 1403, given staffing assignments, learning objectives, and instructor capabilities, so that the safety officer(s), ignition officer, and crew/functional lead(s) are designated and rotated through duty assignments; the instructor(s) implements participant accountability; proper instructor/student ratios are maintained; the instructor(s) monitors and supervises all participants during evolutions; and awareness of changing conditions that impact training is maintained.

(A) Requisite Knowledge. NFPA 1403, accountability procedures, supervisory techniques, and resource management.

(B) Requisite Skills. Coaching and observation techniques.

8.3.2 Conduct a preburn briefing session, given the preburn plan, so that all facets of the evolution(s) are identified, training objectives are covered, a walk-through of the structure or prop with all participants is performed, and established safeguards and emergency procedures are identified.

(A) Requisite Knowledge. Preburn plan, safety rules, emergency procedures, and AHJ policy and procedures.

(B) Requisite Skills. Presentation and class management.

8.3.3 Maintain the training environment to safeguard participants, given participants in a live fire training evolution, so that signs and symptoms of fatigue and distress are recognized, action is taken to prevent injuries, and actions are documented.

(A) Requisite Knowledge. Signs and symptoms of fatigue and distress; knowledge of environmental conditions; and AHJ's safety, rehabilitation, and emergency procedures.

(B) Requisite Skills. Evaluation of environmental conditions, class management, report completion, and activation of the AHJ's emergency procedures.

8.4 Post Live Fire Evolution.

8.4.1 Conduct a post-burn briefing session, given the learning objectives of the evolution, so that feedback on each learning objective is provided to each participant and any needed corrective actions are identified.

(A) Requisite Knowledge. Preburn plan, learning objectives, supervisory techniques, and AHJ policy and procedures.

(B) Requisite Skills. Presentation, evaluation, and class management.

8.4.2 Conduct a post-burn inspection of the structure or prop, given a structure or prop for live fire training, so that structural damage is identified, safety concerns are identified, and necessary corrective actions are taken.

(A) Requisite Knowledge. AHJ policies, facility requirements, safety practices.

(B) Requisite Skills. Observation and inspection.

8.4.3 Complete records and reports in accordance with NFPA 1403, given a live fire evolution, so that all required reports are completed.

(A) Requisite Knowledge. NFPA 1403 and AHJ policy on records.

(B) Requisite Skills. Technical writing and records completion.

Chapter 9 Fire Officer I (NFPA 1021)

9.1 Administration.

9.1.1* Scope. This standard identifies minimum job performance requirements (JPRs) for Fire Officer I, Fire Officer II, Fire Officer III, and Fire Officer IV.

9.1.2 Purpose. The purpose of this standard is to provide minimum job performance requirements for service as a Fire Officer I, Fire Officer II, Fire Officer III, and Fire Officer IV.

9.1.2.1 The intent of the standard is to define progressive levels of performance required at the various levels of officer responsibility. The authority having jurisdiction has the option to combine or group the levels to meet its local needs and to use them in the development of job descriptions and specifying promotional standards.

9.1.2.2 It is not the intent of this standard to restrict any jurisdiction from exceeding these minimum requirements.

9.1.2.3 This standard shall cover the requirements for the four levels of progression — Fire Officer I, Fire Officer II, Fire Officer III, and Fire Officer IV.

9.1.3* General.

9.1.3.1 All of the standards for any level of fire officer shall be performed in accordance with recognized practices and procedures or as defined by an accepted authority.

9.1.3.2 It is not required for the objectives to be mastered in the order in which they appear. The local or state/provincial training program shall establish both the instructional priority and the program content to prepare individuals to meet the performance objectives of this standard.

9.1.3.3 The Firefighter II shall meet all the objectives for Fire Officer I before being qualified at the Fire Officer I level, and the objectives for each succeeding level in the progression shall be met before being qualified at the next higher level.

9.1.3.4* The fire officer at all levels of progression shall remain current with the general requirements for fire officers, human resource management, community and government relations, administration, inspections and investigations, emergency service delivery, and health and safety.

9.1.3.5* The fire officer at all levels of progression shall remain current with the general knowledge and skills and job performance requirements addressed in the level of qualification.

9.2* General. For qualification at Fire Officer Level I, the candidate shall meet the requirements of Firefighter II as defined in NFPA 1010, the requirements of Fire and Emergency Services Instructor I, and the job performance requirements defined in Sections 9.3 through 9.8.

9.2.1* General Prerequisite Knowledge. The organizational structure of the department; geographical configuration and characteristics of response districts; departmental operating procedures for administration, emergency operations, incident management system, and safety; fundamentals of leadership; departmental budget process; information management and recordkeeping; fire prevention and building safety codes and ordinances applicable to the jurisdiction; current trends, technologies, and socioeconomic and political factors that affect the fire service; cultural diversity; methods used by supervisors to obtain cooperation within a group of subordinates; rights of management and members; agreements in force between the organization and members; generally accepted ethical practices, including a professional code of ethics; and policies and procedures regarding the operation of the department as they involve supervisors and members.

9.2.2 General Prerequisite Skills. The ability to effectively communicate in writing using technology provided by the AHJ; write reports, letters, and memos; operate in an information management system; and effectively operate at all levels in the incident management system utilized by the AHJ.

9.3 Human Resource Management. This duty involves using human resources to accomplish assignments in accordance with organizational policies and procedures and in an efficient manner, as well as evaluating member performance and supervising personnel during emergency and nonemergency work periods, according to the following job performance requirements.

9.3.1 Direct the completion of assigned tasks and responsibilities by unit members, given an assignment at an emergency incident, so that the desired outcomes are conveyed.

(A) Requisite Knowledge. Oral communications during emergency incidents, characteristics of leadership, techniques used to make assignments under stressful situations, procedures and policies concerning communications at emergency incidents, departmental standard operating procedures, and methods of confirming understanding.

(B)* Requisite Skills. The ability to condense and orally communicate complete, clear, and concise instructions for frequently assigned unit tasks based on training and standard operating procedures.

9.3.2* Direct the completion of assigned tasks and responsibilities by members, given a list of tasks and responsibilities and the job requirements of subordinates in nonemergency situations, so that the assignments are prioritized and a plan for the completion of each assignment is developed.

(A) Requisite Knowledge. Principles of human resource management, closed loop communication, and requirements for documentation and compliance.

(B) Requisite Skills. The ability to issue instructions for frequently assigned unit tasks based on AHJ policy.

9.3.3 Direct unit members during a training evolution, given a company training evolution and training policies and procedures, so that the evolution is performed in accordance with safety plans, efficiently, and as directed.

(A) Requisite Knowledge. Verbal communication techniques to facilitate learning.

(B) Requisite Skills. The ability to issue directions to unit members during training evolutions.

9.3.4 Recommend action for member-related problems, given a member with a situation requiring assistance and the member assistance policies and procedures, so that the situation is identified and the actions taken are within the established policies and procedures.

(A)* Requisite Knowledge. The signs and symptoms of member-related problems (e.g., behavioral health issues), causes of stress in emergency services personnel, adverse effects of stress on the performance of emergency service personnel, and awareness of AHJ member assistance policies and procedures.

(B) Requisite Skills. The ability to recommend a course of action for a member in need of assistance.

9.3.5* Apply human resource policies and procedures, given an administrative situation requiring action, so that policies and procedures are followed.

(A) Requisite Knowledge. Human resource policies, procedures, applicable laws, progressive discipline, and legal concepts.

(B) Requisite Skills. The ability to communicate verbally human resource policies and procedures and relate interpersonally.

9.4 Community and Government Relations. This duty involves dealing with inquiries of the community and communicating the role, image, and mission of the department to the

public, as well as delivering safety, injury prevention, and community risk reduction (CRR), according to the following job performance requirements.

9.4.1 Implement a CRR plan at the unit level, given an AHJ CRR plan, policies, and procedures, so that a community need is addressed.

(A) Requisite Knowledge. Community demographics and service organizations, verbal and nonverbal communication, and the role and mission of the department and its CRR plan.

(B) Requisite Skills. The ability to provide public relations and communicate the CRR plan with unit members.

9.4.2 Determine a course of action to address a citizen's concern, given policies and procedures, so that the concern is answered or referred to the correct individual for action and all policies and procedures are followed.

(A) Requisite Knowledge. AHJ policies and procedures and interpersonal dynamics.

(B) Requisite Skills. The ability to investigate complaints, determine the actions required, prepare a response to the concern, and produce documentation in accordance with AHJ requirements.

9.4.3 Respond to a public inquiry, given policies and procedures, so that the inquiry is answered accurately, courteously, and in accordance with applicable policies and procedures.

(A) Requisite Knowledge. Verbal communication techniques, departmental and municipal operations and insurance requirements for governmental or private reimbursement, patient privacy rights, and data protection requirements.

(B) Requisite Skills. The ability to relate interpersonally and respond to public inquiries.

9.5 Administration. This duty involves general administrative functions and the implementation of departmental policies and procedures at the unit level, according to the following job performance requirements.

9.5.1 Implement a departmental policy at the unit level, given a departmental policy, so that the policy is communicated to unit members and issues or concerns are addressed.

(A) Requisite Knowledge. Policies and procedures, protocols, scope of practice, quality assurance, and performance improvement.

(B) Requisite Skills. The ability to relate interpersonally and communicate change.

9.5.2* Prepare a unit-level report, given forms, record-management systems, information, and incident narratives, so that the reports, records, and documents are complete and maintained in accordance with policies and procedures.

(A) Requisite Knowledge. Federal, provincial, state, tribal, local, and departmental policies and procedures and records management.

(B) Requisite Skills. The ability to develop a complete narrative and verbally communicate the contents of a report within the AHJ requirements.

9.5.3 Prepare a budget request, given a unit-level need, so that the request is in the proper format and supported with data.

(A) Requisite Knowledge. Policies and procedures, AHJ requirements, and budget process.

(B) Requisite Skill. The ability to perform an equipment and needs analysis, identify the key issues, and develop a complete narrative within the AHJ requirements.

9.5.4 Interpret the purpose of each management component of the organization, given an organization chart, so that the explanation is current and accurate and clearly identifies the purpose and mission of the organization.

(A) Requisite Knowledge. The structure of the organization and the functions of management.

(B) Requisite Skills. The ability to describe the roles and functions of the organizational structure and communicate verbally tasks and responsibilities of each level of supervision.

9.5.5 Collect incident data, given the goals and mission of the organization, so that incident data is accurate, protected, and available for interpretation.

(A) Requisite Knowledge. Methods of data collection, relevant data elements, patient privacy rights, data protection requirements, goals and mission of the organizational data systems, report writing, and AHJ policies and procedures.

(B) Requisite Skills. The ability to complete a report using appropriate data elements.

9.6* Inspection and Investigation. This duty involves conducting inspections to identify hazards and address violations, conducting preincident plans, performing a fire investigation to determine area of origin and preliminary cause, securing the incident scene, and preserving evidence, according to the following job performance requirements.

9.6.1 Describe the procedures of the AHJ for conducting fire inspections, given any of the following occupancies, so that all hazards, including hazardous materials, are identified, approved forms are completed, and approved action is initiated:

- (1) Assembly
- (2) Educational
- (3) Health care
- (4) Detention and correctional
- (5) Residential
- (6) Mercantile
- (7) Business
- (8) Industrial
- (9) Storage
- (10) Unusual structures
- (11) Mixed occupancies

(A) Requisite Knowledge. Inspection procedures; fire detection, alarm, and protection systems; identification of fire and life safety hazards; and marking and identification systems for hazardous materials.

(B) Requisite Skills. The ability to communicate verbally elements of the cited code and approved actions for correction and apply the appropriate codes and standards.

9.6.2 Identify construction, alarm, detection, and suppression features that contribute to or prevent the spread of fire, heat, and smoke throughout the building or from one building to another, given an occupancy, and the policies and forms of the

AHJ so that a preincident plan for any of the following occupancies is developed:

- (1) Assembly
- (2) Educational
- (3) Institutional
- (4) Residential
- (5) Business
- (6) Industrial
- (7) Manufacturing
- (8) Storage
- (9) Mercantile
- (10) Special properties
- (11) Mixed occupancies

(A) Requisite Knowledge. Fire behavior; building construction; inspection and incident reports; detection, alarm, and suppression systems; and applicable codes, ordinances, and standards.

(B) Requisite Skills. The ability to use evaluative methods and to communicate verbally elements of the pre-incident plan.

9.6.3 Direct unit level personnel to secure an incident scene, given rope or barrier tape, so that unauthorized persons can recognize the perimeters of the scene and are kept from restricted areas, and all evidence or potential evidence is protected from damage or destruction.

(A) Requisite Knowledge. Types of evidence, the importance of fire scene security, and evidence preservation.

(B) Requisite Skills. The ability to issue instructions for securing an incident scene.

9.7* Emergency Service Delivery. This duty involves supervising emergency operations and deploying assigned resources in accordance with the local emergency plan and according to the following job performance requirements.

9.7.1 Develop an initial action plan, given size-up information for an incident and assigned emergency response resources, so that resources are deployed to mitigate the emergency.

(A)* Requisite Knowledge. Elements of a size-up, standard operating procedures for emergency operations, fire dynamics, and fire behavior.

(B)* Requisite Skills. The ability to analyze emergency scene conditions; activate the local emergency plan, including localized evacuation procedures; allocate resources; and communicate orally.

9.7.2* Implement an action plan at an emergency operation, given assigned resources, type of incident, and a preliminary plan, so that resources are deployed to mitigate the situation.

(A) Requisite Knowledge. Standard operating procedures, resources available for the mitigation of fire and other emergency incidents, an incident management system, scene safety, and a personnel accountability system.

(B) Requisite Skills. The ability to implement an incident management system, to communicate orally, to manage scene safety, and to supervise and account for assigned personnel under emergency conditions.

9.7.3* Conduct a post-incident analysis, given a single-unit incident and post-incident analysis policies, procedures, and forms, so that all required critical elements are identified and communicated, and the approved forms are completed and processed in accordance with policies and procedures.

(A)* Requisite Knowledge. Elements of a fire or rescue-related post-incident analysis; basic building construction; basic fire protection systems and features; basic water supply; basic fuel loading; fire growth and development; and departmental procedures relating to dispatch response tactics and operations; the source of any emergency operations controlling authority, if applicable; and customer service.

(B) Requisite Skills. The ability to write reports and communicate the critical elements of a post-incident analysis at the unit level.

9.8* Health and Safety. This duty involves integrating health and safety plans, policies, procedures, and standards into daily activities as well as the emergency scene, including determining appropriate levels of personal protective equipment to ensure a work environment that is in accordance with health and safety plans for all assigned members, according to the following job performance requirements.

9.8.1 Apply safety regulations at the unit level, given safety policies, procedures, and standards, so that required reports are completed, in-service training is conducted, and member responsibilities are conveyed.

(A) Requisite Knowledge. The most common causes of personal injury and accident to members; safety policies and procedures; basic workplace safety; the components of an infectious disease control program; and the selection, care, and maintenance of personal protective equipment in accordance with NFPA 1851.

(B) Requisite Skills. The ability to identify safety hazards and exposures, identify risks to behavioral and physical health, complete documentation necessary for exposure reporting and tracking, and communicate safety regulations in accordance with AHJ policy.

9.8.2 Conduct an initial accident investigation, given an incident and investigation process, so that the incident is documented and reports are processed in accordance with policies and procedures of the AHJ.

(A) Requisite Knowledge. Procedures for conducting an accident investigation and safety policies and procedures.

(B) Requisite Skills. The ability to conduct interviews, document findings, and complete comprehensive accident reports.

9.8.3* Advise the unit members of the AHJ's health and wellness program, given current trends, agency policies, and an AHJ health and wellness program, so that the need to participate in wellness and fitness programs is explained to members.

(A) Requisite Knowledge. National death and injury statistics, suicide prevention initiatives, safety and wellness initiatives, and AHJ health and wellness policies.

(B) Requisite Skills. The ability to communicate verbally the need to participate in wellness and fitness programs and identify trends.

Chapter 10 Fire Officer II (NFPA 1021)

10.1 General. The Fire Officer II shall meet the requirements of Fire Officer I and the job performance requirements defined in Sections 10.2 through 10.7.

10.1.1* General Prerequisite Knowledge. The organization of local government; enabling and regulatory legislation and the law-making process at the local, state/provincial, and federal levels; and the functions of other bureaus, divisions, agencies, and organizations and their roles and responsibilities that relate to the fire service.

10.1.2 General Prerequisite Skills. Intergovernmental and interagency cooperation.

10.2 Human Resource Management. This duty involves evaluating member performance, according to the following job performance requirements.

10.2.1 Evaluate a formal, written disciplinary notice, given a notice, disciplinary policy, and administrative procedures, so that the notice is complete, complies with policy and procedures, and is presented to a supervisor.

(A) Requisite Knowledge. Human resource policies and procedures, applicable laws and legal concepts, and behavior-management.

(B) Requisite Skills. The ability to communicate verbally human resource policies and procedures and compare disciplinary action with appropriate AHJ policy.

10.2.2 Create a personnel evaluation program for an individual, given the requirements for job performance, so that the evaluation program has clear direction on how to meet or exceed minimum job expectations.

(A) Requisite Knowledge. Professional evaluation programs and minimum job performance requirements.

(B) Requisite Skills. The ability to communicate verbally elements of a personnel evaluation program and minimum job performance requirements.

10.2.3 Create a professional development plan for an individual, given the requirements for promotion, so that the plan includes the necessary knowledge, skills, and abilities to be eligible for examination for the position.

(A) Requisite Knowledge. Professional development plans or models and requirements for promotion.

(B) Requisite Skills. The ability to communicate verbally elements of a professional development guide and the requirements for promotion.

10.3 Community and Government Relations. This duty involves dealing with inquiries from allied organizations in the community and projecting the role, mission, and image of the department to other organizations with similar goals and missions for the purpose of establishing strategic partnerships and delivering safety, injury prevention, and fire prevention education programs, according to the following job performance requirements.

10.3.1* Evaluate the community demographics, given community demographic data, so that the ability of the organization to provide life safety outreach programs to at-risk populations is determined and recommendations are made.

(A) Requisite Knowledge. Community demographics, resource availability, community needs, community partners, customer service principles, and program evaluation.

(B) Requisite Skills. The ability to interpret demographic data, analyze data, and communicate verbally the data, recommendations, and the evaluation of the program.

10.3.2* Explain to the organization the benefits of cooperating with external stakeholders, given a specific problem or issue in the community, so that the purpose for establishing external agency relationships is clear.

(A) Requisite Knowledge. Agency mission and goals and the types and functions of external agencies in the community.

(B) Requisite Skills. The ability to develop interpersonal relationships and communicate the benefits of interagency cooperation.

10.4 Administration. This duty involves preparing a project or divisional budget, news releases, and policy changes, according to the following job performance requirements.

10.4.1 Develop a policy or procedure, given an assignment, so that the recommended policy or procedure identifies the problem and proposes a solution.

(A) Requisite Knowledge. Policies and procedures and problem identification.

(B) Requisite Skills. The ability to communicate in writing an identified problem, a proposed policy or procedure, and solutions.

10.4.2 Compile a written budget proposal for a specific activity, given budgetary guidelines, program needs, and delivery expense projections, so that all guidelines are met and the budget identifies all program needs.

(A) Requisite Knowledge. Budget types and procedures, deadlines, budget preparation, accounting procedures, operating costs, and organizational purchasing policies.

(B) Requisite Skills. The ability to estimate project costs, complete purchase requests, organize and format budget information, and communicate verbally elements of a budget proposal, expense projections, and program needs.

10.4.3 Document the process of purchasing, including soliciting and awarding bids, given established specifications, in order to ensure competitive bidding so that the needs of the organization are met within the applicable federal, provincial, state, tribal, and local laws and regulations.

(A) Requisite Knowledge. Purchasing laws, policies, and procedures.

(B) Requisite Skills. The ability to use evaluative methods and to communicate the requirements of a purchasing process, the applicable laws and regulations, and the needs of an organization.

10.4.4 Prepare a media release, given an event or topic, so that the information is accurate and formatted correctly.

(A) Requisite Knowledge. Policies and procedures and the format used for media releases by various media outlets, including the use of social media in accordance with AHJ policies and procedures.

(B) Requisite Skills. The ability to communicate information in a format specified by the AHJ.

10.4.5 Prepare a concise report for transmittal to a supervisor, given fire department records and a specific request for details such as trends, variances, or other related topics, so that the information required for the AHJ is accurate and documented.

(A) Requisite Knowledge. The data processing system.

(B) Requisite Skills. The ability to communicate in writing a concise report and to interpret data.

10.4.6 Develop a plan to accomplish change in the organization, given an agency's change of policy or procedures, so that effective change is implemented in a supportive manner.

(A) Requisite Knowledge. Interpersonal dynamics, and planning and implementing change.

(B) Requisite Skills. The ability to clearly communicate a desired change and the steps to accomplish that change within the policies or procedures of the AHJ.

10.5 Inspection and Investigation. This duty involves conducting fire investigations to determine origin and preliminary cause, according to the following job performance requirements.

10.5.1 Determine the area of origin and preliminary cause of a fire, given a fire scene, photographs, diagrams, pertinent data, and sketches, so that, if indicated, additional investigation can be conducted.

(A) Requisite Knowledge. Indications of origin and cause of fire, methods to preserve and protect the general area of origin, basic origin and cause determination, fire growth and development, and documentation of preliminary fire investigative procedures.

(B) Requisite Skills. The ability to investigate a fire scene and identify the general area of origin, to implement procedures to preserve and protect potential sources of ignition within that general area of origin, and to communicate information about the fire scene to fire investigators.

10.6 Emergency Service Delivery. This duty involves supervising multi-unit emergency operations, conducting pre-incident planning, and deploying assigned resources, according to the following job requirements.

10.6.1 Coordinate multiple units, given an emergency incident requiring multi-unit operations; the current editions of NFPA 1660, NFPA 1700, NFPA 1710, and NFPA 1720 as applicable; and AHJ-approved safety procedures, so that the required units and their assignments are clear, concise, and adjusted as required, and plans are carried out in compliance with cited NFPA standards and AHJ procedures.

(A) Requisite Knowledge. Standard operating procedures; federal, provincial, state, tribal, and local information sources for the mitigation of incidents; an incident management system; and a personnel accountability system.

(B) Requisite Skills. The ability to function in an incident management system, communicate an operational plan, supervise and account for assigned personnel under emergency conditions, and serve in branch and unit supervision positions within an incident management system.

10.6.2* Conduct a post-incident analysis, given a multi-unit incident and post-incident analysis policies, procedures, and forms, so that all required critical elements of the incident are identified, constructive feedback is communicated, and approved forms are completed.

(A)* Requisite Knowledge. Elements of a fire, EMS, or rescue related post-incident analysis; emergency scene hazards; and departmental procedures relating to dispatch response, strategy, tactics, operations, and response times.

(B) Requisite Skills. The ability to communicate verbally the elements of a post-incident analysis, emergency scene hazards, departmental procedures, and constructive feedback.

10.6.3 Prepare a written report, given incident reporting data from the jurisdiction, so that the major causes of service demands are identified for various planning areas within the service area of the organization.

(A) Requisite Knowledge. Data analysis.

(B) Requisite Skills. The ability to communicate incident response data in writing and interpret response data to identify the reasons for service demands.

10.7 Health and Safety. This duty involves reviewing injury, accident, and health exposure reports; identifying unsafe work environments or behaviors; and taking approved action to prevent reoccurrence, according to the following job requirements.

10.7.1* Analyze the organization's accident or injury history, given departmental data, so that a report including actions taken and recommendations made is prepared for the organization.

(A) Requisite Knowledge. The causes of unsafe acts; health exposures or conditions that result in accidents, injuries, occupational illnesses, or deaths; and requirements for reporting and receiving information related to injuries and accidents.

(B) Requisite Skills. The ability to interpret accident, injury, occupational illness, or death reports and communicate verbally the data, recommendations, and summation of the reports.

10.7.2* Analyze the organization's health exposure history, given departmental data, so that a report including actions taken and recommendations made is prepared for the organization.

(A) Requisite Knowledge. The causes of unsafe acts; health exposures or conditions that result in accidents, injuries, occupational illnesses, or deaths; and requirements for reporting and receiving information related to health exposures.

(B) Requisite Skills. The ability to interpret accident, injury, occupational illness, or death reports and communicate verbally the data, recommendations, and summation of the reports.

Chapter 11 Fire Officer III (NFPA 1021)

11.1 General. The Fire Officer III shall meet the requirements of Fire Officer II and the job performance requirements defined in Sections 11.2 through 11.8.

11.1.1* General Prerequisite Knowledge. Current national and international trends and developments related to fire and emergency services organization, management, and administrative principles, as well as public and private organizations that support the fire and emergency services and the functions of each.

11.1.2 General Prerequisite Skills. The ability to research, to use evaluative methods, to analyze data, to communicate verbally, and to motivate members.

11.2 Human Resource Management. This duty involves establishing procedures for preparing potential applicants, recruiting, hiring, assigning, maintaining AHJ-approved continuing education requirements, promoting, and encouraging professional development of members, according to the following job performance requirements.

11.2.1 Manage staffing assignment across multiple units or areas, given the need to adjust staffing and a list of personnel and their capabilities, so that the staffing needs of the organization are met.

(A) Requisite Knowledge. Staffing policies and procedures, personnel capabilities, and organizational needs.

(B) Requisite Skills. The ability to produce an emergency services deployment plan based on available staffing and organizational needs.

11.2.2 Develop recruitment programs for determining the prequalifications of applicants, given a set of potential applicants, the membership needs of the organization, and recruitment procedures and policies, so that the applicant pool meets the needs of the department.

(A) Requisite Knowledge. The knowledge, skills, and abilities (KSAs) of applicants needed by an organization based on a given job description; the KSAs of the current applicant pool; recruitment program; current recruiting trends; applicable federal, state, provincial, and local laws; regulations and standards; and human resources policies and procedures.

(B) Requisite Skills. The ability to relate interpersonally, analyze and interpret data, and communicate prerequisites and standards for recruitment.

11.2.3 Develop procedures for hiring or appointing members, given the policies of the AHJ and legal requirements, so that the process is valid, reliable, and nondiscriminatory.

(A) Requisite Knowledge. Applicable federal, state, provincial, and local laws; regulations and standards; and policies and procedures.

(B) Requisite Skills. The ability to verbally communicate applicable federal, provincial, state, tribal, local, and AHJ policies and procedures.

11.2.4* Develop procedures and programs for promoting members, given succession management best practices and applicable policies and legal requirements, so that the process is valid, reliable, job-related, and nondiscriminatory.

(A) Requisite Knowledge. Succession management best practices; applicable federal, state, provincial, and local laws; regulations and standards; and policies and procedures.

(B) Requisite Skills. The ability to determine succession needs, validate KSAs, interpret and apply the succession

management program within the organization, communicate promotional requirements and procedures, encourage professional development, and mentor members.

11.2.5 Document methods to facilitate and encourage members to participate in professional development, given a professional development model, so that members achieve their personal and professional goals in alignment with the needs of the organization.

(A) Requisite Knowledge. Interpersonal and motivational techniques, professional development model, goal setting, and personal and organizational goals.

(B) Requisite Skills. The ability to evaluate potential, communicate verbally a professional development plan, mentor individuals, relate interpersonally, and coach members.

11.2.6 Develop a proposal for improving a member benefit or a new member benefit, given a need in the organization, so that adequate information is included to justify the requested benefit improvement.

(A) Requisite Knowledge. Organization's benefit program.

(B) Requisite Skills. The ability to analyze current and proposed employee benefits and communicate the elements and benefits of the proposal.

11.2.7 Develop a plan for providing a member accommodation, given a member need, the requirements, and applicable law, so that adequate information is included to justify the requested change(s).

(A) Requisite Knowledge. Organization's policies and procedures, and legal requirements or reasonable accommodations.

(B) Requisite Skills. The ability to conduct research and communicate elements of the plan.

11.2.8 Develop an ongoing continuing education and training program, given organizational training requirements, so that members of the organization are given appropriate training to meet the mission of the organization.

(A) Requisite Knowledge. Organizational mission and goals, training program development, and needs assessment.

(B) Requisite Skills. The ability to perform a needs assessment, identify gaps in training and education, and communicate elements of the program.

11.3 Community and Government Relations. This duty involves developing programs that improve and expand service to meet community needs and build partnerships with the public, according to the following job performance requirements.

11.3.1* Develop a community risk reduction (CRR) program based on NFPA 1300, given risk assessment data, so that program outcomes are met.

(A) Requisite Knowledge. Principles and components of NFPA 1300, community demographics, resource availability, community needs, customer service principles, and program development.

(B) Requisite Skills. The ability to relate interpersonally, analyze and interpret data, and communicate elements of the CRR program and desired outcomes.

11.4 Administration. This duty involves preparing a divisional or departmental budget, developing a budget management system, developing grant applications, soliciting bids, planning for resource allocation, and working with records management systems, according to the following job performance requirements.

11.4.1 Prepare a departmental budget proposal, given budgetary guidelines, program needs, emergency services provided, and delivery expense projections, so that all guidelines are followed and the budget identifies all program needs.

(A) Requisite Knowledge. Budget types and processes, deadlines, budget preparation, accounting procedures, operating costs, and organization purchase requests.

(B) Requisite Skills. The ability to estimate project costs, complete purchase requests, organize and format budget information, and communicate verbally elements of a budget proposal, expense projections, and program needs.

11.4.2* Develop a budget management system, given fiscal and financial policies, and federal, provincial, state, tribal, and local laws, so that the division or department stays within the budgetary authority.

(A) Requisite Knowledge. Revenue to date, anticipated revenue, expenditures to date, encumbered amounts, and anticipated expenditures.

(B) Requisite Skills. The ability to interpret financial data and communicate elements of the budget management system.

11.4.3 Direct the process of purchasing, including soliciting and awarding bids, given established specifications, in order to ensure competitive bidding so that the needs of the organization are met within the applicable federal, provincial, state, tribal, or local laws and regulations.

(A) Requisite Knowledge. Purchasing laws; federal, provincial, state, tribal, and local laws and regulations; request for proposals (RFPs); policies and procedures.

(B) Requisite Skills. The ability to communicate verbally the process of purchasing and the elements of an RFP; interpret specifications; and apply applicable federal, provincial, state, tribal, and local laws and regulations.

11.4.4 Evaluate the department's records management program, given organizational run reports, emergency response records, report storage and retrieval methods, and access to records, so that the program is assessed for compliance with all federal, provincial, state, tribal, or local laws.

(A) Requisite Knowledge. Record management systems; mandatory reporting requirements; patient privacy rights; and federal, provincial, state, tribal, or local laws.

(B) Requisite Skills. The ability to use evaluative data, analyze data, determine program compliance, and communicate verbally the results of the evaluation.

11.4.5 Analyze and interpret records and data, given records systems, so that validity is determined and improvements are recommended.

(A) Requisite Knowledge. The principles involved in the acquisition, retrieval, and application of information and data.

(B) Requisite Skills. The ability to use retrieval and evaluative methods; organize and analyze data; and communicate validity, trends, and identified improvements in data.

11.4.6* Create a quality assurance (QA) program, given a need for the program, so that emergency incident outcomes are measured, deficiencies are identified, and a program is created to address the deficiencies.

(A) Requisite Knowledge. QA programs, program development, and methods of improving emergency incident outcomes.

(B) Requisite Skills. The ability to communicate verbally the elements of a QA program, data analysis, deficiencies, and a method of improving emergency incident outcomes.

11.5 Inspection and Investigation. This duty involves evaluating inspection and investigation programs of the AHJ to determine effectiveness and developing public safety plans, according to the following job performance requirements.

11.5.1 Evaluate the inspection program of the AHJ, given current program goals, objectives, performance data, and resources so that the results are evaluated to determine effectiveness.

(A) Requisite Knowledge. Policies and procedures; accepted inspection practices; program evaluation; resources needed for the inspection program; and applicable codes, standards, and laws.

(B) Requisite Skills. The ability to use evaluative methods, analyze data, and communicate the goals of the program.

11.5.2 Develop a plan, given an identified fire safety, emergency medical, and/or public health problem, so that the approval for a new program, piece of legislation, form of public education, intervention, or fire safety code is facilitated.

(A) Requisite Knowledge. Policies and procedures; public education concepts; and applicable codes, ordinances, standards, and legislative processes and their development process.

(B) Requisite Skills. The ability to use evaluative methods, use consensus-building techniques, organize plans, and communicate verbally elements of the plan and desired outcomes.

11.5.3 Develop an accident investigation program, given federal, provincial, state, tribal, or local laws and regulations, so that the results are evaluated and the effectiveness of the program is determined.

(A) Requisite Knowledge. Policies and procedures; accepted safety practices; NFPA 1550; and applicable codes, standards, regulations, and local laws.

(B) Requisite Skills. The ability to use evaluative methods, analyze data, interpret accident and injury reports, and communicate verbally the summation of the data.

11.6 Emergency Service Delivery. This duty involves managing multiagency planning, deployment, and operations, according to the following job performance requirements.

11.6.1* Produce operational plans, given an emergency incident requiring multi-unit operations; the current editions of NFPA 1660, NFPA 1700, NFPA 1710, and NFPA 1720 as applicable; and AHJ-approved safety procedures, so that the required resources and their assignments are obtained and plans are

carried out in compliance with the cited NFPA standards and AHJ procedures, resulting in mitigation of the incident.

(A)* Requisite Knowledge. Standard operating procedures; federal, provincial, state, tribal, or local information sources for the mitigation of incidents; an incident management system; and a personnel and patient accountability system.

(B) Requisite Skills. The ability to implement an incident management system, communicate elements of the plan, supervise and account for assigned personnel under emergency conditions, and serve in command staff and unit supervision positions within an incident management system.

11.6.2 Recommend a change to a post-incident analysis policy, given a multi-unit incident and the need for a change, so that all required critical elements for the change are identified, and the change is communicated.

(A) Requisite Knowledge. Elements of a fire, EMS, or rescue related post-incident analysis; forms; policies; procedures; communication methods; and means of improvement.

(B) Requisite Skills. The ability to communicate verbally the elements of a post-incident analysis, the elements for improvement, and the ability to develop appropriate forms.

11.6.3* Analyze post-incident analysis data, given multiple multi-unit emergency incidents and post-incident analysis data, procedures, and forms, so that all required critical elements of the incidents are identified, constructive feedback is communicated, and the analysis is completed and submitted for peer review.

(A) Requisite Knowledge. Elements of a fire, EMS, or rescue related post-incident analysis; emergency scene hazards; and departmental procedures relating to dispatch response, strategy, tactics, operations, response times, EMS protocols, and customer service.

(B) Requisite Skills. The ability to communicate verbally the elements of a post-incident analysis, data analysis, and prioritization of key points of the analysis.

11.7 Health and Safety. This duty involves developing, managing, and evaluating a departmental health and safety program, according to the following job performance requirements.

11.7.1* Develop an injury prevention program, given relevant local and national data, so that the results are evaluated to determine the effectiveness of the program.

(A) Requisite Knowledge. The causes of unsafe acts; health exposures or conditions that result in injuries, occupational illnesses, or deaths; requirements for reporting and receiving information related to injuries; policies and procedures; accepted safety practices; NFPA 1550; and applicable codes, standards, and laws.

(B) Requisite Skills. The ability to use evaluative methods, analyze data, and communicate verbally the elements of the program, the metrics of the program, and the effectiveness of the program.

11.8 Emergency Management. This duty involves policies, procedures, and programs for the role of the fire service in the community's emergency management plan and the roles of local, state/provincial, and national emergency management agencies.

11.8.1* Manage operational plans, given an emergency incident requiring multi-unit operations; the current editions of NFPA 1660, NFPA 1700, NFPA 1710, and NFPA 1720 as applicable; and AHJ-approved safety procedures, so that the required resources and their assignments are obtained and plans are carried out in compliance with the cited NFPA standards and AHJ procedures, resulting in mitigation of the incident.

(A) Requisite Knowledge. Standard operating procedures; federal, provincial, state, tribal, or local information sources for the mitigation of incidents; an incident management system; and a personnel and patient accountability system.

(B) Requisite Skills. The ability to implement an incident management system, communicate elements of the plan, supervise and account for assigned personnel under emergency conditions, and serve in command staff and unit supervision positions within an incident management system.

Chapter 12 Fire Officer IV (NFPA 1021)

12.1* General. The Fire Officer IV shall meet the requirements of Fire Officer III and the job performance requirements defined in Sections 12.2 through 12.7.

12.2 Human Resource Management. This duty involves administering job performance requirements and evaluating and improving the department, according to the following job performance requirements.

12.2.1* Evaluate the department's human resource demographics, given appropriate community and departmental demographic data and federal, provincial, state, tribal, and local laws, so that a recruitment, selection, and placement plan is developed.

(A) Requisite Knowledge. Policies and procedures; local, state, provincial, and federal regulations; community demographics; community issues; and formal and informal community leaders.

(B) Requisite Skills. The ability to relate interpersonally, analyze departmental human resources data and community representation, and communicate verbally departmental recruitment strategies.

12.2.2* Develop a plan to initiate a new member benefit, given the need for the benefit; a collective bargaining agreement (CBA), where applicable; and federal, provincial, state, tribal, and local laws, so that the plan incorporates input from all levels of the organization and has measures for its participation and effectiveness.

(A) Requisite Knowledge. Policies and procedures; contractual agreements; and federal, provincial, state, tribal, and local regulations.

(B) Requisite Skills. The ability to negotiate, analyze current status of member relations, relate interpersonally, analyze the current member/management relations, conduct program implementation, and communicate verbally elements of the plan.

12.2.3 Evaluate the organization's education and in-service training program, given a summary of the job requirements for all positions within the department, so that all members can achieve and maintain required proficiencies.

(A) Requisite Knowledge. Training resources; community needs; internal and external customers; policies and procedures; contractual agreements; and local, state, provincial, and federal regulations.

(B) Requisite Skills. The ability to analyze and organize data and resources and communicate verbally deficiencies and needs of the program.

12.2.4* Evaluate the organization's member assistance program, given a member assistance program; stated outcomes; historic usage and referral data; and federal, provincial, state, tribal, and local laws, so that the usage is tracked and analyzed and stated goals are achieved.

(A)* Requisite Knowledge. Policies and procedures; available assistance programs; contractual agreements; federal, provincial, state, tribal, and local regulations; and behavioral health issues as outlined in NFPA 1550.

(B) Requisite Skills. The ability to relate interpersonally to members, promote member utilization of member assistance programs, benchmark program outcome data, and communicate program data and trends.

12.2.5* Evaluate an incentive program, given historical data, a trend line, and stated program goals, so that modifications to the plan are created, measured, and evaluated against the stated program goals.

(A) Requisite Knowledge. Policies and procedures; available incentive programs; contractual agreements; and local, state, provincial, and federal regulations.

(B) Requisite Skills. The ability to relate interpersonally, and to analyze data, evaluate programs, and communicate modifications and desired outcomes.

12.3 Community and Government Relations. This duty involves projecting a positive image of the fire department to the community, according to the following job performance requirements.

12.3.1* Facilitate a community function that addresses a community need, given a community function and identified needs, so that a community need is met.

(A) Requisite Knowledge. Community demographics and socioeconomics, community and civic issues, effective customer service methods, public relations, and formal and informal community leaders.

(B) Requisite Skills. The ability to verbally communicate identified community needs and goals and outcomes of community functions.

12.3.2 Develop a media relations program, given AHJ policies and procedures, so that disseminated information is accurate and accessible, and its access complies with federal, provincial, state, tribal, and local laws.

(A) Requisite Knowledge. AHJ policies and procedures for information dissemination; applicable laws, rules, and regulations governing information release; fundamentals of media relations; public relations techniques; and social media platforms.

(B) Requisite Skills. The ability to verbally communicate applicable federal, provincial, state, tribal, and local laws and requested information and develop and oversee programs.

12.4 Administration. This duty involves long-range planning and fiscal projections, according to the following job performance requirements.

12.4.1 Develop a comprehensive long-range plan for service delivery, given community needs, current department capabilities, and resources, so that the projected needs of the community are met.

(A) Requisite Knowledge. Policies and procedures, physical and geographic characteristics, demographics, community plan, staffing requirements, response time benchmarks, contractual agreements, and local, state/provincial, and federal regulations.

(B) Requisite Skills. The ability to make public presentations, interpret fiscal analysis, comply with public policy processes, forecast resources, analyze current department status requirements, and communicate verbally elements of the long-range plan.

12.4.2* Develop a comprehensive long-range plan for training needs, given departmental goals, facilities, buildings, and community needs, so that the plan includes metrics and timelines that measure the outcomes and fulfills the community and departmental needs.

(A) Requisite Knowledge. Policies and procedures; physical and geographic characteristics; building and fire codes; departmental plan; staffing requirements; training standards; needs assessment; contractual agreements; and local, state/provincial, and federal regulations.

(B) Requisite Skills. The ability to communicate verbally elements of the long-range plan, make public presentations, interpret fiscal analysis, forecast needs, and analyze data.

12.4.3 Complete a written, comprehensive, all-hazard risk and value analysis of the community, given the appropriate features of the service area of the organization, so that an accurate evaluation is made for service delivery decision making.

(A) Requisite Knowledge. Risk, hazard, and value analysis methods and process; community development features, community demographics; and assessed valuation of properties in the community.

(B) Requisite Skills. The ability to conduct a needs assessment, identify community hazards, solve problems, and communicate verbally elements of the community assessment.

12.4.4 Develop a plan for a capital improvement project or program, given an unmet need in the community, so that there is adequate information to educate citizens about the needs of the department.

(A) Requisite Knowledge. Strategic planning, capital improvement planning and budgeting, and facility planning.

(B) Requisite Skills. The ability to conduct a needs assessment, identify gaps or needs, solve problems, project needs, and verbally communicate identified project or program desired outcomes.

12.4.5 Develop a succession plan, given department resources, policies, and procedures, so that the future needs of the department are met.

(A) Requisite Knowledge. Strategic planning, member demographics, recruitment, and retention.

(B) Requisite Skills. The ability to forecast budgets, conduct a personnel needs assessment, solve problems, and communicate verbally elements of a succession plan.

12.5 Inspection and Investigation. No additional job performance requirements at this level.

12.6 Emergency Services Delivery. This duty involves developing plans for major disasters, according to the following job performance requirements.

12.6.1 Develop a comprehensive disaster plan, given organizational, neighboring, and regional resources; historical disaster data; and identified vulnerabilities, so that the plan addresses the impacts of disasters and identifies factors that mitigate risk to the community.

(A) Requisite Knowledge. Major incident policies and procedures; physical and geographic characteristics; demographics; target hazards; incident management systems; communications systems; intelligence data; contractual and mutual-aid agreements; and local, state/provincial, and federal regulations and resources.

(B) Requisite Skills. The ability to analyze data, communicate verbally elements of the disaster plan, develop a disaster plan, and coordinate interagency activity.

12.6.2* Develop a comprehensive response plan, given the results of an active shooter hostile event (ASHE) risk assessment analysis, so that the agency operates at a hostile event, integrates with other agencies' actions, and provides for the safety and protection of members.

(A)* Requisite Knowledge. Major incident plans; policies and procedures; physical and geographic characteristics; demographics; incident management systems; communications systems; contractual and mutual-aid agreements; local, state/provincial, and federal regulations and resources; interagency response communication; and NFPA 3000.

(B) Requisite Skills. The ability to cooperate across agencies, interpret the results of an ASHE risk assessment, and construct a departmental response plan.

12.7 Health and Safety. This duty involves administering a comprehensive risk management program, according to the following job performance requirements.

12.7.1 Develop a risk management plan, given specific risks to the organization, so that the risks are evaluated, risk management options are identified, and the effectiveness of the plan is determined.

(A) Requisite Knowledge. Policies and procedures; risk management options; accepted safety practices; NFPA 1550; and applicable codes, standards, regulations, and local laws.

(B) Requisite Skills. The ability to use evaluative methods, analyze data, and communicate verbally the analysis of the program, the measures of the program, and the effectiveness of the program.

12.7.2* Develop a health exposure program, given departmental data, program goals, and an identified exposure, so that mitigation of the exposure is incorporated into the program

and the program contains metrics that identify progress toward the stated program goals.

(A) Requisite Knowledge. The causes of unsafe acts; health exposures or conditions that result in accidents, injuries, occupational illnesses, or deaths; requirements for reporting and receiving information related to health exposures; NFPA 1550.

(B) Requisite Skills. The ability to interpret accident, injury, occupational illness, or death reports and to communicate verbally the data, recommendations, and summation of the reports.

Chapter 13 Emergency Medical Services (EMS) Officer I (NFPA 1021)

13.1 Administration.

13.1.1 Scope. Chapters 13 through 15 identify minimum job performance requirements (JPRs) for EMS Officer I, EMS Officer II, and EMS Officer III.

13.1.2 Purpose. The purpose of Chapters 13 through 15 is to provide minimum JPRs for service as an EMS Officer I, EMS Officer II, and EMS Officer III.

13.1.2.1 The intent of Chapters 13 through 15 is to define progressive levels of performance required at the various levels of EMS officer responsibility. The authority having jurisdiction (AHJ) has the option to combine or group the levels to meet its local needs and to use them in the development of job descriptions and specifying promotional standards.

13.1.2.2 It is not the intent of Chapters 13 through 15 to restrict any jurisdiction from exceeding these minimum requirements.

13.1.2.3 Chapters 13 through 15 shall cover the requirements for the three levels of progression: EMS Officer I, EMS Officer II, and EMS Officer III.

13.1.3* General.

13.1.3.1 All of the standards for any level of EMS officer shall be performed in accordance with recognized practices and procedures or as defined by an accepted authority.

13.1.3.2 It is not required for the objectives to be mastered in the order in which they appear, and the local or state/provincial training program shall establish both the instructional priority and the program content to prepare individuals to meet the performance objectives of this standard.

13.1.3.3 The candidate shall meet all the requirements for EMS Officer I before being qualified at the EMS Officer I level, and the requirements for each succeeding level in the progression shall be met before being qualified at the next higher level.

13.1.3.4 The EMS officer at all levels of progression shall remain current with the general requirements for EMS officers, human resource management, community and government relations, communication, administration, health and safety, and emergency service delivery.

13.1.3.5 The EMS officer at all levels of progression shall remain current with the general knowledge, skills, and JPRs addressed in the level of qualification.

13.2* General. For qualification at EMS Officer Level I, the candidate shall hold a certification level of EMT or AHJ equivalent, meet the requirements of Fire and Emergency Services Instructor I or an equivalent deemed appropriate by the AHJ, and the job performance requirements defined in Sections 13.3 through 13.10.

13.2.1 General Prerequisite Knowledge. The organizational structure of the department; fundamentals of unit-level leadership; awareness of demographics and culture of population served and internal personnel; verbal communications during emergency and non-emergency incidents; techniques of making assignments during emergency and non-emergency incidents; adult cognitive and psychomotor learning principles; techniques of improving member skill and knowledge performance when a need is identified; concepts of emergency service staffing and assignments; unit supervisor's role in member task assignment and accountability; recognition of member-related behavior health issues; process to respond to an internal or external complaint, concern or issue; procedure to develop a unit-level budget request; routine and special unit-level administrative functions requiring investigation, evaluation, and documentation; responsibilities of first-arriving and unit-level supervisor under the incident command system; AHJ policies, procedures and administrative tasks regarding the unit-level supervisor's role in the operation of the department.

13.2.2 General Prerequisite Skills. The ability to effectively communicate verbally utilizing technology provided by the AHJ; write reports, letters, and memos; provide crisis communications; operate in an information management system; provide clinical supervision; solve problems; manage risks; provide crisis management; and effectively operate at all levels in the incident management system utilized by the AHJ.

13.3 Human Resource Management. This duty involves utilizing human resources to accomplish assignments in accordance with safety plans and in an efficient manner.

13.3.1 Direct the completion of assigned tasks and responsibilities by members, given an assignment at an emergency incident, so that the desired outcomes are conveyed.

(A)* Requisite Knowledge. Verbal communications during emergency incidents, characteristics of leadership, techniques used to make assignments under stressful situations, procedures and policies concerning communications at emergency incidents, departmental standard operating procedures, and methods of confirming understanding.

(B) Requisite Skills. The ability to condense instructions for frequently assigned unit tasks based on training and standard operating procedures.

13.3.2* Direct the completion of assigned tasks and responsibilities by members, given a list of tasks and responsibilities and the job requirements of subordinates in nonemergency situations, so that the assignments are prioritized and a plan for the completion of each assignment is developed.

(A) Requisite Knowledge. Principles of human resource management and requirements for documentation and compliance.

(B) Requisite Skills. The ability to issue instructions for frequently assigned unit tasks based on AHJ policy.

13.3.3 Deliver an educational topic, given a lesson plan, that meets the continuing education requirements of the AHJ or a

required credential, so that the training is delivered and the requirements of the continuing education topic are met.

(A) Requisite Knowledge. Verbal communications techniques that facilitate adult learning, four-step instruction method, psychomotor development, clinical decision making, and AHJ protocols.

(B) Requisite Skills. The ability to execute a continuing education topic within an AHJ or national credential.

13.3.4 Prepare proper documentation of continuing education training at the unit level, given an AHJ, federal, tribal, territorial, state, provincial, or local credential requirement, so that the documentation is complete.

(A) Requisite Knowledge. Federal, tribal, territorial, state, provincial, local, AHJ, or credential organization documentation requirements.

(B) Requisite Skills. The ability to distribute issue-guided directions to unit members during training evolutions using skill-based performance to deliver competent results.

13.3.5 Evaluate unmet requirements in a member's continuing education training, given a training record, so that education gaps are identified and a plan is created to fulfill the unmet requirements.

(A) Requisite Knowledge. Federal, tribal, territorial, state, provincial, or local laws and AHJ or credentialing organization documentation requirements.

(B) Requisite Skills. The ability to evaluate a member's continuing education record for completeness, accuracy, and compliance with AHJ requirements and create a plan.

13.3.6 Deliver clinical or procedural training, given data from a quality review or direct observation, so that identified deficiencies are addressed.

(A) Requisite Knowledge. Quality assurance and performance improvement processes and four-step instruction method.

(B) Requisite Skills. The ability to deliver training from a lesson plan.

13.3.7 Recommend action for member-related problems, given a member with a situation requiring assistance and the member assistance policies and procedures, so that the situation is identified, and the actions taken are within the established policies and procedures.

(A)* Requisite Knowledge. The signs and symptoms of member-related problems, behavioral health issues, causes of stress in emergency services personnel, adverse effects of stress on the performance of emergency service personnel, and awareness of AHJ member assistance policies and procedures.

(B) Requisite Skills. The ability to recommend a course of action for a member in need of assistance.

13.3.8 Manage unit staffing assignments, given scheduled deployment, special conditions, and emerging situations, so that operational needs are met.

(A) Requisite Knowledge. Staffing policies, procedures, and department demographics.

(B) Requisite Skills. The ability to produce an EMS unit deployment plan based on available staffing and department regulations.

13.3.9* Apply human resource policies and procedures, given an administrative situation requiring action, so that policies and procedures are followed.

(A) Requisite Knowledge. Human resource policies, procedures, applicable laws, progressive discipline, and legal concepts.

(B) Requisite Skills. The ability to communicate verbally human resource policies and procedures and to relate interpersonally.

13.4 Community and Government Relations. This duty involves dealing with inquiries from the community; communicating the role, image, and mission of the department to the public; and delivering safety and injury prevention programs, according to the following job performance requirements.

13.4.1 Initiate action to a citizen's concern, given policies and procedures, so that the concern is answered or referred to the correct individual for action and all policies and procedures are complied with.

(A) Requisite Knowledge. AHJ policies and procedures and interpersonal dynamics.

(B) Requisite Skills. The ability to investigate complaints, determine actions required, prepare a response to the concern, and produce documentation in accordance with AHJ requirements.

13.4.2 Respond to a public inquiry, given policies and procedures, so that the inquiry is answered accurately, courteously, and in accordance with applicable policies and procedures.

(A) Requisite Knowledge. Verbal communication techniques, departmental and municipality operations and insurance requirements for governmental or private reimbursement, patient privacy rights, and data protection requirements.

(B) Requisite Skills. The ability to relate interpersonally and respond to public inquiries.

13.5 Communication. This duty involves effectively conveying information to supervisors, peers, subordinates, regulators, and the public.

13.5.1 Prepare a communication to subordinates, given information from a supervisor, so that the information is clear, concise, and communicated.

(A) Requisite Knowledge. AHJ policies and procedures, verbal communications.

(B) Requisite Skills. The ability to analyze data, identify key factors, develop a coherent narrative, and verbally communicate within the AHJ requirements.

13.5.2* Prepare a unit-level report, given forms, record-management systems, information, or incident narratives, so that the reports, records, and documents are complete and are maintained in accordance with policies and procedures.

(A) Requisite Knowledge. Federal, tribal, territorial, state, provincial, local, and departmental policies and procedures and records management.

(B) Requisite Skills. The ability to develop a complete narrative and verbally communicate the contents of a report within the AHJ requirements.

13.6 Administration.

13.6.1 Implement a departmental policy at the unit level, given a departmental policy, so that the policy is communicated to unit members and issues or concerns are addressed.

(A) Requisite Knowledge. Policies and procedures; EMS protocols; scope of practice; quality assurance; performance improvement; and federal, tribal, territorial, state, provincial, or local requirements for patient management.

(B) Requisite Skills. The ability to relate interpersonally and communicate change.

13.6.2 Prepare a budget request, given a unit level need, so that the request is in the proper format and is supported with data.

(A) Requisite Knowledge. Policies and procedures, AHJ requirements, and budget process.

(B) Requisite Skills. The ability to perform an equipment and needs analysis, identify the key issues, and develop a complete narrative within the AHJ requirements.

13.6.3 Interpret the purpose of each management component of the organization, given an organization chart, so that the explanation is current and accurate and clearly identifies the purpose and mission of the organization.

(A)* Requisite Knowledge. The structure of the organization, functions of management, and medical oversight.

(B) Requisite Skills. The ability to describe the roles and functions of the organizational structure, and communicate verbally tasks and responsibilities of each level of supervision.

13.6.4 Collect incident data, given the goals and mission of the organization, so that incident data is accurate, protected, and available for interpretation.

(A)* Requisite Knowledge. Methods of data collection, relevant data elements, patient privacy rights, data protection requirements, goals and mission of the organizational data systems, report writing, and AHJ policies and procedures.

(B) Requisite Skills. The ability to complete a report using appropriate data elements.

13.6.5 Collect patient care data, given the goals and mission of the organization, so that patient care data is complete, accurate, protected, and available for interpretation.

(A) Requisite Knowledge. Methods of data collection, relevant data elements, patient privacy rights, data protection requirements, goals and mission of the organizational data systems, report writing, and AHJ policies and procedures.

(B)* Requisite Skills. The ability to complete a report using appropriate data elements.

13.7 Health and Safety. This duty involves integrating health and safety plans, policies, procedures, and standards into daily activities, as well as the emergency scene, including determining appropriate levels of personal protective equipment to ensure a work environment that is in accordance with health

and safety plans for all assigned members, according to the following job performance requirements.

13.7.1* Apply safety regulations at the unit level, given safety policies, procedures, and standards, so that required reports are completed, in-service training is conducted, and member responsibilities are conveyed.

(A) Requisite Knowledge. The most common causes of personal injury and accident to members; safety policies and procedures; basic workplace safety; acts of violence; the components of an infectious disease control program; and the selection, care, and maintenance of personal protective equipment.

(B) Requisite Skills. The ability to identify safety hazards and exposures; and complete documentation necessary for exposure and injury reporting and tracking.

13.7.2* Conduct an initial accident investigation, given an incident and investigation process, so that the incident is documented, and reports are processed in accordance with policies and procedures of the AHJ.

(A) Requisite Knowledge. Procedures for conducting an accident investigation and AHJ safety policies and procedures.

(B) Requisite Skills. The ability to communicate verbally and document information discovered in an investigation, the results of interviews, and the results of the investigation.

13.7.3* Advise the unit members of the AHJ's health and wellness program, given current trends and agency policies and an AHJ health and wellness program, so that the need to participate in wellness and fitness programs is explained to members.

(A) Requisite Knowledge. National death and injury statistics, suicide prevention initiatives, EMS safety and wellness initiatives, and AHJ health and wellness policies.

(B) Requisite Skills. The ability to communicate verbally the need to participate in wellness and fitness programs, and identify trends.

13.8 Emergency Service Delivery.

13.8.1 Develop an initial action plan, given assigned resources and type of incident, so that resources are deployed to mitigate the situation.

(A) Requisite Knowledge. Single-unit incident command, incident size-up, triage, availability of resources, and standard operating procedures for emergency operations.

(B) Requisite Skills. The ability to analyze emergency scene conditions, start the incident management system, develop an initial action plan, allocate resources, and verbally communicate.

13.8.2 Verify patient triage categories, given multiple triaged patients, an agency triage system and protocols, so that the patient priority is correctly determined.

(A) Requisite Knowledge. Triage methods, AHJ triage system and protocols, and mass casualty incident (MCI) protocols.

(B) Requisite Skills. The ability to identify when triage is appropriate and properly triage patients based on a physical assessment.

13.8.3 Conduct a post-incident analysis, given a single-unit incident and post-incident analysis policies, procedures, and

forms, so that all required critical elements are identified and communicated, and the approved forms are completed and processed in accordance with policies and procedures.

(A)* Requisite Knowledge. Elements of an EMS or emergency services post-incident analysis, organizational procedures relating to dispatch response and operations, including EMS protocols, and the conduct of the unit during the incident.

(B) Requisite Skills. The ability to write reports and communicate the critical elements of a post-incident analysis at the unit level.

Chapter 14 Emergency Medical Services (EMS) Officer II (NFPA 1021)

14.1 General. The EMS Officer II shall meet the requirements of EMS Officer I and the job performance requirements defined in Sections 14.2 through 14.6 of this standard.

14.1.1 General Prerequisite Knowledge. In addition to the EMS Officer I listed prerequisite knowledge, the EMS Officer II shall have knowledge of interagency cooperation, professional communication techniques; how to create objectives; decision making processes; professional development; federal, tribal, territorial, state, provincial, or local rules and regulations that guide EMS practices; incident command; disaster and emergency management practices; project management; change management; diversity and inclusion; time management; conflict resolution; interpersonal skills; emotional intelligence; public speaking; technology and software management; how to prioritize performance goals based upon deadlines and available resources; and the how to manage a team and delegate tasks.

14.1.2 General Prerequisite Skills. The organizational structure of the department; fundamentals of leadership; supervisor's role in task assignment and accountability; evaluative ability to respond to an internal or external complaint, concern, or issue; procedure to develop a divisional or program budget request; routine and special administrative functions requiring investigation, evaluation, and documentation; responsibilities of multi-unit supervisors under the incident command system; AHJ policies, procedures, and administrative tasks regarding the supervisor's role in the operation of the department; data analysis; and program evaluation skills.

14.2 Human Resources Management. This duty involves evaluating system performance according to the following job performance requirements.

14.2.1* Create a professional development plan for an individual, given the requirements for promotion, so that the plan includes the necessary knowledge, skills, and abilities to be eligible for the examination for the position.

(A) Requisite Knowledge. Professional development plans or models and requirements for promotion.

(B) Requisite Skills. The ability to communicate verbally elements of a professional development guide and the requirements for promotion.

14.2.2 Create a personnel evaluation program for an individual, given the requirements for job performance, so that the evaluation program has clear direction on how to meet or exceed minimum job expectations.

(A) Requisite Knowledge. Professional evaluation programs and minimum job performance requirements.

(B) Requisite Skills. The ability to communicate verbally elements of a personnel evaluation program and minimum job performance requirements.

14.2.3 Evaluate a formal, written disciplinary notice, given a notice, disciplinary policy, and administrative procedures, so that the notice is complete, complies with policy and procedures, and is presented to a supervisor.

(A) Requisite Knowledge. Human resource policies and procedures, applicable laws, legal concepts, and behavior management.

(B) Requisite Skills. The ability to communicate verbally human resource policies and procedures, and compare disciplinary action with appropriate AHJ policy.

14.2.4* Conduct a climate survey, given a climate survey instrument, so that the survey reaches the intended audience and the privacy of the respondents is maintained.

(A) Requisite Knowledge. The purpose of a climate survey and AHJ policies and procedures.

(B) Requisite Skills. The ability to conduct a climate survey with the appropriate audience, maintain respondent privacy rights, and conform to AHJ policies and procedures.

14.2.5 Evaluate clinical or procedural training needs, given data from a quality review report or direct observation that indicates a need for training, so that a training plan is developed and delivered, and the training need is addressed.

(A) Requisite Knowledge. Quality assurance (QA) programs and measures, lesson plan development, instructional methodologies, and AHJ policies and procedures.

(B) Requisite Skills. The ability to communicate verbally QA data, elements of a training plan, and identified needs and analyze data.

14.2.6 Manage staffing assignments across multiple units or areas, given the need to adjust staffing and a list of personnel and their capabilities, so that the staffing needs of the organization are met.

(A) Requisite Knowledge. Staffing policies and procedures, personnel capabilities, and organizational needs.

(B) Requisite Skills. The ability to produce an EMS unit deployment plan based on available staffing and organizational needs.

14.3 Community and Government Relations. This duty involves projecting the role, mission, and image of the department/agency to the public and ensuring that service delivery meets department/agency and community expectations according to the following job performance requirements.

14.3.1* Evaluate the community demographics, given community demographic data, so that the ability of the organization to provide EMS outreach programs to at-risk populations is determined and recommendations are made.

(A) Requisite Knowledge. Community demographics, resource availability, community needs, community partners, customer service principles, and program evaluation.

(B) Requisite Skills. The ability to interpret demographic data, analyze data, and communicate verbally the data, recommendations, and the evaluation of the program.

14.3.2 Design an evaluation instrument, given EMS risk reduction program goals and objectives and an evaluation strategy, so that the evaluation instrument measures the program outcomes and program goals and objectives are demonstrated.

(A) Requisite Knowledge. Evaluation methods, resource availability, customer service principles, program outcomes, and program development.

(B) Requisite Skills. The ability to interpret evaluation data, analyze data, and communicate verbally the data, elements, measures, and outcomes of the program.

14.4 Administration. This duty involves preparing a project or divisional budget, news releases, and policy changes, according to the following job performance requirements.

14.4.1 Compile a written budget proposal for a specific activity, given budgetary guidelines, program needs, and delivery expense projections, so that all guidelines are met and the budget identifies all program needs.

(A) Requisite Knowledge. Budget types and procedures, deadlines, budget preparation, accounting procedures, operating costs, and organizational purchasing policies.

(B) Requisite Skills. The ability to estimate project costs, complete purchase requests, organize and format budget information, and communicate verbally elements of a budget proposal, expense projections, and program needs.

14.4.2 Recommend a change to a records management program, given EMS run reports, patient care records, report storage and retrieval methods, access to records, and a need for change, so that the change is assessed for compliance with all federal, tribal, territorial, state, provincial, or local laws.

(A) Requisite Knowledge. Record management systems; mandatory reporting requirements; patient privacy rights; and federal, tribal, territorial, state, provincial, or local laws.

(B) Requisite Skills. The ability to evaluate data, analyze data, determine program compliance, and communicate verbally the results of the evaluation.

14.4.3 Recommend a change to an organizational policy, given a policy and the need for a change, so that the recommended change is clearly identified and submitted to a supervisor.

(A) Requisite Knowledge. Policies and procedures; EMS protocols; scope of practice; quality assurance; performance improvement; and federal, tribal, territorial, state, provincial, or local requirements for patient management.

(B) Requisite Skills. The ability to relate interpersonally, review policy, gather data to justify a change, and communicate change.

14.5 Health and Safety. This duty involves reviewing injury, accident, and health exposure reports; identifying unsafe work environments or behaviors; and taking approved action to prevent reoccurrence, according to the following job requirements.

14.5.1 Recommend changes to a risk management plan, given a specific risk to the organization, an EMS related risk, and a

risk management plan, so that the risk is evaluated, risk management options are identified, and the recommended changes are presented to a supervisor.

(A) Requisite Knowledge. Policies and procedures; risk management options; accepted safety practices; NFPA 1550; and applicable codes, standards, regulations, and local laws.

(B) Requisite Skills. The ability to use evaluative methods, analyze data, and communicate verbally the analysis of the program, the measures of the recommendation, and the effectiveness of the recommendations.

14.5.2* Recommend changes to an accident investigation program, given federal, tribal, territorial, state, provincial, or local laws and regulations, an accident investigation program, and a work-related accident, so that the recommended changes are presented to a supervisor.

(A) Requisite Knowledge. Policies and procedures; accepted safety practices; NFPA 1550; and applicable codes, standards, regulations, and local laws.

(B) Requisite Skills. The ability to use evaluative methods, analyze data, and communicate verbally the analysis of the recommendation, the measures of the recommendation and the effectiveness of the recommendation.

14.5.3 Recommend changes to an injury prevention program, given relevant local and national data, an injury prevention program, and an EMS related injury, so that the recommendations are evaluated and the recommended changes are presented to a supervisor.

(A) Requisite Knowledge. Policies and procedures; accepted safety practices; NFPA 1550; and applicable codes, standards, and laws.

(B) Requisite Skills. The ability to use evaluative methods, analyze data, and communicate verbally the elements of the program, the measures of the program, and the effectiveness of the program.

14.5.4* Analyze the organization's accident or injury history, given departmental data, so that a report including actions taken and recommendations made is prepared for the organization.

(A) Requisite Knowledge. The causes of unsafe acts; health exposures or conditions that result in accidents, injuries, occupational illnesses, or deaths; and the requirements for reporting and receiving information related to injuries and accidents.

(B) Requisite Skills. The ability to interpret accident, injury, occupational illness, or death reports and to communicate verbally the data, recommendations, and summation of the reports.

14.5.5* Analyze the organization's health exposure history, given departmental data, so that a report including actions taken and recommendations do is prepared for the organization.

(A) Requisite Knowledge. The causes of unsafe acts; health exposures or conditions that result in accidents, injuries, occupational illnesses, or deaths; and requirements for reporting and receiving information related to health exposures.

(B) Requisite Skills. The ability to interpret accident, injury, occupational illness, or death reports and to communicate

verbally the data, recommendations, and summation of the reports.

14.6 Emergency Service Delivery. This duty involves supervising multi-unit emergency operations, conducting pre-incident planning, and deploying assigned resources, according to the following job requirements.

14.6.1 Recommend a change to a post-incident analysis policy, given a multi-unit EMS incident and the need for a change, so that all required critical elements for the change are identified, the change is communicated.

(A) Requisite Knowledge. Elements of an EMS or rescue related post-incident analysis, forms, policies, procedures, communication methods, and means of improvement.

(B) Requisite Skills. The ability to communicate verbally the elements of a post incident analysis, the elements for improvement, and the ability to develop appropriate forms.

14.6.2 Conduct a post-incident analysis, given a multi-unit EMS incident and post-incident analysis policies, procedures, and forms, so that all required critical elements of the incident are identified, constructive feedback is communicated and the approved forms are completed.

(A) Requisite Knowledge. Elements of an EMS or rescue related post-incident analysis; emergency scene hazards; and departmental procedures relating to dispatch response, strategy, tactics, operations, response times, and EMS protocols.

(B) Requisite Skills. The ability to communicate verbally the elements of a post-incident analysis, emergency scene hazards, departmental procedures, and constructive feedback.

14.6.3* Coordinate multiple units, given an emergency incident requiring multi-unit operations; NFPA 1660, NFPA 1710, NFPA 1720 as applicable; and AHJ-approved safety procedures, so that the required units and their assignments are clear, concise, and adjusted as required, and plans are carried out in compliance with cited NFPA standards and the AHJ procedures.

(A) Requisite Knowledge. Standard operating procedures; federal, tribal, territorial, state, provincial, or local information sources for the mitigation of EMS incidents; an incident management system; and a personnel and patient accountability system.

(B) Requisite Skills. The ability to function in an incident management system; communicate, supervise and account for assigned personnel under emergency conditions; account for patient counts and transport destinations and methods; and serve in branch and unit supervision positions within an incident management system.

Chapter 15 Emergency Medical Services (EMS) Officer III (NFPA 1021)

15.1 General. The EMS Officer III shall meet the requirements for EMS Officer II and the job performance requirements defined in Sections 15.2 through 15.6 of this standard.

15.1.1 General Prerequisite Knowledge. The organizational structure of the department; fundamentals of leadership; administrator's role in policy creation and evaluation; procedure to develop a departmental or operational budget request;

responsibilities of command staff under the incident command system; AHJ policies, procedures, and administrative tasks regarding the administrator's role in the operation of the department; data analysis; and program evaluation skills.

15.1.2 General Prerequisite Skills. Program development, data analysis, and verbal communication.

15.2 Human Resources Management. This duty involves administrating job performance requirements and evaluating and improving the department according to the following job performance requirements.

15.2.1* Create a professional development plan for the organization, given the requirements for promotion, so that the plan includes the necessary knowledge, skills, and abilities to be eligible for promotion.

(A) Requisite Knowledge. Professional development plans or models and requirements for promotion.

(B) Requisite Skills. The ability to communicate verbally the elements of a professional development guide and the requirements for promotion.

15.2.2 Create a personnel evaluation program for the organization, given the requirements for job performance, so that the evaluation program has clear direction on how to meet or exceed minimum job expectations.

(A) Requisite Knowledge. Professional evaluation programs and minimum job performance requirements.

(B) Requisite Skills. The ability to communicate verbally elements of a personnel evaluation program and minimum job performance requirements.

15.2.3 Change a human resource policy and procedure, given an administrative situation requiring a change to a policy, so that applicable federal, tribal, territorial, state, provincial, or local laws are followed and the policy is changed.

(A) Requisite Knowledge. Human resource policies, procedures, applicable laws, legal concepts, and behavior management.

(B) Requisite Skills. The ability to communicate verbally human resource policies, procedures, and expected changes to behavior.

15.2.4 Create a climate survey instrument, given the need for a climate survey, so that the instrument captures the required information, ensures the privacy of the respondents, and is valid.

(A) Requisite Knowledge. Types of climate surveys and survey models, survey structure and development, and AHJ policies and procedures.

(B)* Requisite Skills. The ability to design a climate survey.

15.2.5 Analyze results of a climate survey, given a completed climate survey, so that issues are identified and a plan is created to address the identified issues.

(A) Requisite Knowledge. Methods of data analysis and AHJ policies and procedures.

(B) Requisite Skills. The ability to analyze data and develop policies based on results and communicate verbally the results of the climate survey and policy changes.

15.3 Government and Community Relations. This duty involves projecting a positive image of the EMS organization to the community, according to the following job performance requirements.

15.3.1* Develop a community EMS risk reduction plan, given EMS risk assessment data, so that program outcomes are met.

(A) Requisite Knowledge. Community demographics, resource availability, community needs, community partners, customer service principles, program outcomes, and program development.

(B) Requisite Skills. The ability to interpret EMS risk assessment data; analyze data; and communicate verbally the data, elements, and outcomes of the program.

15.3.2* Create an EMS program to serve an identified population, given community demographic data, an EMS related need, and an identified population, so that the population is served and the risk reduced.

(A) Requisite Knowledge. Community demographics, resource availability, community needs, community partners, customer service principles, program development.

(B) Requisite Skills. The ability to interpret demographic data; analyze data; and communicate verbally the data, recommendations, and evaluation of the program.

15.3.3* Design a program evaluation plan, given program goals and objectives and evaluation instruments, so that the evaluation plan measures the program outcome, and program goals and objectives are demonstrated.

(A) Requisite Knowledge. Evaluation methods, resource availability, customer service principles, program outcomes, and program development.

(B) Requisite Skills. The ability to interpret evaluation data; analyze data; and communicate verbally the data, elements, measures, and outcomes of the program.

15.4 Administration. This duty involves long-range planning and fiscal projections, according to the following job performance requirements.

15.4.1 Develop a departmental budget, given schedules, guidelines, and the needs of the organization, so that capital, operating, and personnel costs are determined and justified.

(A) Requisite Knowledge. Budget types and processes, deadlines, budget preparation, capital costs, operating costs, and personnel costs.

(B) Requisite Skills. The ability to communicate verbally elements of a project or divisional budget, needs of the organization, capital costs, operating costs, and personnel costs.

15.4.2 Prepare a program budget proposal for defined EMS programs, given budgetary guidelines, program needs, EMS services provided, and delivery expense projections, so that all guidelines are followed and the budget identifies all program needs.

(A) Requisite Knowledge. Budget types and processes, deadlines, budget preparation, accounting procedures, operating costs, and organization purchase requests.

(B) Requisite Skills. The ability to estimate project costs, complete purchase requests, organize and format budget information,

and communicate verbally elements of a budget proposal, expense projections, and program needs.

15.4.3 Direct the process of purchasing, including soliciting and awarding bids, given established specifications, in order to ensure competitive bidding so that the needs of the organization are met within the applicable federal, tribal, territorial, state, provincial, or local laws and regulations.

(A) Requisite Knowledge. Purchasing laws; federal, tribal, territorial, state, provincial, or local laws and regulations; request for proposals (RFPs); policies; and procedures.

(B) Requisite Skills. The ability to communicate verbally the process of purchasing and the elements of an RFP; interpret specifications; and apply applicable federal, tribal, territorial, state, provincial, or local laws and regulations.

15.4.4 Create a quality assurance (QA) program, given a need for the program, so that patient outcomes are measured, deficiencies are identified, and a program is created to address the deficiencies.

(A) Requisite Knowledge. QA programs, program development, methods of improving patient outcomes.

(B) Requisite Skills. The ability to communicate verbally the elements of a QA program, data analysis, deficiencies, and a method of improving patient outcomes.

15.4.5 Evaluate the department's records management program, given EMS run reports, patient care records, report storage and retrieval methods, and access to records, so that the program is assessed for compliance with all federal, tribal, territorial, state, provincial, or local laws.

(A) Requisite Knowledge. Record management systems; mandatory reporting requirements; patient privacy rights; and federal, tribal, territorial, state, provincial, or local laws.

(B) Requisite Skills. The ability to evaluate data, analyze data, determine program compliance, and communicate verbally the results of the evaluation.

15.5 Health and Safety. This duty involves administering a comprehensive risk management program, according to the following job performance requirements.

15.5.1 Develop a risk management plan, given specific risks to the organization, so that the risk is evaluated, risk management options are identified, and the effectiveness of the plan is determined.

(A) Requisite Knowledge. Policies and procedures; risk management options; accepted safety practices; NFPA 1550; and applicable codes, standards, regulations, and local laws.

(B) Requisite Skills. The ability to use evaluative methods, analyze data, and communicate verbally the analysis of the program, the measures of the program, and the effectiveness of the program.

15.5.2* Develop an accident investigation program, given federal, tribal, territorial, state, provincial, or local laws and regulations, so that the results are evaluated and the effectiveness of the program is determined.

(A) Requisite Knowledge. Policies and procedures; accepted safety practices; NFPA 1550; and applicable codes, standards, regulations, and local laws.

(B) Requisite Skills. The ability to use evaluative methods, analyze data, interpret accident and injury reports, and communicate verbally the summation of the data.

15.5.3* Develop an injury prevention program, given relevant local and national data, so that the results are evaluated to determine the effectiveness of the program.

(A) Requisite Knowledge. The causes of unsafe acts; health exposures or conditions that result in injuries, occupational illnesses, or deaths; requirements for reporting and receiving information related to injuries; policies and procedures; accepted safety practices; NFPA 1550; and applicable codes, standards, and laws.

(B) Requisite Skills. The ability to use evaluative methods, analyze data, and communicate verbally the elements of the program, the metrics of the program, and the effectiveness of the program.

15.5.4 Modify the organization's health exposure program, given departmental data and an identified recommendation, so that the recommendation made is incorporated into the program and the program is modified.

(A) Requisite Knowledge. The causes of unsafe acts; health exposures or conditions that result in accidents, injuries, occupational illnesses, or deaths; and requirements for reporting and receiving information related to health exposures.

(B) Requisite Skills. The ability to interpret accident, injury, occupational illness, or death reports and to communicate verbally the data, recommendations, and summation of the reports.

15.6 Emergency Services Delivery. This duty involves developing plans for major events and incidents according to the following job performance requirements.

15.6.1 Develop a post-incident analysis procedure for multi-unit EMS incidents, given a multi-unit EMS incident, so that all required critical elements for improvement are identified, communicated, and retained.

(A) Requisite Knowledge. Elements of an EMS or rescue related post-incident analysis, forms, policies, procedures, communication methods, and means of improvement.

(B) Requisite Skills. The ability to communicate verbally the elements of a post-incident analysis, the elements for improvement, and the ability to develop appropriate forms.

15.6.2* Analyze post-incident analysis data, given multiple multi-unit EMS incidents and post-incident analysis data, procedures, and forms, so that all required critical elements of the incidents are identified, constructive feedback is communicated, and the analysis is completed and submitted for peer review.

(A) Requisite Knowledge. Elements of an EMS or rescue related post-incident analysis; emergency scene hazards; and departmental procedures relating to dispatch response, strategy, tactics, operations, response times, EMS protocols, and customer service.

(B) Requisite Skills. The ability to communicate verbally the elements of a post-incident analysis, data analysis, and prioritization of key points of the analysis.

15.6.3* Produce operational plans, given an emergency incident requiring multi-unit operations; the current editions of NFPA 1660, NFPA 1710, and NFPA 1720 as applicable; and AHJ-approved safety procedures, so that the required resources and their assignments are obtained and plans are carried out in compliance with the cited NFPA standards and AHJ procedures, resulting in mitigation of the incident.

(A) Requisite Knowledge. Standard operating procedures; federal, tribal, territorial, state, provincial, or local information sources for the mitigation of EMS incidents; an incident management system; and a personnel and patient accountability system.

(B) Requisite Skills. The ability to implement an incident management system; communicate, supervise, and account for assigned personnel under emergency conditions; account for patient counts and transport destinations and methods; and serve in command staff and unit supervision positions within an incident management system.

Annex A Explanatory Material

Annex A is not a part of the requirements of this NFPA document but is included for informational purposes only. This annex contains explanatory material, numbered to correspond with the applicable text paragraphs.

A.1.3 Beginning with the publication of NFPA 1020, new editions of NFPA 1021 and NFPA 1041 will not be published as separate, standalone standards. Where an authority having jurisdiction wants to update references, the referencing language should refer to NFPA 1020 or the specific chapters of NFPA 1020, as identified in Section 1.3.

The numbers found in parentheses at the end of each chapter title refer to the former standalone documents and are intended to help users navigate between this standard and the former standalone documents. These numbers will be eliminated in a future edition of this standard.

A.1.4 Remaining professionally competent is important for any practitioner in any field. In the rapidly changing and evolving field of the fire service, this is particularly important. While it is incumbent on the individual to complete continuing education, it is recommended that the authority having jurisdiction consider establishing a path by which members can demonstrate continued JPR compliance and competency through continuing education or practice within the field consistent with current duties. It is recommended that any such program consider the following factors:

- (1) Demonstrated and documented knowledge and competence of additions and/or revisions to the latest edition of the standards.
- (2) Documented training and education, including online, related to the standards since the last certification.
- (3) Documented experience in the field (e.g., emergency operational experience for Instructors, Fire Officers, EMS Officers, etc.)
- (4) Demonstrated and documented successful position appropriate credentialing performance of duties, which may include skills assessment.
- (5) Annual appraisal of performance benchmarks, metrics, or core values.
- (6) Documented teaching and instruction related to the field, including teaching at national, regional, or local

- conferences, or educational institutions, as well as teaching at other fire departments.
- (7) Commendations, awards, and/or recognition for the performance of related duties

Other items for consideration may include:

- (1) Memberships in professional organizations, including any positions held or special activities involved in the organization membership.
- (2) Published articles in trade journals, web-based publications, and other information distribution avenues.
- (3) Research and development activities related to the field.
- (4) Documented attendance at relevant conferences and training events.
- (5) Service in national, state, regional, or local committee work that is related to the standards.

The above list is not all inclusive and other factors specific to the field should be considered for inclusion.

A.3.1 General Definitions of action verbs used within this document are based on the first definition of the word found in *Merriam-Webster's Collegiate Dictionary*.

A.3.2.1 Approved. The National Fire Protection Association does not approve, inspect, or certify any installations, procedures, equipment, or materials nor does it approve or evaluate testing laboratories. In determining the acceptability of installations or procedures, equipment, or materials, the "authority having jurisdiction" may base acceptance on compliance with NFPA or other appropriate standards. In the absence of such standards, said authority may require evidence of proper installation, procedure, or use. The "authority having jurisdiction" may also refer to the listings or labeling practices of an organization that is concerned with product evaluations and is thus in a position to determine compliance with appropriate standards for the current production of listed items.

A.3.2.2 Authority Having Jurisdiction (AHJ). The phrase "authority having jurisdiction," or its acronym AHJ, is used in NFPA standards in a broad manner because jurisdictions and approval agencies vary, as do their responsibilities. Where public safety is primary, the authority having jurisdiction may be a federal, state, local, or other regional department or individual such as a fire chief; fire marshal; chief of a fire prevention bureau, labor department, or health department; building official; electrical inspector; or others having statutory authority. For insurance purposes, an insurance inspection department, rating bureau, or other insurance company representative may be the authority having jurisdiction. In many circumstances, the property owner or his or her designated agent assumes the role of the authority having jurisdiction; at government installations, the commanding officer or departmental official may be the authority having jurisdiction.

A.3.2.4 Listed. The means for identifying listed equipment may vary for each organization concerned with product evaluation; some organizations do not recognize equipment as listed unless it is also labeled. The authority having jurisdiction should utilize the system employed by the listing organization to identify a listed product.

A.3.3.1 Climate Survey. A climate survey is designed to measure the perceptions, motivations, concerns, and experiences of the internal stakeholders. In some cases, a climate survey is utilized to improve fairness of promotional processes or address culture and morale concerns. It is sometimes, but not

always, connected to diversity, equity, and inclusion initiatives. Climate surveys are a growing nationwide trend and are used by organizations as a proactive means of reducing complaints and addressing cultural concerns before they result in excessive turnover or lawsuits. They can demonstrate the organization's commitment to a workplace free from hostility and harassment.

A.3.3.2 Comprehensive Emergency Management Plan (CEMP). In some jurisdictions, a comprehensive emergency management plan (CEMP) is also known as a disaster management plan or local emergency plan.

A.3.3.6 EMS Officer II. EMS Officer II typically supervises one or more EMS Officer Is and multiple units. They commonly manage and operate at the station or facility level or a regional or geographic area as opposed to a single unit.

A.3.3.7 EMS Officer III. EMS Officer III typically manages one or more EMS Officer IIs, which involves multiple units or facility levels and multiple units. This could be a director of a small EMS agency or department, or a branch or division level administrator of a larger organization.

A.3.3.17 Job Shadowing. Job shadowing is designed to increase career awareness, model expected work behavior through competent examples, and reinforce the link between training, education, and work requirements.

A.3.3.21 Member. A fire department member can be a full-time or part-time employee or a paid or unpaid volunteer; can occupy any position or rank within the fire department, and can engage in emergency operations.

A.3.3.22 Methods of Instruction. Methods include, but are not limited to, the following:

- (1) Demonstration
- (2) Illustrated lecture
- (3) Computer-based or distance learning
- (4) Individualized instruction
- (5) Guided discussions

A.3.3.24 Post-Incident Analysis (PIA). A post-incident analysis (PIA) has a variety of terms throughout the fire service. These include hot wash, tailboard session, after action review, and many others. The system is usually scalable depending on the size and complexity of the incident. For an incident involving only a few units, the analysis might be conducted on the scene and the PIA simply submitted as a memo or report. PIAs for large, multi-jurisdictional incidents might be conducted days later in a formal setting with representatives of all agencies present and moderated by an outside expert. No matter the scale, the PIA is intended to capture and distribute the lessons learned in order to further interagency improvement, further interagency cooperation, and improve emergency scene operations.

A.3.3.30 Techniques of Instruction. Techniques include, but are not limited to, behaviors such as the use of questions, movement, eye contact, and gestures.

A.4.1.2 The technical committee believes that this document specifies the minimum job performance requirements for Fire and Emergency Services Instructor I, Fire and Emergency Services Instructor II, Fire and Emergency Services Instructor III, Live Fire Instructor, and Live Fire Instructor in Charge. The technical committee recognizes that emergency services organizations might have to invest considerable resources to provide the equipment and training needed to perform in a safe and

efficient manner. The technical committee does not mean to imply that organizations with limited resources cannot provide response services, only that the individuals charged with performing responsibilities are qualified to specific levels according to this standard.

A.4.1.2.3 Organization or management responsibilities should be addressed by the agency that personnel represent. The AHJ should define the agency requirements for progression to positions of management responsibility.

A.4.1.2.4 There are times when a Fire and Emergency Services Instructor I might be required to schedule training sessions that are part of an overall training program, such as Firefighter I, or to schedule individual training sessions as assigned. Coordination of the overall training calendar is the responsibility of the Fire and Emergency Services Instructor II.

A.4.1.2.6 The technical committee recognizes the importance of formal and continuing education and training programs to ensure that the Fire and Emergency Services Instructor I, Fire and Emergency Services Instructor II, Fire and Emergency Services Instructor III, Live Fire Instructor, and Live Fire Instructor in Charge have maintained and updated the necessary skills and knowledge for the level of qualification. Continuing education and training programs can be developed or administered by local, state, provincial, or federal agencies as well as professional associations and accredited institutions of higher education. The methods of learning would include areas of technology, refresher training, skills practices, and knowledge application to standards. The subject matter should relate to the requirements of this standard.

A.4.1.3 The specialized and hazardous nature of fire service requires that applicants become qualified in their area of specialty. The technical committee recognizes that it is important that fire and emergency service instructors be competent in that area of specialty. The fire and emergency services instructors should also possess the physical abilities necessary to conduct instruction in the specialty area. It is not within the scope of this technical committee, nor is it their intent, to define minimum levels of specific subject matters, knowledge, or proficiency required by instructors. These minimum levels should be determined by the AHJ. (*See Annex G for information regarding the management of training programs.*)

In developing this standard, the technical committee identified certain objectives that it found necessary to qualify fire and emergency service instructors at the three levels of progression. It was not the intent of the technical committee to establish standardized fire and emergency services instructor training programs, but to use programs already in existence throughout the country. The knowledge and skills required to perform the stated objectives can be obtained from various sources such as state fire service training agencies, vocational-technical institutions, community colleges, universities, self-study, experience, and other educational mediums.

The technical committee realizes that some instructor candidates might qualify at the various levels without formal training; although formal training is not a prerequisite, it is strongly recommended that every fire and emergency services instructor successfully complete approved formal courses of instruction, attend periodic career development and improvement courses, and remain active within a fire service training program.

A.4.1.3.3 It is recommended, where practical, that evaluators be individuals who were not involved as fire and emergency services instructors for the requirement being evaluated.

A.4.1.3.4 Fire service training can be affected by various organizational, local, state, provincial, or federal laws and regulations, and fire service professional standards. These laws, regulations, and standards include, but are not limited to, issues such as the following:

- (1) Health and safety
- (2) Human resource policies
- (3) Environment
- (4) Equipment
- (5) Personal safety equipment
- (6) Live fire training
- (7) Training facilities
- (8) Copyright laws
- (9) Laws or regulations pertaining to the release of student and training records

A.4.1.3.5 This standard does not identify the level of skill and knowledge of the fire service instructor in the subject matter to be taught.

A.4.3.4 There are times when a Fire and Emergency Services Instructor I might be required to schedule training sessions that are part of an overall training program, such as Firefighter I, or to schedule individual training sessions as assigned. Coordination of the overall training calendar is the responsibility of the Fire and Emergency Services Instructor II.

A.4.4.1 The Fire and Emergency Services Instructor I should not alter the content or the lesson objectives in this process.

A.4.4.2 The Fire and Emergency Services Instructor I, prior to the start of the course, should be able to evaluate the learning environment, evaluate facilities for appropriateness, meet AHJ standard operating procedures (SOPs), and recognize learner characteristics of students.

A.4.4.3 The Fire and Emergency Services Instructor I should be able to modify the method of instruction and course materials to meet the needs of the student and accommodate the instructor's style. This includes making adaptations necessary due to the learning environment, learner characteristics, audience, capability of facilities, and types of equipment.

A.4.4.3(A) Presentation methods for the Fire and Emergency Services Instructor I include the following:

- (1) Demonstration
- (2) Illustration
- (3) Lecture
- (4) Individualized instruction

A lesson plan should include the following components:

- (1) Job title or topic
- (2) Level of instruction
- (3) Behavioral objectives, performance objectives, or learning outcomes
- (4) Instructional materials needed
- (5) References
- (6) Preparation step (i.e., motivation)
- (7) Presentation step
- (8) Application step
- (9) Lesson summary
- (10) Evaluation step
- (11) Assignment

The elements of the communication process include the following:

- (1) Encoding
- (2) Transmitting
- (3) Receiving
- (4) Decoding

A.4.5.4(A) Distance learning encompasses a variety of instructional strategies, including online learning, blended e-learning, web-based instruction, computer-based training, interactive television, and podcasts.

A.4.5.5 Examples of disruptive behavior include, but are not limited to, harassment, abuse, discrimination, disruption of training, horseplay, and a lack of respect for others.

A.4.5.5(A) Factors that could influence the learning process include, but are not limited to, the following:

- (1) Attitude
- (2) Experience
- (3) Knowledge
- (4) Education
- (5) Personality
- (6) Physical condition (e.g., fatigue, illness)
- (7) Unsafe behavior
- (8) Motivation
- (9) Competing demands for time

A.4.5.7 Instructors should be familiar with Chapters 21 through 25 of NFPA 1580.

A.4.6.1 This duty primarily deals with student evaluation; however, the Fire and Emergency Services Instructor I could be required to conduct program evaluations according to policies and procedures.

A.4.6.5 The Fire and Emergency Services Instructor I is expected to be able to assess student test results, identify areas requiring additional study, and communicate this information to the student.

A.5.2.4(A) Inventory procedures apply to proper use and care of equipment, checking out and returning equipment, reporting damage, and tracking expendable items.

A.5.3.2 A lesson plan should include the following components:

- (1) Job title or topic
- (2) Level of instruction
- (3) Behavioral objectives, performance objectives, or learning outcomes
- (4) Instructional materials needed
- (5) References
- (6) Preparation step (i.e., motivation)
- (7) Presentation step
- (8) Application step
- (9) Lesson summary
- (10) Evaluation step
- (11) Assignment

A.5.4.2(B) The Fire and Emergency Services Instructor II should acquire skills to effectively use problem-solving techniques, to facilitate and lead conferences, and to use discussion methods of presentation. These techniques are frequently used to conduct small group sessions where participants have advanced knowledge and experience in the subject matter and the goal is to reach a group solution to a problem or issue.

A.5.4.3 Examples of specialized training include live fire evolutions, hazardous materials, abovegrade and belowgrade rescue, and evolutions that involve the use of power tools.

A.5.4.4 The evaluation of training props should include evaluation of safety features, readiness of the prop for use, appropriateness of the prop or equipment, and ability to be used in accordance with the manufacturer's directions for the duration of the training evolution.

See 3.3.31, Training Prop.

A.5.5.3 It is understood that a program can consist of multiple courses, a course can consist of multiple classes, and a class can consist of a single teaching lesson.

A.6.2.2 See NFPA 1401.

A.6.5.3 It is understood that a program can consist of multiple courses, a course can consist of multiple classes, and a class can consist of a single teaching session, such as refresher or update training.

A.7.1.2 It is recommended, where practical, that the entity determine which chapters of NFPA 1403 will be certified during training based on the local requirements of the AHJ.

A.8.1.2 It is recommended, where practical, that the entity determine which chapters of NFPA 1403 will be certified during training based on the local requirements of the AHJ.

A.9.1.1 It is envisioned that in addition to the requirements of this standard, the authority having jurisdiction might require additional credentials for any position. These can include fire and/or other degree programs and general education in business, management, science, and associated degree curricula.

A.9.1.3 Fire officers are expected to be ethical in their conduct. Ethical conduct includes being honest, doing "what's right," and performing to the best of one's ability. For public safety personnel, ethical responsibility extends beyond one's individual performance. In serving the citizens, public safety personnel are responsible for ensuring provision of the best possible safety and service.

Ethical conduct requires honesty on the part of all public safety personnel. Choices must be made on the basis of maximum benefit to the citizens and the community. The process of making these decisions must also be open to the public. The means of providing service, as well as the quality of the service provided, must be above question and must maximize the principles of fairness and equity as well as those of efficiency and effectiveness.

The International Association of Fire Chiefs Code of Ethics is just one example of general and professional codes of conduct available for reference.

A.9.1.3.4 Remaining current can be demonstrated by attending workshops, classes, and seminars; post-secondary education; certification; or accessing professional publications, journals, and web sites.

A.9.1.3.5 The technical committee recognizes the importance of formal and continuing education and training programs to ensure the fire officer has maintained and updated the necessary skills and knowledge for the level of qualification. Continuing education and training programs can be developed or administered by local, state/provincial, or federal agencies as well as professional associations and accredited institutions of

higher education. The methods of learning can include areas of technology, refresher training, skills practices, and knowledge application to standards. The subject matter should directly relate to the requirements of this standard.

The Fire Officer I should be matriculated into an accredited institution of higher education as accepted by the AHJ.

The Fire Officer II should attain an associate degree or equivalent hours toward a baccalaureate at an accredited institution of higher education as accepted by the AHJ.

The Fire Officer III should attain a baccalaureate degree at an accredited institution of higher education as accepted by the AHJ.

The Fire Officer IV should attain a graduate level degree at an accredited institution of higher education as accepted by the AHJ.

It is recognized that higher education provides the knowledge, skills, and abilities that can develop competent leaders and managers. The technical committee acknowledges that the Fire and Emergency Services Higher Education (FESHE) model serves as a professional development and career path template for aspiring fire officers. Further, these educational milestones are included only as recommendations for the development of fire officers and should not be viewed as requirements.

A.9.2 The job of a fire officer is physically, mentally, and emotionally challenging. It is often required that the Fire Officer I in particular lead from the front, necessitating a high level of physical fitness and conditioning, as they must assist in completing task level skills, then also be able to focus on high-level decision making during in extremis events. This cannot be done effectively if the fire officer is deconditioned or in a physiologically compromised state. The ability to manage the physical, mental, and emotional stressors requires the fire officer to participate at a minimum in the physical fitness requirements set by the AHJ.

A.9.2.1 Other prerequisite knowledge can include an understanding of negligence, duty to act, standard of care, tort immunity, types of laws (e.g., statutes, regulations), the role of OSHA, the impact of NFPA standards on OSHA and standard of care, and sexual harassment.

The intent of the committee is to have fire service leaders understand the multiple facets of effective leadership. The fundamentals of leadership can be all-encompassing but include understanding leadership characteristics, skills, traits, and principles; team dynamics; crew resource management; theories of leadership, supervision, and management; as well as many other leadership concepts. The base of knowledge and applicable skills is vast and members should use the myriad of resources available to learn from, including books, articles, videos, blogs, and conferences.

A.9.3.1(B) Communication technology is changing rapidly. Current emergency communication systems include mobile and stationary radio systems, cellular devices, Bluetooth-enabled equipment, and many others. The ability to communicate orally under incident scene conditions, using any of the means above and face-to-face, is critical.

A.9.3.2 Communication styles, leadership styles, and many tasks are going to be very different under emergency and non-emergency situations. There is more discretionary time under

non-emergency situations, and this JPR requires different skill sets than that for emergency situations.

Examples of routine tasks include, but are not limited to, station duties, station cleaning duties, restocking supplies, managing inventory, vehicle safety inspections, maintenance of equipment, filling SCBA cylinders, routine training, and duty desk rotations.

A.9.3.4(A) Member-related problems could include substance abuse; acute, chronic, and delayed stress; behavioral and physical health; and financial, personal, family, or other situations that adversely affect the member. The following are some organizations that provide training in recognizing behavioral health issues specific to fire and emergency services personnel:

- (1) International Association of Firefighters (IAFF)
- (2) National Fallen Firefighters Foundation (NFFF)
- (3) National Volunteer Fire Council (NVFC)
- (4) State and locally sponsored peer support programs

A.9.3.5 The Fire Officer I should be able to deal with administrative procedures that might include transfers, promotions, compensation/member benefits, sick leave, vacation, requests for pay or benefits while acting in a temporary position, change in member benefits, protocol changes, quality assurance feedback, commendations, disciplinary actions, and grievances.

A.9.5.2 Types of reports include incident, property or vehicle damage, injury, workers compensation, maintenance request, and others as required by the AHJ.

A.9.6 The technical committee's intent is to instill an awareness of those areas that officers might address in the performance of their duties. Organizations that desire higher levels of competency in these areas should refer to professional qualifications standards NFPA 1030 and NFPA 1033.

A.9.7 Emergency service delivery is the component of fire department organization providing mitigation of responses to emergency incidents, such as those involving fires, emergency medical situations, mass casualties, hazardous materials, weapons of mass destruction, hostile events, and terrorism.

A.9.7.1(A) Size-up includes the many variables that the officer observes from the time of the alarm, during response, and upon arrival in order to develop an initial action plan to control an emergency incident. These observations can include, but are not limited to, building type and occupancy, fire involvement, number of occupants, atmospheric and environmental monitoring, mechanism of injury, materials spilled or involved in fire, damage to buildings and infrastructure, wind direction, topography, and demographics.

The ability of any fire officer to direct the emergency scene, beginning with an effective size-up process and continuing with leading and supervising during in extremis events and in a time-compressed environment, is vital to the success of an incident. While training and education provide a foundation, continued learning must occur outside the typical fire department arena provided by an AHJ. This includes conferences, seminars, online/hybrid environments, trade journals, books, and agencies that focus on firefighter health and safety, which influences tactical decision making. Resources to consider that focus on incident scene planning, emergency operations broadly, fire dynamics, fire behavior, and fire service data that influences decision making include the following:

- (1) United States Fire Administration

- (2) National Fire Academy
- (3) UL Fire Safety Research Institute
- (4) NIOSH Fire Fighter Fatality Investigation and Prevention Program
- (5) National Institute of Standards and Technology
- (6) Bureau of Alcohol, Tobacco, Firearms and Explosives
- (7) Firefighter Rescue Survey
- (8) Project Mayday
- (9) UL Fire Safety Research Institute Fire Safety Academy
- (10) Canadian National Fire Information Database
- (11) Canadian Safety and Security Program
- (12) Public Safety Canada

A.9.7.1(B) The Fire Officer I should be able to perform an all-hazards assessment at incidents in accordance with the AHJ's policies and procedures.

A.9.7.2 This requirement considers the officer's ability to give orders, direct personnel, evaluate information, and allocate resources to respond to the wide variety of emergency situations the fire service encounters.

A.9.7.3 It is vital to conduct a debrief of incidents as quickly as possible upon the conclusion of an event. This is not to replace a more detailed post-incident analysis or investigation conducted in the days after a significant event. This initial after-action, also called a tail-board, back-step, or hot wash debrief, is vital to ensure lessons learned, both positive and negative, are distilled while memories of the actions are still retained. It is important that this is viewed as a constructive process from which to build tactical proficiency. While it cannot be viewed as punitive, it also should not gloss over or avoid identifying challenges or gaps that presented themselves during the incident. Without honest and candid discussions the potential for repetition of these issues exists. It is incumbent on the Incident Commander to state clearly that it is a process of learning and should be conducted in a professional manner by being analytical and objective without personalizing issues. Fire Officer Is and IIs in particular should be honest in their self-appraisal to further the learning process. While there is no prescribed format or method, the following are examples of the elements that can be reviewed for fire incidents:

- (1) Apparatus positioning
- (2) Water supply
- (3) Communications (on-scene report, 360/lap report, situation updates, command presence)
- (4) Hoseline selection and placement (particularly first and second lines and point of attack)
- (5) Search (primary, secondary)
- (6) Ladder selection and placement (particularly first and second ladder and locations)
- (7) Ventilation
- (8) Salvage/overhaul/rehab
- (9) Overall tactical decision making
- (10) Each officer, starting with the incident command, should identify their actions and those of their crew, what they did well and the outcome, what they could have done better, and what will be implemented at the next event

A.9.7.3(A) The Fire Officer I should be aware of all legal authority, parameters, and constraints of operations on the emergency scene.

While there are a multitude of skills that could be listed under requisite knowledge, the intent of the committee is to keep this focused simply on the unit level and the knowledge

and skills needed at the unit level to complete a post-incident analysis report.

A.9.8 One of the fire officer's primary responsibilities is safety both on the fire ground and during normal operations. The fire officer must be cognizant that these operations can include risks and threats of intentional harm to personnel. This standard defines the minimum requirements for the fire officer. NFPA 1521 and applicable OSHA regulations define additional requirements for the officer who might be assigned those duties.

A.9.8.3 It is the intent of the committee that the Fire Officer I is the primary participant in the health and wellness program. There is no better communication of the benefits of the program than the leader participating.

A.10.1.1 Other prerequisite knowledge can include an understanding of negligent hiring, negligent supervision, and negligent retention; understanding of respondeat superior; understanding of tort claims acts, sovereign immunity, statutory immunity, special duty, and public duty; and knowledge of OSHA standards and citations and strategies for compliance with OSHA documentation requirements.

A.10.3.1 Examples might include outreach programs to underserved cultural or ethnic groups, community CPR classes, car seats, blood pressure checks at homeless shelters, and any number of other programs targeting at-risk populations.

At-risk populations will vary by jurisdiction based on specific community needs and identified gaps in service. Examples could include a significant elderly population, low-income/low insurance coverage areas, increased response time coverage areas, among others. Fire Officer IIs should work to identify these areas.

A.10.3.2 NFPA 1300 defines a stakeholder as any individual, group, or organization that might be affected.

A.10.6.2 Elements of an EMS-related post-incident analysis for continuous quality improvement include basic anatomy and physiology, scope of practice of assigned EMS providers, mechanism of injury, signs and symptoms, treatment modalities per protocol, and patient satisfaction.

A.10.6.2(A) The Fire Officer II should be aware of all legal authority, parameters, and constraints of operations on the emergency scene.

A.10.7.1 It is not the intent of the committee to require that the entire history of the organization be considered. It is intended that the history covers a sufficient amount of time in order to provide a data set large enough to do a meaningful analysis.

A.10.7.2 It is not the intent of the committee to require that the entire history of the organization be considered. It is intended that the history covers a sufficient amount of time in order to provide a data set large enough to do a meaningful analysis.

A.11.1.1 Other prerequisite knowledge can include an understanding of workers' compensation, civil service system, role of courts (e.g., civil suits, criminal proceedings, appeals, review of administrative decisions); criminal liability for offenses such as manslaughter and negligent homicide; EEO laws and civil rights; open records and open meetings laws; and conflicts of interests and ethics.

A.11.2.4 It is recommended that the organization's promotional process is vetted by legal, human resource, and/or equal employment opportunity departments.

A.11.3.1 Community needs are viewed to include, but not be limited to, fire, large-scale disasters, emergency medical, and public health problems.

A.11.4.2 The following are some of the budgeting systems commonly used:

- (1) Planning programming budgeting system (PPBS)
- (2) Line item budgets
- (3) Zero-based budgeting (ZBB)
- (4) Program budgeting
- (5) Performance budgeting
- (6) Matrix budgets

A.11.4.6 The following are some examples of organizational evaluation systems:

- (1) Commission on Fire Accreditation International Self-Assessment Model
- (2) Insurance Service Organization Fire Service Rating Schedule
- (3) NHTSA's *A Leadership Guide to Quality Improvement for Emergency Medical Services (EMS) Systems*

A.11.6.1 NFPA 1660 offers a good starting point to determine if the operational plan is sufficient in scope to meet the intent of this JPR.

A.11.6.1(A) The Fire Officer III should be aware of all legal authority, parameters, and constraints of operations on the emergency scene.

Applicable NFPA standards include, but are not limited to, the current editions of NFPA 1660, NFPA 1700, NFPA 1710, and NFPA 1720.

A.11.6.3 The intent of the committee is that the completed analysis be shared for review, either by a group of peers or by the participating agencies, so that the critical data is communicated and issues or concerns in the analysis are identified.

A.11.7.1 Multiple metrics can be used to determine the effectiveness of injury or accident prevention programs. These include, but are not limited to, reduced frequency of injuries/accidents, reduced severity of injuries/accidents, reduced severity of workers compensation claims from injuries/accidents, reduced frequency of workers compensation claims from injuries/accidents, reduced frequency of medical leave requests due to injuries/accidents, and shorter time on medical leave for injuries/accidents.

A.11.8.1 NFPA 1660 offers a good starting point to determine if the operational plan is sufficient in scope to meet the intent of this JPR. Depending on the complexity and timeline of the disaster or emergency, there may be other protocols the department should follow in order to obtain resources or reimbursement. An example of such a protocol is National Incident Management System (NIMS).

A.12.1 Other prerequisite knowledge can include an understanding of Fair Labor Standards, collective bargaining, and employment discrimination, including the 80 percent rule, BFOQ, limitations on physical abilities testing, and issues associated with age, gender, ADA, race, and religion.

A.12.2.1 The intent of this requirement is to consider demographics during recruitment, selection, and placement so that a department's membership makeup more closely reflects the makeup of the community it serves.

A.12.2.2 Examples of a plan could include new programs for member benefits, such as skin cancer screenings, functional movement screenings, dental insurance, and many others. Participation can be measured by members enrolling, and effectiveness can be measured by referrals to specialists for certain diagnoses, reduced injury rates, and many other metrics.

A.12.2.4 Program focus should include behavioral and physical health resources and capabilities.

Member assistance programs are based in confidentiality. As such, the committee recognizes that successful outcomes are sometime difficult to measure. However, reportable elements of the program (stripped of identifying private information) can still allow the Fire Officer IV to evaluate the effectiveness of the program. For example, if 20 members were referred out to tobacco cessation in one year, and 15 were referred the next, it could reasonably be inferred that the program was having an effect for those departments with a tobacco free mandate. As another example, trend lines for specific services can also be used for analysis. If there is a significant spike in the need for a particular service and the program is effective, then there should be a resultant decrease that can be analyzed by the Fire Officer IV.

A.12.2.4(A) Components of assistance programs include resources for behavioral health support and treatment options available to department members.

A.12.2.5 An example of an incentive program would be a physical fitness program that offers incentives for specific levels of fitness. Fitness data provided would be a representation of historical data, with the trend line established. If the evaluation reveals that the program goals are not being met, modifications to the plan could be an increased incentive, better education as to the benefits, and peer fitness resources, among others. The effect of these modifications can then be measured and evaluated against the stated program goals by the Fire Officer IV.

A.12.3.1 It is expected that the Fire Officer IV has a leadership role in the community. This leadership role can be on the board of a civic group, on an ad hoc committee to address a specific need, such as special event planning, in an educational group presenting life safety information to the community, and many other examples.

A.12.4.2 The intent of the committee is that the plan include things like capital replacement costs, geographic threat analysis, community needs analysis, certification requirements, logistics in obtaining certifications, and timelines for implementation. Examples could include the recent addition of a high-rise building, necessitating specialized training; the addition of a specialized industry needing advanced hazmat skills; a large increase in nursing homes, requiring the consideration of adding advanced EMS skills; or a sudden spike in drowning deaths at local water spots, causing the community to demand surface water rescue skills.

A.12.6.2 Chapter 5 of NFPA 3000 provides guidance on conducting an ASHE risk assessment. The results of this will drive the development of the active shooter hostile event response (ASHER) program, which is detailed in Chapter 4 of

NFPA 3000. While Fire Officer IVs may not manage the ASHER program at the crew or unit level, the department's role in the program and its response to ASHERs should be considered and documented as part of this comprehensive plan.

A.12.6.2(A) Interagency response communication will vary depending on the jurisdiction but should at a minimum consider executive staff from law enforcement and EMS agencies to develop an interagency response plan.

A.12.7.2 A current health exposure program could include tracking the levels of PFAS and PFOA in departmental members' blood and creating procedures to lower the exposure. Another example could include reducing exposure to fire products during overhaul by creating more robust SCBA policies. There are many other examples of health exposures that firefighters face.

A.13.1.3 EMS officers are expected to be ethical in their conduct. Ethical conduct includes being honest, doing "what's right" for the patient, and performing to the best of one's ability. For EMS personnel, ethical responsibility extends beyond one's individual performance. In serving the citizens, EMS personnel are responsible for ensuring provision of the best possible patient care.

Ethical conduct requires honesty on the part of all EMS personnel. The means of providing service, as well as the quality of the service provided, must be above question as EMS personnel have access to people's possessions during a time of vulnerability and high stress. For reference, see the code of ethics listed at <https://www.naemt.org/about-ems/code-of-ethics>.

A.13.2 It is intended that the supervisor (EMS Officer I) hold a level of EMS certification appropriate for the supervision of EMS services as deemed by the AHJ. In recognizing that EMT might eliminate smaller rural providers, this requirement allows flexibility as long as the supervisor hold a level of EMS certification that is at least equal, or above, that of the crews to be supervised. The AHJ can identify what is equivalent to Fire and Emergency Services Instructor I. Examples could include, but are not limited to, EMS Primary Instructor, CPR instructor, a teaching credential, a teacher license, a preceptor, or any other qualification or certification deemed appropriate by the AHJ.

EMS Officer I is required to qualify at the EMS Officer II level. EMS Officer II is required to qualify at the EMS Officer III level.

A.13.3.1(A) The EMS Officer I needs to be effective in commanding unit-level incidents or function as a sector leader under the incident management system. Additional information can be found in NFPA 1026 and NFPA 1550, as well as a topic search for "Crew Resource Management" and "High Performance Teams."

A.13.3.2 Examples of tasks include station duties, tracking expiration dates on medications, calibrating medical equipment, restocking supplies, managing inventory, vehicle safety inspections, maintenance of federal narcotics documentation, maintenance of individual member clinical certifications (like CPR cards), and teaching EMS in-service topics for continuing education.

A.13.3.7(A) EMS is a high-stress field with significant issues of turnover and burnout. An EMS officer should be well versed in

the signs and symptoms of behavioral health issues, both in subordinates and themselves, in order to address these issues and direct or seek appropriate assistance.

A.13.3.9 The EMS Officer I should be able to deal with administrative procedures that might include transfers, promotions, compensation/member benefits, sick leave, vacation, requests for pay or benefits while acting in a temporary position, change in member benefits, EMS protocol changes, quality assurance feedback, commendations, disciplinary actions, and grievances.

A.13.5.2 Types of reports include incident, property or vehicle damage, injury, workers compensation, patient care protocol deviation, maintenance request, and others as required by the AHJ.

A.13.6.3(A) Though the terminology can vary greatly, medical oversight generally refers to both medical direction and medical control. Medical control can refer to a physician providing specific patient treatment orders at a point in time, while medical direction refers to the physician providing patient care protocols and guidelines. It is important that the EMS Officer I understand both of the roles.

A.13.6.4(A) Data elements include tracking mass casualty patients by tag color and destination, as well as information from any patient tracking system. Data elements can include many different points, including response times, delays to patient care, transport times, and much more. The intent of the committee is that the EMS Officer I understand the importance of complete, accurate, and timely reports in a way that protects patient privacy rights and data.

A.13.6.5(B) Reports need to respect the patient's rights, data protection requirements, goals and mission of the organization, report writing, and data analysis.

A.13.7.1 One of the EMS officer's primary responsibilities is safety, both on the emergency scene and during normal operations. The officer must be cognizant that these operations can include risks and threats of intentional and unintentional harm to personnel. This standard defines the minimum requirements for the EMS officer. NFPA 1550 and applicable OSHA regulations define additional requirements.

There may also be specific workplace violence forms that are required depending on the AHJ. The intent of the committee is to make responders aware that violence against responders is on the rise nationally and internationally.

A.13.7.2 Depending on the AHJ, the role of the EMS Officer I in an accident investigation may span from simply making a phone call to a supervisor to start the investigation to actually preparing the initial investigation report including pictures and statements. The policies of the AHJ will be the determining factor in specifying the specific role of the EMS Officer I in completing this JPR.

A.13.7.3 It is the intent of the committee that the EMS Officer I is the primary participant in the health and wellness program. There is no better communication of the benefits of the program than the leader participating.

A.13.8.3(A) While a multitude of skills could be listed under "requisite knowledge," the intent of the committee is to keep this focused simply on the knowledge and skills needed at the unit level to complete a post-incident analysis report.

A.14.2.1 It is recommended that the organization's promotional process is vetted by legal, human resource, and/or equal employment opportunity departments.

A.14.2.4 See A.3.3.1.

A.14.3.1 Examples might include outreach programs to underserved cultural or ethnic groups, community CPR classes, car seats, blood pressure checks at homeless shelters, and any number of other programs targeting at-risk populations.

At-risk populations will vary by jurisdiction based on specific community needs and identified gaps in service. Examples could include a significant elderly population, low-income/low insurance coverage areas, increased response time coverage areas, among others. EMS Officer IIs should work to identify these areas.

A.14.5.2 A work-related accident can include many things. The intent of the committee for this JPR is to recommend changes to an accident investigation program, as opposed to an injury prevention program. While many accidents include an injury, many more do not. While the committee recognizes there is often overlap with injury and accident programs, and many incidents will include both pieces simultaneously, the skills are different. The key difference is investigation versus prevention.

A.14.5.4 It is not the intent of the committee to require that the entire history of the organization be considered. It is intended that the history covers a sufficient amount of time in order to provide a data set large enough to do a meaningful analysis.

A.14.5.5 It is not the intent of the committee to require that the entire history of the organization be considered. It is intended that the history covers a sufficient amount of time in order to provide a data set large enough to do a meaningful analysis.

A.14.6.3 The intent of the committee is that the EMS Officer II essentially be able to function as a branch leader at a complex incident requiring multiple units. It is certainly appropriate to accomplish this JPR through a tabletop exercise or other means of simulation.

A.15.2.1 It is recommended that the organization's promotional process is vetted by legal, human resource, and/or equal employment opportunity departments.

A.15.2.4(B) See A.3.3.1.

A.15.3.1 This JPR addresses the planning portion of risk reduction. This differs from 15.3.3, which is requesting the development of a specific program that addresses a component of the plan. A plan is a document that outlines the goals, objectives, programs, and resources used to reduce the risks identified by the risk assessment. NFPA 1300 details the principles of community risk reduction.

A.15.3.2 See A.14.3.1.

A.15.3.3 A program evaluation plan would involve the identification of program goals, key elements, timelines, and a means of measuring progress and outcomes.

A.15.5.2 See A.15.5.3.

A.15.5.3 There are multiple metrics that can be used to determine the effectiveness of injury or accident prevention programs. These include, but are not limited to, reduced frequency of injuries/accidents, reduced severity of injuries/

accidents, reduced severity of work comp claims from injuries/accidents, reduced frequency of workers compensation claims from injuries/accidents, reduced frequency of medical leave requests due to injuries/accidents, and shorter time on medical leave for injuries/accidents.

A.15.6.2 The intent of the committee is that the completed analysis be shared for review, either by a group of peers or by the participating agencies, so that the critical data is communicated and issues or concerns in the analysis are identified.

A.15.6.3 NFPA 1660 offers a good starting point to determine if the operational plan is sufficient in scope to meet the intent of this JPR.

Annex B Explanation of the Professional Qualifications Standards and Concepts of JPRs

This annex is not a part of the requirements of this NFPA document but is included for informational purposes only.

B.1 Explanation of the Professional Qualifications Standards and Concepts of Job Performance Requirements (JPRs). The primary benefit of establishing national professional qualifications standards is to provide both public and private sectors with a framework of the job requirements for emergency services personnel. Other benefits include enhancement of the profession, individual as well as organizational growth and development, and standardization of practices.

NFPA professional qualifications standards identify the minimum job performance requirements (JPRs) for specific emergency services levels and positions. The standards can be used for training design and evaluation, certification, measuring and critiquing on-the-job performance, defining hiring practices, job descriptions, and setting organizational policies, procedures, and goals.

Professional qualifications standards for specific jobs are organized by major areas of responsibility defined as *duties*. For example, the firefighter's duties might include fire department communications, fireground operations, and preparedness and maintenance, whereas the fire and life safety educator's duties might include education and implementation, planning and development, and evaluation. Duties are major functional areas of responsibility within a specific job.

The professional qualifications standards are written as JPRs. JPRs describe the performance required for a specific job and are grouped according to the duties of the job. The complete list of JPRs for each duty defines what an individual must be able to do in order to perform and achieve that duty.

B.2 The Parts of a JPR.

B.2.1 Critical Components. The JPR comprises three critical components, which are as follows:

- (1) Task to be performed, partial description using an action verb (*See Figure B.2.1 for examples of action verbs used in the creation of JPRs.*)
- (2) Tools, equipment, or materials that are to be provided to complete the task
- (3) Evaluation parameters and performance outcomes

Table B.2.1 gives an example of the critical components of a JPR.

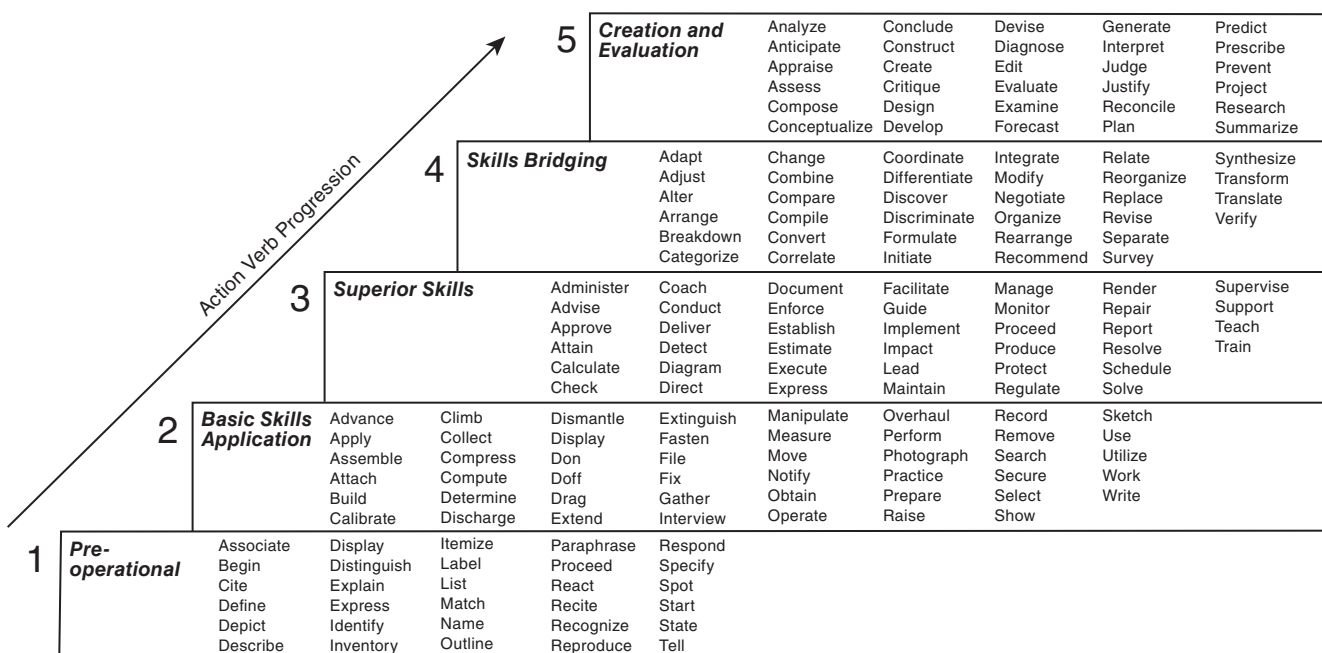


FIGURE B.2.1 Examples of Action Verbs.

Table B.2.1 Example of a JPR

(1) Task to be performed	(1) Overhaul a fire scene,
(2) Tools, equipment, or materials	(2) given PPE, attack line, hand tools, flashlight, and an assignment,
(3) Evaluation parameters and performance outcomes	(3) so that structural integrity is not compromised, all hidden fires are discovered, fire cause evidence is preserved, and the fire is extinguished.

B.2.1.1 The Task to Be Performed. The first component is a concise statement of what the person is required to do. A significant aspect of that phrase is the use of an action verb, which sets the expectation for what is to be accomplished.

B.2.1.2 Tools, Equipment, or Materials That Should Be Provided for Successful Completion of the Task. This component ensures that all the individuals completing the task are given the same tools, equipment, or materials when they are being evaluated. Both the individual and the evaluator will know what should be provided in order for the individual to complete the task.

B.2.1.3 Evaluation Parameters and Performance Outcomes. This component defines — for both the performer and the evaluator — how well the individual should perform each task. The JPR guides performance toward successful completion by identifying evaluation parameters and performance outcomes. This portion of the JPR promotes consistency in evaluation by reducing the variables used to gauge performance.

B.2.2 Requisite Knowledge and Skills. In addition to these three components, a JPR describes requisite knowledge and skills. As the term *requisite* suggests, these are the necessary knowledge and skills the individual should have prior to being

able to perform the task. Requisite knowledge and skills are the foundation for task performance.

B.2.3 Examples. With the components and requisites combined, a JPR might be similar to the two examples in B.2.3.1 and B.2.3.2.

B.2.3.1 Example: Firefighter I. Overhaul a fire scene, given PPE, attack line, hand tools, flashlight, and an assignment, so that structural integrity is not compromised, all hidden fires are discovered, fire cause evidence is preserved, and the fire is extinguished.

(A) Requisite Knowledge. Types of fire attack lines and water application devices for overhaul, water application methods for extinguishment that limit water damage, types of tools and methods used to expose hidden fire, dangers associated with overhaul, signs of area of origin or signs of arson, and reasons for protection of fire scene.

(B) Requisite Skills. The ability to deploy and operate an attack line; remove flooring, ceiling, and wall components to expose void spaces without compromising structural integrity; apply water for maximum effectiveness; expose and extinguish hidden fires in walls, ceilings, and subfloor spaces; recognize and preserve signs of area of origin and arson; and evaluate for complete extinguishment.

B.2.3.2 Example: Fire and Life Safety Educator II. Prepare a written budget proposal for a specific program or activity, given budgetary guidelines, program needs, and delivery expense projections, so that all guidelines are followed and the budget identifies all program needs.

(A) Requisite Knowledge. Budgetary process; governmental accounting procedures; federal, state, and local laws; organizational bidding process; and organization purchase requests.

(B) Requisite Skills. Estimate project costs; complete budget forms; requisition/purchase orders; collect, organize, and

format budgetary information; complete program budget proposal; and complete purchase requests.

B.3 Potential Uses for JPRs.

B.3.1 Certification. JPRs can be used to establish the evaluation criteria for certification at a specific job level. When used for certification, evaluation should be based on the successful completion of JPRs.

The evaluator would verify the attainment of requisite knowledge and skills prior to JPRs evaluation. Verification could be through documentation review or testing.

The individual seeking certification should be evaluated on the completion of the JPRs. The individual should perform the task and be evaluated based on the evaluation parameters and performance outcomes. This performance-based evaluation is based on practical exercises for psychomotor skills and written examinations for cognitive skills.

Psychomotor skills are those physical skills that can be demonstrated or observed. Cognitive skills cannot be observed but rather are evaluated on how an individual completes a task (process-oriented) or a task's outcome (product-oriented).

Performance evaluation requires that individuals be given the tools, equipment, or materials listed in the JPRs in order to complete the task.

Table B.3.1 provides examples of how assessment methodologies can be utilized by a certifying body.

B.3.2 Curriculum Development and Training Design and Evaluation. The statements contained in this document that refer to job performance were designed and written as JPRs. Although a resemblance to instructional objectives might be present, these statements should not be used in a teaching situation until after they have been modified for instructional use.

Table B.3.1 Assessment Methodology Sample Utilization

Assessment of...	How Assessed?	How Scored?	Methodology is Likely...
Knowledge/facts <i>Action verb examples:</i> identify, define, list, cite, state, choose, name	A written test in which the candidate is required to provide specific answers to specific questions related to the JPRs <i>Examples:</i> multiple choice, sequencing, true/false, fill-in-the-blank	Responses are scored in relation to the answer that has been determined to be correct.	Cognitive
A manipulative skill in real time <i>Action verb examples:</i> climb, build, perform, raise, haul, don	A skills test to evaluate a candidate's ability to perform physical tasks in real time <i>Examples:</i> donning SCBA, raising ladders, tying rescue knots	The directly observed performance with the correct performance outcome of the skill is normally indicated as part of the yes/no or pass/fail scoring checklist.	Psychomotor (skills)
A cognitive skill that cannot be directly observed; the application of knowledge to yield a product <i>Action verb examples:</i> develop, create, write	A work product created by the candidate usually outside of the classroom setting <i>Examples:</i> creating a budget, report, proposal, lesson plan, incident action plan	Scoring rubric for expected responses evaluating how a candidate completes the task outcome after submission. Used to differentiate consistently between different degrees of candidate performance.	Product
A mental activity to perform a cognitive skill in real time that cannot be directly observed <i>Action verb examples:</i> inspect, investigate	Candidate performs the activity in the presence of the evaluator; the verbalization of mental thought "First, I..., then I..., " etc. <i>Examples:</i> performing an inspection, conducting an investigation	Scoring rubric with questions and expected verbal responses. Used to differentiate consistently between different degrees of candidate performance.	Process
Documentation of the candidate's experience, training, and education against all JPRs <i>Action verb examples:</i> attend, participate, testify	A list of acceptable documents or items for each and every JPR <i>Examples:</i> coursework at training or college, participation in a certain number of investigations, testifying at court	This portfolio is evaluated using criteria that have been identified by the agency.	Portfolio

JPRs state the behaviors required to perform specific skills on the job, as opposed to a learning situation. These statements should be converted into instructional objectives with behaviors, conditions, and the degree to be measured within the educational environment.

While the differences between JPRs and instructional objectives are subtle in appearance, their purposes differ. JPRs state what is necessary to perform the job in practical and actual experience. Instructional objectives, on the other hand, are used to identify what students should do at the end of a training session and are stated in behavioral terms that are measurable in the training environment.

By converting JPRs into instructional objectives, instructors would be able to clarify performance expectations and avoid confusion caused by using statements designed for purposes other than teaching. Instructors would also be able to add jurisdictional elements of performance into the learning objectives as intended by the developers.

Requisite skills and knowledge could be converted into enabling objectives, which would help to define the course content. The course content would include each item of the requisite knowledge and skills ensuring that the course content supports the terminal objective.

B.3.2.1 Example: Converting a Firefighter I JPR into an Instructional Objective. The instructional objectives are just two of several instructional objectives that would be written to support the terminal objective based on the JPR.

JPR: Perform overhaul at a fire scene, given PPE, attack line, hand tools, flashlight, and an assignment, so that structural integrity is not compromised, all hidden fires are discovered, fire cause evidence is preserved, and the fire is extinguished.

Instructional Objective (Cognitive): The Firefighter I will identify and describe five safety considerations associated with structural integrity compromise during overhaul as part of a written examination.

Instructional Objective (Psychomotor): The Firefighter I will demonstrate the designed use of tools and equipment during overhaul to locate and extinguish hidden fires without compromising structural integrity.

B.3.2.2 Example: Converting a Fire and Life Safety Educator II JPR into an Instructional Objective. This instructional objective is just one of several instructional objectives that could be written to support the terminal objective based on the JPR.

JPR: Prepare a written budget proposal for a specific program or activity, given budgetary guidelines, program needs, and delivery expense projections, so that all guidelines are followed and the budget identifies all program needs.

Instructional Objective (Cognitive): The Fire and Life Safety Educator II will list and describe the bidding process for the purchase of a published program using budgetary guidelines, program needs, and the guidelines established by local organizational procedures as part of a written examination.

Instructional Objective (Psychomotor): The Fire and Life Safety Educator II will lead in the purchase of a specific fire and life safety educational program by following the bidding process to completion, using local organizational guidelines, including

budgetary procedures, program needs, and delivery expense projections.

B.4 Other Uses for JPRs. While the professional qualifications standards are used to establish minimum JPRs for qualification, they have been recognized as guides for the development of training and certification programs, as well as a number of other potential uses.

These areas might include the following:

- (1) *Employee Evaluation/Performance Critiquing.* The professional qualifications standards can be used as a guide by both the supervisor and the employee during an evaluation. The JPRs for a specific job define tasks that are essential to perform on the job as well as the evaluation criteria to measure completion of the tasks.
- (2) *Establishing Hiring Criteria.* The professional qualifications standards can be helpful in a number of ways to further the establishment of hiring criteria. The authority having jurisdiction (AHJ) could simply require certification at a specific level — for example, Firefighter I. The JPRs could also be used as the basis for preemployment screening to establish essential minimal tasks and the related evaluation criteria. An added benefit is that individuals interested in employment can work toward the minimal hiring criteria at local colleges.
- (3) *Employee Development.* The professional qualifications standards can be practical for both the employee and the employer in developing a plan for the employee's growth within the organization. The JPRs and the associated requisite knowledge and skills can be used as a guide to determine the additional training and education required for the employee to master the job or profession.
- (4) *Succession Planning.* Succession planning addresses the efficient placement of individuals into jobs in response to current needs and anticipated future needs. A career development path can be established for targeted employees to prepare them for growth within the organization. The JPRs and requisite knowledge and skills could then be used to develop an educational path to aid in the employee's advancement within the organization or profession.
- (5) *Establishing Organizational Policies, Procedures, and Goals.* The professional qualifications standards can be functional for incorporating policies, procedures, and goals into the organization or agency.

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Annex C An Overview of JPRs for Fire Officer (NFPA 1021)

This annex is not a part of the requirements of this NFPA document but is included for informational purposes only.

C.1 Overview of JPRs for Fire Officer. Table C.1 provides the user of the standard with an overview of the JPRs and shows the progression of the four Fire Officer levels found in the document. It is intended to assist the user of the document with the implementation of the requirements and the development of training programs using the JPRs.

Table C.1 Overview of JPRs for Fire Officer

Fire Officer I	Fire Officer II	Fire Officer III	Fire Officer IV
General			
9.2 General. For qualification at Fire Officer Level I, the candidate shall meet the requirements of Firefighter II as defined in NFPA 1010, the definition of Fire and Emergency Services Instructor I, and the job performance requirements defined in Sections 9.3 through 9.8.	10.1 General. The Fire Officer II shall meet the requirements of Fire Officer I and the job performance requirements defined in Sections 10.2 through 10.7.	11.1 General. The Fire Officer III shall meet the requirements of Fire Officer II and the job performance requirements defined in Sections 11.2 through 11.8.	12.1 General. The Fire Officer IV shall meet the requirements of Fire Officer III and the job performance requirements defined in Sections 12.2 through 12.7.
Human Resource Management			
9.3 Human Resource Management. This duty involves using human resources to accomplish assignments in accordance with organizational policies and procedures and in an efficient manner, as well as member performance and supervising personnel during emergency and nonemergency work periods, according to the following job performance requirements.	10.2 Human Resource Management. This duty involves evaluating member performance, according to the following job performance requirements.	11.2 Human Resource Management. This duty involves establishing procedures for preparing potential applicants, recruiting, hiring, assigning, maintaining AHJ-approved continuing education requirements, promoting, and encouraging professional development of members, according to the following job performance requirements.	12.2 Human Resource Management. This duty involves administering job performance requirements and evaluating and improving the department, according to the following job performance requirements.

(continues)

Table C.1 *Continued*

Fire Officer I	Fire Officer II	Fire Officer III	Fire Officer IV
9.3.1 Direct the completion of assigned tasks and responsibilities by unit members, given an assignment at an emergency incident, so that the desired outcomes are conveyed.	10.2.1 Evaluate a formal, written disciplinary notice, given a notice, disciplinary policy, and administrative procedures, so that the notice is complete, complies with policy and procedures, and is presented to a supervisor.	11.2.1 Manage staffing assignment across multiple units or areas, given the need to adjust staffing and a list of personnel and their capabilities, so that the staffing needs of the organization are met.	12.2.1 Evaluate the department's human resource demographics, given appropriate community and departmental demographic data and federal, provincial, state, tribal, and local laws, so that a recruitment, selection, and placement plan is developed.
9.3.2 Direct the completion of assigned tasks and responsibilities by members, given a list of tasks and responsibilities and the job requirements of subordinates in nonemergency situations, so that the assignments are prioritized and a plan for the completion of each assignment is developed.	10.2.2 Create a personnel evaluation program for an individual, given the requirements for job performance, so that the evaluation program has clear direction on how to meet or exceed minimum job expectations.	11.2.2 Develop recruitment programs for determining the prequalifications of applicants, given a set of potential applicants, the membership needs of the organization, and recruitment procedures and policies, so that the applicant pool meets the needs of the department.	12.2.2 Develop a plan to initiate a new member benefit, given the need for the benefit; a collective bargaining agreement (CBA) where applicable; and federal, provincial, state, tribal, and local laws, so that the plan incorporates input from all levels of the organization and has measures for its participation and effectiveness.
9.3.3 Direct unit members during a training evolution, given a company training evolution and training policies and procedures, so that the evolution is performed in accordance with safety plans, efficiently, and as directed.	10.2.3 Create a professional development plan for an individual, given the requirements for promotion, so that the plan includes the necessary knowledge, skills, and abilities to be eligible for examination for the position.	11.2.3 Develop procedures for hiring or appointing members, given the policies of the AHJ and legal requirements, so that the process is valid, reliable, and nondiscriminatory.	12.2.3 Evaluate the organization's education and in-service training program, given a summary of the job requirements for all positions within the department, so that all members can achieve and maintain required proficiencies.
9.3.4 Recommend action for member-related problems, given a member with a situation requiring assistance and the member assistance policies and procedures, so that the situation is identified and the actions taken are within the established policies and procedures.		11.2.4 Develop procedures and programs for promoting members, given succession management best practices and applicable policies and legal requirements, so that the process is valid, reliable, job-related, and nondiscriminatory.	12.2.4 Evaluate the organization's member-assistance program, given a member assistance program; stated program outcomes; historic usage and referral data; and federal, provincial, state, tribal, and local laws, so that the usage is tracked and analyzed and stated goals are achieved.
9.3.5 Apply human resource policies and procedures, given an administrative situation requiring action, so that policies and procedures are followed.		11.2.5 Document methods to facilitate and encourage members to participate in professional development, given a professional development model, so that members achieve their personal and professional goals in alignment with the needs of the organization.	12.2.5 Evaluate an incentive program, given historical data, a trend line, and stated program goals, so that modifications to the plan are created, measured, and evaluated against the stated program goals.

(continues)

Table C.1 *Continued*

Fire Officer I	Fire Officer II	Fire Officer III	Fire Officer IV
		11.2.6 Develop a proposal for improving a member benefit or a new member benefit, given a need in the organization, so that adequate information is included to justify the requested benefit improvement.	
		11.2.7 Develop a plan for providing a member accommodation, given a member need, the requirements, and applicable law, so that adequate information is included to justify the requested change(s).	
		11.2.8 Develop an ongoing continuing education and training program, given organizational training requirements, so that members of the organization are given appropriate training to meet the mission of the organization.	
Community and Government Relations			
9.4 Community and Government Relations. This duty involves dealing with inquiries of the community and communicating the role, image, and mission of the department to the public, as well as delivering safety, injury prevention, and community risk reduction (CRR), according to the following job performance requirements.	10.3 Community and Government Relations. This duty involves dealing with inquiries from allied organizations in the community and projecting the role, mission, and image of the department to other organizations with similar goals and missions for the purpose of establishing strategic partnerships and delivering safety, injury prevention, and fire prevention education programs, according to the following job performance requirements.	11.3 Community and Government Relations. This duty involves developing programs that improve and expand service to meet community needs and build partnerships with the public, according to the following job performance requirements.	12.3 Community and Government Relations. This duty involves projecting a positive image of the fire department to the community, according to the following job performance requirements.

(continues)

Table C.1 *Continued*

Fire Officer I	Fire Officer II	Fire Officer III	Fire Officer IV
9.4.1 Implement a CRR plan at the unit level, given an AHJ CRR plan, policies, and procedures, so that a community need is addressed.	10.3.1 Evaluate the community demographics, given community demographic data, so that the ability of the organization to provide life safety outreach programs to at-risk populations is determined and recommendations are made.	11.3.1 Develop a community risk reduction (CRR) program based on NFPA 1300, given risk assessment data, so that program outcomes are met.	12.3.1 Facilitate a community function that addresses a community need, given a community function and identified needs, so that a community need is met.
9.4.2 Determine a course of action to a citizen's concern, given policies and procedures, so that the concern is answered or referred to the correct individual for action and all policies and procedures are followed.	10.3.2 Explain to the organization the benefits of cooperating with external stakeholders, given a specific problem or issue in the community, so that the purpose for establishing external agency relationships is clear.		12.3.2 Develop a media relations program, given AHJ policies and procedures, so that disseminated information is accurate and accessible, and its access complies with federal, provincial, state, tribal, and local laws.
9.4.3 Respond to a public inquiry, given policies and procedures, so that the inquiry is answered accurately, courteously, and in accordance with applicable policies and procedures.			
Administration			
9.5 Administration. This duty involves general administrative functions and the implementation of departmental policies and procedures at the unit level, according to the following job performance requirements.	10.4 Administration. This duty involves preparing a project or divisional budget, news releases, and policy changes, according to the following job performance requirements.	11.4 Administration. This duty involves preparing a divisional or departmental budget, developing a budget management system, developing grant applications, soliciting bids, planning for resource allocation, and working with records management systems, according to the following job performance requirements.	12.4 Administration. This duty involves long-range planning and fiscal projections, according to the following job performance requirements.
9.5.1 Implement a departmental policy at the unit level, given a departmental policy, so that the policy is communicated to unit members and issues or concerns are addressed.	10.4.1 Develop a policy or procedure, given an assignment, so that the recommended policy or procedure identifies the problem and proposes a solution.	11.4.1 Prepare a departmental budget proposal, given budgetary guidelines, program needs, emergency services provided, and delivery expense projections, so that all guidelines are followed and the budget identifies all program needs.	12.4.1 Develop a comprehensive long-range plan for service delivery, given community needs, current department capabilities, and resources, so that the projected needs of the community are met.

(continues)

Table C.1 *Continued*

Fire Officer I	Fire Officer II	Fire Officer III	Fire Officer IV
9.5.2 Prepare a unit-level report, given forms, record-management systems, information, and incident narratives, so that the reports, records, and documents are complete and maintained in accordance with policies and procedures.	10.4.2 Compile a written budget proposal for a specific activity, given budgetary guidelines, program needs, and delivery expense projections, so that all guidelines are met and the budget identifies all program needs.	11.4.2 Develop a budget management system, given fiscal and financial policies, and federal, provincial, state, tribal, and local laws, so that the division or department stays within the budgetary authority.	12.4.2 Develop a comprehensive long-range plan for training needs, given departmental goals, facilities, buildings, and community needs, so that the plan includes metrics and timelines that measure the outcomes and fulfills the community and departmental needs.
9.5.3 Prepare a budget request, given a unit level need, so that the request is in the proper format and supported with data.	10.4.3 Document the process of purchasing, including soliciting and awarding bids, given established specifications, in order to ensure competitive bidding so that the needs of the organization are met within the applicable federal, provincial, state, tribal, and local laws and regulations.	11.4.3 Direct the process of purchasing, including soliciting and awarding bids, given established specifications, in order to ensure competitive bidding so that the needs of the organization are met within the applicable federal, provincial, state, tribal, or local laws and regulations.	12.4.3 Complete a written, comprehensive, all-hazard risk and value analysis of the community, given the appropriate features of the service area of the organization, so that an accurate evaluation is made for service delivery decision making.
9.5.4 Interpret the purpose of each management component of the organization, given an organization chart, so that the explanation is current and accurate and clearly identifies the purpose and mission of the organization.	10.4.4 Prepare a media release, given an event or topic, so that the information is accurate and formatted correctly.	11.4.4 Evaluate the department's records management program, given organizational run reports, emergency response records, report storage and retrieval methods, and access to records, so that the program is assessed for compliance with all federal, provincial, state, tribal, or local laws.	12.4.4 Develop a plan for a capital improvement project or program, given an unmet need in the community, so that there is adequate information to educate citizens about the needs of the department.
9.5.5 Collect incident data, given the goals and mission of the organization, so that incident data is accurate, protected, and available for interpretation.	10.4.5 Prepare a concise report for transmittal to a supervisor, given fire department records and a specific request for details such as trends, variances, or other related topics, so that the information required for the AHJ is accurate and documented.	11.4.5 Analyze and interpret records and data, given records systems, so that validity is determined and improvements are recommended.	12.4.5 Develop a succession plan, given department resources, policies, and procedures, so that the future needs of the department are met.
	10.4.6 Develop a plan to accomplish change in the organization, given an agency's change of policy or procedures, so that effective change is implemented in a supportive manner.	11.4.6 Create a quality assurance (QA) program, given a need for the program, so that emergency incident outcomes are measured, deficiencies are identified, and a program is created to address the deficiencies.	

(continues)

Table C.1 *Continued*

Fire Officer I	Fire Officer II	Fire Officer III	Fire Officer IV
Inspection and Investigation			
9.6 Inspection and Investigation. This duty involves conducting inspections to identify hazards and address violations, conducting pre-incident plans, performing a fire investigation to determine area of origin and preliminary cause, securing the incident scene, and preserving evidence, according to the following job performance requirements.	10.5 Inspection and Investigation. This duty involves conducting fire investigations to determine origin and preliminary cause, according to the following job performance requirements.	11.5 Inspection and Investigation. This duty involves evaluating inspection and investigation programs of the AHJ to determine effectiveness and developing public safety plans, according to the following job performance requirements.	12.5 Inspection and Investigation. No additional job performance requirements at this level.
9.6.1 Describe the procedures of the AHJ for conducting fire inspections, given any of the following occupancies, so that all hazards, including hazardous materials, are identified, approved forms are completed, and approved action is initiated: (1) Assembly (2) Educational (3) Health care (4) Detention and correctional (5) Residential (6) Mercantile (7) Business (8) Industrial (9) Storage (10) Unusual structures (11) Mixed occupancies	10.5.1 Determine the area of origin and preliminary cause of a fire, given a fire scene, photographs, diagrams, pertinent data, and sketches, so that, if indicated, additional investigation can be conducted.	11.5.1 Evaluate the inspection program of the AHJ, given current program goals, objectives, performance data, and resources so that the results are evaluated to determine effectiveness.	

(continues)

Table C.1 *Continued*

Fire Officer I	Fire Officer II	Fire Officer III	Fire Officer IV
9.6.2 Identify construction, alarm, detection, and suppression features that contribute to or prevent the spread of fire, heat, and smoke throughout the building or from one building to another, given an occupancy, and the policies and forms of the AHJ so that a pre-incident plan for any of the following occupancies is developed: (1) Assembly (2) Educational (3) Institutional (4) Residential (5) Business (6) Industrial (7) Manufacturing (8) Storage (9) Mercantile (10) Special properties (11) Mixed occupancies		11.5.2 Develop a plan, given an identified fire safety, emergency medical, or public health problem, so that the approval for a new program, piece of legislation, form of public education, intervention, and/or fire safety code is facilitated.	
9.6.3 Direct unit level personnel to secure an incident scene, given rope or barrier tape, so that unauthorized persons can recognize the perimeters of the scene and are kept from restricted areas, and all evidence or potential evidence is protected from damage or destruction.		11.5.3 Develop an accident investigation program, given federal, provincial, state, tribal, or local laws and regulations, so that the results are evaluated and the effectiveness of the program is determined.	
Emergency Service Delivery			
9.7 Emergency Service Delivery. This duty involves supervising emergency operations and deploying assigned resources in accordance with the local emergency plan and according to the following job performance requirements.	10.6 Emergency Service Delivery. This duty involves supervising multi-unit emergency operations, conducting pre-incident planning, and deploying assigned resources, according to the following job requirements.	11.6 Emergency Service Delivery. This duty involves managing multiagency planning, deployment, and operations, according to the following job performance requirements.	12.6 Emergency Services Delivery. This duty involves developing plans for major disasters, according to the following job performance requirements.

(continues)

Table C.1 *Continued*

Fire Officer I	Fire Officer II	Fire Officer III	Fire Officer IV
9.7.1 Develop an initial action plan, given size-up information for an incident and assigned emergency response resources, so that resources are deployed to mitigate the emergency.	10.6.1 Coordinate multiple units, given an emergency incident requiring multi-unit operations; NFPA 1660, NFPA 1710, and NFPA 1720 as applicable; and AHJ-approved safety procedures, so that the required units and their assignments are clear and concise and adjusted as required, and plans are carried out in compliance with cited NFPA standards and AHJ procedures.	11.6.1 Produce operational plans, given an emergency incident requiring multi-unit operations; the current editions of NFPA 1660, NFPA 1710, and NFPA 1720 as applicable; and AHJ-approved safety procedures, so that the required resources and their assignments are obtained and plans are carried out in compliance with the cited NFPA standards and AHJ procedures, resulting in mitigation of the incident.	12.6.1 Develop a comprehensive disaster plan, given organizational, neighboring, and regional resources, historical disaster data, and identified vulnerabilities, so that the plan addresses the impacts of disasters and identifies factors that mitigate risk to the community.
9.7.2 Implement an action plan at an emergency operation, given assigned resources, type of incident, and a preliminary plan, so that resources are deployed to mitigate the situation.	10.6.2 Conduct a post-incident analysis, given multi-unit incident and post-incident analysis policies, procedures, and forms, so that all required critical elements of the incident are identified, constructive feedback is communicated, and approved forms are completed.	11.6.2 Recommend a change to a post-incident analysis policy, given a multi-unit incident and the need for a change, so that all required critical elements for the change are identified, and the change is communicated.	12.6.2 Develop a comprehensive response plan, given the results of an active shooter hostile event (ASHE) risk assessment analysis, so that the agency operates at a hostile event, integrates with other agencies' actions, and provides for the safety and protection of members.
9.7.3 Conduct a post-incident analysis, given a single unit incident and post-incident analysis policies, procedures, and forms, so that all required critical elements are identified and communicated, and the approved forms are completed and processed in accordance with policies and procedures.	10.6.3 Prepare a written report, given incident reporting data from the jurisdiction, so that the major causes for service demands are identified for various planning areas within the service area of the organization.	11.6.3 Analyze post-incident analysis data, given multiple multi-unit emergency incidents and post-incident analysis data, procedures, and forms, so that all required critical elements of the incidents are identified, constructive feedback is communicated and the analysis is completed and submitted for peer review.	

(continues)

Table C.1 *Continued*

Fire Officer I	Fire Officer II	Fire Officer III	Fire Officer IV
Health and Safety			
9.8 Health and Safety. This duty involves integrating health and safety plans, policies, procedures, and standards into daily activities as well as the emergency scene, including determining appropriate levels of personal protective equipment to ensure a work environment that is in accordance with health and safety plans for all assigned members, according to the following job performance requirements.	10.7 Health and Safety. This duty involves reviewing injury, accident, and health exposure reports, identifying unsafe work environments or behaviors, and taking approved action to prevent reoccurrence, according to the following job requirements.	11.7 Health and Safety. This duty involves developing, managing, and evaluating a departmental health and safety program, according to the following job performance requirements.	12.7 Health and Safety. This duty involves administering a comprehensive risk management program, according to the following job performance requirements.
9.8.1 Apply safety regulations at the unit level, given safety policies, procedures, and standards, so that required reports are completed, in-service training is conducted, and member responsibilities are conveyed.	10.7.1 Analyze the organization's accident or injury history, given departmental data, so that a report including actions taken and recommendations made is prepared for the organization.	11.7.1 Develop an injury prevention program, given relevant local and national data, so that the results are evaluated to determine the effectiveness of the program.	12.7.1 Develop a risk management plan, given specific risks to the organization, so that the risks are evaluated, risk management options are identified, and the effectiveness of the plan is determined.
9.8.2 Conduct an initial accident investigation, given an incident and investigation process, so that the incident is documented and reports are processed in accordance with policies and procedures of the AHJ.	10.7.2 Analyze the organization's health exposure history, given departmental data, so that a report including actions taken and recommendations made is prepared for the organization.		12.7.2 Develop a health exposure program, given departmental data, program goals, and an identified exposure, so that mitigation of the exposure is incorporated into the program and the program contains metrics that identify progress toward the stated program goals.
9.8.3 Advise the unit members of the AHJ's health and wellness program, given current trends, agency policies, and an AHJ health and wellness program, so that the need to participate in wellness and fitness programs is explained to members.			

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Table C.1 *Continued*

Fire Officer I	Fire Officer II	Fire Officer III	Fire Officer IV
Emergency Management			
		11.8 Emergency Management. This duty involves policies, procedures, and programs for the role of the fire service in the community's emergency management plan and the roles of local, state/provincial, and national emergency management agencies.	
		11.8.1 Manage operational plans, given an emergency incident requiring multi-unit operations; the current editions of NFPA 1660, NFPA 1710, and NFPA 1720 as applicable; and AHJ-approved safety procedures, so that the required resources and their assignments are obtained and plans are carried out in compliance with the cited NFPA standards and AHJ procedures, resulting in mitigation of the incident.	

Annex D An Overview of JPRs for Fire and Emergency Services Instructor and Live Fire Instructor (NFPA 1041)

This annex is not a part of the requirements of this NFPA document but is included for informational purposes only.

D.1 Overview of JPRs for Fire and Emergency Services Instructor and Live Fire Instructor. Table D.1(a) provides the user of the standard with an overview of the JPRs and shows the progression of the three Fire and Emergency Services Instruc-

tor levels found in the document. Table D.1(b) provides the user of the standard with an overview of the JPRs and shows the progression of the Live Fire Instructor and Live Fire Instructor in Charge levels found in the document. They are intended to assist the user of the document with the implementation of the requirements and the development of training programs using the JPRs.

Table D.1(a) Overview of JPRs for Fire and Emergency Services Instructor

Fire and Emergency Services Instructor I	Fire and Emergency Services Instructor II	Fire and Emergency Services Instructor III
General		
4.2 General. The Fire and Emergency Services Instructor I shall meet the JPRs defined in Sections 4.3 through 4.6.	5.1 General. The Fire and Emergency Services Instructor II shall meet the requirements for Fire and Emergency Services Instructor I and the JPRs defined in Sections 5.2 through 5.5.	6.1 General. The Fire and Emergency Services Instructor III shall meet the requirements for Fire and Emergency Services Instructor II and the JPRs defined in Sections 6.2 through 6.5.
Program Management		
4.3.1 Definition of Duty. The management of basic resources, records, and reports essential to the instructional process.	5.2.1 Definition of Duty. The management of instructional resources, staff, facilities, records, and reports.	6.2.1 Definition of Duty. The administration of AHJ policies and procedures for the management of instructional resources, staff, facilities, records, and reports.
4.3.2 Assemble course materials, given a specific topic, so that the lesson plan and all materials, resources, and equipment needed to deliver the lesson are obtained.	5.2.2 Assign instructional sessions, given AHJ scheduling policy, instructional resources, staff, facilities, and timeline for delivery, so that the specified sessions are delivered according to AHJ policy.	6.2.2 Administer a training record system, given AHJ policy and type of training activity to be documented, so that the information captured is concise, meets all AHJ and legal requirements, and can be accessed.
4.3.3 Prepare requests for resources, given training goals and current resources, so that the resources required to meet training goals are identified and documented.	5.2.3 Recommend budget needs, given training goals, AHJ budget policy, and current resources, so that the resources required to meet training goals are identified and documented.	6.2.3 Develop policies to support the training program, given AHJ policies and procedures and the training program goals, so that the goals are achieved.
4.3.4 Schedule single instructional sessions, given a training assignment, AHJ scheduling procedures, instructional resources, facilities, and timeline for delivery, so that the specified sessions are delivered according to AHJ procedure.	5.2.4 Gather training resources, given an identified need, so that the resources are obtained within established timelines, budget constraints, and according to AHJ policy.	6.2.4 Select instructional staff, given personnel qualifications, instructional requirements, and AHJ policies and procedures, so that staff selection meets AHJ policies and achievement of AHJ and instructional goals.
4.3.5 Complete training records and reports, given policies and procedures, so that required reports are accurate and submitted in accordance with the procedures.	5.2.5 Manage training record-keeping, given training records, AHJ policy, and training activity, so that all AHJ and legal requirements are met.	6.2.5 Construct a performance-based instructor evaluation plan, given AHJ policies and procedures and job requirements, so that instructors are evaluated at regular intervals, following AHJ policies.
	5.2.6 Evaluate instructors, given an evaluation tool, AHJ policy, and objectives, so that the evaluation identifies areas of strengths and weaknesses, recommends changes in instructional style and communication methods, and provides opportunity for instructor feedback to the evaluator.	6.2.6 Formulate budget needs, given training goals, AHJ budget policy, and current resources, so that the resources required to meet training goals are identified and documented.
		6.2.7 Write equipment purchasing specifications, given curriculum information, training goals, and AHJ guidelines, so that the equipment is appropriate and supports the curriculum.

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