

NFPA®

1037

**Standard on Fire Marshal
Professional Qualifications**

2016



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NFPA®1037

Standard on

Fire Marshal Professional Qualifications

2016 Edition

This edition of NFPA 1037, *Standard on Fire Marshal Professional Qualifications*, was prepared by the Committee on Fire Marshal Professional Qualifications and released by the Correlating Committee on Professional Qualifications. It was issued by the Standards Council on November 14, 2015, with an effective date of December 4, 2015, and supersedes all previous editions.

This edition of NFPA 1037 was approved as an American National Standard on December 4, 2015.

Origin and Development of NFPA 1037

In 1972, the Joint Council of National Fire Service Organizations (JCNFSO) created the National Professional Qualifications Board for the Fire Service (NPQB) to facilitate the development of nationally applicable performance standards for uniformed fire service personnel. On December 14, 1972, the Board established four technical committees to develop those standards using the National Fire Protection Association (NFPA) standards-making system. The initial committees addressed the following career areas: fire fighter, fire officer, fire service instructor, and fire inspector and investigator.

The original concept of the professional qualification standards, as directed by the JCNFSO and the NPQB, was to develop an interrelated set of performance standards specifically for the fire service. The various levels of achievement in the standards were to build upon each other within a strictly defined career ladder. In the late 1980s, revisions of the standards recognized that the documents should stand on their own merit in terms of job performance requirements for a given field. Accordingly, the strict career ladder concept was abandoned, except for the progression from fire fighter to fire officer. The later revisions, therefore, facilitated the use of the documents by other than the uniformed fire services.

The Standards Council, at its October 2001 meeting, approved a project requested by the International Fire Marshals Association for Professional Qualifications for Fire Marshal. In January 2003, Jim A. Crawford was named as Chair for that new project.

The first edition of this standard, in 2007, identified, in terms of job performance requirements (JPRs), the minimum qualifications for professional competence for fire marshals and equivalent positions.

In the 2012 edition, the technical committee added requirements to provide minimum levels of requisite knowledge and skills related to the prevention field, including, but not limited to, fire inspector, plans examiner, fire investigator, and fire and life safety educator. Those requirements recognized that managers should have some level of expertise in their fields. NFPA 1037 now emphasized the demands of organizations, legal requirements, and local jurisdiction requirements with the allocated resources.

As part of the revision process for the 2016 edition, the technical committee completed a job task analysis. The technical committee made changes to that revision to better enable the end-user to assess and qualify individuals for the duties and responsibilities of fire marshal. Chapter 4 delineates the core JPRs specific to fire marshal. Mission-specific JPRs beyond fire marshal include regulatory, public education, and investigation. To qualify for fire marshal, an individual must complete the core qualifications and at least one of the mission-specific qualifications. The number of mission-specific qualifications are determined by the authority having jurisdiction. The technical committee also removed references to extracted material from other documents, opting to develop text that directly correlates to the intended use of the document. Finally, the technical committee added a sample evaluation matrix to assist evaluators in determining the qualifications for fire marshal.

Correlating Committee on Professional Qualifications

William E. Peterson, *Chair*

Kissimmee, FL [M]

Rep. International Fire Service Training Association

Andrew Blum, Exponent, Inc., GA [SE]

Gregg A. Cleveland, La Crosse Fire Department, WI [U]
Rep. NFPA Fire Service Section

Gordon Descutner, Alaska DPS Fire Standards Council, AK [U]
Rep. Alaska Fire Standards Council

Alec Feldman, Fulcrum Consultants, Ireland [SE]
Rep. JOIFF-International Organisation for Industrial Hazard Management

Douglas P. Forsman, Fairfield Bay Fire Department, AR [L]

Scott M. Gorgon, North Las Vegas Fire Department, NV [L]
Rep. International Association of Fire Fighters

R. Kirk Hankins, Fire Consulting & Case Review International, Inc., MO [U]
Rep. International Association of Arson Investigators, Inc.

Tonya L. Hoover, CAL FIRE, Office of the State Fire Marshal, CA [U]
Rep. International Association of Fire Chiefs

James F. Jaracz, Fire Code Guy, IN [SE]

Richard A. Mason, National Fallen Firefighters Foundation, NH [SE]

Jerrold Prendergast, Springfield Fire Department, MA [L]

Willie G. Shelton, Fredericksburg, VA [E]
Rep. National Board on Fire Service Professional Qualifications

Philip C. Stittleburg, La Farge Fire Department, WI [L]
Rep. National Volunteer Fire Council

Tracie M. Young-Brungard, Pennsylvania Office of the State Fire Commissioner, PA [E]
Rep. International Fire Service Accreditation Congress

Michael J. Yurtec, Smeal Fire Apparatus Company, IL [M]

Alternates

Thomas W. Aurnhammer, Los Pinos Fire District, CO [U]
(Alt. to R. Kirk Hankins)

Wayne Bailey, North Carolina Fire & Rescue Commission, NC [E]
(Alt. to Tracie M. Young-Brungard)

David W. Lewis, Maryland Coordination and Analysis Center, MD [L]
(Alt. to Philip C. Stittleburg)

Frederick W. Piechota, Jr., National Board on Fire Service Professional Qualifications, MA [E]
(Alt. to Willie G. Shelton)

Nonvoting

Stephen P. Austin, Cumberland Valley Volunteer Firemen's Association, DE [L]
Rep. TC on Traffic Control Incident Management Professional Qualifications

Alan W. Conkle, Ohio Association of Emergency Vehicle Technicians (OAEVT), OH [M]
Rep. TC on Emergency Vehicle Mechanic Technicians Professional Qualifications

John S. Cunningham, Nova Scotia Firefighters School, Canada [U]
Rep. TC on Fire Fighter Professional Qualifications

Jay Dornseif, III, Priority Dispatch Corporation, UT [M]
Rep. TC on Public Safety Telecommunicator Professional Qualifications

Edward M. Hawthorne, Shell Oil Company, TX [U]
Rep. TC on Industrial Fire Brigades Professional Qualifications

Ronald L. Hopkins, TRACE Fire Protection & Safety Consultant, Ltd., KY [SE]

Randy J. Krause, Port of Seattle Fire Department, WA [E]
Rep. TC on Fire Service Occupational Safety and Health

Michael S. Mayers, Hilton Head Island Fire Rescue, SC [U]

Gregory G. Noll, Hildebrand & Noll Associates Inc., PA [SE]
Rep. TC on Hazardous Materials Response Personnel

Randal E. Novak, Iowa Fire Service Training Bureau, IA [SE]
Rep. TC on Accreditation & Certification Professional Qualifications

Lawrence L. Preston, Maryland Fire and Rescue Institute, MD [E]
Rep. TC on Fire Officer Professional Qualifications

Jim Stumpf, Organizational Quality Associates, ID [SE]
Rep. TC on Wildfire Suppression Professional Qualifications

Nancy J. Trench, Fire Protection Publications, OK [M]
Rep. TC on Public Fire Educator Professional Qualifications

George A. Wendt, Travelers Insurance Company, NJ [I]
Rep. TC on Fire Investigator Professional Qualifications

R. Paul Valentine, Nexus Engineering, IL [M]
Rep. TC on Fire Marshal Professional Qualifications

Ed Conlin, NFPA Staff Liaison

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Committee Scope: This Committee shall have primary responsibility for the management of the NFPA Professional Qualifications Project and documents related to professional qualifications for fire service, public safety, and related personnel.

Technical Committee on Fire Marshal Professional Qualifications

R. Paul Valentine, Chair

Nexus Engineering, IL [M]

Rep. International Fire Service Training Association

David A. Boverman, Greenacre, NSW, Australia [U]

Adrian J. Cales, Public Service Enterprise Group, NJ [C]

Laurie L. Christensen, Harris County Fire Marshal's Office, TX [L]

Jim A. Crawford, Consultant, WA [SE]

Scott T. Dodd, Arizona Public Services, AZ [U]

Tolga Durak, Oklahoma State University, OK [U]

Jerald E. Farley, American Promotional Events, Inc., WA [C]

Cynthia M. Gier, CMG Fire Protection Engineering, Inc., KS [SE]

Gordon W. Gilmour, Command Dynamics Ltd., United Kingdom [M]

Justin J. Gipson, City of Chula Vista Fire Department, CA [E]
Rep. International Association of Fire Chiefs

Douglas R. Goodings, Office of the Fire Marshal of Ontario, Canada [E]

James F. Jaracz, Fire Code Guy, IN [SE]

Todd Kerkhoff, Consolidated Fire District #2, KS [U]

Kelly Kistner, Texas State Fire Marshals Office, TX [E]

William E. Koffel, Koffel Associates, Inc., MD [SE]

Jared W. Moravec, Bainbridge Island Fire Department, WA [U]
Rep. International Fire Marshals Association

Henry Paszczuk, Connecticut Department of Public Safety, CT [E]

Robert B. Popa, Farmington Fire Department, NM [U]

Alan H. Sactor, University of Maryland, MD [U]

John M. Stofa, Cape Fire Control, Inc., MA [IM]

Donald H. J. Turno, Savannah River Nuclear Solutions, LLC, SC [C]

David V. Tomecek, Hughes Associates/RJA Group, CO [SE]

Christopher Willms, Sea Girt Fire Company #1, NJ [E]

Alternates

William E. Abbott, Office of State Fire Marshal, CT [E]
(Alt. to Henry Paszczuk)

David L. Boswell, Hughes Associates/RJA Group, CO [SE]
(Alt. to David V. Tomecek)

Brett T. Lacey, Colorado Springs Fire Department, CO [M]
(Alt. to R. Paul Valentine)

Todd M. Laeger, Chapel Hill Fire Department, NC [E]

Matthew J. Mertens, North Shore Fire Department, WI [U]
(Voting Alt. to NSFD Rep.)

Chuck Thacker, Consultant, MO [SE]
(Alt. to Cynthia M. Gier)

Tad A. Trout, American Promotional Events, Inc., CA [C]
(Alt. to Jerald E. Farley)

Daniel S. Vandergriff, Telgian Corporation, MO [SE]
(Voting Alt. to Telgian Rep.)

Nonvoting

Mary K. Marchone, U.S. Fire Administration, MD [C]

Thomas McGowan, NFPA Staff Liaison

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Committee Scope: This committee shall have primary responsibility for documents on professional qualifications required of fire marshals.

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A reference in brackets [] following a section or paragraph indicates material that has been extracted from another NFPA document. As an aid to the user, the complete title and edition of the source documents for extracts in mandatory sections of the document are given in Chapter 2 and those for extracts in informational sections are given in Annex D. Extracted text may be edited for consistency and style and may include the revision of internal paragraph references and other references as appropriate. Requests for interpretations or revisions of extracted text shall be sent to the technical committee responsible for the source document.

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

Chapter 1 Administration

1.1* Scope. This standard identifies the minimum job performance requirements (JPRs) for Fire Marshal.

1.2* Purpose. The purpose of this standard is to specify the minimum JPRs for service as a Fire Marshal.

1.2.1 This standard shall define a Fire Marshal.

1.2.2 The intent of this standard shall be to ensure that personnel serving as a Fire Marshal are qualified.

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

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

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

1.2.6* A Fire Marshal shall remain current with the general knowledge and skills and JPRs addressed for each level or position of qualification.

1.3 Application. The application of this standard is to specify which requirements within the document shall apply to Fire Marshal.

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

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

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

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.

1.3.5 Personnel assigned the duties of Fire Marshal shall meet all the requirements defined in Chapter 4 prior to being qualified.

1.3.6 The AHJ shall provide personal protective clothing and the equipment necessary to conduct assignments.

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

1.3.8 Prior to training to meet the requirements of this standard, personnel shall meet the following requirements:

- (1) Educational requirements established by the AHJ
- (2) Age requirements established by the AHJ
- (3) Medical requirements established by the AHJ
- (4) Job-related physical performance requirements established by the AHJ

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

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 1.4.)

Table 1.4 U.S.-to-SI Conversions

Quantity	U.S. 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

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 1035, *Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager Professional Qualifications*, 2015 edition.

2.3 Other Publications. Merriam-Webster's *Collegiate Dictionary*, 11th edition, Merriam-Webster, Inc., Springfield, MA, 2003.

2.4 References for Extracts in Mandatory Sections.

NFPA 1000, *Standard for Fire Service Professional Qualifications Accreditation and Certification Systems*, 2011 edition.

NFPA 1002, *Standard for Fire Apparatus Driver/Operator Professional Qualifications*, 2014 edition.

NFPA 1021, *Standard for Fire Officer Professional Qualifications*, 2014 edition.

NFPA 1031, *Standard for Professional Qualifications for Fire Inspector and Plan Examiner*, 2014 edition.

NFPA 1033, *Standard for Professional Qualifications for Fire Investigator*, 2014 edition.

NFPA 1035, *Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager Professional Qualifications*, 2015 edition.

NFPA 1451, *Standard for a Fire Service Vehicle Operations Training Program*, 2013 edition.

Chapter 3 Definitions

3.1 General. The definitions contained in this chapter shall apply to the terms used in this standard. 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. 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* Code. A standard that is an extensive compilation of provisions covering broad subject matter or that is suitable for adoption into law independently of other codes and standards.

3.2.4 Shall. Indicates a mandatory requirement.

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

3.2.6 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

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3.3 General Definitions.

3.3.1 Acceptable Level of Risk. See 3.3.19.1.

3.3.2* Applicable Codes and Standards. Those codes and standards that are legally adopted and enforced by a jurisdiction at the time of construction of an occupancy or installation of a system or of equipment.

3.3.3 Community Risk. See 3.3.19.2.

3.3.4 Due Process. The compliance with the criminal and civil laws and procedures within the jurisdiction where the incident occurred. [1033, 2014]

3.3.5 Fire Inspector. An individual who conducts fire code inspections and applies codes and standards.

3.3.6 Fire Investigator. An individual who has demonstrated the skills and knowledge necessary to conduct, coordinate, and complete an investigation. [1033, 2014]

3.3.7* Fire Marshal. A person designated to provide delivery, management, and/or administration of fire protection— and life safety—related codes and standards, investigations, education, and/or prevention services for local, county, state, provincial, federal, tribal, or private sector jurisdictions as adopted or determined by that entity.

3.3.8 Investigation. A systematic inquiry or examination.

3.3.9 Job Performance Requirement. 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, 2011]

3.3.10 Jurisdiction. A governmental, corporate, contractual, or other legally defined boundary.

3.3.11* Jurisdictional Requirements. Those documents or controls, other than codes and standards, that are legally adopted and enforced by a jurisdiction.

3.3.12 Organization. The operational unit within the jurisdiction in which the Fire Marshal functions.

3.3.13 Personal Protective Clothing. Clothing provided for the fire inspector's personal protection, including a helmet/hard hat, safety glasses, safety shoes/boots, gloves, and coveralls. [1031, 2014]

3.3.14* Professional Development. A continuous process of training, education, knowledge, and skills enhancement.

3.3.15 Qualification. Having satisfactorily completed the requirements of the objectives. [1021, 2014]

3.3.16 Regulatory. Code enforcement, fire inspection, or plans examination.

3.3.17 Requisite Knowledge. Fundamental knowledge one must have in order to perform a specific task. [1031, 2014]

3.3.18 Requisite Skills. The essential skills one must have in order to perform a specific task. [1031, 2014]

3.3.19 Risk. A measure of the probability and severity of adverse effects that result from exposure to a hazard. [1451, 2013]

3.3.19.1 Acceptable Level of Risk. The minimum risk occurrence magnitude that is accepted by the stakeholders in the community.

3.3.19.2 Community Risk. Risk that pertains to the overall community, as opposed to individual properties, locales, stakeholders, or other community elements.

3.3.19.3* Community Risk Reduction. Programs, actions, and services used by a community, which prevent or mitigate the loss of life, property, and resources associated with life safety, fire, and other disasters within a community. [1035, 2015]

3.3.19.4 Target Risk. A risk that has been identified by analysis of data, has been evaluated by the authority having jurisdiction and/or stakeholders, and is to be mitigated.

3.3.20 Supervisor. An individual responsible for overseeing the performance or activity of other members. [1021, 2014]

3.3.21 Target Risk. See 3.3.19.4.

3.3.22 Task. A specific job behavior or activity. [1002, 2014]

Chapter 4 Fire Marshal – Core

4.1 General.

4.1.1 The Fire Marshal shall meet all of the core job performance requirements defined in Sections 4.2 through 4.5.

4.1.2* The Fire Marshal shall perform duties in accordance with applicable safety standards.

4.1.3* The Fire Marshal shall have access to the applicable codes, standards, and jurisdictional requirements associated with any assignments.

4.2 Administrative Duties. The Fire Marshal shall provide the services and perform the duties assigned or designated by the jurisdiction. Specific administrative duties and functions shall vary in scope based on the individual jurisdictional requirements.

4.2.1* Administer jurisdictional requirements related to the roles and responsibilities of the Fire Marshal, given regulations and organizational goals and objectives pertaining to personnel and labor management, so that the Fire Marshal functions in a manner consistent with the organizational mission and complies with applicable personnel management laws and regulations.

(A) Requisite Knowledge. Organizational structure; organizational mission; fundamental strategic planning processes; staffing positions, roles, and responsibilities; and intra- and inter-organizational relationships.

(B) Requisite Skills. The ability to use verbal and written communication skills; consolidate information and data from a variety of sources for short- and long-term planning purposes;

forecast staffing, capital, and budgetary needs to support the roles and responsibilities of Fire Marshal; establish an organizational structure, to include both existing and future staffing positions, to implement the roles and responsibilities of Fire Marshal consistent with the overall organizational structure; and integrate relationships, functions, and needs of stakeholders.

4.2.2 Establish personnel assignments to maximize efficiency, given the knowledge, training, and experience of the members available, so that the organizational roles and responsibilities and legal requirements are met with the allocated resources and in accordance with jurisdictional requirements.

(A) Requisite Knowledge. Minimum staffing requirements, available human resources, and jurisdictional requirements.

(B) Requisite Skills. The ability to use interpersonal skills and verbal and written communication skills.

4.2.3 Establish a strategic and operational plan, given organizational goals and objectives, legal requirements, and available resources, so that the organizational roles and responsibilities and legal requirements are met with the allocated resources.

(A) Requisite Knowledge. Organizational structure, legal requirements, organizational mission, fundamental strategic planning processes, organizational staffing, roles and responsibilities, and stakeholder relationships.

(B) Requisite Skills. The ability to use verbal and written communication skills; consolidate information and data from a variety of sources for short- and long-term planning purposes; forecast staffing, capital, and budgetary needs to support the roles and responsibilities of Fire Marshal; establish an organizational structure, to include both existing and future staffing positions, to implement the roles and responsibilities of Fire Marshal consistent with the overall organizational structure; and integrate relationships, functions, and needs of stakeholders.

4.2.4 Establish a budget, given the available resources, so that the roles and responsibilities of the Fire Marshal can be implemented within organizational goals and objectives.

(A) Requisite Knowledge. Organizational budgeting process and basic accounting requirements.

(B) Requisite Skills. The ability to carry out the organizational budgeting process (i.e., forms, orders, etc.) as related to the roles and responsibilities of Fire Marshal, and ability to communicate the budgetary needs to support the roles and responsibilities of the Fire Marshal.

4.2.5 Monitor the condition of the approved budget during the budgeting period, given the available resources and budgetary requirements, so that the roles and responsibilities of the Fire Marshal can be implemented within organizational goals and objectives.

(A) Requisite Knowledge. Organizational budgetary process and basic accounting requirements.

(B) Requisite Skills. The ability to track and analyze trends of financial data pertinent to the roles and responsibilities of Fire Marshal.

4.2.6 Guide the development, maintenance, and evaluation of a department record and management system, given policies

and procedures, so that completeness and accuracy are achieved.

(A) Requisite Knowledge. Recognize principles involved in the acquisition, implementation, and retrieval of information by data processing as it applies to the record-keeping and budgetary processes, capabilities, and limitations of information management systems.

(B) Requisite Skills. Apply evaluative methods, use verbal and written communication skills, and organize data.

4.3* Community Risk Reduction. This duty involves the recommendation, creation, and evaluation of jurisdictional requirements that reduce risks in and to the community.

4.3.1 General Requisite Knowledge. Community planning processes, emergency planning processes, strategic planning, and operational plans.

4.3.2 Evaluate target risks and emergency incident data, given community profile levels of protection, occupancy types, percent of responses by occupancy type, perspectives of risk, and available data and information, including loss, so that a community risk profile can be developed based on an acceptable level of risk.

(A) Requisite Knowledge. Occupancy types, levels of protection, emergency response capability, loss history, and the unique hazards associated with the community.

(B) Requisite Skills. The ability to compare hazards, probability of occurrence, and consequence to established risk and to rank those risks based on the effect to and in the community.

4.3.3 Manage a data and information management program, given identified inputs and outputs, data collection system, and personnel, so that data and information are collected, processed, stored, and maintained.

(A) Requisite Knowledge. Target risks, available input and output, available data management systems, available personnel, and related organizational policies.

(B) Requisite Skills. The ability to establish the parameters for data and information collection, and maintain data management and storage systems.

4.3.4 Interpret data and information, given output from a data/information management system, so that the data and information provide an adequate basis of knowledge to conduct risk analysis.

(A) Requisite Knowledge. Facts, trends, and high-risk areas.

(B) Requisite Skills. The ability to analyze and interpret data and information and identify trends.

4.3.5 Conduct risk analysis, given data and information trends, target risks, community input, and available resources, so that a risk profile and management solutions are developed.

(A) Requisite Knowledge. Data and information trends, community perceptions of risk, available resources, potential solutions, and constraints.

(B) Requisite Skills. The ability to evaluate risk, compare risk to an established or perceived level of risk, and identify potential solutions.

4.3.6 Evaluate risk management solutions, given the risk analysis, organizational and community constraints, regulatory requirements, available resources, and financial impacts, so that the most beneficial and cost-effective solution(s) can be established.

(A) Requisite Knowledge. Effects of external and internal influences upon the risk management solutions, available resources, and costs.

(B) Requisite Skills. The ability to identify and evaluate the effects of internal and external influences on the risk management solutions.

4.3.7 Integrate the risk management solutions with related organizational groups, given organizational structure and constraints, so that the analysis and solution(s) can be used for organizational planning, development, and implementation.

(A) Requisite Knowledge. Roles and responsibilities of other organizational groups and how the proposed risk management solution(s) affect those other units.

(B) Requisite Skills. The ability to recognize the applicability of the risk management solution(s) to the roles and responsibilities of the other organizational groups.

4.3.8 Integrate the risk management solution(s) with community stakeholders, given interface with community individuals and organizations, so that the risk management solution(s) can be used for community planning, development, and implementation.

(A) Requisite Knowledge. Roles and responsibilities of community stakeholders and how the risk management solution(s) affect those stakeholders.

(B) Requisite Skills. The ability to recognize the applicability of the risk management solution(s) to the roles and responsibilities of the other community stakeholders.

4.3.9 Evaluate the risk management program, given the existing risk analysis, implemented solution(s), and data and information applications, so that continued improvement of the program goals and objectives can be monitored and achieved.

(A) Requisite Knowledge. The goals and objectives, available information, established level of risk, and evaluation methodologies.

(B) Requisite Skills. The ability to interpret and analyze the data on the impact of the risk management program.

4.3.10 Design and implement a plan, given an identified fire safety problem, so that a new program, piece of legislation, or fire safety code is facilitated.

(A) Requisite Knowledge. Applicable codes, standards, and jurisdictional requirements and their development process.

(B) Requisite Skills. The ability to use evaluative methods, use consensus-building techniques, use verbal and written communication skills, and organize plans.

4.4* Community Relations. This duty involves the development and maintenance of effective relationships within the community.

4.4.1* Develop relationships with community groups, given a description of local groups and organizational policies for relationships with community groups, attendance at community

meetings, and participation at community events, so that a schedule is established for ongoing contacts.

(A) Requisite Knowledge. Community demographics, formal and informal community leaders, community groups, community and civic issues, effective customer service methods, and organizational policies for community relations.

(B) Requisite Skills. The ability to use verbal and written communication skills.

4.4.2* Present safety proposals to community groups, given a list of groups with shared concerns, and an understanding of relevant safety measures, so that the justification for the safety proposal is provided, issues are explained, and solutions, impacts, and benefits are stated.

(A) Requisite Knowledge. Community demographics, formal and informal community leaders, community groups, community and civic issues, effective customer service methods, and organizational policies for community relations.

(B) Requisite Skills. The ability to use verbal and written communication skills.

4.4.3 Create media communication strategies and policies, given a list of media outlets such as newspaper, radio, web pages, and television; characteristics of local media including deadlines; and the resources to provide media with accurate information, so that consistent and accurate prevention information is disseminated in an understandable manner.

(A) Requisite Knowledge. Methods of disseminating information to the media, media needs, and organizational policies for media relations.

(B) Requisite Skills. The ability to maintain a constructive relationship with media groups and provide written and verbal information.

4.4.4 Participate in media interviews, given information about organizational goals and prevention practices and strategies; and knowledge of interview techniques, so that consistent and accurate information is disseminated in an understandable manner.

(A) Requisite Knowledge. Interview methodology and techniques, organizational policies and practices.

(B) Requisite Skills. The ability to use verbal and written communication skills and demonstrate proper interview techniques.

4.5 Professional Development. This duty involves the recommendation, creation, and evaluation of jurisdictional requirements for professional development, according to the JPRs in 4.5.2 through 4.5.6.

4.5.1 General Requisite Knowledge. Training and professional development principles, guides, and standards.

4.5.2 Identify and prioritize professional development needs, within the department given jurisdictional requirements, so that professional development requirements are established.

(A) Requisite Knowledge. Needs analysis, task analysis, jurisdictional requirements, lesson planning, instructional methods, characteristics of adult learners, instructional media, curriculum development, and development of evaluation instruments.

(B) Requisite Skills. Conducting research, facilitating committee meetings, and needs and task analysis; organizing information into functional groupings; and interpreting data.

4.5.3 Prescribe professional development programs, given the results of a professional development needs analysis, so that the knowledge and skills are job-related, training is performance-based, adult learning principles are used, and the program meets organizational goals and requirements.

(A) Requisite Knowledge. Organizational goals and requirements, instructional design, adult learning principles, and principles of performance-based education.

(B) Requisite Skills. The ability to conduct instructional planning and evaluate training options.

4.5.4 Implement professional development programs, given selected options and available resources, so that professional development programs meet organizational goals and objectives.

(A) Requisite Knowledge. Organizational goals and objectives, available resources, and instructional methods.

(B) Requisite Skills. The ability to assign responsibility, conduct research, facilitate committee meetings, organize information, use verbal and written communication skills, and interpret data.

4.5.5 Evaluate organizational professional development programs, given organizational goals and objectives, so that professional development meets organizational goals and objectives.

(A) Requisite Knowledge. Organizational goals and objectives, record-keeping systems, data acquisition techniques, and instructional methods.

(B) Requisite Skills. The ability to analyze and evaluate data.

4.5.6 Forecast organizational professional development needs, given professional trends, emerging technologies, and future organizational goals and objectives, so that future organizational and individual professional development needs are planned.

(A) Requisite Knowledge. Professional trends, emerging technologies, future organizational constraints, and future resources.

(B) Requisite Skills. The ability to conduct research, evaluate trends, and forecast needs.

Chapter 5 Fire Marshal – Mission-Specific

5.1 General.

5.1.1 Fire Marshals assigned mission-specific responsibilities within the jurisdiction shall meet the job performance requirements defined in Sections 4.2 through 4.5.

5.1.2 Fire Marshals assigned mission-specific responsibilities within the jurisdiction shall have additional job performance requirements that are specific to their jurisdiction and expected tasks as determined by the AHJ.

5.1.3 Fire Marshals assigned mission-specific responsibilities shall perform all the job performance requirements listed in at

least one level of the mission-specific designations (*see Sections 5.2 through 5.4*):

- (1) For qualification to manage regulatory fire inspection and/or plans examination programs, the Fire Marshal shall meet the job performance requirements defined in Sections 5.2.1 through 5.2.12 (*see Section 5.2*).
- (2) For qualification to manage fire and life safety education, the Fire Marshal shall meet the job performance requirements defined in 5.3.1 through 5.3.7 (*see Section 5.3*).
- (3) For qualification to manage investigations, the Fire Marshal shall meet the job performance requirements defined in 5.4.1 through 5.4.7 (*see Section 5.4*).

5.2 Regulatory Programs. This duty involves development, management, and application of regulatory programs.

5.2.1 General Requisite Knowledge. Codes, standards, and jurisdictional requirements applicable to the management of the regulatory environment, including, but not limited to, fire, building, and life safety codes.

5.2.2 Manage a process for the adoption, modification, and maintenance of codes, standards, and jurisdictional requirements, given fire loss data and/or a demonstrated need or deficiency, so that the code, standard, or jurisdictional requirement is written and addresses the identified need or deficiency.

(A) Requisite Knowledge. Applicable jurisdictional requirements; applicable legal and administrative processes in the jurisdiction for the adoption and modification of codes, standards, and jurisdictional requirements; statistical analysis; model codes and standards development process; and identified facts, trends, and high-risk areas.

(B) Requisite Skills. The ability to apply the required knowledge to the organizational jurisdictional requirements; to apply the required knowledge to the codes, standards, and jurisdictional requirements development and modification process; and to apply statistical analysis to a problem.

5.2.3 Manage a process for conducting compliance inspections, given applicable codes, standards, and jurisdictional requirements and/or an identified issue, so that the applicable codes, standards, and jurisdictional requirements are identified, deficiencies are identified and documented, and compliance determined.

(A) Requisite Knowledge. All applicable codes, standards, and jurisdictional requirements; implementing documents and methods; and technological tools to aid compliance inspections.

(B) Requisite Skills. The ability to develop jurisdictional requirements for the administration of the inspection functions and programs.

5.2.4 Manage a process for plan reviews, given the policies of the jurisdiction requiring plan reviews, so that requirements for plan reviews are completed in accordance with the policies of the jurisdiction.

(A) Requisite Knowledge. All applicable codes, standards, and jurisdictional requirements; workflow processes of the jurisdiction; and technological tools for the plan review process.

(B) Requisite Skills. The ability to develop jurisdictional requirements for the administration of the plan review functions and program and to assign tasks.

5.2.5 Manage an appeals process, given the codes, standards, and jurisdictional requirements, so that appeals can be resolved in compliance with the intent of the applicable codes, standards, and jurisdictional requirements.

(A) Requisite Knowledge. Administrative and legal processes for managing appeals.

(B) Requisite Skills. The ability to manage appeals in conformance with the applicable codes, standards, and jurisdictional requirements.

5.2.6 Manage a process for record keeping, given the need to document the processes of the regulatory program, so that there is a record of the regulatory actions.

(A) Requisite Knowledge. Record-keeping requirements of the jurisdiction.

(B) Requisite Skills. The ability to manage records according to the applicable requirements.

5.2.7 Manage a process for administering, evaluating, and issuing permits, licenses, and/or certificates of fitness, given the applicable jurisdictional requirements, so that applicable codes, standards, and jurisdictional requirements are met.

(A) Requisite Knowledge. Legal processes for managing permits, licenses, and/or certificates of fitness.

(B) Requisite Skills. The ability to manage permit applications in conformance with the applicable codes, standards, and jurisdictional requirements.

5.2.8* Manage the compliance interpretation process for prescriptive codes, standards, and jurisdictional requirements, given complex issues related to codes, standards, and jurisdictional requirements, so that a resolution of the issue meets the intent of the prescriptive codes, standards, and jurisdictional requirements.

(A) Requisite Knowledge. Applicable codes, standards, and jurisdictional requirements, and administrative and legal considerations of compliance interpretations.

(B) Requisite Skills. The ability to evaluate prescriptive codes, standards, and jurisdictional requirements and use verbal and written communication skills.

5.2.9* Manage a program for alternative compliance measures, given the submittal of equivalencies, alternative methods, and performance-based design, so that the final design meets the intent of the codes, standards, and jurisdictional requirements.

(A) Requisite Knowledge. Codes, standards, and jurisdictional requirements; administrative and legal considerations of equivalencies, alternative methods, and performance-based design; evaluative programs for objective analysis of alternative compliance measures; and technological solutions for alternative compliance measures.

(B) Requisite Skills. The ability to evaluate and verify the validity of nonprescriptive design approaches and to develop jurisdictional requirements for the administration of alternative compliance programs.

5.2.10 Manage the process for reconciling complaints, given the report of a situation or condition, so that complaints are resolved and appropriate action is taken.

(A) Requisite Knowledge. Applicable codes, standards, and jurisdictional requirements and administrative and legal considerations for managing and resolving complaints.

(B) Requisite Skills. The ability to evaluate and resolve complaints through use of the appropriate legal and administrative requirements.

5.2.11* Generate jurisdictional requirements for administering the regulatory management program, given management objectives, so that the requirements are defined, concise, and in accordance with the legal obligations of the jurisdiction.

(A) Requisite Knowledge. Jurisdictional requirements and management objectives for the regulatory management program.

(B) Requisite Skills. The ability to interpret jurisdictional requirements and to write jurisdictional requirements in accordance with administrative and legal guidelines.

5.2.12* Manage a program to coordinate with other agencies, given that other agencies' requirements can overlap the local jurisdictions, so that conflicts are eliminated and clear lines of responsibility are developed.

(A) Requisite Knowledge. Other regulatory agencies that affect the local jurisdiction and administrative and legal authorities pertaining to the program.

(B) Requisite Skills. The ability to evaluate other regulatory agencies' requirements and to negotiate and resolve conflicts.

5.3 Fire and Life Safety Education. This duty involves managing fire and life safety educational programs.

5.3.1 General Requisite Knowledge. Fire and life safety education planning and evaluation processes, management of educational programs, and professional development requirements, including those contained in NFPA 1035.

5.3.2 Manage a comprehensive fire and life safety education strategy, given a planning process and relevant information, so that program goals, design, resources, implementation, and evaluation methods are included.

(A) Requisite Knowledge. Fire and life safety education issues, program issues, community risks, community resources, and cost/benefit analysis methods.

(B) Requisite Skills. Design and apply program strategy, select program components, and interact with community groups, partnerships, and collaborative efforts.

5.3.3 Create a collaborative fire and life safety education partnership, given a description of local community groups, a list of fire and injury priorities, and organizational policies for community partnerships, so that a specific fire or injury priority is mitigated by the partnership.

(A) Requisite Knowledge. Potential community partners with shared concerns and resources and team development dynamics.

(B) Requisite Skills. The ability to facilitate meetings, motivate partners to achieve goals, and manage and maintain teamwork.

5.3.4 Manage an awareness campaign within the organization, given fire and life safety education goals and policies, so that members are informed of their role within the organization's fire and life safety education strategy.

(A) Requisite Knowledge. Organization mission statement, goals, policies, and education strategy.

(B) Requisite Skills. Develop an awareness campaign, disseminate information within the organization, and implement market strategy.

5.3.5 Manage the fire and life safety education report(s) for policy makers, given relevant information, so that educational strategies, goals, objectives, activities, impact, budgets, and outcomes are described.

(A) Requisite Knowledge. Recognize the policy process of the organization and educational activities and outcomes.

(B) Requisite Skills. Generate reports and interpret data.

5.3.6 Evaluate fire and life safety programs, given data to indicate risk reduction and loss reduction, so that measurable interpretation of educational efforts can be reported.

(A) Requisite Knowledge. Evaluation instruments, learning objectives, testing policies, survey policies, and procedures.

(B) Requisite Skills. The ability to apply evaluation practices and procedures.

5.3.7* Implement a comprehensive fire and life safety program, given a systematic development process, so that program goals, objectives, design, resources, and evaluation methods are included.

(A) Requisite Knowledge. Program administration issues, community concerns, and available resources.

(B) Requisite Skills. The ability to select program components, stimulate interest among community groups, and establish partnerships and collaborative efforts.

5.4* Investigation. This duty involves the management of a variety of investigations.

5.4.1* General Requisite Knowledge. Codes, standards, and jurisdictional requirements, as they relate to the investigative process.

5.4.2* Administer applicable codes, standards, and jurisdictional requirements for investigations, given applicable codes, standards, and jurisdictional requirements for investigations, so that investigators are knowledgeable and operate within the organizational policies.

(A) Requisite Knowledge. Local, state, federal, tribal, and provincial laws; investigation methodology; and applicable codes, standards, and jurisdictional requirements to conduct investigations.

(B) Requisite Skills. The ability to manage the investigative process and evaluate the results.

5.4.3 Review and assess investigation reports and data to be submitted in anticipation of litigation or resolution, given details of an investigation including evidence collected, reports, scene sketches, photographs, other related information, and data relevant to the investigation, so that complete, accurate documents are submitted for possible legal action.

(A) Requisite Knowledge. Local, state, federal, tribal, and provincial laws related to investigation, codes, standards, and jurisdictional requirements, and other pertinent references.

(B) Requisite Skills. The ability to write technical reports and compile and analyze investigative data.

5.4.4 Conduct investigative analysis given reports compiled from investigation data, to recommend action, so that fire prevention and other programs can be enhanced.

(A) Requisite Knowledge. Verbal and written communication and statistical analysis.

(B) Requisite Skills. The ability to write technical reports and evaluate data.

5.4.5 Manage technical resources needed to perform investigations, given personnel, protective equipment, jurisdictional requirements, and other necessary equipment, including investigation tools and resources for investigations so that investigators are protected and equipped and investigations are conducted according to safety requirements.

(A) Requisite Knowledge. Local, state, federal, tribal, and provincial laws, regulations, and standards for the safety of employees; technical knowledge of equipment; and use of personal protective ensemble and tools needed for investigations.

(B) Requisite Skills. The ability to coordinate tasks and people, write procedures, communicate, and utilize resources.

5.4.6* Develop and manage a comprehensive investigation program given reference materials and laws related to investigations, including due process, so that legal mandates are met and jurisdictional requirements are formulated for required investigations that are consistent, complete, and safe.

(A) Requisite Knowledge. Technical writing and procedure/policy formatting, policy issues, law and legal aspects of investigations, and codes, standards, and jurisdictional requirements.

(B) Requisite Skills. The ability to use verbal and written communication skills.

5.4.7* Construct a resource plan for investigations with allied groups to adapt to incident needs, given knowledge of the capabilities of available groups and resources, so that response to various types of incidents can be investigated.

(A) Requisite Knowledge. Local, state, federal, tribal, and provincial resources available for use.

(B) Requisite Skills. The ability to use verbal and written communication skills and utilize resources.

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.1.1 In developing this standard, the technical committee considered the various roles and duties of local, county, state, federal, tribal, provincial, and private sector Fire Marshal. The committee was also aware that many times the Fire Marshal is the only person in the organization and can be performing the specific requirements held by others in larger organizations. In those cases, it is the intent of the technical committee that they also comply with the appropriate professional qualifications standards, such as NFPA 1021, NFPA 1031, NFPA 1033, and NFPA 1035, and at the appropriate levels.

It is also the understanding of the committee that not all Fire Marshals perform all of the duties listed in the document, and therefore certain portions of the document could or could not be applicable. It is incumbent upon the management of the organization establishing the Fire Marshal or equivalent title to identify the responsibilities, duties, and expectations of the position. It is recognized that some duties performed by Fire Marshals, such as law enforcement functions, are not included in this standard.

The committee strongly believes that the comprehensive approach to prevention is the most effective, and users of the document should consider implementing the sections of this standard that were not determined to be part of the core requirements.

A.1.2 The committee believes that this document specifies the minimum JPRs for Fire Marshal. The committee recognizes that emergency services organizations might have to invest considerable resources to provide the equipment and training needed to perform safely and efficiently. The committee does not mean to imply that organizations with limited resources cannot provide response services, only that the individuals charged with responsibilities are qualified to specific levels according to this standard.

A.1.2.3 Organization or management responsibilities should be addressed by the agency that personnel represent. The authority having jurisdiction should define the agency requirements for progression to positions of management responsibility.

A.1.2.6 The committee recognizes the importance of formal and continuing education and training programs to ensure a Fire Marshal 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, federal, or tribal 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 directly relate to the requirements of this standard.

A.1.3.3 It is recommended, where practical, that evaluators be individuals who were not directly involved as instructors for the requirement being evaluated.

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, 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 documents in a broad manner, since jurisdictions and approval agencies vary, as do their responsibilities. Where public safety is primary, the authority having jurisdiction may

be a federal, tribal, 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.3.2.3 Code. The decision to designate a standard as a “code” is based on such factors as the size and scope of the document, its intended use and form of adoption, and whether it contains substantial enforcement and administrative provisions.

A.3.3.2 Applicable Codes and Standards. These applicable codes and standards can include ordinances, statutes, regulations, or other legal documents adopted by the jurisdiction.

A.3.3.7 Fire Marshal. The term *Fire Marshal* in this document denotes the person responsible for a variety of duties that can encompass a broad range of functions. Depending upon the jurisdiction, the Fire Marshal can be known by a variety of other titles.

A.3.3.11 Jurisdictional Requirements. These jurisdictional requirements can include policies, procedures, laws, ordinances, statutes, regulations, or other legal documents. It is recognized that applicable codes and standards are not the only controls applicable to the function of Fire Marshal. Controls that influence the Fire Marshal include the local conditions and situations that are generally not addressed by broader codes and standards. Such controls often necessitate the development of requirements by the jurisdiction, such as policies and procedures, for performance of the Fire Marshal function. Jurisdictional requirements, such as those regulating safety, human relations, or police powers, require special attention by the Fire Marshal from a programmatic standpoint.

A.3.3.14 Professional Development. Professional development can be accomplished by formal or informal training and education, attendance at professional seminars, workshops or meetings, or membership in professional associations or societies.

A.3.3.19.3 Community Risk Reduction. Community risk reduction can be achieved through the adoption of prevention or mitigation initiatives, policies, protocols, and standards to address specific problems. Actions would imply that a specific plan of operation is in place and practiced. Services would incorporate fire, police, emergency medical services, and other community services that could be called upon to address the specific risk. [1035, 2015]

A.4.1.2 The JPRs need not be mastered in the order in which they appear.

A.4.1.3 Continuing education is necessary to ensure that Fire Marshals update their knowledge and skills in the evolving field of fire and life safety. Attendance at workshops or seminars and the study of professional publications, journals, and websites are just a few of the many avenues available to increase Fire Marshal learning. Nationally recognized certification is one means of demonstrating proficiency in current practices.

A.4.2.1 Since there is an overlapping of administrative duties and functions based on jurisdictional issues, specific JPRs

cannot be incorporated or developed. The intent of this subsection is to address a Fire Marshal's responsibilities related to general administrative duties, and to recognize that those duties can vary depending on the assignments and policies of a local jurisdiction.

A.4.3 A fundamental concept of reducing risk is associated with modern society. Public fire service organizations and private loss prevention organizations are expected to reduce the risk within their areas of jurisdiction by taking measures to prevent the outbreak of fires, to limit the extent and severity of fires, to provide for the removal or rescue of endangered persons, to control and extinguish fires that occur within the jurisdiction, and to perform other emergency response operations and delivery of emergency medical services. The cumulative effects of preventive efforts, risk reduction and control, and fire suppression capabilities result in variable levels of risk to the jurisdictions and their residents. Since emergency response organizations respond to other than fire emergencies, the risk management function can include preventive efforts, risk reduction, and control for other types of incidents such as unintentional falls.

The risk remaining after deducting the cumulative effect of the organization's efforts is the responsibility of each individual, including owners, operators, occupants, and casual visitors to properties. It should be noted that fire risk cannot be completely avoided or eliminated. For additional information on fire risk assessment methods and approaches see NFPA 551.

A.4.4 This duty involves developing programs that improve and expand service and build partnerships with the public, according to the following job performance requirements. Because it is difficult to guarantee successful development of coalitions and partnerships, the measurable parts of this section are oriented more to the activities that will lead to the development of effective community outreach efforts and the establishment of partnerships.

A.4.4.1 The intent is to be an active participant as much as possible in applicable community groups in order to establish and maintain relationships. However, the success of the coalition building will be dependent in part on the group's interest and participation level as well as the Fire Marshal's ability and allocated resources to actively participate in community relations development.

A.4.4.2 The goal of providing safety proposals (in this context) to the community is to build coalitions to improve public or private safety. Because coalitions cannot be assured, the intent of the committee is an effective presentation of relevant safety proposals as the best way to ensure their participation.

A.5.2.8 The intent of the committee in this section is to look at a Fire Marshal's responsibilities in terms of the management of the code. Those who are primarily responsible for the implementation of the code (as in smaller jurisdictions) should look to NFPA 1031 for appropriate professional qualifications for delivery of code enforcement programs. In this case, interpreting the code is a higher level activity related to the management of the code enforcement process. Interpretations are those activities that help to clarify vague areas of laws, codes, and standards, whereas appeals would be a mechanism to provide suggested alternative materials and methods.

A.5.2.9 The intent of the committee in this section is to look at a Fire Marshal's responsibilities in terms of the management of

the code. Those who are primarily responsible for the implementation of the code (as in smaller jurisdictions) should look to NFPA 1031 for appropriate professional qualifications for delivery of code enforcement programs. In this case, managing alternative compliance measures of the code is a higher level activity related to the management of the code enforcement process. It involves the process of reviewing proposals, including performance-based designs, that meet the intent of the code, law, or standard but are not found in the prescriptive portions of it.

The SFPE documents, *Guidelines for Peer Review in the Fire Protection Design Process* and *Code Official's Guide to Performance-Based Design Review*, are examples of resources that can assist local fire marshals in managing this part of the regulatory process.

A.5.2.11 The nature of codes, standards, and regulatory management programs is complex, and the intent is to provide consistency among the various people involved in the regulatory process. For example, the regulatory management program could include local interpretations of code or address areas that are not specifically prescribed in the codes or standards.

A.5.2.12 The regulatory aspect of a typical Fire Marshal's position often overlaps with the building official but includes a variety of others such as planning departments, health departments, licensing departments, engineering departments, and other agencies like OSHA.

A.5.3.7 A comprehensive fire and life safety program is more than a presentation on stop, drop, and roll. It is a combined educational strategy designed to address a particular problem by matching messages to proper formats and target audiences. The five-step planning process [as developed by the U.S. Fire Administration and found in the International Fire Service Training Association (IFSTA) *Fire and Life Safety Educator manual*] is a good model to use as an example.

A.5.4 A Fire Marshal can be required to manage a variety of investigations, including, but not limited to, fires, explosions, product recalls, safety, or other emergency incidents.

A.5.4.1 There are a variety of sources of information that can provide requisite knowledge for someone responsible for the management of the investigative process. Among them are NFPA 921, NFPA 1033, NFPA 1500, the NFPA *Fire Protection Handbook*, and other related documents. Also see A.5.4.2.

A.5.4.2 There are many sources of reference documents for the investigative process. Generally they follow the scientific method. For fire and explosion investigations, examples include NFPA 921 and the IFSTA *Fire Investigator manual*. For product evaluation, they include, but are not limited to, product test methodologies developed by NFPA, Underwriters Laboratories (UL), FM Global, and the American Society for Testing and Materials (ASTM). Personnel investigations can be subject to local laws, federal regulations, or guidelines established by governmental entities, such as the Department of Homeland Security.

A.5.4.6 It is understood that fire investigators with arrest powers, fire investigators without arrest powers, and private sector fire investigators can utilize this standard. The following is a list of those legal and regulatory requirements that are critical within the fire investigation field. It is the responsibility of the authority having jurisdiction to select those issues that are

pertinent to its respective organization. Those selected issues should then serve as the measurement criteria or training guideline for the authority having jurisdiction. Due process issues (stated in task terms) are as follows:

- (1) Conduct search and seizure
- (2) Conduct arrests
- (3) Conduct interviews
- (4) Maintain chain of custody
- (5) Utilize criminal and civil statutes applicable to the situation
- (6) Interpret and utilize contract law and insurance law

Show due process of civil rights laws, privacy laws, the fair credit reporting act, laws of trespass and invasion of privacy, laws of libel and slander, laws of punitive damages and attorney-client privilege, rules of evidence including spoliation, and other laws applicable to the authority having jurisdiction.

A.5.4.7 It is the intent of the committee that a fire marshal responsible for the management of investigations should be familiar with the other agencies who have resources and in some cases jurisdictional mandates that could help or overlap the local jurisdiction. Examples include the Bureau of Alcohol, Tobacco, Firearms, and Explosives; the Federal Bureau of Investigation; and a variety of local police agencies. The actual list of agencies would depend on the type of investigation being done and could include many other examples.

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 fire fighter'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
- (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.

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 Must Be Provided for Successful Completion of the Task. This component ensures that all 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 will 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, the 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 read similar to the following two examples.

B.2.3.1 Example: Fire Fighter I. Perform overhaul at a fire scene, given approved 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.

Table B.2.1 Example of a JPR

Component Example	
(1) Task to be performed,	(1) Perform overhaul at a fire scene
(2) Tools, equipment, or materials	(2) given approved 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.

(A) Requisite Knowledge. Knowledge of 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. Knowledge of budgetary process; governmental accounting procedures; federal, tribal, state, and local laws; organizational bidding process; and organization purchase requests.

(B) Requisite Skills. The ability to 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 the JPRs.

The evaluator would verify the attainment of requisite knowledge and skills prior to JPR evaluation. Verification could be through documentation review or testing.

The individual seeking certification would be evaluated on completion of the JPRs. The individual would 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 the task (process-oriented) or on the task outcome (product-oriented).

Performance evaluation requires that individuals be given the tools, equipment, or materials listed in the JPR in order to complete the task.

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.

JPRs state the behaviors required to perform specific skills on the job, as opposed to a learning situation. These state-

ments should be converted into instructional objectives with behaviors, conditions, and 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 must 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 the use of statements designed for purposes other than teaching. Instructors would 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 Fire Fighter 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 approved 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 Fire Fighter 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 Fire Fighter 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. The instructional objectives are just two of several instructional objectives that would 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 job level, for example, Fire Fighter I. The JPRs could also be used as the basis for pre-employment 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 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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educational credentials, the actual course objectives should be matched to the JPRs. Furthermore, individuals might demonstrate proficiency through documented job-related experience. Finally, a "menu" approach through a combination of the above-referenced and other credible evaluations of proficiency, as outlined in (1) through (4) below, is encouraged. By adopting a flexible approach to certification, accredited agencies or AHJs will promote the Fire Marshal Professional Qualifications Standard.

For purposes of clarification, an individual seeking Fire Marshal certification must meet the requirements of 4.2.4, in addition to other requirements.

The candidate can demonstrate proficiency by any one or a combination of the following methods:

- (1) Successful completion of an exam that is correlated to this standard
- (2) Achievement of a passing grade for a higher education course that has objectives correlated to this standard
- (3) Achievement of a passing grade for a continuing education course that has objectives correlated to this standard
- (4) Submission, independent review, and approval of job-related experience that includes the following:
 - (a) Detailed schedule of the process
 - (b) Any statutory guidelines, laws, and procedures
 - (c) Detailed documentation of the applicant's involvement in the process
 - (d) Final product

C.2 Quantitative Methods. Figure C.2 is an example of a quantitative method for evaluating the qualifications presented in Chapter 4, summarizing requisite knowledge and skills in a spreadsheet or "rubric." This form can be modified as necessary by each department to suit the needs of the office and community. This form also can be used to evaluate the qualification of applicants for available positions or as a yearly employee evaluation to gauge progress toward defined goals and professional development.

Annex C Alternate Evaluation Methods

This annex is not a part of the requirements of this NFPA document but is included for informational purposes only.

C.1 Qualitative Methods. It is evident that, given the complex nature of the Fire Marshal standard, flexibility is needed when considering the qualifications of applicants. A variety of other methods of compliance with job performance requirements can be considered. For example, when an applicant submits

Requirement							
Scale:							
0 points — No knowledge or experience in area							
1 point — Very limited exposure to subject							
2 points — Limited knowledge and experience							
3 points — Adequate knowledge and limited experience (2-3 years) — acceptable level of performance							
4 points — Knowledge and experience in related area							
5 points — Specific expertise in this area and proper qualifications in this area							
		0 point	1 point	2 points	3 points	4 points	5 points
4.1	General — Core						
4.1.1	General						
4.1.2	General						
4.2	Administrative Duties — perform duties assigned by jurisdiction						
4.2.1	Administer jurisdictional requirements						
4.2.2	Establish personnel assignments to maximum efficiency						
4.2.3	Establish a strategic and operational plan						
4.2.4	Establish a budget, given the available resources						
4.2.5	Monitor the condition of the approved budget						
4.2.6	Guide a department record-keeping system						
4.3	Community Risk Reduction — reduce risks in and to the community						
4.3.1	Involved in community planning processes, emergency planning process, strategic planning, and operational planning						
4.3.2	Evaluate target risks and emergency incident data						
4.3.3	Manage a data and information management program						
4.3.4	Interpret data and information to conduct risk analysis						
4.3.5	Conduct risk analysis so that a risk profile and management solutions are developed						
4.3.6	Evaluate risk management solutions so that the most beneficial and cost-effective solutions can be established						
4.3.7	Integrate risk management solutions with related organizational groups						
4.3.8	Integrate the risk management solution(s) with community stakeholders						
4.3.9	Evaluate risk management program so that the program goals and objectives can be monitored and achieved						
4.3.10	Design and implement a plan, given an identified fire safety problem						
4.4	Community Relations — development and maintenance of effective relationships within the community						
4.4.1	Develop relationships with community groups						
4.4.2	Present safety proposals to community groups						
4.4.3	Create media communication strategies and policies						
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FIGURE C.2 Example of a Quantitative Method.

<i>Continued</i>		0 point	1 point	2 points	3 points	4 points	5 points
4.4.4	Participate in media interviews						
4.5	Professional Development — recommendations, creation, and evaluation of jurisdictional requirements for professional development						
4.5.1	Training and professional development principles, guides, and standards						
4.5.2	Identify and prioritize organization and individual professional development needs						
4.5.3	Prescribe professional development programs so that the program meets organizational goals and requirements						
4.5.4	Implement professional development programs so professional development programs meet organizational goals and objectives						
4.5.5	Evaluate organizational professional development programs						
4.5.6	Forecast organizational professional development needs						
5.1	General — Mission-Specific						
5.1.1	General						
5.1.2	General						
5.1.3	General						
5.2	Regulatory Programs — development, management, and application of regulatory programs						
5.2.1	Knowledge of codes, standards, and jurisdictional requirements applicable to the management of the regulatory environment						
5.2.2	Manage a process for the adoption, modification, and maintenance of codes, standards, and jurisdictional requirements, given demonstrated need or deficiency						
5.2.3	Manage a process for conducting compliance inspections, given applicable codes, standards, and jurisdictional requirements						
5.2.4	Manage a process for plan reviews in accordance with the policies of the jurisdiction						
5.2.5	Manage an appeals process						
5.2.6	Manage a process for record keeping so that there is a record of regulatory actions						
5.2.7	Manage a process for administering, evaluating, and issuing permits, licenses, and/or certificates of fitness, given the applicable jurisdictional requirements						
5.2.8	Manage the compliance interpretation process for prescriptive codes, standards, and jurisdictional requirements, given complex issues and form a resolution						
5.2.9	Manage a program for alternative compliance measures, given the submittal of equivalencies, alternative methods, and performance-based design						
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FIGURE C.2 *Continued*

Continued							
		0 point	1 point	2 points	3 points	4 points	5 points
5.2.10	Manage the process for reconciling complaints						
5.2.11	Generate jurisdictional requirements for administering the regulatory management program so that objectives are clearly defined and concise						
5.2.12	Manage a program to coordinate with other agencies so that conflicts are eliminated and clear lines of responsibility are developed						
5.3	Fire and Life Safety Education — managing education programs						
5.3.1	Knowledge of fire and life safety education planning and evaluation processes, management of educational programs, and professional development requirements						
5.3.2	Manage a comprehensive organizational public fire and life safety education strategy						
5.3.3	Create a collaborative fire and life safety education partnership so that a specific fire or injury priority is mitigated by the partnership						
5.3.4	Manage an awareness campaign within the organization so that all members are informed of their role within the organization's fire and life safety strategy						
5.3.5	Manage the public fire and life safety education report(s) for policy makers						
5.3.6	Evaluate fire and life safety programs given data to indicate risk reduction and loss reduction, so that measurable interpretations of educational efforts can be reported						
5.3.7	Implement a comprehensive fire and life safety program, given a systematic development process						
5.4	Investigation — management of a variety of investigations						
5.4.1	Knowledge of codes, standards, and jurisdictional requirements as they relate to the investigative process						
5.4.2	Administer applicable codes, standards, and jurisdictional requirements for investigations so that investigators are knowledgeable and operate within organizational policies						
5.4.3	Review and assess investigative reports and data to be submitted in anticipation of litigation or resolution						
5.4.4	Conduct investigative analysis, given reports compiled from investigation data, to recommend action, so that fire prevention and other programs can be enhanced						
5.4.5	Manage technical resources needed to perform investigations so that investigators are adequately protected and equipped and investigations are conducted according to safety requirements						
5.4.6	Develop and manage a comprehensive investigation program so that legal mandates are met and jurisdictional requirements are formulated for required investigations						
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FIGURE C.2 *Continued*

Continued							
		0 point	1 point	2 points	3 points	4 points	5 points
5.4.7	Construct a resource plan for investigations with allied groups to adapt to incident needs so that response to various types of incidents can be completely investigated						
	Number of marks in each column						
	Times value of column	× 0	× 1	× 2	× 3	× 4	× 5
	Totals:						
	An acceptable level of performance is an average of 3 across all areas. This includes a minimal number of 1 and 2 ratings. An employee should consistently work toward achieving higher ratings through training classes, testing, and certifications.		Totals Points = Average =				
			out of 54 lines				
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FIGURE C.2 Continued

Annex D Informational References

D.1 Referenced Publications. The documents or portions thereof listed in this annex are referenced within the informational sections of this standard and are not part of the requirements of this document unless also listed in Chapter 2 for other reasons.

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