NFPA®

1082

Standard for Facilities Fire and Life Safety Director Professional Qualifications

2020

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NFPA® 1082

Standard for

Facilities Fire and Life Safety Director Professional Qualifications

2020 Edition

This edition of NFPA 1082, *Standard for Facilities Fire and Life Safety Director Professional Qualifications*, was prepared by the Technical Committee on Building Fire and Life Safety Directors and released by the Correlating Committee on Professional Qualifications. It was issued by the Standards Council on April 28, 2019, with an effective date of May 18, 2019.

This edition of NFPA 1082 was approved as an American National Standard on May 18, 2019.

Origin and Development of NFPA 1082

The Technical Committee on Building Fire and Life Safety Directors was formed in 2015 to address the duties, requirements, competencies, and professional qualifications of building fire and life safety directors.

This standard aids in the protection of facilities, contents, and occupant life safety by providing qualifications for persons serving in the role of facility fire and life safety director. This role is not specifically defined or regulated in many jurisdictions. This standard provides a benchmark that can be used by authorities having jurisdiction and facility owners to ensure that persons serving in this role meet a minimum set of standardized job performance requirements.

The standard establishes knowledge and skill competencies centered on administration, planning, training, and response and recovery activities that would be developed as part of an emergency action plan. This standard uses the term *facility* instead of *building* because the technical committee decided that it permits the role to serve and apply in occupancies that might not meet the definition of a building but would benefit from the services of a fire and life safety director.

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NOTE: Membership on a committee shall not in and of itself constitute an endorsement of the Association or any document developed by the committee on which the member serves.

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.

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This list represents the membership at the time the Committee was balloted on the final text of this edition. Since that time, changes in the membership may have occurred. A key to classifications is found at the back of the document.

NOTE: Membership on a committee shall not in and of itself constitute an endorsement of the Association or any document developed by the committee on which the member serves.

Committee Scope: This committee shall have primary responsibility for documents related to the duties, requirements, competencies and professional qualifications required of Building Fire and Life Safety Directors. This committee shall also have primary responsibility for the establishment of minimum requirements for emergency action plans addressing all-hazard emergencies within occupied structures having an occupant load of greater than 500. This committee shall not have responsibility of such qualifications, roles, responsibilities, or emergency action plans within industrial occupancies.

Contents

NFPA 1082

Standard for

Facilities Fire and Life Safety Director Professional Qualifications

2020 Edition

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

A reference in brackets [ ] following a section or paragraph indicates material that has been extracted from another NFPA document. 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 and extracted publications can be found in Chapter 2 and Annex C.

Chapter 1 Administration

1.1 Scope. This standard identifies the minimum job performance requirements (JPRs) for facilities fire and life safety director.

1.2* Purpose. The purpose of this standard is to specify the minimum JPRs for service as a facilities fire and life safety director.

1.2.1 This standard shall define the requisite skills and knowledge necessary for a facilities fire and life safety director.

1.2.2 The intent of this standard shall be to ensure that personnel serving as a facilities fire and life safety director are qualified.

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

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 facilities fire and life safety director 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 a facilities fire and life safety director.

1.3.1 This standard shall not apply to industrial occupancies.

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

1.3.3 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.

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

1.3.5 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.

1.3.6 Personnel assigned the duties of facilities fire and life safety director shall meet all the requirements defined in Chapter 4 prior to being qualified.

1.3.7 JPRs involving exposure to products of combustion shall be performed in approved personal protective equipment (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. (Reserved)

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 600, *Standard on Facility Fire Brigades*, 2015 edition.

NFPA 806, *Performance-Based Standard for Fire Protection for Advanced Nuclear Reactor Electric Generating Plants Change Process*, 2015 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 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. Non-mandatory 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 phrase "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 Asset Protection System. A method to prevent theft, damage, or other degradation of valued or critical people or property.

3.3.2 Fire Protection Program. The integrated effort involving components, procedures, and personnel utilized in carrying out all activities of fire protection. It includes system and facility design and analyses, fire prevention, fire detection, annunciation, confinement, suppression, administrative controls, fire brigade organization, inspection and maintenance, training, quality assurance, and testing. [**806,** 2015]

3.3.3 Training. The process of achieving proficiency through instruction and hands-on practice in the operation of equipment and systems that are expected to be used in the performance of assigned response duties. [**600,** 2015]

Chapter 4 Facilities Fire and Life Safety Director

4.1 General. The job performance requirements (JPRs) defined in Sections 4.2 through 4.6 shall be met prior to being qualified as a facilities fire and life safety director.

4.1.1 General Prerequisite Knowledge. The candidate shall demonstrate knowledge of the following:

(1) Organizational structure of the facility
(2) Configuration and characteristics of the facility and its occupancy(ies)
(3) General operating procedures for administration, emergency operations, incident management systems, and safety
(4) Fundamentals of leadership
(5) Generic budget process
(6) Information management and recordkeeping
(7) All adopted governmental laws and regulations applicable to facilities in the jurisdiction
(8) Current trends, technologies, and socioeconomic and political factors that affect facility safety
(9) Cultural diversity
(10) Methods used by supervisors to obtain cooperation within a group of subordinates
(11) Management and members' rights
(12) Agreements in force between the organization and employees
(13) Generally accepted ethical practices, including a professional code of ethics
(14) Policies and procedures regarding the operation of the department as they involve supervisors and employees

4.1.2 General Prerequisite Skills. The ability to communicate in an effective manner using verbal and written skills; give instructions; transmit information; write reports, correspondence, and memos utilizing computers and typical office software, including word processing, spreadsheets, and databases; operate in an information management system; and operate in an effective manner at all levels within the corporate structure and with management and staff of the facility's tenants.

4.2 Administration.

4.2.1 Maintain records of the facility, occupancy(s), facility's systems and components, and human resources systems given a

description of the facility, occupancy(s), facility's systems and components, and human resources systems, and adopted governmental laws and regulations so that adopted governmental laws and regulations are complied with and a compliance report is generated and documentation is maintained current.

(A) Requisite Knowledge. Human resources record keeping system(s); the adopted governmental laws and regulations for the facility, its occupancy(s), the facility's systems and components; records retention requirements, policies, and procedures; and record keeping systems.

(B) Requisite Skills. Entering and retrieving information from the systems; generating management reports; and report analysis.

4.2.2 Delegate responsibility for communications given communications equipment and approved policies and procedures for communicating information so that delegated personnel are monitored for use of designated communication equipment and compliance is achieved with policies and procedures for communicating information to stakeholders.

(A) Requisite Knowledge. Use of communication equipment, and policies and procedures for communication information and methodologies.

(B) Requisite Skills. The ability to delegate responsibility for communication; relay information; evaluate, prioritize, and deliver information; use effective communication skills based on policies and procedures.

4.2.3 Supervise staff given staff assignments; schedules; staffing numbers; daily operational needs; an emergency action plan (EAP) schedule; and staffing positions per daily operations, EAP assignments, and available personnel, so that readiness of the personnel is assured for daily operations and EAP requirements are met.

(A) Requisite Knowledge. Roles and responsibilities of daily operations, staff assignments and schedules, supervisory and delegation skills and techniques, recognition of staffing and assignment gaps, and duties and responsibilities required by EAP.

(B) Requisite Skills. The ability to assign staff to daily operations and coordinate EAP assignments, identify and adjust gaps in coverage, and disseminate assignments and schedules to staff.

4.2.4 Develop policies and procedures for safe, effective, and efficient facilities operations given a risk assessment report and adopted governmental laws and regulations so that policies and procedures address the risk assessment findings and corrective actions are prioritized.

(A) Requisite Knowledge. The probability of occurrence for potential incidents, magnitude of those incidents, adopted governmental laws and regulations, policies and procedures, and risk assessment process.

(B) Requisite Skills. The ability to analyze the findings of the risk assessment and technical writing skills.

4.2.5 Analyze and prioritize corrective actions based on a risk assessment report given a risk assessment report, adopted governmental laws and regulations, an evaluation instrument, and management goals and objectives so that the gaps in the risk assessment report are determined and corrective actions are developed.

(A) Requisite Knowledge. The probability of occurrence for potential incidents; magnitude of those incidents; adopted governmental laws and regulations; policies and procedures; risk assessment; and an evaluation instrument for determining gaps, management goals, and objectives.

(B) Requisite Skills. The ability to determine gaps based on the findings of the risk assessment, utilize the evaluation instrument, develop corrective actions using technical writing skills, and prioritize corrective actions.

4.2.6 Facilitate and document required training for staff given policies and procedures; adopted governmental laws and regulations; staffing schedules; training record keeping systems; a daily operations plan; an EAP; and a personal training packet so that compliance with policies for training and adopted governmental laws and regulations are met.

(A) Requisite Knowledge. Staff roles and responsibilities for daily operations and EAP, staff assignments and schedules, supervisory and delegation skills and techniques, staffing and training needs, adopted governmental laws and regulations, and the time frames for training curricula.

(B) Requisite Skills. The ability to delegate that documentation of the training has been recorded.

4.2.7 Develop and administer operating and capital budgets given financial needs, budget systems, financial policies and procedures, and available funds so that all components of all-hazards administration, planning, training, and response and recovery operations are funded based on operating and EAP needs, risk management goals, and the probability of a specific all-hazard incident(s).

(A) Requisite Knowledge. Daily operations, the EAP, budget-related items, staffing needs, equipment needs, adopted governmental laws and regulations, policies and procedures, capital and operational budgeting process, financial systems, accounting principles, financial reporting systems.

(B) Requisite Skills. The ability to create, generate, and analyze reports from financial systems.

4.2.8 Manage preventive maintenance and emergency repair schedules given equipment maintenance requirements, a list of contractors, and facility systems and components so that facility systems and components are functional, operational, and compliant with management policies and adopted governmental laws and regulations.

(A) Requisite Knowledge. Equipment maintenance requirements, equipment maintenance resources and references, contracted services and contractor capabilities, facility systems and components, adopted governmental laws and regulations, and management policies related to the equipment.

(B) Requisite Skills. The ability to manage contractors and staff that maintain facility systems and components using the equipment maintenance requirements and documenting the preventive maintenance and emergency repairs conducted.

4.3 Planning.

4.3.1 Develop and administer an inspection, testing, and maintenance (ITM) program for the facility, occupancy(s), and facility systems and components occupancy(s), and facility

systems and components in the occupancy(s); ITM program criteria; and resources for conducting an ITM program so that the program ensures readiness, functionality, and compliance with adopted governmental laws and regulations.

(A) Requisite Knowledge. Adopted governmental laws and regulations, the facility's systems and components, testing methods and procedures, inspection methods and procedures, maintenance procedures, record keeping systems.

(B) Requisite Skills. The ability to develop and administer an ITM program using resources; and analyze and generate reports.

4.3.2 Organize, develop, and maintain staffing assignments and resources for a specific all-hazard incident(s) given an organizational chart, the number of staff, resources, an EAP, a risk assessment report, and an incident management system so that there is an organized and expandable response structure for managing incidents.

(A) Requisite Knowledge. Incident management system (IMS)/national incident management (NIMS), staff qualifications and capabilities, organizational chart benefits, EAP, risk assessment process, resources, and record keeping systems.

(B) Requisite Skills. The ability to use the organizational chart and an EAP to monitor staffing and resources, coordinate staffing assignments, and manage resources.

4.3.3 Develop and maintain a communication plan given assigned or available staff, resources, an organizational chart, an EAP, a risk assessments report, designated communication equipment and methods, identified communication policies and procedures, a designated record keeping system, and identified stakeholders so that effective communication at all-hazard incidents between staff and stakeholders meets policies and procedures.

(A) Requisite Knowledge. Communication equipment and methods, communication policies and procedures, staff qualifications and capabilities, an organizational chart, an EAP, a risk assessment process and report, and record keeping systems.

(B) Requisite Skills. The ability to use the organizational chart and EAP to monitor staffing and resources for communicating with stakeholders during all-hazard incidents.

4.3.4 Develop and maintain an all-hazard EAP given a risk assessment process and report, facility and facility as-built plans, facility systems and components, an organizational chart, available staffing, facility operations procedures, occupancy stakeholders, and an identified record keeping system(s) so that the EAP can be utilized to manage all-hazard incidents.

(A) Requisite Knowledge. EAP planning; risk assessment process; staffing and organizational chart; facility, occupancy(s), and facility as-built plans; facility systems and components, and record keeping systems process.

(B) Requisite Skills. The ability to use the organizational chart and the EAP to direct staffing, coordinate with stakeholders, and manage resources for all-hazard incidents.

4.3.5 Conduct a risk assessment given a facility, an occupancy(s), the facility's as-built plans, and a list of the facility's systems and components; and a risk assessment process with an evaluation instrument.

(A)* Requisite Knowledge. Risk assessment processes; the facility, occupancy(s), and facility as-built plans; the facility's systems and components; the number of staff; an organizational chart; and an evaluation instrument for ranking risks.

(B) Requisite Skills. The ability to rank and prioritize risks using a risk assessment process, including an evaluation instrument to generate the risk assessment.

4.3.6* Write a risk assessment report given a risk assessment, a facility, an occupancy(s), a facility's as-built plans, and a list of the facility's systems and components; available staffing; occupancy(s) stakeholders; a risk assessment process with an evaluation instrument so that a risk assessment report that includes a prioritized list of risks is generated and distributed to specific staff and specific stakeholders.

(A) Requisite Knowledge. Risk assessment processes and reporting; the facility, the occupancy(s), and the facility's as-built plans; the facility's systems and components; the number of staff; an organizational chart; and an evaluation instrument for ranking and prioritizing risks.

(B) Requisite Skills. The ability to rank and prioritize risks using a risk assessment process, including an evaluation instrument to generate and distribute a report to be given to specific staff and specific stakeholders.

4.4 Training.

4.4.1 Direct occupant training for the occupant's role and responsibilities for an all-hazard incident given the EAP, the facility occupants, the facility, qualified trainer(s), an EAP-supported curricula and lesson plans, and a specific all-hazard incident so that occupants are trained in specific roles and responsibilities based on the EAP.

(A) Requisite Knowledge. The EAP; occupant roles and responsibilities based on the EAP; types of all-hazard incidents; training programs; facility occupants limitations and capabilities, including those with mobility issues, blind or low vision, deaf or hard of hearing, or speech or cognitive disabilities; and the facility.

(B) Requisite Skills. The ability to identify and communicate training requirements to instructors, and identify and communicate EAP requirements to instructors.

4.4.2 Evaluate the effectiveness of the training for the occupant's role and responsibilities for an all-hazard incident given the EAP, the facility occupants, the facility, qualified trainer(s), an EAP-supported curricula and lesson plans, and a specific all-hazard incident so that any gaps in the occupants' response to the training based on the EAP goals and objectives for the specific incident are documented and corrected.

(A) Requisite Knowledge. The EAP; occupant roles and responsibilities based on the EAP; types of all-hazard incidents; training programs; facility occupants' limitations and capabilities, including those with mobility issues, blind or low vision, deaf or hard of hearing, or speech or cognitive disabilities; and the facility.

(B) Requisite Skills. The ability to identify and document gaps in training and generate a report where training needs to be improved.

4.4.3 Direct staff training for staff roles and responsibilities for an all-hazard incident given the EAP, the facilities staff, the

facility, a specific all-hazard incident, adopted governmental laws and regulations, qualified trainers, an EAP-supported curricula and training programs, emergency procedures and occupant movement plans, the facility's systems and components, and staff roles and responsibilities so that the facilities staff can be evaluated for adeptness at responding to an all-hazard incident.

(A) Requisite Knowledge. The adopted governmental laws and regulations, the AHJ's policies and procedures, the EAP-supported curricula and training programs, emergency procedures and occupant movement systems, the facility, the facility's systems and components, staff roles and responsibilities, and desired training goals and outcomes.

(B) Requisite Skills. The ability to identify adopted governmental laws and regulations and the AHJ's policies and procedures, deliver training requirements, manage records and reports, and evaluate training outcomes.

4.4.4 Manage personnel and resources to develop training curricula given an EAP, adopted governmental laws and regulations, required training personnel and training resources so that training programs can be created.

(A) Requisite Knowledge. Adopted governmental laws and regulations, EAP-supported curricula and training programs, emergency procedures and occupant movement systems, the facility, the facility's systems and components, staff roles and responsibilities, desired training goals and outcomes.

(B) Requisite Skills. The ability to identify programs that need to be developed relative to the adopted governmental laws and regulations; communicate EAP-supported curricula and training programs; recognize and select training programs, techniques, and methods; and manage records and reports.

4.4.5 Manage personnel and resources to implement the training curricula given an EAP and training curricula so that resources are available and personnel can deliver a training program.

(A) Requisite Knowledge. Adopted governmental laws and regulations, qualified trainers, EAP-supported curricula and training programs, and the desired training goals and outcomes.

(B) Requisite Skills. The ability to identify appropriate resources and personnel necessary to deliver the training programs; identify and select training programs, techniques, and methods; manage records and reports; and evaluate training outcomes.

4.5 Response.

4.5.1 Assess the actions taken by staff and occupants for a specific all-hazard incident given the information received (i.e., by occupants, stakeholders, fire protection systems, security signal initiation, and so on), staff verification, and AHJ notification to staff and occupants so that staff and facility occupants can be directed based on procedure(s), including occupant movement.

(A) Requisite Knowledge. Policies and procedures of all-hazard incidents as information is received, types of verification methods and techniques, characteristics of the incident(s), communication channels for staff and occupants, procedure(s) for occupant movement.

(B) Requisite Skills. The ability to determine the credibility of the incident information received, select the method(s) of communication, and evaluate the incident and select the procedure for occupant movement and required equipment.

4.5.2 Implement staff and occupant movement provisions of the EAP for a specific all-hazard incident given verification and assessment of the incident, AHJ notification of an incident, communication method(s), and AHJ policies and procedures, so that information can be provided to staff and occupants about the desired EAP response and movement of staff and occupants.

(A) Requisite Knowledge. The EAP, the type of incident, types of communication responses, NIMS public information officer role, characteristics of the incident(s), communication channels for staff and occupants, the facility, occupancy(s), the facility's systems and components, and procedure(s) for staff and occupant movement.

(B) Requisite Skills. The ability to select the method(s) of communication with staff and each occupant stakeholder group, select the procedure(s) for staff and occupant movement, and select the required equipment.

4.5.3 Disseminate information to the media and the public given an all-hazard incident, policies and procedures, public information officer (PIO) worksheet, news release or media advisory, and methods available to reach external contacts so that relevant incident information can be provided to external contacts and the public to protect the public and preserve organizational credibility.

(A) Requisite Knowledge. Crisis management policies and procedures, NIMS public information officer role, the type of incident, characteristics of the incident(s), communication network, and contacts for the media.

(B) Requisite Skills. The ability to evaluate what information should be released to the public, specific written and verbal communication skills for communicating with the media, produce concise information for the media, and develop and use PIO worksheets.

4.5.4 Manage the EAP process of an all-hazard incident given the type of incident, the EAP, occupants, and staff so that all occupants receive information on the incident, occupant and staff roles and responsibilities are assigned, and emergency procedures and occupant movement plans are implemented to protect occupants.

(A) Requisite Knowledge. The EAP, roles and responsibilities of occupants and staff, the type of incident, communication network for occupants, the facility, the facility's systems and components, the facility's as-built plans, and procedure(s) for occupant movement.

(B) Requisite Skills. The ability to select the method(s) of communication with each occupant group and the procedure(s) for occupant movement.

4.5.5 Initiate EAP protocols for critical occupancy use and facility operations (i.e., emergency department, intensive care unit, and cardiac care unit at hospitals; power generating plant; telephone switching station) for an all-hazard incident given a facility, type of incident, critical operations, an EAP, and emergency supplies so that occupants are protected and cared for when they cannot be moved, and alternate methods of delivering critical services are not available.

(A) Requisite Knowledge. The EAP; the type of incident; communication network; the facility; occupancy use; and the facility's operations, systems, and components; the facility's as-built plans; and location of supplies.

(B) Requisite Skills. The ability to manage the care of occupants during an incident and develop a movement plan for occupants to a safer location(s) based on the incident.

4.6 Recovery.

4.6.1 Assess and document the condition of the facility, the facility's systems and components given a damage assessment report(s) of the facility, and facility operations so that use of the facility can be determined and its impact on occupancy use and business operations is documented.

(A) Requisite Knowledge. The EAP; characteristics of the damage to the facility and critical infrastructure, including all protection systems; adopted governmental laws and regulations; the facility; the facility's systems and components; the facility's as-built plans; record keeping system(s); and procedure(s) for documenting damage.

(B) Requisite Skills. The ability to analyze facility damage report(s).

4.6.2 Conduct a postincident analysis given the EAP, damage assessment report, and a restoration plan so that the effectiveness of the postincident report is measured and the lessons learned are communicated to staff and the EAP is adjusted for gaps.

(A) Requisite Knowledge. The EAP, damage assessment reports, recovery plan(s), adopted governmental laws and regulations, methods for preparing a postincident assessment, and methods for analyzing gaps.

(B) Requisite Skills. The ability to organize and analyze information, measure the effectiveness of plans and processes, develop lessons learned, and create a corrective plan to adjust for any gaps.

4.6.3 Develop a restoration plan given the results from damage assessment and business impact reports and available staff so that there is a specific and documented process to restore the facility to a condition that will be approved by the AHJ.

(A) Requisite Knowledge. The original facility plans, the facility's systems and components, adopted governmental laws and regulations, facility operations, facility services, available resources, and recovery techniques and methods.

(B) Requisite Skills. The ability to analyze damage assessment report(s), identify and prioritize techniques and procedures to facilitate restoration, and recommission facility systems in accordance with the adopted governmental laws and regulations.

4.6.4 Implement and terminate the restoration plan given results from the damage assessment, available staff, and financial resources, and the progress of the restoration plan so that the completion point of the restoration plan is calculated and a determination is made whether the facility can be approved by the AHJ and the facility reoccupied.

(A) Requisite Knowledge. The restoration plan, the facility, the facility's systems and components, adopted governmental laws and regulations, facility operations, facility services, available financial resources, available staffing and services to operate the facility and restore business operations, and the local AHJ approval process.

(B) Requisite Skills. The ability to analyze damage restoration report(s), recommission facility systems, and determine the point when the restored condition is able to be approved by the AHJ to be reoccupied.

4.6.5 Isolate occupants and property from further damage given the damage assessment report(s), available finances, staffing, and contracted resources so that effects of cascading incidents are limited to prevent further damage.

(A) Requisite Knowledge. The restoration plan, the facility, the facility's systems and components, facility operations, facility services, available staffing and contracted resources, and the local AHJ approval process.

(B) Requisite Skills. The ability to analyze damage report(s), develop an overall strategy for mitigation, and prioritize mitigation activities for maximum effectiveness.

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.1.2 This standard can apply to any location or facility where the services of a facilities fire and life safety director are deemed necessary by the AHJ.

A.1.2.3 Organization and management structure 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 that personnel have maintained and updated the necessary skills and knowledge for the level or position of qualification. Continuing education and training programs can be developed or administered by local, state, provincial, or federal agencies as well as by 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, 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.4.3.5(A) Hazard types to be considered include, but are not limited to, the following:

(1) *Geological:* Earthquake, landslide, mudslide and subsidence, tsunami, volcano
(2) *Meteorological:* Drought, extreme temperature (hot and cold), famine, flood, flash flood, seiche, tidal surges, geomagnetic storm, lightning, snow, ice, hail, sleet, avalanche, wildland fire, windstorm, tropical cyclone, hurricane, tornado, water spout, dust storm, sandstorm
(3) *Biological:* Foodborne illnesses; infectious, communicable, or pandemic diseases
(4) *Human Caused (Accidental):* Facility or structure collapse, entrapment, explosion or fire, fuel or resource shortage, hazardous material spill or release, equipment failure, nuclear reactor incident, radiological incident, transportation incident, unavailability of essential employee(s), water control structure failure, misinformation
(5) *Human Caused (Intentional):* Incendiary fire; bomb threat; demonstration, civil disturbance, riot, or insurrection; discrimination or harassment; disinformation; kidnapping or hostage incident; act of war; missing person incident; cyber security incident; product defect or contamination; robbery, theft, or fraud; strike or labor dispute; suspicious package; terrorism; vandalism or sabotage; workplace, school, or university violence
(6) *Technological:* Hardware, software, or network connectivity interruption, disruption, or failure; utility interruption, disruption, or failure

A.4.3.6 An example of a written risk assessment is the life safety evaluation required for new and existing assembly occupancies in NFPA *101*.

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.

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.

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.

(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 statements 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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Annex C Informational References

C.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.

C.1.1 NFPA Publications. National Fire Protection Association, 1 Batterymarch Park, Quincy, MA 02169-7471.

NFPA *101®*, *Life Safety Code®*, 2018 edition.

C.1.2 Other Publications. (Reserved)

C.2 Informational References. The following documents or portions thereof are listed here as informational resources only. They are not a part of the requirements of this document.

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C.3 References for Extracts in Informational Sections. (Reserved)

Index