

# NFPA® 1020

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

2025 Edition



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## NFPA® 1020

### Standard for

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

### 2025 Edition

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

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

### Origin and Development of NFPA 1020

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

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

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

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

For more information about the ERRS consolidation project, see [nfpa.org/errs](https://nfpa.org/errs).

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Standard for

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2025 Edition

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

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 I.

**Chapter 1 Administration**

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

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

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

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

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

**Chapter 2 Referenced Publications**

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

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

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

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

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

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

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

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

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

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

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

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

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

**2.3 Other Publications.**

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

**2.4 References for Extracts in Mandatory Sections.**

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

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

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

## Chapter 3 Definitions

### 3.1\* General.

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

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

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

### 3.2 NFPA Official Definitions.

**3.2.1\* Approved.** Acceptable to the authority having jurisdiction.

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

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

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

**3.2.5 Shall.** Indicates a mandatory requirement.

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

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

### 3.3 General Definitions.

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

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

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

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

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

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

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

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

### 3.3.8 Fire and Emergency Services Instructor Classification.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### 4.1 Administration.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Table 4.1.4 US-to-SI Conversions**

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

### 4.3 Program Management.

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

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

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

**(B) Requisite Skills.** None required.

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

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

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

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

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

**(B) Requisite Skills.** Training schedule completion.

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

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

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

### 4.4 Instructional Development.

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

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

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

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

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

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

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

#### 4.5 Instructional Delivery.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#### 4.6 Evaluation and Testing.

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

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

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

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

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

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

**(B) Requisite Skills.** None required.

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

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

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

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

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

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

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

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

### 5.2 Program Management.

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

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

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

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

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

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

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

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

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

**(B) Requisite Skills.** Records completion.

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

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

**(B) Requisite Skills.** Records management.

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

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

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

### 5.3 Instructional Development.

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

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

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

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

### 5.4 Instructional Delivery.

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

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

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

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

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

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

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

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

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

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

## 5.5 Evaluation and Testing.

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

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

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

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

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

**(A) Requisite Knowledge.** Training evaluation methods.

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

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

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

### 6.2 Program Management.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### 6.3 Instructional Development.

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

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

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

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

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

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

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

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

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

**(B) Requisite Skills.** Technical writing.

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

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

**(B) Requisite Skills.** Technical writing.

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

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

**(B) Requisite Skills.** Technical writing.

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

## **6.5 Evaluation and Testing.**

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

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

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

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

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

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

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

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

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

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

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

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

**(B) Requisite Skills.** Item analysis.

## **Chapter 7 Live Fire Instructor (NFPA 1041)**

### **7.1 General.**

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

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

### **7.2 Pre-Live-Fire Evolution.**

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

**(A) Requisite Knowledge.** Manufacturers' instructions.

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

### **7.3 Live Fire Evolution.**

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

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

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

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

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

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

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

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

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

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

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

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

## Chapter 8 Live Fire Instructor in Charge (NFPA 1041)

### 8.1 General.

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

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

### 8.2 Pre-Live-Fire Evolution.

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

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

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

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

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

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

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

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

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

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

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

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

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

### 8.3 Live Fire Evolution.

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

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

**(B) Requisite Skills.** Coaching and observation techniques.

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

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

**(B) Requisite Skills.** Presentation and class management.

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

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

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

#### 8.4 Post Live Fire Evolution.

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

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

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

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

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

**(B) Requisite Skills.** Observation and inspection.

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

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

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

## Chapter 9 Fire Officer I (NFPA 1021)

### 9.1 Administration.

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

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

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

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

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

#### 9.1.3\* General.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Chapter 10 Fire Officer II (NFPA 1021)

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

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

**10.1.2 General Prerequisite Skills.** Intergovernmental and interagency cooperation.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**(A) Requisite Knowledge.** The data processing system.

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

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

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

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

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

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

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

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

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

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

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

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