

NFPA® 1041

Standard for Fire Service Instructor Professional Qualifications

2012 Edition



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An International Codes and Standards Organization



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NFPA® 1041

Standard for

Fire Service Instructor Professional Qualifications

2012 Edition

This edition of NFPA 1041, *Standard for Fire Service Instructor Professional Qualifications*, was prepared by the Technical Committee on Fire Service Instructor Professional Qualifications and released by the Technical Correlating Committee on Professional Qualifications. It was issued by the Standards Council on December 13, 2011, with an effective date of January 2, 2012, and supersedes all previous editions.

This edition of NFPA 1041 was approved as an American National Standard on January 2, 2012.

Origin and Development of NFPA 1041

In 1971, the Joint Council of National Fire Service Organizations (JCNFSO) created the National Professional Qualifications Board for the Fire Service (NPQB) to facilitate the development of nationally applicable performance standards for uniformed fire service personnel. On December 14, 1972, the Board established four technical committees to develop those standards using the National Fire Protection Association (NFPA) standards-making system. The initial committees addressed the following career areas: fire fighter, fire officer, fire service instructor, and fire inspector and investigator.

In compliance with this direction, the Technical Committee for Fire Service Instructor Qualifications met in several general sessions and subcommittee sessions in 1973, 1974, and 1975. A survey was conducted through the State Directors of Fire Service Training in an effort to obtain information on existing qualifications for fire service instructor. A great deal of material was reviewed by the committee. Through this information and much committee deliberation, and through the courtesy of the Delaware State Fire School, a training program flow chart was constructed. From this chart, the committee identified four distinct levels of instructor responsibilities: (1) to teach; (2) to develop teaching material; (3) to supervise the teaching staff and program; and (4) to manage, budget, and implement the program. From this chart, the committee endeavored to establish a series of objectives for four instructor levels and to identify curriculum that would aid instructor candidates in meeting these objectives.

In the report of the Wingspread Conference, 1966, certain criteria for Fire Service Professionalization were adopted. One criterion stated was "Professionalization Begins with Education." To this end, keeping in mind that the quality of any educational program is only as good as its instructional staff, the Fire Service Professional Standards Committee for Fire Service Instructor Qualifications provides these standards. This standard was first issued in 1976 and was revised by the Fire Service Instructor Qualifications Committee in 1981 and 1987.

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

In 1990, responsibility for the appointment of professional qualifications committees and the development of the professional qualifications standards was assumed by the NFPA. The Correlating Committee on Professional Qualifications was appointed by the NFPA Standards Council in 1990 and assumed the responsibility for coordinating the requirements of all of the professional qualifications documents.

The intent of the technical committee was to develop clear and concise JPRs that can be used to determine that an individual, when measured to the standard, possesses the skills and knowledge to perform as a fire service instructor. The committee further contends that these JPRs can be used in any fire department in any city, town, or private organization throughout North America. The 1996 edition of the standard was revised based on a complete job task analysis for the position of fire service instructor. The document was reformatted into a Job Performance Requirement format. All JPRs were reviewed to ensure they were up-to-date and job-related.

The Level IV instructor requirements were dropped because these requirements essentially dealt with managing a training program. The technical committee was asked to concentrate on the requirements for the instructor/developer, and not cover management issues pertaining to administering and running a training program.

For the 2002 edition, the 1996 edition of the standard was reviewed by the technical committee, and the document was formatted to comply with the *Manual of Style for NFPA Technical Committee Documents*.

In the 2007 edition, the technical committee made changes to provide consistency within the Professional Qualifications project as directed by the technical correlating committee, and updated reference documents.

As one of the original professional qualification documents, NFPA 1041 has withstood the test of time and is still relevant to today's fire service. The 2012 edition addresses current educational methodologies, which have instructors emphasizing safety and distinguishing methods and techniques of instruction. There is greater responsibility for instructors as they prepare requests for resources, review job performance requirements, and schedule instructional sessions. Under NFPA 1041, developing techniques to recognize cultural diversity, bias, and discrimination when considering instruction, materials, and learning environment has become a fundamental feature for instruction. The technical committee has identified technology-based teaching and learning as a means for delivery that fire service instructors should be skilled in and have some background knowledge of how such delivery works.



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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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