

NFPA®

1041

**Standard for
Fire and Emergency Services
Instructor Professional
Qualifications**

2019



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NFPA® 1041

Standard for

Fire and Emergency Services Instructor Professional Qualifications

2019 Edition

This edition of NFPA 1041, *Standard for Fire and Emergency Services Instructor Professional Qualifications*, was prepared by the Technical Committee on Fire and Emergency Services Instructor Professional Qualifications and released by the Correlating Committee on Professional Qualifications. It was issued by the Standards Council on November 5, 2018, with an effective date of November 25, 2018, and supersedes all previous editions.

This edition of NFPA 1041 was approved as an American National Standard on November 25, 2018.

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 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 help instructor candidates meet 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 addressed current educational methodologies, in which instructors emphasized safety and distinguished methods and techniques of instruction. There was greater responsibility for instructors as they prepared requests for resources, reviewed job performance requirements, and scheduled instructional sessions. Under NFPA 1041, developing techniques to recognize cultural diversity, bias, and discrimination when considering instruction, materials, and learning environment became a fundamental feature for instruction. The technical committee 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.

For the 2019 edition, the technical committee transitioned the title of the document from *Fire Service Instructor* to *Emergency Services Instructor* to better reflect the content many instructors deliver. The technical committee conducted a complete review of the job performance requirements relative to the tasks performed by an emergency services instructor. A significant change to the document identifies professional qualifications for the positions of *Live Fire Instructor* and *Live Fire Instructor in Charge*. These additional positions are a result of a joint effort with the Technical Committee for Fire Service Training to address the high hazard training environment that instructors manage and the specialized skills needed for live fire training. An annex provides an overview of all JPRs to give the document user a quick reference and comparison tool of requirements for each position. Another additional annex gives an overview of the "16 Firefighter Life Safety Initiatives" developed by the National Fallen Firefighters Foundation.

Correlating Committee on Professional Qualifications

William E. Peterson, *Chair*

Kissimmee, FL [M]

Rep. International Fire Service Training Association

Brian R. Brauer, University of Illinois Fire Service Institute, IL [E]
Rep. National Board on Fire Service Professional Qualifications

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

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

Angus Maclean Duff, Consolidated Fire District 2, KS [U]

Richard A. Dunn, SC State Firefighters' Association, SC [E]

Richard T. Dunton, Unified/Rochester/Milton Fire Departments, NH [E]

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

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

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

R. Kirk Hankins, Fire Consulting & Case Review International, Inc., MO [U]

Rep. International Association of Arson Investigators, Inc.

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

Rep. National Fallen Fire Fighters Foundation

Bill Slosson, Washington State Patrol, WA [E]

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

Christopher A. Toten, U.S. Marine Corps, TX [E]

Charles Randy Watson, S-E-A, Ltd., GA [SE]

Tracie M. Young-Brungard, Pennsylvania Office of the State Fire Commissioner, PA [E]

Rep. International Fire Service Accreditation Congress

Michael J. Yurgec, Global Emergency Products, IL [M]

Dalan Lee Zartman, Rescue Methods, OH [U]

Alex Zielinski, Safety Training Services, IN [SE]

Alternates

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

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

David W. Lewis, Odenton, MD [L]
(Alt. to Philip C. Stittleburg)

Frederick W. Piechota, Jr., National Board on Fire Service Professional Qualifications, MA [E]
(Alt. to Brian R. Brauer)

Nonvoting

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

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

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

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

Richard C. Edinger, Chesterfield, VA [E]
Rep. TC on Hazardous Materials Response Personnel

Ronald R. Farr, Plainwell Fire Department, MI [C]
Rep. TC on Electrical Inspection Practices

Dave E. Hanneman, Idaho Falls Fire Department, ID [U]
Rep. TC on Incident Management Professional Qualifications

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

Orlando P. Hernandez, Texas Division of Emergency Management, TX [E]
Rep. TC on Rescue Technician Professional Qualifications

Ronald L. Hopkins, TRACE Fire Protection & Safety Consultant, Ltd., KY [SE]
Rep. TC on Fire Service Instructor Professional Qualifications

Robert J. James, UL LLC, IL
Rep. TC on Building Fire and Life Safety Director Professional Qualifications

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

Peter J. Mulvihill, Reno, NV [SE]
Rep. TC on Fire Inspector Professional Qualifications

Randal E. Novak, Ames, IA [SE]
Rep. TC on Accreditation & Certification Professional Qualifications

Ryan Peterson, Orem Fire Department, UT [U]
Rep. TC on Unmanned Aircraft Systems

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

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

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

Paul Valentine, TUV SUD America Inc./Global Risk Consultants, IL [M]
Rep. TC on Fire Marshal Professional Qualifications

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

Robert Fash, NFPA Staff Liaison

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

Technical Committee on Fire and Emergency Services Instructor Professional Qualifications**Ronald L. Hopkins**, *Chair*TRACE Fire Protection & Safety Consultant, Ltd., KY [SE]
Rep. International Society of Fire Service Instructors**Michael M. Athey**, Shepherdstown Fire Department, WV [L]**Richard L. Best**, National Fallen Firefighters Foundation, OH [L]**Harry R. Carter**, Harry R. Carter, Ph.D., LLC, NJ [SE]**Michael Caviness**, North Carolina Office of the State Fire Marshal, NC [E]**Bryn J. Crandell**, US Department of Defense, TX [E]**Joseph P. Guarnera**, Massachusetts Fire Academy, MA [SE]**Casey Hall**, Kentucky Fire Commission, KY [SE]**Donald Hansen**, Alabama Fire College, AL [SE]**Ronald G. Hassan**, Maryland Fire and Rescue Institute, MD [SE]**Jason M. Hoevelmann**, Florissant Valley Fire Protection District, MO [U]**Kenneth Hoover**, Little Dixie Fire Protection District, MO [U]**Gary L. Krichbaum**, Prince George's County Fire/EMS Department, MD [L]**Marc E. Nason**, Artesia Fire Department, NM [L]**Randal E. Novak**, Ames, IA [M]

Rep. International Fire Service Training Association

Frederick W. Piechota, Jr., National Board on Fire Service Professional Qualifications, MA [E]**Kelli J. Scarlett**, Souderton, PA [U]**Robert E. Shelton**, City of Cincinnati Fire Department, OH [U]**Jacob Waldschmidt**, City of Kenosha Fire Department, WI [L]**Alternates****Heidi Barrier**, North Carolina Office of the State Fire Marshal, NC [E]

(Alt. to Michael Caviness)

Richard L. Merrell, Fairfax County Fire & Rescue Department, VA [M]

(Alt. to Randal E. Novak)

Robert Fash, NFPA Staff Liaison

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

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NFPA 1041

Standard for

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

Chapter 1 Administration

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.

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.

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.

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

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

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

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

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, and Live Fire Instructor in Charge shall remain current with the general knowledge and skills and JPRs addressed in the level of qualification.

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, and Live Fire Instructor in Charge.

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

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

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

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

1.3.5* Personnel assigned the duties of Fire and Emergency Services Instructor I shall meet all the requirements defined in Chapter 4 prior to being qualified. Personnel assigned the duties of Fire and Emergency Services Instructor II shall meet all the requirements defined in Chapter 5 prior to being qualified. Personnel assigned the duties of Fire and Emergency Services Instructor III shall meet all the requirements defined in Chapter 6 prior to being qualified. Personnel assigned the duties of Live Fire Instructor shall meet all the requirements defined in Chapter 7 prior to being qualified. Personnel assigned the duties of Live Fire Instructor in Charge shall meet all the requirements defined in Chapter 8 prior to being qualified.

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

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

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

- (1) Educational requirements
- (2) Age requirements

- (3) Medical requirements
- (4) Job-related physical performance requirements

N 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 terms of the AHJ.

N 1.4 Units. In this standard, equivalent values in SI units shall not be considered as the requirement, as these values can be approximate. (See Table 1.4.)

Table 1.4 U.S.-to-SI Conversions

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

Chapter 2 Referenced Publications

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

2.2 NFPA Publications. National Fire Protection Association, 1 Batterymarch Park, Quincy, MA 02169-7174.

NFPA 1001, *Standard for Fire Fighter Professional Qualifications*, 2019 edition.

NFPA 1081, *Standard for Facility Fire Brigade Member Professional Qualifications*, 2018 edition.

NFPA 1404, *Standard on Live Fire Training Evolutions*, 2018 edition.

2.3 Other Publications.

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

2.4 References for Extracts in Mandatory Sections.

NFPA 1000, *Standard for Fire Service Professional Qualifications Accreditation and Certification Systems*, 2017 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. 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 Shall. Indicates a mandatory requirement.

N 3.2.4 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 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 Duty. A major subdivision of the work performed by one individual.

3.3.2 Fire and Emergency Services Instructor Classification.

3.3.2.1 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.

3.3.2.2 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.

3.3.2.3 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.

N 3.3.3 Instructional Technology. The use of software and hardware to enhance the learner experience and engage learners in the content.

3.3.4 Job Performance Requirement. A written statement that describes a specific job task, lists the items necessary to complete the task, and defines measurable or observable outcomes and evaluation areas for the specific task. [1000, 2017]

N 3.3.5 Learner Characteristics. Designating a target group of learners and defining those aspects of their personal, academic, social, or cognitive self that may influence how and what they learn.