

**NFPA®**

**1041**

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

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**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.

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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.

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

2019 Edition

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

## Chapter 1 Administration

**N 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.

**N 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.

**N 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.

**N 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.

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

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

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

**N 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.

**N 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.

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

**N 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.

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

**N 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.

**N 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.

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

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

**N 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 <sup>2</sup> )	square meter (m <sup>2</sup> )	1 ft <sup>2</sup> = 0.0929 m <sup>2</sup>

## 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.

**N 3.3.6 Live Fire Instructor.** An individual who has the training and experience to supervise students during a live fire training evolution.

**N 3.3.7 Live Fire Instructor in Charge.** An individual who has the training and experience to be in charge of the live fire training evolution.

**3.3.8\* Methods of Instruction.** Various ways in which information is delivered to students, both in a classroom and on the training ground.

**N 3.3.9 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]

**N 3.3.10 Student-Centered Learning.** Educational methodologies that focus on student engagement and require students to be active, responsible participants in the learning experience.

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

**3.3.12\* 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.

## Chapter 4 Fire and Emergency Services Instructor I

### 4.1 General.

**4.1.1** The Fire and Emergency Services Instructor I shall meet the JPRs defined in Sections 4.2 through 4.5 of this standard.

### 4.2 Program Management.

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

**4.2.2** 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.

**4.2.3** 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, sources of instructional resources and equipment.

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

**4.2.4\*** 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.

**△ 4.2.5** 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.

### 4.3 Instructional Development.

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

**4.3.2\*** 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.

**4.3.3\*** 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.

### 4.4 Instructional Delivery.

**4.4.1 Definition of Duty.** The delivery of instructional sessions utilizing prepared course materials.

**△ 4.4.2** 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.

**4.4.3** 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 are 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.

• 4.4.4\* 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.

4.4.5 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 Evaluation and Testing.

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

4.5.2 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.

4.5.3 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.

4.5.4 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.

4.5.5\* 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 and the interpretation of test results.

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

## Chapter 5 Fire and Emergency Services Instructor II

**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 of this standard.

### 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, an evaluation plan, and learning objectives for the topic 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 involves the utilization of 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; 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.

### 5.5 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

**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 of this standard.

### 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 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 recommendations for 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 and training program goals, and format for AHJ policies.

△ **(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, following AHJ policies.

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

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

**N 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.

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

**N (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, 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 utilized, 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, 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.

## **N Chapter 7 Live Fire Instructor**

### **N 7.1 General.**

**N 7.1.1** For qualification at Live Fire Instructor, the candidate shall meet the requirements of Fire Fighter II as defined in NFPA 1001 or Interior Structural Fire Brigade Member as defined by 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 of this standard.

**N 7.1.2** A Live Fire Instructor shall demonstrate competency in knowledge and skills in all subjects, methods, and equipment being taught and the objectives contained in NFPA 1403 and identified for the live fire evolution.

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

**N 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 manufacturer's instructions.

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

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

### **N 7.3 Live Fire Evolution**

**N 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.

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

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

**N 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.

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

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

**N 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.

**N (A) Requisite Knowledge.** Knowledge of incident management system, AHJ personnel accountability procedures.

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

**N 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.

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

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

## **N Chapter 8 Live Fire Instructor in Charge**

### **N 8.1 General.**

**N 8.1.1** For qualification at Live Fire Instructor in Charge, the candidate 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 of this standard.

**N 8.1.2** The Live Fire Instructor in Charge shall demonstrate competency in knowledge and skills in all subjects, methods, and equipment being taught, and in the objectives contained in NFPA 1403 and identified for the live fire evolution.

### **N 8.2 Pre-Live Fire Evolution.**

**N 8.2.1** Prepare a pre-burn 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.

**N (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.

**N (B) Requisite Skills.** Learning objective development, technical writing, pre-burn plan development.

**N 8.2.2** Conduct a pre-burn 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.

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

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

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

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

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

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

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

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

### N 8.3 Live Fire Evolution.

**N 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 safety officer(s), ignition officer, and crew/functional lead(s) are designated and rotated through duty assignments, instructor(s) implement participant accountability, proper instructor/student ratios are maintained, instructor(s) monitor and supervise all participants during evolutions, and awareness of changing conditions that impact training is maintained.

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

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

**N 8.3.2** Conduct a pre-burn briefing session, given the pre-burn 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.

**N (A) Requisite Knowledge.** Pre-burn plan, safety rules, emergency procedures, and AHJ policy and procedures.

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

**N 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.

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

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

### N 8.4 Post Live Fire Evolution.

**N 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.

**N (A) Requisite Knowledge.** Pre-burn plan, learning objectives, supervisory techniques and AHJ policy and procedures.

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

**N 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.

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

**N (B) Requisite Skills.** Observation techniques, inspection skills.

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

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

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

### Annex A Explanatory Material

*Annex A is not a part of the requirements of this NFPA document but is included for informational purposes only. This annex contains explanatory material, numbered to correspond with the applicable text paragraphs.*

**N A.1.2** The committee believes that this document specifies the minimum job performance requirements 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. The committee recognizes that emergency services organizations might have to invest considerable resources to provide the equipment and training needed to perform in a safe and efficient manner. The committee does not mean to imply that organizations with limited resources cannot provide response services, only that the individuals charged with performing responsibilities are qualified to specific levels according to this standard.

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

**N A.1.2.6** The committee recognizes the importance of formal and continuing education and training programs to ensure that the 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 have maintained and updated the necessary skills and knowledge for the level of qualification. Continuing education and training programs can be developed or administered by local, state, provincial, or federal agencies as well as professional associations and accredited institutions of higher education. The methods of learning would include areas of technology, refresher training, skills practices, and knowledge application to standards. The subject matter should relate to the requirements of this standard.

**N A.1.3** The specialized and hazardous nature of fire service requires that applicants become qualified in their area of specialty. The committee recognizes that it is important that fire and emergency service instructors be competent in that area of specialty. The fire and emergency services instructors should also possess the physical abilities necessary to conduct instruction in the specialty area. It is not within the scope of this committee, nor is it their intent, to define minimum levels of specific subject matters, knowledge, or proficiency required by instructors. These minimum levels should be determined by the AHJ. (See Annex E for information regarding the management of training programs.)

**Education.** In developing the fire and emergency services instructor standards, the committee identified certain objectives that it found necessary to qualify fire and emergency service instructors at the three levels of progression. It was not the intent of the committee to establish standardized fire and emergency services instructor training programs, but to utilize programs already in existence throughout the country. The knowledge and skills required to perform the stated objectives can be obtained from various sources such as state fire service training agencies, vocational-technical institutions, community colleges, universities, self-study, experience, and other educational mediums.

The committee realizes that some instructor candidates might qualify at the various levels without formal training, and although formal training is not a prerequisite, it is strongly recommended that every fire and emergency services instructor successfully complete approved formal courses of instruction, attend periodic career development and improvement courses, and remain active within a fire service training program.

**N A.1.3.3** It is recommended, where practical, that evaluators be individuals who were not involved as fire and emergency services instructors for the requirement being evaluated.

**N A.1.3.4** Fire service training can be affected by various organizational, local, state, provincial, or federal laws and regulations, and fire service professional standards. These laws, regulations, and standards include, but are not limited to, issues such as the following:

- (1) Health and safety
- (2) Human resource policies
- (3) Environment
- (4) Equipment
- (5) Personal safety equipment
- (6) Live fire training
- (7) Training facilities
- (8) Copyright laws
- (9) Laws or regulations pertaining to the release of student and training records

**N A.1.3.5** This standard does not identify the level of skill and knowledge of the fire service instructor in the subject matter to be taught.

**A.3.2.1 Approved.** The National Fire Protection Association does not approve, inspect, or certify any installations, procedures, equipment, or materials; nor does it approve or evaluate testing laboratories. In determining the acceptability of installations, procedures, equipment, or materials, the authority having jurisdiction may base acceptance on compliance with NFPA or other appropriate standards. In the absence of such

standards, said authority may require evidence of proper installation, procedure, or use. The authority having jurisdiction may also refer to the listings or labeling practices of an organization that is concerned with product evaluations and is thus in a position to determine compliance with appropriate standards for the current production of listed items.

**A.3.2.2 Authority Having Jurisdiction (AHJ).** The phrase “authority having jurisdiction,” or its acronym AHJ, is used in NFPA documents in a broad manner, since jurisdictions and approval agencies vary, as do their responsibilities. Where public safety is primary, the authority having jurisdiction may be a federal, state, local, or other regional department or individual such as a fire chief; fire marshal; chief of a fire prevention bureau, labor department, or health department; building official; electrical inspector; or others having statutory authority. For insurance purposes, an insurance inspection department, rating bureau, or other insurance company representative may be the authority having jurisdiction. In many circumstances, the property owner or his or her designated agent assumes the role of the authority having jurisdiction; at government installations, the commanding officer or departmental official may be the authority having jurisdiction.

**A.3.3.8 Methods of Instruction.** Methods include, but are not limited to, the following:

- (1) Demonstration
- (2) Illustrated lecture
- (3) Computer-based or distance learning
- (4) Individualized instruction
- (5) Guided discussions

**A.3.3.12 Techniques of Instruction.** Techniques include, but are not limited to, behaviors such as the use of questions, movement, eye contact, and gestures.

**A.4.2.4** There are times when a Fire and Emergency Services Instructor I may be required to schedule training sessions that are part of an overall training program, such as Fire Fighter I, or to schedule individual training sessions as assigned. Coordination of the overall training calendar is the responsibility of the Fire and Emergency Services Instructor II.

**A.4.3.1** The Instructor I should not alter the content or the lesson objectives in this process.

**A.4.3.2** The Fire and Emergency Services Instructor I, prior to the start of the course, should be able to evaluate the learning environment, evaluate facilities for appropriateness, meet AHJ standard operating procedures (SOPs), and recognize learner characteristics of students.

**A.4.3.3** The Fire and Emergency Services Instructor I should be able to modify the method of instruction and course materials to meet the needs of the student and accommodate the instructor's style. This includes making adaptations necessary due to the learning environment, learner characteristics, audience, capability of facilities, and types of equipment.

**A.4.3.3(A)** Presentation methods for the Instructor I include the following:

- (1) Demonstration
- (2) Illustration
- (3) Lecture
- (4) Individualized instruction

A lesson plan should include the following components:

- (1) Job title or topic
- (2) Level of instruction
- (3) Behavioral objectives, performance objectives, or learning outcomes
- (4) Instructional materials needed
- (5) References
- (6) Preparation step (motivation)
- (7) Presentation step
- (8) Application step
- (9) Lesson summary
- (10) Evaluation step
- (11) Assignment

The elements of the communication process include the following:

- (1) Encoding
- (2) Transmitting
- (3) Receiving
- (4) Decoding

**A.4.4.3(A)** Distance learning encompasses a variety of instructional strategies, including online learning, blended e-learning, web-based instruction, computer-based training, interactive television, and podcasts.

**A.4.4.4** Examples of disruptive behavior include, but are not limited to, harassment, abuse, discrimination, disruption of training, horseplay, and a lack of respect for others.

**A.4.4.4(A)** Factors that could influence the learning process include the following:

- (1) Attitude
- (2) Experience
- (3) Knowledge
- (4) Education
- (5) Personality
- (6) Physical condition (fatigue, illness, etc.)
- (7) Unsafe behavior
- (8) Motivation
- (9) Competing demands for time

**A.4.5.1** This duty primarily deals with student evaluation; however, the Fire and Emergency Services Instructor I could be required to conduct program evaluations according to policies and procedures.

**A.4.5.5** The Fire and Emergency Services Instructor I is expected to be able to assess student test results and identify areas requiring additional study and communicate this information to the student.

**N A.5.2.4(A)** Inventory procedures apply to proper use and care of equipment, checking out and returning equipment, reporting damage, and tracking expendable items.

**N A.5.3.2** A lesson plan should include the following components:

- (1) Job title or topic
- (2) Level of instruction
- (3) Behavioral objectives, performance objectives, or learning outcomes
- (4) Instructional materials needed
- (5) References
- (6) Preparation step (motivation)

- (7) Presentation step
- (8) Application step
- (9) Lesson summary
- (10) Evaluation step
- (11) Assignment

**A.5.4.2(B)** The Fire and Emergency Services Instructor II should acquire skills to effectively utilize problem-solving techniques, to facilitate and lead conferences, and to use discussion methods of presentation. These techniques are frequently used to conduct small group sessions where participants have advanced knowledge and experience in the subject matter and the goal is to reach a group solution to a problem or issue.

**Δ A.5.4.3** Examples of specialized training include live fire evolutions, hazardous materials, abovegrade and belowgrade rescue, and evolutions that involve the use of power tools.

**N A.5.5.3** It is understood that a program can consist of multiple courses, a course can consist of multiple classes, and a class can consist of a single teaching lesson.

**Δ A.6.2.2** See NFPA 1401.

**N A.6.5.3** It is viewed that a program can consist of multiple courses, a course can consist of multiple classes, and a class can consist of a single teaching session, such as refresher or update training.

## **Annex B Explanation of the Professional Qualifications Standards and Concepts of JPRs**

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

**N B.1 Explanation of the Professional Qualifications Standards and Concepts of Job Performance Requirements (JPRs).** The primary benefit of establishing national professional qualifications standards is to provide both public and private sectors with a framework of the job requirements for emergency services personnel. Other benefits include enhancement of the profession, individual as well as organizational growth and development, and standardization of practices.

NFPA professional qualifications standards identify the minimum job performance requirements (JPRs) for specific emergency services levels and positions. The standards can be used for training design and evaluation; certification; measuring and critiquing on-the-job performance; defining hiring practices; job descriptions; and setting organizational policies, procedures, and goals.

Professional qualifications standards for specific jobs are organized by major areas of responsibility defined as "duties." For example, the fire fighter's duties might include fire department communications, fireground operations, and preparedness and maintenance, whereas the fire and life safety educator's duties might include education and implementation, planning and development, and evaluation. Duties are major functional areas of responsibility within a specific job.

The professional qualifications standards are written as JPRs. JPRs describe the performance required for a specific job and are grouped according to the duties of the job. The complete list of JPRs for each duty defines what an individual must be able to do in order to perform and achieve that duty.

## N B.2 The Parts of a JPR.

**N B.2.1 Critical Components.** The JPR comprises three critical components, which are as follows:

- (1) Task to be performed, partial description using an action verb
- (2) Tools, equipment, or materials that are to be provided to complete the task
- (3) Evaluation parameters and performance outcomes

Table B.2.1 gives an example of the critical components of a JPR.

**N B.2.1.1 The Task to Be Performed.** The first component is a concise statement of what the person is required to do. A significant aspect of that phrase is the use of an action verb, which sets the expectation for what is to be accomplished.

**N B.2.1.2 Tools, Equipment, or Materials That Must Be Provided for Successful Completion of the Task.** This component ensures that all individuals completing the task are given the same tools, equipment, or materials when they are being evaluated. Both the individual and the evaluator will know what will be provided in order for the individual to complete the task.

**N B.2.1.3 Evaluation Parameters and Performance Outcomes.** This component defines — for both the performer and the evaluator — how well the individual should perform each task. The JPR guides performance toward successful completion by identifying evaluation parameters and performance outcomes. This portion of the JPR promotes consistency in evaluation by reducing the variables used to gauge performance.

**N B.2.2 Requisite Knowledge and Skills.** In addition to these three components, the JPR describes requisite knowledge and skills. As the term *requisite* suggests, these are the necessary knowledge and skills the individual should have prior to being able to perform the task. Requisite knowledge and skills are the foundation for task performance.

**N B.2.3 Examples.** With the components and requisites combined, a JPR might read similar to the following two examples.

**N B.2.3.1 Example: Fire Fighter I.** Perform overhaul at a fire scene, given approved PPE, attack line, hand tools, flashlight, and an assignment, so that structural integrity is not compromised, all hidden fires are discovered, fire cause evidence is preserved, and the fire is extinguished.

**N (A) Requisite Knowledge.** Knowledge of types of fire attack lines and water application devices for overhaul, water applica-

**Table B.2.1 Example of a JPR**

(1) Task to be performed	(1) Perform overhaul at a fire scene,
(2) Tools, equipment, or materials	(2) given approved PPE, attack line, hand tools, flashlight, and an assignment,
(3) Evaluation parameters and performance outcomes	(3) so that structural integrity is not compromised, all hidden fires are discovered, fire cause evidence is preserved, and the fire is extinguished.

tion methods for extinguishment that limit water damage, types of tools and methods used to expose hidden fire, dangers associated with overhaul, signs of area of origin or signs of arson, and reasons for protection of fire scene.

**N (B) Requisite Skills.** The ability to deploy and operate an attack line; remove flooring, ceiling, and wall components to expose void spaces without compromising structural integrity; apply water for maximum effectiveness; expose and extinguish hidden fires in walls, ceilings, and subfloor spaces; recognize and preserve signs of area of origin and arson; and evaluate for complete extinguishment.

**N B.2.3.2 Example: Fire and Life Safety Educator II.** Prepare a written budget proposal for a specific program or activity, given budgetary guidelines, program needs, and delivery expense projections, so that all guidelines are followed and the budget identifies all program needs.

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

**N (B) Requisite Skills.** The ability to estimate project costs; complete budget forms; requisition/purchase orders; collect, organize, and format budgetary information; complete program budget proposal; and complete purchase requests.

## N B.3 Potential Uses for JPRs.

**N B.3.1 Certification.** JPRs can be used to establish the evaluation criteria for certification at a specific job level. When used for certification, evaluation should be based on the successful completion of the JPRs.

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

The individual seeking certification would be evaluated on completion of the JPRs. The individual would perform the task and be evaluated based on the evaluation parameters and performance outcomes. This performance-based evaluation is based on practical exercises for psychomotor skills and written examinations for cognitive skills.

Psychomotor skills are those physical skills that can be demonstrated or observed. Cognitive skills cannot be observed but rather are evaluated on how an individual completes the task (process-oriented) or on the task outcome (product-oriented).

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

**N B.3.2 Curriculum Development and Training Design and Evaluation.** The statements contained in this document that refer to job performance were designed and written as JPRs. Although a resemblance to instructional objectives might be present, these statements should not be used in a teaching situation until after they have been modified for instructional use.

JPRs state the behaviors required to perform specific skills on the job, as opposed to a learning situation. These statements should be converted into instructional objectives with

behaviors, conditions, and degree to be measured within the educational environment.

While the differences between JPRs and instructional objectives are subtle in appearance, their purposes differ. JPRs state what is necessary to perform the job in practical and actual experience. Instructional objectives, on the other hand, are used to identify what students must do at the end of a training session and are stated in behavioral terms that are measurable in the training environment.

By converting JPRs into instructional objectives, instructors would be able to clarify performance expectations and avoid confusion caused by the use of statements designed for purposes other than teaching. Instructors would be able to add jurisdictional elements of performance into the learning objectives as intended by the developers.

Requisite skills and knowledge could be converted into enabling objectives, which would help to define the course content. The course content would include each item of the requisite knowledge and skills ensuring that the course content supports the terminal objective.

**N B.3.2.1 Example: Converting a Fire Fighter I JPR into an Instructional Objective.** The instructional objectives are just two of several instructional objectives that would be written to support the terminal objective based on the JPR.

*JPR:* Perform overhaul at a fire scene, given approved PPE, attack line, hand tools, flashlight, and an assignment, so that structural integrity is not compromised, all hidden fires are discovered, fire cause evidence is preserved, and the fire is extinguished.

*Instructional Objective (Cognitive):* The Fire Fighter I will identify and describe five safety considerations associated with structural integrity compromise during overhaul as part of a written examination.

*Instructional Objective (Psychomotor):* The Fire Fighter I will demonstrate the designed use of tools and equipment during overhaul to locate and extinguish hidden fires without compromising structural integrity.

**N B.3.2.2 Example: Converting a Fire and Life Safety Educator II JPR into an Instructional Objective.** The instructional objectives are just two of several instructional objectives that would be written to support the terminal objective based on the JPR.

*JPR:* Prepare a written budget proposal for a specific program or activity, given budgetary guidelines, program needs, and delivery expense projections, so that all guidelines are followed and the budget identifies all program needs.

*Instructional Objective (Cognitive):* The Fire and Life Safety Educator II will list and describe the bidding process for the purchase of a published program using budgetary guidelines, program needs, and the guidelines established by local organizational procedures as part of a written examination.

*Instructional Objective (Psychomotor):* The Fire and Life Safety Educator II will lead in the purchase of a specific fire and life safety educational program by following the bidding process to completion, using local organizational guidelines, including budgetary procedures, program needs, and delivery expense projections.

**N B.4 Other Uses for JPRs.** While the professional qualifications standards are used to establish minimum JPRs for qualification, they have been recognized as guides for the development of training and certification programs, as well as a number of other potential uses.

These areas might include the following:

- (1) *Employee Evaluation/Performance Critiquing.* The professional qualifications standards can be used as a guide by both the supervisor and the employee during an evaluation. The JPRs for a specific job define tasks that are essential to perform on the job, as well as the evaluation criteria to measure completion of the tasks.
- (2) *Establishing Hiring Criteria.* The professional qualifications standards can be helpful in a number of ways to further the establishment of hiring criteria. The authority having jurisdiction (AHJ) could simply require certification at a specific job level, for example, Fire Fighter I. The JPRs could also be used as the basis for pre-employment screening to establish essential minimal tasks and the related evaluation criteria. An added benefit is that individuals interested in employment can work toward the minimal hiring criteria at local colleges.
- (3) *Employee Development.* The professional qualifications standards can be practical for both the employee and the employer in developing a plan for the employee's growth within the organization. The JPRs and the associated requisite knowledge and skills can be used as a guide to determine additional training and education required for the employee to master the job or profession.
- (4) *Succession Planning.* Succession planning addresses the efficient placement of individuals into jobs in response to current needs and anticipated future needs. A career development path can be established for targeted employees to prepare them for growth within the organization. The JPRs and requisite knowledge and skills could then be used to develop an educational path to aid in the employee's advancement within the organization or profession.
- (5) *Establishing Organizational Policies, Procedures, and Goals.* The professional qualifications standards can be functional for incorporating policies, procedures, and goals into the organization or agency.

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**N Annex C An Overview of JPRs for Fire and Emergency Services Instructor and Live Fire Instructor**

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

**N C.1 Overview of JPRs for Fire and Emergency Services Instructor and Live Fire Instructor.**

Table C.1(a) provides the user of the standard with an overview of the JPRs and shows the progression of the three Fire and Emergency Services Instructor levels found in the document. Table C.1(b) provides the user of the standard with an overview of the JPRs and shows the progression of the Live Fire Instructor and Live Fire Instructor in Charge levels found in the document. It is intended to assist the user of the document with the implementation of the requirements and the development of training programs using the JPRs.

**N Table C.1(a) Overview of JPRs for Fire and Emergency Services Instructor**

Fire and Emergency Services Instructor I	Fire and Emergency Services Instructor II	Fire and Emergency Services Instructor III
<b>General</b>		
4.1.1 General. The Fire and Emergency Services Instructor I shall meet the JPRs defined in Sections 4.2 through 4.5 of this standard.	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 of this standard.	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 of this standard.
<b>Program Management</b>		
4.2.1 Definition of Duty. The management of basic resources, records, and reports essential to the instructional process.	5.2.1 Definition of Duty. The management of instructional resources, staff, facilities, records, and reports.	6.2.1 Definition of Duty. The administration of AHJ policies and procedures for the management of instructional resources, staff, facilities, records, and reports.
4.2.2 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.	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.	6.2.2 Administer a training record system, given AHJ policy and type of training activity to be documented, so that the information captured is concise, meets all AHJ and legal requirements, and can be accessed.
4.2.3 Prepare requests for resources, given training goals and current resources, so that the resources required to meet training goals are identified and documented.	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.	6.2.3 Develop recommendations for policies to support the training program, given AHJ policies and procedures and the training program goals, so that the goals are achieved.
4.2.4 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.	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.	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.
4.2.5 Complete training records and reports, given policies and procedures, so that required reports are accurate and submitted in accordance with the procedures.	5.2.5 Manage training record-keeping, given training records, AHJ policy, and training activity, so that all AHJ and legal requirements are met.	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, following AHJ policies.
	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.	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.
		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.
		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.

(continues)

**N** Table C.1(a) *Continued*

Fire and Emergency Services Instructor I	Fire and Emergency Services Instructor II	Fire and Emergency Services Instructor III
<b>Instructional Development</b>		
4.3.1 Definition of Duty. The review and adaptation of prepared instructional materials.	5.3.1 Definition of Duty. The development of instructional materials for specific topics.	6.3.1 Definition of Duty. Plans, develops, and implements comprehensive programs and curricula.
4.3.2 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.	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, an evaluation plan, and learning objectives for the topic are addressed.	6.3.2 Conduct an AHJ needs analysis, given AHJ goals, so that instructional needs are identified and solutions are recommended.
4.3.3 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.		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 utilized, and the program meets time and budget constraints.
<b>Instructional Delivery</b>		
4.4.1 Definition of Duty. The delivery of instructional sessions utilizing prepared course materials.	5.4.1 Definition of Duty. Conducting classes using a lesson plan.	
4.4.2 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.	5.4.2 Conduct a class using a lesson plan that the instructor has prepared and that involves the utilization of 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.	No JPRs at the Instructor III Level.
4.4.3 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 are used and the stated objectives or learning outcomes are achieved, applicable safety standards and practices are followed, and risks are addressed.	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.	
4.4.4 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.		

*(continues)*

**N Table C.1(a) *Continued***

Fire and Emergency Services Instructor I	Fire and Emergency Services Instructor II	Fire and Emergency Services Instructor III
<p>4.4.5 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.</p>		
<b>Evaluation and Testing</b>		
<p>4.5.1 Definition of Duty. The administration and grading of student evaluation instruments.</p> <p>4.5.2 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.</p> <p>4.5.3 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.</p> <p>4.5.4 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.</p> <p>4.5.5 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.</p>	<p>5.5.1 Definition of Duty. The development of student evaluation instruments to support instruction and the evaluation of test results.</p> <p>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.</p> <p>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.</p>	<p>6.5.1 Definition of Duty. Develops an evaluation plan; collects, analyzes, and reports data; and utilizes data for program validation and student feedback.</p> <p>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.</p> <p>6.5.3 Develop course evaluation plan, given course objectives and AHJ policies, so that objectives are measured and AHJ policies are followed.</p> <p>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.</p> <p>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.</p>

**N Table C.1(b) Overview of JPRs for Live Fire Instructor**

Live Fire Instructor	Live Fire Instructor in Charge
<b>General</b>	
<p>7.1 General.</p> <p>7.1.1 Prerequisites for Live Fire Instructor.</p> <p>For qualification at Live Fire Instructor, the candidate shall meet the requirements of Fire Fighter II as defined in NFPA 1001 or Interior Structural Fire Brigade Member as defined by NFPA 1081, the requirements of Fire and Emergency Services Instructor I as defined in Chapter 4, and the job performance requirements defined in Sections 7.2 through 7.3 of this standard.</p> <p>7.1.2 A Live Fire Instructor shall demonstrate competency in knowledge and skills in all subjects, methods, and equipment being taught and the objectives contained in NFPA 1403 and identified for the live fire evolution.</p>	<p>8.1 General.</p> <p>8.1.1 Prerequisites for Live Fire Instructor in Charge.</p> <p>For qualification at Live Fire Instructor in Charge, the candidate shall meet the requirements of Fire and 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 Sections 8.2 through 8.4 of this standard.</p> <p>8.1.2 The Live Fire Instructor in Charge shall demonstrate competency in knowledge and skills in all subjects, methods, and equipment being taught, and in the objectives contained in NFPA 1403 and identified for the live fire evolution.</p>
<b>Pre-Live Fire Evolution</b>	
<p>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 manufacturer's instructions.</p>	<p>8.2.1 Prepare a pre-burn 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.</p> <p>8.2.2 Conduct a pre-burn 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.</p> <p>8.2.3 Calculate the minimum water supply required for a live fire evolution in compliance with NFPA 1403, Section 4.12, given a structure or prop so that the required minimum water supply is determined.</p> <p>8.2.4 Calculate the minimum water flow application rate for a live fire evolution in compliance with NFPA 1403, Section 4.12, given a structure or prop so that the required minimum water flow application rate is determined.</p>
<b>Live Fire Evolution</b>	
<p>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.</p> <p>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.</p>	<p>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 safety officer(s), ignition officer, and crew/functional lead(s) are designated and rotated through duty assignments, instructor(s) implement participant accountability, proper instructor/student ratios are maintained, instructor(s) monitor and supervise all participants during evolutions, and awareness of changing conditions that impact training is maintained.</p> <p>8.3.2 Conduct a pre-burn briefing session, given the pre-burn 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.</p>

(continues)

**N** Table C.1(b) *Continued*

Live Fire Instructor	Live Fire Instructor in Charge
<p>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.</p> <p>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.</p>	<p>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.</p>
<b>Post Live Fire Evolution</b>	
	<p>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.</p> <p>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 actions are taken.</p> <p>8.4.3 Complete records and reports in accordance with NFPA 1403, given a live fire evolution, so that all required reports are completed.</p>

## N Annex D National Fallen Firefighters Foundation (NFFF)

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

**N.D.1 “16 Firefighter Life Safety Initiatives.”** In 2004, the National Fallen Firefighters Foundation (NFFF) held an unprecedented gathering of the fire service leadership when more than 200 individuals assembled in Tampa, Florida, to focus on the troubling question of how to prevent line-of-duty deaths and injuries. Every year approximately 100 fire fighters lose their lives in the line of duty in the United States — about 1 every 80 hours. Every identifiable segment of the fire service was represented and participated in the summit.

The first Firefighter Life Safety Summit marked a significant milestone, because it not only gathered all segments of the fire service behind a common goal, but it also developed the “16 Firefighter Life Safety Initiatives.” The summit attendees agreed that the “16 Firefighter Life Safety Initiatives” serve as a blueprint to reduce line-of-duty deaths and injuries. In 2014, a second Life Safety Summit was held and more than 300 fire service leaders gathered. At the second Firefighter Life Safety Summit, the “16 Firefighter Life Safety Initiatives” were reaffirmed as being relevant to reduce line-of-duty deaths and injuries.

### N.D.2 NFFF’s “16 Firefighter Life Safety Initiatives.”

- (1) Define and advocate the need for a cultural change within the fire service relating to safety, incorporating leadership, management, supervision, accountability, and personal responsibility.
- (2) Enhance the personal and organizational accountability for health and safety throughout the fire service.
- (3) Focus greater attention on the integration of risk management with incident management at all levels, including strategic, tactical, and planning responsibilities.
- (4) All fire fighters must be empowered to stop unsafe practices.
- (5) Develop and implement national standards for training, qualifications, and certification (including regular recertification) that are equally applicable to all fire fighters based on the duties they are expected to perform.
- (6) Develop and implement national medical and physical fitness standards that are equally applicable to all fire fighters, based on the duties they are expected to perform.
- (7) Create a national research agenda and data collection system that relates to the initiatives.
- (8) Utilize available technology wherever it can produce higher levels of health and safety.
- (9) Thoroughly investigate all fire fighter fatalities, injuries, and near misses.
- (10) Grant programs should support the implementation of safe practices and/or mandate safe practices as an eligibility requirement.
- (11) National standards for emergency response policies and procedures should be developed and championed.
- (12) National protocols for response to violent incidents should be developed and championed.
- (13) Fire fighters and their families must have access to counseling and psychological support.
- (14) Public education must receive more resources and be championed as a critical fire and life safety program.

- (15) Advocacy must be strengthened for the enforcement of codes and the installation of home fire sprinklers.
- (16) Safety must be a primary consideration in the design of apparatus and equipment.

## Annex E Management of Training Programs

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

**E.1 Training Manager.** The training manager can be either a uniformed officer or a civilian. The manager should have experience in fire service training; a clear understanding of the fire department culture, structure, operations, and mission; and knowledge of adult learning principles, course development, instructional methods, and evaluation of training. This individual should also be an effective leader and manager who can determine the training needs of the organization, develop goals and objectives to achieve those needs, implement training programs, evaluate the effectiveness of training, and develop the resources needed to sustain an effective and efficient training program.

**E.2 Program Management.** The management of fire service training programs requires a manager, regardless of fire service affiliation or instructor level, who is able to accomplish the following tasks:

- (1) Budgeting
- (2) Resource management
- (3) Management of personnel
- (4) Management of instruction
- (5) Program evaluation
- (6) Training needs analysis
- (7) Scheduling
- (8) Goal setting
- (9) Networking with other training agencies
- (10) Technical writing
- (11) Effective verbal and written communication

## Annex F Informational References

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

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

NFPA 1001, *Standard for Fire Fighter Professional Qualifications*, 2018 edition.

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

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

NFPA 1401, *Recommended Practice for Fire Service Training Reports and Records*, 2017 edition.

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