



First Revision No. 7-NFPA 1020-2023 [New Section after 8.5.2]

4.5.3

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

(A) Requisite Knowledge.

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

(B) Requisite Skills.

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

Submitter Information Verification

Committee: PQU-FSI

Submittal Date: Mon Jan 09 15:17:29 EST 2023

Committee Statement

Committee Statement: Instructors at the Fire and Emergency Services Instructor-I level often conduct training that is not classroom based. The ability to examine training props or equipment to be used during a training evolution should be a requisite qualification for an instructor.

Response Message: FR-7-NFPA 1020-2023

Public Input No. 10-NFPA 1020-2022 [New Section after 8.5.2]



First Revision No. 8-NFPA 1020-2023 [New Section after 8.5.5]

4.5.7*

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

A.4.5.7

Instructors should be familiar with Chapters 21 through 25 of NFPA 1580 .

(A) Requisite Knowledge.

Signs and symptoms of fatigue and distress, knowledge of environmental conditions, AHJ safety policies and procedures, AHJ rehabilitation policies and procedures, and AHJ emergency procedures.

(B) Requisite Skills.

Evaluation of environmental conditions, class management, implementation of AHJ safety policies, implementation of AHJ rehabilitation policies, activation of AHJ emergency procedures.

Submitter Information Verification

Committee: PQU-FSI

Submittal Date: Mon Jan 09 15:42:23 EST 2023

Committee Statement

Committee Statement: Instructors are often charged with conducting physically demanding training evolutions in a variety of environmental conditions. The ability of a Fire & Emergency Services Instructor - I to recognize

potentially hazardous physical and environmental conditions (extreme heat, cold, physical exertion, mental/emotional state, etc.) and their effects on trainees is critical to ensure the safety of all participants.

Response Message: FR-8-NFPA 1020-2023

Public Input No. 7-NFPA 1020-2022 [New Section after 8.5.5]



First Revision No. 6-NFPA 1020-2023 [Section No. 8.6.5]

4.6.5*

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

(A) Requisite Knowledge.

Reporting procedures ~~and~~ , the interpretation of test results, and the causes of performance failure .

(B) Requisite Skills.

~~Communication~~ Performance measurement, communication skills, and basic coaching.

Submitter Information Verification

Committee: PQU-FSI

Submittal Date: Mon Jan 09 12:46:12 EST 2023

Committee Statement

Committee Statement: Instructors should be aware that performance failure has many causes, that they can not all be addressed

by training, and that other actions may be necessary in order to improve performance.

Response Message: FR-6-NFPA 1020-2023

Public Input No. 18-NFPA 1020-2022 [New Section after 8.4.3]



First Revision No. 2-NFPA 1020-2023 [Section No. 9.3.2]

5.3.2*

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

Submitter Information Verification

Committee: PQU-FSI

Submittal Date: Mon Jan 09 10:50:52 EST 2023

Committee Statement

Committee Statement: A second instance of learning objectives was removed from the JPR to reduce redundancy.

Response Message: FR-2-NFPA 1020-2023



First Revision No. 3-NFPA 1020-2023 [New Section after 9.4.3]

5.4.4*

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

A.5.4.4

The evaluation of training props should include evaluation of safety features, readiness of the prop for use, appropriateness of the prop or equipment, and ability to be used in accordance with the manufacturer's directions for the duration of the training evolution.

See 3.3.26 , Training Prop.

(A) Requisite Knowledge.

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

(B) Requisite Skills

The ability to analyze specifications, evaluate a prop for suitability, and determine requirements for its safe use.

Submitter Information Verification

Committee: PQU-FSI

Submittal Date: Mon Jan 09 11:10:58 EST 2023

Committee Statement

Committee Statement: The ability to determine suitability and appropriateness of training props or equipment to be used during a training evolution should be a requisite qualification for a Fire and Emergency Services Instructor-II.

Response Message: FR-3-NFPA 1020-2023

Public Input No. 17-NFPA 1020-2022 [New Section after 9.4]



First Revision No. 1-NFPA 1020-2023 [Section No. 10.2.3]

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, training program goals, and AHJ policy format.

(B) Requisite Skills.

Technical writing and decision making.

Submitter Information Verification

Committee: PQU-FSI

Submittal Date: Mon Jan 09 09:58:38 EST 2023

Committee Statement

Committee Statement: A Level 3 Instructor is an administrator and would therefore be responsible to create policy for adoption.

Response Message: FR-1-NFPA 1020-2023



First Revision No. 9-NFPA 1020-2023 [Section No. 11.1.2]

7.1.2*

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

A.7.1.2

It is recommended, where practical, that the entity determine which chapters of NFPA 1403 will be certified during training based on the local requirements of the AHJ.

Submitter Information Verification

Committee: PQU-FSI

Submittal Date: Tue Jan 10 08:32:22 EST 2023

Committee Statement

Committee Statement: This will allow certifying entities to choose which chapters in NFPA 1403 (Chapters 5-8) are appropriate for their jurisdiction.

Response Message: FR-9-NFPA 1020-2023



First Revision No. 10-NFPA 1020-2023 [Section No. 12.1.2]

8.1.2*

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

A.8.1.2

It is recommended, where practical, that the entity determine which chapters of NFPA 1403 will be certified during training based on the local requirements of the AHJ.

Submitter Information Verification

Committee: PQU-FSI

Submittal Date: Tue Jan 10 09:18:26 EST 2023

Committee Statement

Committee Statement: This will allow certifying entities to choose which chapters in NFPA 1403 (Chapters 5-8) are appropriate for their jurisdiction.

Response Message: FR-10-NFPA 1020-2023



First Revision No. 68-NFPA 1020-2023 [Section No. D.1]

D.1 Overview of JPRs for Fire and Emergency Services Instructor and Live Fire Instructor.

Table D.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 D.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. They are intended to assist the user of the document with the implementation of the requirements and the development of training programs using the JPRs.

Table D.1(a) Overview of JPRs for Fire and Emergency Services Instructor

<u>Fire and Emergency Services Instructor I</u>	<u>Fire and Emergency Services Instructor II</u>	<u>Fire and Emergency Services Instructor III</u>
General		
8-2-4 4.2 General. The Fire and Emergency Services Instructor I shall meet the JPRs defined in Sections 8-2 4.3 through 8-5 4.6 .	9-4 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 9- 5. 2 through 9- 5. 5.	10- 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 10- 6. 2 through 10- 6. 5.
Program Management		
8- 4. 3.1 Definition of Duty. The management of basic resources, records, and reports essential to the instructional process.	9- 5. 2.1 Definition of Duty. The management of instructional resources, staff, facilities, records, and reports.	10- 6. 2.1 Definition of Duty. The administration of AHJ policies and procedures for the management of instructional resources, staff, facilities, records, and reports.
8- 4. 3.2 Assemble course materials, given a specific topic, so that the lesson plan and all materials, resources, and equipment needed to deliver the lesson are obtained.	9- 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.	10- 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.
8- 4.3. 3 Prepare requests for resources, given training goals and current resources, so that the resources required to meet training goals are identified and documented.	9- 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.	10- 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.
8- 4. 3.4 Schedule single instructional sessions, given a training assignment, AHJ scheduling procedures, instructional resources, facilities, and timeline for delivery, so that the specified sessions are delivered according to AHJ procedure.	9- 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.	10- 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.
8- 4. 3.5 Complete training records and reports, given policies and procedures, so that required reports are accurate and submitted in accordance with the procedures.	9- 5. 2.5 Manage training record-keeping, given training records, AHJ policy, and training activity, so that all AHJ and legal requirements are met.	10- 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.

<u>Fire and Emergency Services Instructor I</u>	<u>Fire and Emergency Services Instructor II</u>	<u>Fire and Emergency Services Instructor III</u>
	9- 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.	10- 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.
		10- 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.
		10- 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.
Instructional Development		
8- 4. 4.1 Definition of Duty. The review and adaptation of prepared instructional materials.	9- 5. 3.1 Definition of Duty. The development of instructional materials for specific topics.	10- 6. 3.1 Definition of Duty. Plans, develops, and implements comprehensive programs and curricula.
8- 4. 4.2 Review instructional materials, given the materials for a specific topic, target audience, learner characteristics, and learning environment, so that elements of the lesson plan, learning environment, and resources that need adaptation are identified.	9- 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, <u>and</u> an evaluation plan, and learning objectives for the topic are addressed.	10- 6. 3.2 Conduct an AHJ needs analysis, given AHJ goals, so that instructional needs are identified and solutions are recommended.
8- 4. 4.3 Adapt a prepared lesson plan, given course materials and an assignment, so that the needs of the student and the objectives of the lesson plan are achieved.		10- 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.
		10- 6. 3.4 Write program and course outcomes, given needs analysis information, so that the

<u>Fire and Emergency Services Instructor I</u>	<u>Fire and Emergency Services Instructor II</u>	<u>Fire and Emergency Services Instructor III</u>
		outcomes are clear, concise, measurable, and correlate to AHJ goals.
		10: 6. 3.5 Write course objectives, given course outcomes, so that objectives are clear, concise, measurable, and reflect specific tasks.
		10: 6. 3.6 Construct a course content outline, given course objectives and reference sources, so that the content outline supports course objectives.
Instructional Delivery		
8: 4. 5.1 Definition of Duty. The delivery of instructional sessions using prepared course materials.	9: 5. 4.1 Definition of Duty. Conducting classes using a lesson plan.	
8: 4. 5.2 Organize the learning environment, given a facility and an assignment, so that lighting, distractions, climate control or weather, noise control, seating, audiovisual equipment, teaching aids, and safety are addressed.	9: 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.
4.5.3 <u>Inspect the training prop and associated equipment, given a specific training prop, applicable equipment, and AHJ policy, so that all safety features of the prop are present and operate as intended, equipment is in a safe and useable condition, and unsafe props and equipment are removed from service in accordance with AHJ procedures.</u>	9: 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.	
8:5-3 4.5.4 Present and adjust prepared lessons, given a prepared lesson plan that specifies the presentation method(s), so that the method(s) indicated in the plan are used and the stated objectives or learning outcomes are achieved, applicable safety standards and practices are followed, and risks are addressed.	5.4.4 <u>Evaluate the suitability of a training prop and associated equipment, given a specific training prop and applicable equipment, so that its use furthers the intent and purpose of the training.</u>	

<u>Fire and Emergency Services Instructor I</u>	<u>Fire and Emergency Services Instructor II</u>	<u>Fire and Emergency Services Instructor III</u>
<p>8-5-4 4.5.5 Adjust to differences in learner characteristics, abilities, cultures, and behaviors, given the instructional environment, so that lesson objectives are accomplished, disruptive behavior is addressed, and a safe and positive learning environment is maintained.</p>		
<p>8-5-5 4.5.6 Operate instructional technology tools and demonstration devices, given a learning environment and equipment, so that the equipment functions, the intended objectives are presented, and transitions between media and other parts of the presentation are accomplished.</p>		
<p>4.5.7 <u>Monitor training participants to safeguard participants, given a training evolution, so that signs and symptoms of fatigue and distress are recognized and that appropriate actions are taken to prevent injury.</u></p>		
Evaluation and Testing		
<p>8- 4. 6.1 Definition of Duty. The administration and grading of student evaluation instruments.</p>	<p>9- 5. 5.1 Definition of Duty. The development of student evaluation instruments to support instruction and the evaluation of test results.</p>	<p>10- 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>8- 4. 6.2 Administer oral, written, and performance tests, given the lesson plan, evaluation instruments, and evaluation procedures of the AHJ, so that bias or discrimination is eliminated, the testing is conducted according to procedures, and the security of the materials is maintained.</p>	<p>9- 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>10- 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>8- 4. 6.3 Grade student oral, written, or performance tests, given class answer sheets or skills checklists and appropriate answer keys, so the examinations are accurately graded and properly secured.</p>	<p>9- 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</p>	<p>10- 6. 5.3 Develop course evaluation plan, given course objectives and AHJ policies, so that objectives are measured and AHJ policies are followed.</p>

<u>Fire and Emergency Services Instructor I</u>	<u>Fire and Emergency Services Instructor II</u>	<u>Fire and Emergency Services Instructor III</u>
	content, and student materials.	
8. 4. 6.4 Report test results, given a set of test answer sheets or skills checklists, a report form, and policies and procedures for reporting, so that the results are accurately recorded, the forms are forwarded according to procedure, and unusual circumstances are reported.		10. 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.
8. 4. 6.5 Provide evaluation feedback to students, given evaluation data, so that the feedback is timely; specific enough for the student to make efforts to modify behavior; and objective, clear, and relevant; also include suggestions based on the data.		10. 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.

Table D.1(b) Overview of JPRs for Live Fire Instructor

<u>Live Fire Instructor</u>	<u>Live Fire Instructor in Charge</u>
General	
11.1 General:	12.1 General:
11.1.1 Prerequisites for Live Fire Instructor:	12.1.1 Prerequisites for Live Fire Instructor in Charge:
For qualification at 7.1.1 7.1.1 The Live Fire Instructor, the candidate shall meet the requirements of Firefighter 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 8 4 8 4 , and the job performance requirements defined in Sections 11. 7. 2 7. 2 through 11. 7. 3 7. 3 .	For qualification at 8.1.1 8.1.1 The Live Fire Instructor in Charge, the candidate shall meet the requirements of Fire and Emergency Services Instructor II as defined in Chapter 9 5 9 5 , the requirements of Live Fire Instructor as defined in Chapter 11 7 11 7 , and the job performance requirements defined in Sections 12. 8. 2 8. 2 through 12. 8. 4 8. 4 .
11. 7. 1.2 1.2 A Live Fire Instructor shall demonstrate competency in knowledge and skills in all applicable all applicable subjects, methods, and equipment being taught and the objectives contained in NFPA 1403 and identified for the live fire evolutions <u>in accordance with AHJ policies and procedures</u> .	12. 8. 1.2 1.2 The Live Fire Instructor in Charge shall demonstrate competency in knowledge and skills in all applicable all applicable subjects, methods, and equipment being taught, and in the objectives contained in NFPA 1403 and identified for the live fire evolutions <u>in accordance with AHJ policies and procedures</u> .
Pre-Live-Fire Evolution	
11. 7. 2.1 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.	12. 8. 2.1 2.1 Prepare a preburn plan in compliance with NFPA 1403, given the AHJ policy and procedures for live fire training evolutions, the facility policies applicable to evolutions, learning objectives, and all conditions affecting the evolution, so that learning objectives are developed, the plan meets all AHJ

<u>Live Fire Instructor</u>	<u>Live Fire Instructor in Charge</u>
	requirements, existing conditions are identified, and the plan meets the developed learning objectives.
	42: 8. 2.2 Conduct a preburn inspection of the structure or prop, given a structure or prop for live fire training, so that structural damage is identified, structural preparation is determined, and safety concerns are identified and addressed prior to the live fire evolution.
	42: 8. 2.3 Calculate the minimum water supply required for a live fire evolution in compliance with Section 4.12 of NFPA 1403, given a structure or prop so that the required minimum water supply is determined.
	42: 8. 2.4 Calculate the minimum water flow application rate for a live fire evolution in compliance with Section 4.12 of NFPA 1403, given a structure or prop so that the required minimum water flow application rate is determined.
Live Fire Evolution	
44: 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.	42: 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.
44: 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.	42: 8. 3.2 Conduct a preburn briefing session, given the preburn plan, so that all facets of the evolution(s) are identified, training objectives are covered, a walk-through of the structure or prop with all participants is performed and established safeguards and emergency procedures are identified.
44: 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.	42: 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.
44: 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.	
Post Live Fire Evolution	
	42: 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

<u>Live Fire Instructor</u>	<u>Live Fire Instructor in Charge</u>
	each participant, and any needed corrective actions are identified.
	42: 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.
	42: 8. 4.3 Complete records and reports in accordance with NFPA 1403, given a live fire evolution, so that all required reports are completed.

Supplemental Information

<u>File Name</u>	<u>Description</u>	<u>Approved</u>
1020_Table_D.1_changes.pdf		

Submitter Information Verification

Committee: PQU-FSI
Submittal Date: Tue Mar 07 11:46:37 EST 2023

Committee Statement

Committee Statement: This revision was developed by NFPA staff for editorial purposes, in accordance with 4.3.9.3.2 and 4.3.9.3.3 of the Regulations Governing the Development of NFPA Standards (www.nfpa.org/regs). The updates to the JPR table reflect the individual changes made in the corresponding sections.

Response Message: FR-68-NFPA 1020-2023