



First Revision No. 77-NFPA 1021-2018 [Global Input]

Add new Annex C "**Overview of JPRs for Fire Officer.**" and realign Annexes in the following order:

Annex A - Explanatory Material

Annex B - Explanation of the Standard and Concepts of JPRs

Annex C - An Overview of JPRs for Fire Officer

Annex D - National Fallen Firefighters Foundation

Annex E - Discussion of Methods of Evaluation

Annex F - Informational References

Supplemental Information

<u>File Name</u>	<u>Description</u>	<u>Approved</u>
1021-2019_Annex_C.docx	New NFPA 1021 - ANNEX C FOR STAFF USE	
1021-2019_Annex_C_EDITED-_RF_FINAL.docx		

Submitter Information Verification

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Submittal Date: Sun Feb 11 13:38:11 EST 2018

Committee Statement

Committee Statement: Annex C added to provide an overview of the JPRs within the Standard.

Response Message:

Annex C An Overview of JPRs for Fire Officer

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

C.1 Overview of JPRs for Fire Officer.

Table C.1 provides the user of the standard with an overview of the JPRs and shows the progression of the four Fire Officer 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.

Table C.1 Overview of JPRs for Fire Officer

Fire Officer I	Fire Officer II	Fire Officer III	Fire Officer IV
General			
4.1 General. For qualification at Fire Officer Level I, the candidate shall meet the requirements of Fire Fighter II as defined in NFPA 1001, Fire Instructor I as defined in NFPA 1041, and the job performance requirements defined in Sections 4.2 through 4.7 of this standard.	5.1 General. For qualification at Level II, the Fire Officer I shall meet the job performance requirements defined in Sections 5.2 through 5.7 of this standard.	6.1 General. For qualification at Fire Officer Level III, the Fire Officer II shall meet the job performance requirements defined in Sections 6.2 through 6.8 of this standard.	7.1 General. For qualification at Fire Officer Level IV, the Fire Officer III shall meet the job performance requirements defined in Sections 7.2 through 7.7 of this standard.
Human Resource Management			
4.2 Human Resource Management. This duty involves utilizing human resources to accomplish assignments in accordance with safety plans and in an efficient manner. This duty also involves evaluating member performance and supervising personnel	5.2 Human Resource Management. This duty involves evaluating member performance, according to the following job performance requirements.	6.2 Human Resource Management. This duty involves establishing procedures for hiring, assigning, maintaining AHJ-approved continuing education requirements, promoting, and encouraging professional	7.2 Human Resource Management. This duty involves administrating job performance requirements and evaluating and improving the department, according to the following job performance requirements.

during emergency and nonemergency work periods, according to the following job performance requirements.		development of members, according to the following job performance requirements.	
4.2.1 Assign tasks or responsibilities to unit members, given an assignment at an emergency incident, so that the instructions are complete, clear, and concise; safety considerations are addressed; and the desired outcomes are conveyed.	5.2.1 Initiate actions to maximize member performance and/or to correct unacceptable performance, given human resource policies and procedures, so that member and/or unit performance improves or the issue is referred to the next level of supervision.	6.2.1 Establish minimum staffing requirements; given available human resources; policies and procedures; federal, state, and provincial laws; and rules and regulations, so that AHJ job-related credentials are maintained.	7.2.1 Appraise the department's human resource demographics, given appropriate community demographic data, so that the recruitment, selection, and placement of human resources is effective and consistent with law and current best practices.
4.2.2 Assign tasks or responsibilities to unit members, given an assignment under nonemergency conditions at a station or other work location, so that the instructions are complete, clear, and concise; safety considerations are addressed; and the desired outcomes are conveyed.	5.2.2 Evaluate the job performance of assigned members, given personnel records and evaluation forms, so that each member's performance is evaluated accurately and reported according to human resource policies and procedures.	6.2.2 Develop procedures for hiring members, given policies of the AHJ and legal requirements, so that the process is valid and reliable.	7.2.2 Initiate the development of a program, given current member/management relations, so that a positive and participative member/management program exists.
4.2.3 Direct unit members during a training evolution, given a company training evolution and training policies and procedures, so that the evolution is performed in accordance with safety plans,	5.2.3 Create a professional development plan for a member of the organization, given the requirements for promotion, so that the individual acquires the necessary knowledge, skills,	6.2.3 Develop procedures and programs for promoting members, given applicable policies and legal requirements, so that the process is valid and reliable, job-related, and nondiscriminatory.	7.2.3 Evaluate the organization's education and in-service training program, given a summary of the job requirements for all positions within the department, so that all members can achieve

efficiently, and as directed.	and abilities to be eligible for the examination for the position.		and maintain required proficiencies.
4.2.4 Recommend action for member-related problems, given a member with a situation requiring assistance and the member assistance policies and procedures, so that the situation is identified and the actions taken are within the established policies and procedures.		6.2.4 Describe methods to facilitate and encourage members to participate in professional development, given a professional development model, so that members achieve their personal and professional goals.	7.2.4 Appraise the member-assistance program, given data, so that the program, when used, produces stated program outcomes.
4.2.5 Apply human resource policies and procedures, given an administrative situation requiring action, so that policies and procedures are followed.		6.2.5 Develop a proposal for improving a member benefit or for a new member benefit, given a need in the organization, so that adequate information is included to justify the requested benefit improvement.	7.2.5 Evaluate an incentive program, given data, so that a determination is made regarding achievement of the desired results, and modify as necessary.
4.2.6 Coordinate the completion of assigned tasks and projects by members, given a list of projects and tasks and the job requirements of subordinates, so that the assignments are prioritized, a plan for the completion of each assignment is developed, and members are assigned to specific tasks and both supervised		6.2.6 Develop a plan for providing a member accommodation, given a member need, the requirements, and applicable law, so that adequate information is included to justify the requested change(s).	

during and held accountable for the completion of the assignments.			
		6.2.7 Develop an ongoing continuing education and training program, given organizational training requirements, so that members of the organization are given appropriate training to meet the mission of the organization.	
Community and Government Relations			
4.3 Community and Government Relations. This duty involves dealing with inquiries of the community and communicating the role, image, and mission of the department to the public and delivering safety, injury prevention, and fire prevention education programs, according to the following job performance requirements.	5.3 Community and Government Relations. This duty involves dealing with inquiries of allied organizations in the community and projecting the role, mission, and image of the department to other organizations with similar goals and missions for the purpose of establishing strategic partnerships and delivering safety, injury prevention, and fire prevention education programs, according to the following job performance requirements.	6.3 Community and Government Relations. This duty involves developing programs that improve and expand service and build partnerships with the public, according to the following job performance requirements.	7.3 Community and Government Relations. This duty involves projecting a positive image of the fire department to the community, according to the following job performance requirements.
4.3.1 Implement a community risk reduction (CRR) plan at the unit level, given	5.3.1 Supervise multi-unit implementation of a CRR program, given	6.3.1 Develop a community risk reduction (CRR) program, given risk	7.3.1 Attend, participate in, and assume a leadership role in community

an AHJ CRR plan, and policies and procedures, so that a community need is addressed.	an AHJ CRR plan, policies, and procedures, so that community needs are addressed.	assessment data, so that program outcomes are met.	functions, given community needs, so that the image of the organization is enhanced.
4.3.2 Initiate action to a citizen's concern, given policies and procedures, so that the concern is answered or referred to the correct individual for action and all policies and procedures are complied with.	5.3.2 Explain the benefits to the organization of cooperating with allied organizations, given a specific problem or issue in the community, so that the purpose for establishing external agency relationships is clearly explained.		7.3.2 Develop and administer a media relations program, given AHJ policies and procedures, so that the dissemination of information is accurate and accessible.
4.3.3 Respond to a public inquiry, given policies and procedures, so that the inquiry is answered accurately, courteously, and in accordance with applicable policies and procedures.			
Administration			
4.4 Administration. This duty involves general administrative functions and the implementation of departmental policies and procedures at the unit level, according to the following job performance requirements.	5.4 Administration. This duty involves preparing a project or divisional budget, news releases, and policy changes, according to the following job performance requirements.	6.4 Administration. This duty involves preparing a divisional or departmental budget, developing a budget management system, developing grant applications, soliciting bids, planning for resource allocation, and working with records management systems, according to the following job performance requirements.	7.4 Administration. This duty involves long-range planning and fiscal projections, according to the following job performance requirements.

4.4.1 Recommend changes to existing departmental policies and/or implement a new departmental policy at the unit level, given a new departmental policy, so that the policy is communicated to and understood by unit members.	5.4.1 Develop a policy or procedure, given an assignment, so that the recommended policy or procedure identifies the problem and proposes a solution.	6.4.1 Develop a divisional or departmental budget, given schedules and guidelines concerning its preparation, so that capital, operating, and personnel costs are determined and justified.	7.4.1 Develop a comprehensive long-range plan, given community requirements, current department status, and resources, so that the projected needs of the community are met.
4.4.2 Execute routine unit-level administrative functions, given forms and record-management systems, so that the reports and logs are complete and files are maintained in accordance with policies and procedures.	5.4.2 Develop a project or divisional budget, given schedules and guidelines concerning its preparation, so that capital, operating, and personnel costs are determined and justified.	6.4.2 Develop a budget management system, given fiscal and financial policies, so that the division or department stays within the budgetary authority.	7.4.2 Evaluate and forecast training requirements, facilities, and buildings' needs, given data that reflect community needs and resources, so that departmental training goals are met.
4.4.3 Prepare a budget request, given a unit level need, so that the request is in the proper format and is supported with data.	5.4.3 Describe the process of purchasing, including soliciting and awarding bids, given established specifications, in order to ensure competitive bidding so that the needs of the organization are met within the applicable federal, state/provincial, and local laws and regulations.	6.4.3 Describe the organization's process for developing requests for proposal (RFPs) and soliciting and awarding bids, given established specifications and the organization's policies and procedures, so that competitive bidding is ensured.	7.4.3 Complete a written, comprehensive, all-hazard risk and value analysis of the community, given the appropriate features of the service area of the organization, so that an accurate evaluation is made for service delivery decision making.
4.4.4 Explain the purpose of each management component of the organization, given an organization chart, so	5.4.4 Prepare a media release, given an event or topic, so that the information is accurate and formatted correctly.	6.4.4 Direct the development, maintenance, and evaluation of a department record and management	7.4.4 Develop a plan for a capital improvement project or program, given an unmet need in the community, so that

that the explanation is current and accurate and clearly identifies the purpose and mission of the organization.		system, given policies and procedures, so that completeness and accuracy are achieved.	there is adequate information to educate citizens about the needs of the department.
4.4.5 Explain the needs and benefits of collecting incident response data, given the goals and mission of the organization, so that incident response reports are timely and accurate.	5.4.5 Prepare a concise report for transmittal to a supervisor, given fire department record(s) and a specific request for details such as trends, variances, or other related topics, so that the information required for the AHJ is accurate and documented.	6.4.5 Analyze and interpret records and data, given a fire department records system, so that validity is determined and improvements are recommended.	7.4.5 Develop a succession plan, given department resources, policies, and procedures, so that the future needs of the department are met.
	5.4.6 Develop a plan to accomplish change in the organization, given an agency's change of policy or procedures, so that effective change is implemented in a supportive manner.	6.4.6 Develop a model plan for continuous organizational improvement, given resources for an area to be protected, so that resource utilization is maximized.	
Inspection and Investigation			
4.5 Inspection and Investigation. This duty involves conducting inspections to identify hazards and address violations, conducting pre-incident plans, performing a fire investigation to determine area of origin and preliminary cause, securing the incident scene, and preserving	5.5 Inspection and Investigation. This duty involves conducting fire investigations to determine origin and preliminary cause, according to the following job performance requirements.	6.5 Inspection and Investigation. This duty involves evaluating inspection programs of the AHJ to determine effectiveness and developing public safety plans, according to the following job performance requirements.	7.5 Inspection and Investigation.

evidence, according to the following job performance requirements.			
<p>4.5.1 Describe the procedures of the AHJ for conducting fire inspections, given any of the following occupancies, so that all hazards, including hazardous materials, are identified, approved forms are completed, and approved action is initiated:</p> <ul style="list-style-type: none"> (1) Assembly (2) Educational (3) Health care (4) Detention and correctional (5) Residential (6) Mercantile (7) Business (8) Industrial (9) Storage (10) Unusual structures (11) Mixed occupancies 	<p>5.5.1 Determine the area of origin and preliminary cause of a fire, given a fire scene, photographs, diagrams, pertinent data, and/or sketches, to determine if arson is suspected so that law enforcement action is taken.</p>	<p>6.5.1 Evaluate the inspection program of the AHJ, given current program goals, objectives, performance data, and resources so that the results are evaluated to determine effectiveness.</p>	<p>7.5.1 Definition of Duty. No additional job performance requirements at this level.</p>
<p>4.5.2 Identify construction, alarm, detection, and suppression features that contribute to or prevent the spread of fire, heat, and smoke throughout the building or from one building to another, given an occupancy, and the policies and forms of the AHJ so that a pre-incident plan for any of the</p>		<p>6.5.2 Develop a plan, given an identified fire safety, emergency medical, and/or public health problem, so that the approval for a new program, piece of legislation, form of public education, intervention, and/or fire safety code is facilitated.</p>	

<p>following occupancies is developed:</p> <ul style="list-style-type: none"> (1) Assembly (2) Educational (3) Institutional (4) Residential (5) Business (6) Industrial (7) Manufacturing (8) Storage (9) Mercantile (10) Special properties (11) Mixed occupancies 			
<p>4.5.3 Direct unit level personnel to secure an incident scene, given rope or barrier tape, so that unauthorized persons can recognize the perimeters of the scene and are kept from restricted areas, and all evidence or potential evidence is protected from damage or destruction.</p>			
Emergency Service Delivery			
<p>4.6 Emergency Service Delivery. This duty involves supervising emergency operations and deploying assigned resources in accordance with the local emergency plan and according to the following job performance requirements.</p>	<p>5.6 Emergency Service Delivery. This duty involves supervising multi-unit emergency operations, conducting pre-incident planning, and deploying assigned resources, according to the following job requirements.</p>	<p>6.6 Emergency Service Delivery. This duty involves managing multi-agency planning, deployment, and operations, according to the following job performance requirements.</p>	<p>7.6 Emergency Services Delivery. This duty involves developing plans for major disasters, according to the following job performance requirements.</p>
<p>4.6.1 Develop an initial action plan,</p>	<p>5.6.1 Produce operational plans,</p>	<p>6.6.1 Prepare an action plan, given an</p>	<p>7.6.1 Develop a comprehensive</p>

given size-up information for an incident and assigned emergency response resources, so that resources are deployed to control the emergency.	given an emergency incident requiring multi-unit operations; the current editions of <i>NFPA 1600</i> , <i>NFPA 1700</i> , <i>NFPA 1710</i> , and <i>NFPA 1720</i> ; and AHJ-approved safety procedures, so that required resources and their assignments are obtained and plans are carried out in compliance with <i>NFPA 1600</i> and approved safety procedures resulting in the mitigation of the incident.	emergency incident requiring multiple agency operations, so that the required resources are determined and the resources are assigned and placed to mitigate the incident.	disaster plan that integrates other agencies' resources, given risk, vulnerability, and capability data, so that the organization can mitigate the impact to the community.
4.6.2 Implement an action plan at an emergency operation, given assigned resources, type of incident, and a preliminary plan, so that resources are deployed to mitigate the situation.	5.6.2 Develop and conduct a post-incident analysis, given multi-unit incident and post-incident analysis policies, procedures, and forms, so that all required critical elements are identified and communicated and the approved forms are completed and processed.	6.6.2 Develop and conduct a post-incident analysis, given a multi-agency incident and post-incident analysis policies, procedures, and forms, so that all required critical elements are identified and communicated and the appropriate forms are completed and processed in accordance with policies and procedures.	7.6.2 Develop a comprehensive plan, given data (including agency data), so that the agency operates at a hostile event, integrates with other agencies' actions, and provides for the safety and protection of members.
4.6.3 Develop and conduct a post-incident analysis, given a single unit incident and post-incident analysis policies, procedures, and forms, so that all	5.6.3 Prepare a written report, given incident reporting data from the jurisdiction, so that the major causes for service demands are identified for various	6.6.3 Develop a plan for the organization, given an unmet need for resources that exceed what is available in the organization, so that the mission of the	

required critical elements are identified and communicated, and the approved forms are completed and processed in accordance with policies and procedures.	planning areas within the service area of the organization.	organization is capable of being performed in times of extraordinary need.	
Health and Safety			
4.7 Health and Safety. This duty involves integrating health and safety plans, policies, procedures, and standards into daily activities as well as the emergency scene, including determining appropriate levels of personal protective equipment to ensure a work environment that is in accordance with health and safety plans for all assigned members, according to the following job performance requirements.	5.7 Health and Safety. This duty involves reviewing injury, accident, and health exposure reports, identifying unsafe work environments or behaviors, and taking approved action to prevent reoccurrence, according to the following job requirements.	6.7 Health and Safety. This duty involves developing, managing, and evaluating a departmental health and safety program, according to the following job performance requirements.	7.7 Health and Safety. This duty involves administering a comprehensive risk management program, according to the following job performance requirements.
4.7.1 Apply safety regulations at the unit level, given safety policies, procedures, and standards, so that required reports are completed, in-service training is conducted, and member responsibilities are conveyed.	5.7.1 Analyze a member's accident, injury, or health exposure history, given a case study, so that a report including action taken and recommendations made is prepared for a supervisor.	6.7.1 Develop a measurable accident and injury prevention program, given relevant local and national data, so that the results are evaluated to determine effectiveness of the program.	7.7.1 Maintain, develop, and provide leadership for a risk management program, given specific data, so that injuries and property damage incidents are reduced.
4.7.2 Conduct an initial accident investigation, given			

an incident and investigation process, so that the incident is documented and reports are processed in accordance with policies and procedures of the AHJ.			
4.7.3 Explain the benefits of being physically and medically capable of performing assigned duties and effectively functioning during peak physical demand activities, given current fire service trends and agency policies, so that the need to participate in wellness and fitness programs is explained to members.			
Emergency Management			
		6.8 Emergency Management. This duty involves policies, procedures, and programs for the role of the fire service in the community's emergency management plan and the roles of local, state/provincial, and national emergency management agencies.	
		6.8.1 Develop a plan for the integration of fire services resources in the community's	

		emergency management plan, given the requirements of the community and the resources available in the fire department, so that the role of the fire service is in compliance with local, state/provincial, and national requirements.	
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First Revision No. 78-NFPA 1021-2018 [Global Input]

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.

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.

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.

Supplemental Information

<u>File Name</u>	<u>Description Approved</u>
1021-2019_Annex_D-NFFF.docx	

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Submitter Full Name: Robert Fash
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Submittal Date: Sun Feb 11 13:55:50 EST 2018

Committee Statement

Committee Statement: New annex added to provide guidance to the NFFF 16 Fire and Life Safety Initiatives.
Response Message:

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.

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.

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

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- (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.
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- (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.



First Revision No. 86-NFPA 1021-2018 [Global Input]

Throughout the document:

Where "Required Knowledge" and "Required Skills" is use in the standard, it should be listed as "Requisite Knowledge" and "Requisite Skills."

This is a global change for the document.

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Submittal Date: Wed Mar 21 10:24:24 EDT 2018

Committee Statement

Committee Statement: For consistency throughout the document and with other professional qualification documents, JPRs should utilized "Requisite" knowledge or skills, not "Required."

Response Message:

**First Revision No. 84-NFPA 1021-2018 [Section No. 2.2]****2.2 NFPA Publications.**

National Fire Protection Association, 1 Batterymarch Park, Quincy, MA 02169-7471.

NFPA 1001, *Standard for Fire Fighter Professional Qualifications*, 2013 2019 edition.

NFPA 1041, *Standard for Fire Service Instructor Professional Qualifications*, 2012 2019 edition.

NFPA 1600®, *Standard on Disaster/Emergency Management and Business Continuity/Continuity of Operations Programs*, 2013 2019 edition.

NFPA 1700, *Guide for Structural Fire Fighting*, edition. 2020 edition.

NFPA 1710, *Standard for the Organization and Deployment of Fire Suppression Operations, Emergency Medical Operations, and Special Operations to the Public by Career Fire Departments*, 2019 edition.

NFPA 1720, *Standard for the Organization and Deployment of Fire Suppression Operations, Emergency Medical Operations and Special Operations to the Public by Volunteer Fire Departments*, 2019 edition.

NFPA 1851, *Standard on Selection, Care, and Maintenance of Protective Ensembles for Structural Fire Fighting and Proximity Fire Fighting*, 2019 edition.

NFPA 3000, *Standard for Preparedness and Response to Active Shooter and/or Hostile Events*, 2018 edition.

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Submittal Date: Thu Feb 22 08:23:54 EST 2018

Committee Statement

Committee Statement: NFPA references updated.

Response Message:

**First Revision No. 85-NFPA 1021-2018 [Section No. 2.4]****2.4** References for Extracts in Mandatory Sections.

NFPA 1000, *Standard for Fire Service Professional Qualifications Accreditation and Certification Systems*, 2014 2017 edition.

NFPA 1002, *Standard for Fire Apparatus Driver/Operator Professional Qualifications*, 2014 2017 edition.

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Submittal Date: Thu Feb 22 08:30:47 EST 2018

Committee Statement

Committee Statement: NFPA references updated to most recent edition.

Response Message:

**First Revision No. 21-NFPA 1021-2018 [New Section after 3.3.2]****3.3.2** Continuous Quality Improvement (CQI).

An ongoing, systematic process of review and analysis of department operations designed to identify opportunities for improving operational policies, treatment protocols, and processes.

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Submittal Date: Wed Feb 07 08:36:07 EST 2018

Committee Statement

Committee Statement: The committee added a definition to CQI for all operations of a fire department, which includes EMS.

Response Message:

Public Input No. 30-NFPA 1021-2017 [New Section after 3.3.2]

**First Revision No. 23-NFPA 1021-2018 [Section No. 4.1.2]****4.1.2 General Prerequisite Skills.**

The ability to effectively communicate in writing utilizing technology provided by the AHJ; write reports, letters, and memos ~~utilizing word processing and spreadsheet programs~~ ; operate in an information management system; and effectively operate at all levels in the incident management system utilized by the AHJ.

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Submittal Date: Wed Feb 07 09:31:20 EST 2018

Committee Statement

Committee Statement: Committee removed references to dated technology

Response Message:

**First Revision No. 13-NFPA 1021-2018 [Section No. 4.2.1(A)]****(A) Requisite Knowledge.**

Verbal communications during emergency incidents, characteristics of leadership, techniques used to make assignments under stressful situations, and methods of confirming understanding.

Submitter Information Verification

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Submittal Date: Tue Feb 06 21:51:25 EST 2018

Committee Statement

Committee Statement: The committee recognized that characteristics of leadership is an important requisite knowledge for a Fire Officer I.

Response Message:

Public Input No. 24-NFPA 1021-2017 [New Section after 4.2.1(A)]

**First Revision No. 12-NFPA 1021-2018 [Section No. 4.2.2(A)]****(A) Requisite Knowledge.**

Verbal communications under nonemergency situations, characteristics of leadership, techniques used to make assignments under routine situations, and methods of confirming understanding.

Submitter Information Verification

Submitter Full Name: Robert Fash

Organization: National Fire Protection Assoc

Street Address:

City:

State:

Zip:

Submittal Date: Tue Feb 06 21:38:47 EST 2018

Committee Statement

Committee Statement: the committee identified that leadership at the Fire Officer Level I is important is currently not addressed in a JPR.

Response Message:

Public Input No. 25-NFPA 1021-2017 [New Section after 4.2.2(A)]

**First Revision No. 14-NFPA 1021-2018 [Section No. 4.2.4(A)]****(A)* Requisite Knowledge.**

The signs and symptoms of member-related problems (such as behavioral health issues) , causes of stress in emergency services personnel, adverse effects of stress on the performance of emergency service personnel, and awareness of AHJ member assistance policies and procedures.

A.4.2.4(A)

Member-related problems could include substance abuse; acute, chronic, and delayed stress; and behavioral and physical health, -and health, financial, personal, family, and other situations that adversely affect the member's job performance member. The following are some organizations that provide training in recognizing behavioral health issues specific to fire and emergency services personnel:

- (1) International Association of Firefighters (IAFF)
- (2) Firefighter Behavioral Health Alliance
- (3) National Fallen Firefighters Foundation (NFFF)
- (4) National Volunteer Fire Council (NVFC)
- (5) State or locally sponsored peer support programs

Submitter Information Verification

Submitter Full Name: Robert Fash

Organization: National Fire Protection Assoc

Street Address:

City:

State:

Zip:

Submittal Date: Tue Feb 06 21:57:51 EST 2018

Committee Statement

Committee Statement: Committee recognizes the importance of dealing with behavioral health and the Fire Officer I recognizing signs and symptoms exhibited. Requisite knowledge is changed to include behavioral health.

Response Message:

Public Input No. 11-NFPA 1021-2016 [New Section after 4.2.4(A)]

**First Revision No. 57-NFPA 1021-2018 [Section No. 4.2.5]****4.2.5***

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

(A) Requisite Knowledge.

Human resource policies and procedures, applicable laws, and legal concepts.

(B)* Requisite Skills.

The ability to communicate orally and in writing and to relate interpersonally.

A.4.2.5(B)

The term communicate means to share information either verbally and/or through writing as applicable.

Submitter Information Verification

Submitter Full Name: Robert Fash

Organization: National Fire Protection Assoc

Street Address:

City:

State:

Zip:

Submittal Date: Thu Feb 08 10:59:21 EST 2018

Committee Statement

Committee Statement: Committee added applicable laws and legal concepts to address one public input. As a global change to many JPR requisite skills, the term "orally and written" is removed related to communication. The committee considered the ability to "communicate" as sufficient as the requisite skill.

Response Message:

Public Input No. 22-NFPA 1021-2017 [New Section after 4.2.5]

**First Revision No. 24-NFPA 1021-2018 [Section No. 4.2.6(A)]**

(A) Requisite Knowledge.

Principles of supervision, leadership, and basic human resource management.

Submitter Information Verification

Submitter Full Name: Robert Fash

Organization: National Fire Protection Assoc

Street Address:

City:

State:

Zip:

Submittal Date: Wed Feb 07 09:44:17 EST 2018

Committee Statement

Committee Statement: Committee added leadership as a requisite knowledge

Response Message:

**First Revision No. 25-NFPA 1021-2018 [Section No. 4.3 [Excluding any Sub-Sections]]**

This duty involves dealing with inquiries of the community and communicating the role, image, and mission of the department to the public and delivering safety, injury prevention , and fire prevention education programs, according to the following job performance requirements.

Submitter Information Verification

Submitter Full Name: Robert Fash

Organization: National Fire Protection Assoc

Street Address:

City:

State:

Zip:

Submittal Date: Wed Feb 07 09:48:38 EST 2018

Committee Statement

Committee Statement: committee included prevention in front of injury.

Response Message:

**First Revision No. 28-NFPA 1021-2018 [Section No. 4.3.1]****4.3.1**

~~Initiate action on~~ Implement a community ~~need~~ risk reduction (CRR) plan at the unit level , given an AHJ CRR plan, and policies and procedures, so that ~~the~~ a community need is addressed.

(A) Requisite Knowledge.

Community demographics and service organizations, ~~as well as~~ verbal and nonverbal communication, and ~~an understanding of~~ the role and mission of the department and its CRR plan .

(B) Requisite Skills.

Familiarity with public relations and the ability to communicate ~~verbally~~ .

Submitter Information Verification

Submitter Full Name: Robert Fash

Organization: National Fire Protection Assoc

Street Address:

City:

State:

Zip:

Submittal Date: Wed Feb 07 12:46:16 EST 2018

Committee Statement

Committee Statement: The committee utilized the concept of community risk reduction in the JPR to address a global approach to reducing deaths and injuries in the community.

Response Message:

**First Revision No. 26-NFPA 1021-2018 [Section No. 4.3.2(B)]**

(B) Requisite Skills.

Familiarity with public relations and the ability to communicate ~~verbally~~.

Submitter Information Verification

Submitter Full Name: Robert Fash

Organization: National Fire Protection Assoc

Street Address:

City:

State:

Zip:

Submittal Date: Wed Feb 07 10:24:48 EST 2018

Committee Statement

Committee Statement: communication can be beyond verbal.

Response Message:

**First Revision No. 29-NFPA 1021-2018 [Section No. 4.4.1]****4.4.1***

Recommend changes to existing departmental policies and/or implement a new departmental policy at the unit level, given a new departmental policy, so that the policy is communicated to and understood by unit members.

A.4.4.1

The policy is to include departmental policies, procedures, and guidelines.

(A) Requisite Knowledge.

Written and oral communication.

(B) Requisite Skills.

The ability to relate interpersonally and to communicate change in a positive manner.

Submitter Information Verification

Submitter Full Name: Robert Fash

Organization: National Fire Protection Assoc

Street Address:

City:

State:

Zip:

Submittal Date: Wed Feb 07 12:59:25 EST 2018

Committee Statement

Committee Statement: The committee added an annex note on policy to clarify its use within this JPR.

Response Message:

**First Revision No. 58-NFPA 1021-2018 [Section No. 4.4.2(B)]**

(B) Requisite Skills.

The ability to communicate orally and in writing .

Submitter Information Verification

Submitter Full Name: Robert Fash

Organization: National Fire Protection Assoc

Street Address:

City:

State:

Zip:

Submittal Date: Thu Feb 08 11:34:29 EST 2018

Committee Statement

Committee Statement: committee removed redundant language on communicating

Response Message:

**First Revision No. 59-NFPA 1021-2018 [Section No. 4.4.3]****4.4.3**

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

(A) Requisite Knowledge.

Policies and procedures and the revenue sources and budget process.

(B) Requisite Skill.

The ability to communicate ~~in writing~~ .

Submitter Information Verification

Submitter Full Name: Robert Fash

Organization: National Fire Protection Assoc

Street Address:

City:

State:

Zip:

Submittal Date: Thu Feb 08 11:37:48 EST 2018

Committee Statement

Committee Statement: The committee revised to have the fire officer I focus on the unit level need in the budgeting process, eliminate potentially outdated references to forms, and adjust the requisite skills as done throughout the standard.

Response Message:

**First Revision No. 31-NFPA 1021-2018 [Section No. 4.4.5(B)]**

(B) Requisite Skills.

The ability to communicate ~~both orally and in writing~~ .

Submitter Information Verification

Submitter Full Name: Robert Fash

Organization: National Fire Protection Assoc

Street Address:

City:

State:

Zip:

Submittal Date: Wed Feb 07 13:04:29 EST 2018

Committee Statement

Committee Statement: The committee considered the " both orally and in writing" as redundant and unnecessary.

Response Message:



First Revision No. 11-NFPA 1021-2018 [Section No. 4.5]

4.5* Inspection and Investigation.

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

4.5.1

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

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

(A) Requisite Knowledge.

Inspection procedures; fire detection, alarm, and protection systems; identification of fire and life safety hazards; and marking and identification systems for hazardous materials.

(B) Requisite Skills.

The ability to communicate ~~in writing~~ and to apply the appropriate codes and standards.

4.5.2

Identify construction, alarm, detection, and suppression features that contribute to or prevent the spread of fire, heat, and smoke throughout the building or from one building to another, given an occupancy, and the policies and forms of the AHJ so that a pre-incident plan for any of the following occupancies is developed:

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

(A) Requisite Knowledge.

Fire behavior; building construction; inspection and incident reports; detection, alarm, and suppression systems; and applicable codes, ordinances, and standards.

(B) Requisite Skills.

The ability to use evaluative methods and to communicate ~~orally and in writing~~ .

4.5.3

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

(A) Requisite Knowledge.

Types of evidence, the importance of fire scene security, and evidence preservation.

(B) Requisite Skills.

The ability to ~~establish perimeters at~~ issue instruction for securing an incident scene.

Submitter Information Verification

Submitter Full Name: Robert Fash

Organization: National Fire Protection Assoc

Street Address:

City:

State:

Zip:

Submittal Date: Tue Feb 06 14:49:46 EST 2018

Committee Statement

Committee Statement: The title of the section was not changed because it carries over to other levels of Company Officers. Pre-incident planning is incorporated in the Section as requested.

Response Message:

Public Input No. 27-NFPA 1021-2017 [New Section after 4.5.3]

[Public Input No. 15-NFPA 1021-2016 \[Section No. 4.5\]](#)

**First Revision No. 60-NFPA 1021-2018 [Section No. 4.6 [Excluding any Sub-Sections]]**

This duty involves supervising emergency operations, ~~conducting pre-incident planning~~, and deploying assigned resources in accordance with the local emergency plan and according to the following job performance requirements.

Submitter Information Verification

Submitter Full Name: Robert Fash

Organization: National Fire Protection Assoc

Street Address:

City:

State:

Zip:

Submittal Date: Thu Feb 08 11:42:50 EST 2018

Committee Statement

Committee Statement: The committee identified that pre-incident planning is not aspect of emergency services delivery.

Response Message:

**First Revision No. 63-NFPA 1021-2018 [Section No. 4.6.3]****4.6.3***

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

A.4.6.3

Elements of an EMS-related post-incident analysis: basic anatomy and physiology, scope of practice of assigned EMS providers, mechanism of injury, signs and symptoms, and treatment modalities per protocol.

(A)* Requisite Knowledge.

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

A.4.6.3(A)

The Fire Officer I should be aware of all legal authority, parameters, and constraints of operations on the emergency scene.

(B) Requisite Skills.

The ability to write reports, to communicate orally, and to evaluate skills.

Submitter Information Verification

Submitter Full Name: Robert Fash

Organization: National Fire Protection Assoc

Street Address:

City:

State:

Zip:

Submittal Date: Thu Feb 08 12:19:26 EST 2018

Committee Statement

Committee Statement: The committee address that EMS is one of many important service delivery potential duties of the fire officer. The requisite knowledge and skills are adjusted to address the change in the JPR root.

Response Message:

Public Input No. 31-NFPA 1021-2017 [Section No. 4.6.3]

**First Revision No. 27-NFPA 1021-2018 [Section No. 4.7 [Excluding any Sub-Sections]]**

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

Submitter Information Verification

Submitter Full Name: Robert Fash

Organization: National Fire Protection Assoc

Street Address:

City:

State:

Zip:

Submittal Date: Wed Feb 07 11:11:59 EST 2018

Committee Statement

Committee Statement: standards is added, donning is replace with determining

Response Message:

**First Revision No. 3-NFPA 1021-2018 [Section No. 4.7.1]****4.7.1**

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

(A) Requisite Knowledge.

The most common causes of personal injury and accident to members; safety policies and procedures; basic workplace safety; ~~and~~ the components of an infectious disease control program; and the selection, care, and maintenance of personal protective equipment in accordance with Chapter 7 of NFPA 1851 .

(B) Requisite Skills.

The ability to identify safety hazards and ~~to communicate orally and in writing exposures, communicate, and complete documentation necessary for exposure reporting and tracking .~~

Submitter Information Verification

Submitter Full Name: Robert Fash

Organization: National Fire Protection Assoc

Street Address:

City:

State:

Zip:

Submittal Date: Tue Feb 06 12:32:00 EST 2018

Committee Statement

Committee Statement: Committee accepted the public input, made minor grammatical changes.

Response Message:

Public Input No. 32-NFPA 1021-2017 [Section No. 4.7.1]

**First Revision No. 61-NFPA 1021-2018 [Section No. 4.7.2]****4.7.2**

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

(A) Requisite Knowledge.

Procedures for conducting an accident investigation and safety policies and procedures.

(B) Requisite Skills.

The ability to communicate ~~orally and in writing and~~ to conduct interviews.

Submitter Information Verification

Submitter Full Name: Robert Fash

Organization: National Fire Protection Assoc

Street Address:

City:

State:

Zip:

Submittal Date: Thu Feb 08 12:07:18 EST 2018

Committee Statement

Committee Statement: JPR updated by the committee to replace forms with process, and to remove redundant language in requisite skills.

Response Message:

**First Revision No. 62-NFPA 1021-2018 [Section No. 4.7.3]****4.7.3**

Explain the benefits of being physically and medically capable of performing assigned duties and effectively functioning during peak physical demand activities, given current fire service trends and agency policies, so that the need to participate in wellness and fitness programs is explained to members.

(A) Requisite Knowledge.

National death and injury statistics, suicide prevention initiatives, fire service safety and wellness initiatives, and agency policies.

(B) Requisite Skills.

The ability to communicate orally.

Submitter Information Verification

Submitter Full Name: Robert Fash

Organization: National Fire Protection Assoc

Street Address:

City:

State:

Zip:

Submittal Date: Thu Feb 08 12:12:15 EST 2018

Committee Statement

Committee Statement: The committee inserted text related to behavioral health and removed redundant language in requisite skills.

Response Message:

Public Input No. 23-NFPA 1021-2017 [Section No. 4.7.3(A)]

**First Revision No. 64-NFPA 1021-2018 [Section No. 5.2.1(B)]****(B) Requisite Skills.**

The ability to communicate orally and in writing , to solve problems, to increase teamwork, and to counsel members.

Submitter Information Verification

Submitter Full Name: Robert Fash

Organization: National Fire Protection Assoc

Street Address:

City:

State:

Zip:

Submittal Date: Fri Feb 09 10:24:23 EST 2018

Committee Statement

Committee Statement: committee removed some redundant language in requisite skills.

Response Message:

**First Revision No. 65-NFPA 1021-2018 [Section No. 5.2.2(B)]**

(B) Requisite Skills.

The ability to communicate orally and in writing and to plan and conduct evaluations.

Submitter Information Verification

Submitter Full Name: Robert Fash

Organization: National Fire Protection Assoc

Street Address:

City:

State:

Zip:

Submittal Date: Fri Feb 09 10:26:05 EST 2018

Committee Statement

Committee Statement: The committee removed some redundant text in the requisite skills.

Response Message:

**First Revision No. 66-NFPA 1021-2018 [Section No. 5.2.3(B)]**

(B) Required Requisite Skills.

The ability to communicate orally and in writing .

Submitter Information Verification

Submitter Full Name: Robert Fash

Organization: National Fire Protection Assoc

Street Address:

City:

State:

Zip:

Submittal Date: Fri Feb 09 10:29:13 EST 2018

Committee Statement

Committee Statement: The committee removed some redundant language for requisite skills.

Response Message:

**First Revision No. 69-NFPA 1021-2018 [Section No. 5.3 [Excluding any Sub-Sections]]**

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

Submitter Information Verification

Submitter Full Name: Robert Fash

Organization: National Fire Protection Assoc

Street Address:

City:

State:

Zip:

Submittal Date: Fri Feb 09 10:43:29 EST 2018

Committee Statement

Committee Statement: The committee clarified that "injury" is "injury prevention."

Response Message:

**First Revision No. 67-NFPA 1021-2018 [New Section after 5.3.1]****5.3.1**

Supervise multi-unit implementation of a community risk reduction (CRR) program, given an AHJ CRR plan, policies, and procedures, so that community needs are addressed.

(A) Requisite Knowledge.

Community demographics and service organizations, verbal and nonverbal communication, and the role and mission of the department and its CRR plan.

(B) Requisite Skills.

Familiarity with public relations and the ability to supervise and communicate.

Submitter Information Verification

Submitter Full Name: Robert Fash

Organization: National Fire Protection Assoc

Street Address:

City:

State:

Zip:

Submittal Date: Fri Feb 09 10:36:29 EST 2018

Committee Statement

Committee Statement: Committee developed a JPR for the Fire Officer II to oversee the program delivery and interaction of community risk reduction.

Response Message:

**First Revision No. 68-NFPA 1021-2018 [Section No. 5.3.1]****5.3.2**

Explain the benefits to the organization of cooperating with allied organizations, given a specific problem or issue in the community, so that the purpose for establishing external agency relationships is clearly explained.

(A) Requisite Knowledge.

Agency mission and goals and the types and functions of external agencies in the community.

(B) Requisite Skills.

The ability to develop interpersonal relationships and to communicate orally and in writing .

Submitter Information Verification

Submitter Full Name: Robert Fash

Organization: National Fire Protection Assoc

Street Address:

City:

State:

Zip:

Submittal Date: Fri Feb 09 10:41:06 EST 2018

Committee Statement

Committee Statement: The committee removed redundant text in the requisite skills.

Response Message:

**First Revision No. 70-NFPA 1021-2018 [Section No. 5.4.2(B)]**

(B) Requisite Skill Skills .

The ability to allocate finances, to relate interpersonally, and to communicate orally and in writing .

Submitter Information Verification

Submitter Full Name: Robert Fash

Organization: National Fire Protection Assoc

Street Address:

City:

State:

Zip:

Submittal Date: Fri Feb 09 10:46:33 EST 2018

Committee Statement

Committee Statement: the committee removed "orally and in writing."

Response Message:

**First Revision No. 71-NFPA 1021-2018 [Section No. 5.4.3(B)]**

(B) Requisite Skills.

The ability to use evaluative methods and to communicate orally and in writing .

Submitter Information Verification

Submitter Full Name: Robert Fash

Organization: National Fire Protection Assoc

Street Address:

City:

State:

Zip:

Submittal Date: Fri Feb 09 10:47:39 EST 2018

Committee Statement

Committee Statement: the committee removed "orally and in writing."

Response Message:

**First Revision No. 72-NFPA 1021-2018 [Section No. 5.4.4]****5.4.4**

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

(A) Requisite Knowledge.

Policies and procedures and the format used for ~~news releases~~ media releases by various media outlets, including the use of social media in accordance with AHJ policies and procedures .

(B) Requisite Skills.

The ability to communicate ~~orally and in writing~~ .

Submitter Information Verification

Submitter Full Name: Robert Fash

Organization: National Fire Protection Assoc

Street Address:

City:

State:

Zip:

Submittal Date: Fri Feb 09 10:48:50 EST 2018

Committee Statement

Committee Statement: The committee updated the JPR the reflect revised approaches to disseminate information.

Response Message:

**First Revision No. 73-NFPA 1021-2018 [Section No. 5.4.6]****5.4.6**

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

(A) Requisite Knowledge.

Planning and implementing change.

(B) Requisite Skills.

The ability to clearly communicate ~~orally and in writing~~ .

Submitter Information Verification

Submitter Full Name: Robert Fash

Organization: National Fire Protection Assoc

Street Address:

City:

State:

Zip:

Submittal Date: Fri Feb 09 10:52:41 EST 2018

Committee Statement

Committee Statement: the committee changed "positive" to "supportive." In the requisite skills, removed "orally and in writing."

Response Message:

**First Revision No. 17-NFPA 1021-2018 [Section No. 5.5.1]****5.5.1**

Determine the ~~point area~~ of origin and preliminary cause of a fire, given a fire scene, photographs, diagrams, pertinent data, and/or sketches, to determine if arson is suspected so that law enforcement action is taken.

(A) Requisite Knowledge.

~~Methods used by arsonists~~ Indications of arson, common causes of fire, methods to preserve and protect the general area of origin, basic origin and cause determination, fire growth and development, and documentation of preliminary fire investigative procedures.

(B) Requisite Skills.

~~The ability to communicate orally and in writing and to apply knowledge using deductive skills investigate a fire scene and identify the general area of origin, implement procedures to preserve and protect potential sources of ignition within that general area of origin, and communicate .~~

Submitter Information Verification

Submitter Full Name: Robert Fash

Organization: National Fire Protection Assoc

Street Address:

City:

State:

Zip:

Submittal Date: Tue Feb 06 22:30:28 EST 2018

Committee Statement

Committee Statement: The committee incorporated suggestions of the public input. Public input will overly restrict the duties of a FO II. Under the current standard a FO II can conduct a preliminary investigation of a fire, which is current AHJ practice. The TC proposes a joint task group with the NFPA 1033 TC to developed JPRs to address the PIs submitted.

Response Message:

Public Input No. 3-NFPA 1021-2016 [Section No. 5.5.1 [Excluding any Sub-Sections]]

Public Input No. 4-NFPA 1021-2016 [Section No. 5.5.1(A)]

Public Input No. 10-NFPA 1021-2016 [Section No. 5.5.1(B)]

**First Revision No. 4-NFPA 1021-2018 [Section No. 5.6.1]****5.6.1**

Produce operational plans, given an emergency incident requiring multi-unit operations; the current ~~edition~~ editions of *NFPA 1600*, and *NFPA 1700*, and *NFPA 1710*, and *NFPA 1720*; and AHJ-approved safety procedures, so that required resources and their assignments are obtained and plans are carried out in compliance with *NFPA 1600*, *NFPA 1700*, *NFPA 1710*, and *NFPA 1720* and approved safety procedures resulting in the mitigation of the incident.

(A) Requisite Knowledge.

Standard operating procedures; national, state/provincial, and local information resources available for the mitigation of emergency incidents; an incident management system; and a personnel accountability system.

(B) Requisite Skills.

The ability to implement an incident management system, to communicate orally, to supervise and account for assigned personnel under emergency conditions, and to serve in command staff and unit supervision positions within the Incident Management System.

Submitter Information Verification

Submitter Full Name: Robert Fash

Organization: National Fire Protection Assoc

Street Address:

City:

State:

Zip:

Submittal Date: Tue Feb 06 12:38:00 EST 2018

Committee Statement

Committee Statement: The committee accepted the public input with the understanding that an AHJ may need to use the additional standards listed.

Response Message:

Public Input No. 33-NFPA 1021-2017 [Section No. 5.6.1]

**First Revision No. 5-NFPA 1021-2018 [Section No. 5.6.2]****5.6.2***

Develop and conduct a post-incident analysis, given multi-unit incident and post-incident analysis policies, procedures, and forms, so that all required critical elements are identified and communicated and the approved forms are completed and processed.

A.5.6.2

Elements of an EMS-related post-incident analysis for continuous quality improvement include basic anatomy and physiology, scope of practice of assigned EMS providers, mechanism of injury, signs and symptoms, treatment modalities per protocol, and patient satisfaction.

(A)* Requisite Knowledge.

Elements of a fire- or rescue-related post-incident analysis, basic building construction, basic fire protection systems and features, basic water supply, basic fuel loading, fire growth and development, and departmental procedures relating to dispatch response, strategy tactics and operations, sources of any emergency operations controlling authority, including EMS protocols, if applicable, and customer service.

A.5.6.2(A)

The Fire Officer II should be aware of all legal authority, parameters, and constraints of operations on the emergency scene.

(B) Requisite Skills.

The ability to write reports, to communicate-orally , and to evaluate skills.

Submitter Information Verification

Submitter Full Name: Robert Fash

Organization: National Fire Protection Assoc

Street Address:

City:

State:

Zip:

Submittal Date: Tue Feb 06 12:42:07 EST 2018

Committee Statement

Committee Statement: The committee incorporated the public input by including all protocols and adding an annex note to the section outlining EMS-related post-incident analysis. The committee added additional annex note to suggest that the FO II is aware of all legal authority, parameters and constraints of operations on the emergency scene.

Response Message:

Public Input No. 34-NFPA 1021-2017 [Section No. 5.6.2]

**First Revision No. 6-NFPA 1021-2018 [Section No. 5.7.1]****5.7.1**

Analyze a member's accident, injury, or health exposure history, given a case study, so that a report including action taken and recommendations made is prepared for a supervisor.

(A) Requisite Knowledge.

The causes of unsafe acts; ; health exposures or conditions that result in accidents, injuries, occupational illnesses, or deaths; ; and requirements for reporting and receiving information related to health exposures.

(B) Requisite Skills.

The ability to communicate ~~in writing~~ and to interpret accidents, injuries, occupational illnesses, or death reports.

Submitter Information Verification

Submitter Full Name: Robert Fash

Organization: National Fire Protection Assoc

Street Address:

City:

State:

Zip:

Submittal Date: Tue Feb 06 12:49:58 EST 2018

Committee Statement

Committee Statement: The committee accepted the public input with minor changes

Response Message:

Public Input No. 35-NFPA 1021-2017 [Section No. 5.7.1]

**First Revision No. 7-NFPA 1021-2018 [Section No. 6.2 [Excluding any Sub-Sections]]**

This duty involves establishing procedures for hiring, assigning, maintaining AHJ-approved continuing education requirements, promoting, and encouraging professional development of members, according to the following job performance requirements.

Submitter Information Verification

Submitter Full Name: Robert Fash

Organization: National Fire Protection Assoc

Street Address:

City:

State:

Zip:

Submittal Date: Tue Feb 06 12:53:18 EST 2018

Committee Statement

Committee Statement: The committee incorporated the public input to address all CEUs.

Response Message:

Public Input No. 37-NFPA 1021-2017 [Section No. 6.2 [Excluding any Sub-Sections]]

**First Revision No. 44-NFPA 1021-2018 [Section No. 6.2.1]****6.2.1**

~~Establish personnel assignments to maximize efficiency minimum staffing requirements , given knowledge, training, and experience of the members available in accordance with human resources; policies and procedures; , federal, state, and provincial laws; and rules and regulations , so that human resources AHJ job-related credentials are used in an effective manner. maintained.~~

(A) Requisite Knowledge.

Minimum staffing requirements, available human resources, and policies and procedures.

(B) Requisite Skills.

~~The ability to relate interpersonally and to communicate orally and in writing .~~

Submitter Information Verification

Submitter Full Name: Robert Fash

Organization: National Fire Protection Assoc

Street Address:

City:

State:

Zip:

Submittal Date: Wed Feb 07 22:46:12 EST 2018

Committee Statement

Committee Statement: The TC incorporated the PI, but modified for all department job related duties.

Response Message:

[Public Input No. 38-NFPA 1021-2017 \[Section No. 6.2.1\(A\)\]](#)

**First Revision No. 45-NFPA 1021-2018 [Section No. 6.2.2(B)]**

(B) Requisite Skills.

The ability to communicate orally and in writing .

Submitter Information Verification

Submitter Full Name: Robert Fash

Organization: National Fire Protection Assoc

Street Address:

City:

State:

Zip:

Submittal Date: Wed Feb 07 23:08:06 EST 2018

Committee Statement

Committee Statement: Redundant language removed from requisite skills.

Response Message:

**First Revision No. 46-NFPA 1021-2018 [Section No. 6.2.3(B)]****(B) Requisite Skills.**

The ability to communicate orally and in writing , to encourage professional development, and to mentor members.

Submitter Information Verification

Submitter Full Name: Robert Fash

Organization: National Fire Protection Assoc

Street Address:

City:

State:

Zip:

Submittal Date: Wed Feb 07 23:11:00 EST 2018

Committee Statement

Committee Statement: redundant language removed from requisite skills.

Response Message:

**First Revision No. 47-NFPA 1021-2018 [Section No. 6.2.5]****6.2.5**

Develop a proposal for improving ~~an employee benefit~~ a member benefit or for a new member benefit , given a need in the organization, so that adequate information is included to justify the requested benefit improvement.

[Global FR-86](#)

(A) ~~Required~~Requisite Knowledge.

Agency's~~Organization's~~ benefit program.

(B) ~~Required~~ Requisite Skills.

The ability to conduct research and to communicate ~~orally and in writing~~ .

Submitter Information Verification

Submitter Full Name: Robert Fash

Organization: National Fire Protection Assoc

Street Address:

City:

State:

Zip:

Submittal Date: Wed Feb 07 23:14:34 EST 2018

Committee Statement

Committee Statement: JPR change from employee to member, some redundant language removed.

Response Message:

**First Revision No. 48-NFPA 1021-2018 [Section No. 6.2.6]****6.2.6**

Develop a plan for providing ~~an employee~~ a member accommodation, given ~~an employee~~ a member need, the requirements, and applicable law, so that adequate information is included to justify the requested change(s).

Global FR-86

(A) ~~Required~~Requisite Knowledge.

Agency's~~Organization's~~ policies and procedures, and legal requirements or reasonable accommodations.

(B) ~~Required~~ Requisite Skills.

The ability to conduct research and to communicate ~~orally and in writing~~ .

Submitter Information Verification

Submitter Full Name: Robert Fash

Organization: National Fire Protection Assoc

Street Address:

City:

State:

Zip:

Submittal Date: Wed Feb 07 23:19:06 EST 2018

Committee Statement

Committee Statement: employee changed to member in JPR, Agency changed to Organization. Redundant language removed from requisite skills.

Response Message:

**First Revision No. 49-NFPA 1021-2018 [Section No. 6.2.7]****6.2.7**

Develop an ongoing continuing education and training program, given organizational training requirements, so that members of the organization are given appropriate training to meet the mission of the organization.

Global FR-86

(A) RequiredRequisite Knowledge.

AgencyOrganizational mission and goals, training program development, and needs assessment.

(B) Required Requisite Skills.

Ability to perform a needs assessment and to communicate ~~orally and in writing~~ .

Submitter Information Verification

Submitter Full Name: Robert Fash

Organization: National Fire Protection Assoc

Street Address:

City:

State:

Zip:

Submittal Date: Wed Feb 07 23:23:22 EST 2018

Committee Statement

Committee Statement: Educational Aspects of the JPR modified, Organizational used instead of agency, redundant language removed from requisite skills.

Response Message:

**First Revision No. 50-NFPA 1021-2018 [Section No. 6.3.1]****6.3.1***

Develop a community risk reduction (CRR) program, given risk assessment data, so that program outcomes are met.

A.6.3.1

Community needs are viewed to include, but not be limited to, fire, large-scale disasters, emergency medical, and public health problems.

(A) Requisite Knowledge.

Community demographics, resource availability, community needs, customer service principles, and program development.

(B) Requisite Skills.

The ability to relate interpersonally, to communicate ~~orally and in writing~~ , and to analyze and interpret data.

Submitter Information Verification

Submitter Full Name: Robert Fash

Organization: National Fire Protection Assoc

Street Address:

City:

State:

Zip:

Submittal Date: Wed Feb 07 23:34:27 EST 2018

Committee Statement

Committee Statement: Annex note added for this JPR. Redundant language removed from requisite skills.

Response Message:

**First Revision No. 51-NFPA 1021-2018 [Section No. 6.4 [Excluding any Sub-Sections]]**

This duty involves preparing a divisional or departmental budget, developing a budget management system, developing grant applications, soliciting bids, planning for resource allocation, and working with records management systems, according to the following job performance requirements.

Submitter Information Verification

Submitter Full Name: Robert Fash

Organization: National Fire Protection Assoc

Street Address:

City:

State:

Zip:

Submittal Date: Wed Feb 07 23:40:25 EST 2018

Committee Statement

Committee Statement: grant applications added to administration duties for Fire Officer III

Response Message:

**First Revision No. 52-NFPA 1021-2018 [Section No. 6.4.1(B)]**

(B) Requisite Skills.

The ability to allocate finances, to relate interpersonally, and to communicate orally and in writing .

Submitter Information Verification

Submitter Full Name: Robert Fash

Organization: National Fire Protection Assoc

Street Address:

City:

State:

Zip:

Submittal Date: Wed Feb 07 23:43:18 EST 2018

Committee Statement

Committee Statement: redundant language deleted from requisite skills.

Response Message:

**First Revision No. 53-NFPA 1021-2018 [Section No. 6.4.2(B)]**

(B) Requisite Skills.

The ability to interpret financial data and to communicate orally and in writing .

Submitter Information Verification

Submitter Full Name: Robert Fash

Organization: National Fire Protection Assoc

Street Address:

City:

State:

Zip:

Submittal Date: Wed Feb 07 23:46:34 EST 2018

Committee Statement

Committee Statement: redundant language removed from requisite skills.

Response Message:

**First Revision No. 54-NFPA 1021-2018 [Section No. 6.4.3]****6.4.3**

Describe the agency's organization's process for developing requests for proposal (RFPs) and soliciting and awarding bids, given established specifications and the agency's organization's policies and procedures, so that competitive bidding is ensured.

(A) Requisite Knowledge.

Purchasing laws, policies, and procedures.

(B) Requisite Skills.

The ability to use evaluative methods and to communicate ~~orally and in writing~~ .

Submitter Information Verification

Submitter Full Name: Robert Fash

Organization: National Fire Protection Assoc

Street Address:

City:

State:

Zip:

Submittal Date: Wed Feb 07 23:47:57 EST 2018

Committee Statement

Committee Statement: agency change to organization. redundant language removed from requisite skills

Response Message:

**First Revision No. 55-NFPA 1021-2018 [Section No. 6.4.4(B)]**

(B) Requisite Skills.

The ability to use evaluative methods, to communicate orally and in writing , and to organize data.

Submitter Information Verification

Submitter Full Name: Robert Fash

Organization: National Fire Protection Assoc

Street Address:

City:

State:

Zip:

Submittal Date: Wed Feb 07 23:50:21 EST 2018

Committee Statement

Committee Statement: redundant language removed from requisite skills.

Response Message:

**First Revision No. 74-NFPA 1021-2018 [Section No. 6.5.1(B)]**

(B) Requisite Skills.

The ability to use evaluative methods, to analyze data, and to communicate ~~orally and in writing~~ .

Submitter Information Verification

Submitter Full Name: Robert Fash

Organization: National Fire Protection Assoc

Street Address:

City:

State:

Zip:

Submittal Date: Fri Feb 09 11:04:16 EST 2018

Committee Statement

Committee Statement: The committee removed" orally and in writing."

Response Message:

**First Revision No. 9-NFPA 1021-2018 [Section No. 6.5.2 [Excluding any Sub-Sections]]**

Develop a plan, given an identified fire safety, emergency medical, and/or public health problem, so that the approval for a new program, piece of legislation, form of public education, intervention, and/ or fire safety code is facilitated.

Supplemental Information

<u>File Name</u>	<u>Description</u>	<u>Approved</u>
6.5.2_legislative_changes.docx	legislative changes for staff use	

Submitter Information Verification

Submitter Full Name: Robert Fash
Organization: National Fire Protection Assoc
Street Address:
City:
State:
Zip:
Submittal Date: Tue Feb 06 12:59:46 EST 2018

Committee Statement

Committee Statement: The committee agrees with the public input, made minor changes.

See Word doc for legislative changes.

Response Message:

Public Input No. 41-NFPA 1021-2017 [Section No. 6.5.2 [Excluding any Sub-Sections]]

**First Revision No. 10-NFPA 1021-2018 [Section No. 6.6.1(A)]****(A)* Requisite Knowledge.**

Policies, procedures, and standards, including the current ~~edition~~ editions of *NFPA 1600*, *NFPA 1700*, *NFPA 1710*, and *NFPA 1720*; the sources of emergency operations controlling authority, including EMS protocols if applicable; and resources, capabilities, roles, responsibilities, and authority of support agencies.

A.6.6.1(A)

The Fire Officer III should be aware of all legal authority, parameters, and constraints of operations on the emergency scene.

Submitter Information Verification

Submitter Full Name: Robert Fash

Organization: National Fire Protection Assoc

Street Address:

City:

State:

Zip:

Submittal Date: Tue Feb 06 13:21:13 EST 2018

Committee Statement

Committee Statement: The committee incorporated the public input in an approach to include all AHJ protocols. The committee added text as an annex note that the FO III should be aware of all legal authority, parameters and constraints of operations on the emergency scene.

Response Message:

Public Input No. 42-NFPA 1021-2017 [Section No. 6.6.1(A)]

**First Revision No. 75-NFPA 1021-2018 [Section No. 6.6.3 [Excluding any Sub-Sections]**

]

Develop a plan for the agency organization , given an unmet need for resources that exceed what is available in the organization, so that the mission of the organization is capable of being performed in times of extraordinary need.

Submitter Information Verification**Submitter Full Name:** Robert Fash**Organization:** National Fire Protection Assoc**Street Address:****City:****State:****Zip:****Submittal Date:** Sun Feb 11 13:19:14 EST 2018**Committee Statement****Committee Statement:** The committee choose to use "organization" over "agency."**Response Message:**

**First Revision No. 32-NFPA 1021-2018 [Section No. 7.2.1(B)]****(B) Requisite Skills.**

The ability to communicate orally and in writing , to relate interpersonally, to delegate authority, to analyze issues, and to solve problems.

Submitter Information Verification

Submitter Full Name: Robert Fash

Organization: National Fire Protection Assoc

Street Address:

City:

State:

Zip:

Submittal Date: Wed Feb 07 21:09:55 EST 2018

Committee Statement

Committee Statement: redundant language removed

Response Message:

**First Revision No. 33-NFPA 1021-2018 [Section No. 7.2.2(B)]****(B) Requisite Skills.**

The ability to communicate orally and in writing , to negotiate, to analyze current status of member relations, to relate interpersonally, to analyze the current member/management relations, and to conduct program implementation.

Submitter Information Verification

Submitter Full Name: Robert Fash

Organization: National Fire Protection Assoc

Street Address:

City:

State:

Zip:

Submittal Date: Wed Feb 07 21:13:02 EST 2018

Committee Statement

Committee Statement: Redundant language removed

Response Message:

**First Revision No. 34-NFPA 1021-2018 [Section No. 7.2.3]****7.2.3**

~~Establish and evaluate a list of~~ Evaluate the organization's education and in-service training goals ~~program~~ , given a summary of the job requirements for all positions within the department, so that all members can achieve and maintain required proficiencies.

(A) Requisite Knowledge.

Training resources, community needs, internal and external customers, policies and procedures, contractual agreements, and local, state/provincial, and federal regulations.

(B) Requisite Skills.

The ability to communicate ~~orally and in writing~~ to analyze and ~~to~~ organize data and resources.

Submitter Information Verification

Submitter Full Name: Robert Fash

Organization: National Fire Protection Assoc

Street Address:

City:

State:

Zip:

Submittal Date: Wed Feb 07 21:16:31 EST 2018

Committee Statement

Committee Statement: JPR modified to focus on evaluating the education programs for the Fire Officer IV, redundant language removed from requisite skills

Response Message:

**First Revision No. 35-NFPA 1021-2018 [Section No. 7.2.4]****7.2.4**

Appraise a ~~the~~ member-assistance program, given data, so that the program, when used, produces stated program outcomes.

(A) Requisite Knowledge.

Policies and procedures; ; available assistance programs; ; contractual agreements; ; and local, state/provincial, and federal regulations.

(B) Requisite Skills.

The ability to communicate ~~orally and in writing~~ , to relate interpersonally to members, and to analyze needs and results.

Submitter Information Verification

Submitter Full Name: Robert Fash

Organization: National Fire Protection Assoc

Street Address:

City:

State:

Zip:

Submittal Date: Wed Feb 07 21:43:39 EST 2018

Committee Statement

Committee Statement: grammatical change in root of the JPR and redundant text removed from the requisite skills.

Response Message:

**First Revision No. 36-NFPA 1021-2018 [Section No. 7.2.5]****7.2.5**

Evaluate an incentive program, given data, so that a determination is made regarding achievement of the desired results, and modify as necessary.

(A) Requisite Knowledge.

Policies and procedures; ; available incentive programs; ; contractual agreements; ; and local, state/provincial, and federal regulations.

(B) Requisite Skills.

The ability to communicate ~~orally and in writing~~, to relate interpersonally, and to analyze programs.

Submitter Information Verification

Submitter Full Name: Robert Fash

Organization: National Fire Protection Assoc

Street Address:

City:

State:

Zip:

Submittal Date: Wed Feb 07 21:47:04 EST 2018

Committee Statement

Committee Statement: JPR changed to recommend modification as necessary. Redundant text removed for requisite skills.

Response Message:



First Revision No. 37-NFPA 1021-2018 [New Section after 7.3.1]

7.3.2

Develop and administer a media relations program, given AHJ policies and procedures, so that the dissemination of information is accurate and accessible.

(A) Requisite Knowledge.

AHJ policies and procedures for information dissemination; applicable laws, rules, and regulations governing information release; fundamentals of media relations; and social media platforms.

(B) Requisite Skills.

The techniques of public relations and the ability to communicate, and crisis management.

Submitter Information Verification

Submitter Full Name: Robert Fash

Organization: National Fire Protection Assoc

Street Address:

City:

State:

Zip:

Submittal Date: Wed Feb 07 21:58:56 EST 2018

Committee Statement

Committee Statement: JPR added to address media relations and social media

Response Message:

**First Revision No. 38-NFPA 1021-2018 [Section No. 7.3.1]****7.3.1**

Attend, participate in, and assume a leadership role in community functions, ~~in~~ given community needs, so that the image of the organization is enhanced.

(A) Requisite Knowledge.

Community demographics and socioeconomics , community and civic issues, effective customer service methods, and formal and informal community leaders.

(B) Requisite Skills.

Familiarity with public relations and the ability to communicate ~~orally~~ .

Submitter Information Verification

Submitter Full Name: Robert Fash

Organization: National Fire Protection Assoc

Street Address:

City:

State:

Zip:

Submittal Date: Wed Feb 07 22:02:31 EST 2018

Committee Statement

Committee Statement: grammatical change made to the root of the JPR. Community socioeconomics added as requisite knowledge item.

Response Message:

[Public Input No. 43-NFPA 1021-2017 \[Section No. 7.3.1\(A\)\]](#)

**First Revision No. 39-NFPA 1021-2018 [Section No. 7.4.2]****7.4.2**

Evaluate and ~~project forecast~~ training requirements, facilities, and ~~buildings~~ buildings' needs, given data that reflect community needs and resources, so that departmental training goals are met.

(A) Requisite Knowledge.

Policies and procedures; ; physical and geographic characteristics; ; building and fire codes; ; departmental plan; ; staffing requirements; ; training standards; ; needs assessment; ; contractual agreements; ; and local, state/provincial, and federal regulations.

(B) Requisite Skills.

The ability to communicate ~~orally and in writing~~ , make public presentations, interpret fiscal analysis, forecast needs, and analyze data.

Submitter Information Verification

Submitter Full Name: Robert Fash

Organization: National Fire Protection Assoc

Street Address:

City:

State:

Zip:

Submittal Date: Wed Feb 07 22:10:54 EST 2018

Committee Statement

Committee Statement: Term change from predict to forecast in the root of the JPR. Redundant language removed form requisite skills.

Response Message:

**First Revision No. 20-NFPA 1021-2018 [Section No. 7.4.3 [Excluding any Sub-Sections]**

]

Complete a written, comprehensive, all-hazard risk, ~~hazard~~, and value analysis of the community, given the appropriate features of the service area of the organization, so that an accurate evaluation is made for service delivery ~~decision-making~~ decision making .

Submitter Information Verification**Submitter Full Name:** Robert Fash**Organization:** National Fire Protection Assoc**Street Address:****City:****State:****Zip:****Submittal Date:** Tue Feb 06 22:58:18 EST 2018**Committee Statement****Committee Statement:** The committee recognizes the need to include the concept of all-hazards in conducting a community risk analysis.**Response Message:**Public Input No. 44-NFPA 1021-2017 [Section No. 7.4.3 [Excluding any Sub-Sections]]



First Revision No. 40-NFPA 1021-2018 [New Section after 7.4.4]

7.4.5

Develop a succession plan, given department resources, policies, and procedures, so that the future needs of the department are met.

(A) Requisite Knowledge.

Strategic planning, member demographics, recruitment, and retention.

(B) Requisite Skills.

The ability to forecast budgets, to conduct a personnel needs assessment, to effectively communicate, and to solve problems.

Submitter Information Verification

Submitter Full Name: Robert Fash

Organization: National Fire Protection Assoc

Street Address:

City:

State:

Zip:

Submittal Date: Wed Feb 07 22:18:50 EST 2018

Committee Statement

Committee Statement: The committee added a JPR to address succession planning for the Fire Officer IV

Response Message:

**First Revision No. 41-NFPA 1021-2018 [Section No. 7.6.1(B)]****(B) Requisite Skills.**

The ability to analyze data, to communicate orally and in writing , to develop a disaster plan, and to coordinate interagency activity.

Submitter Information Verification

Submitter Full Name: Robert Fash

Organization: National Fire Protection Assoc

Street Address:

City:

State:

Zip:

Submittal Date: Wed Feb 07 22:24:42 EST 2018

Committee Statement

Committee Statement: Redundant language removed from requisite skills.

Response Message:

**First Revision No. 42-NFPA 1021-2018 [Section No. 7.6.2]****7.6.2**

Develop a comprehensive plan, given data (including agency data), so that the agency operates at a ~~civil disturbance~~ hostile event, integrates with other agencies' actions, and provides for the safety and protection of members.

(A) Requisite Knowledge.

Major incident plans; policies and procedures; ; physical and geographic characteristics; ; demographics; ; incident management systems; ; communications systems; ; contractual and mutual-aid agreements; ; ~~and~~ local, state/provincial, and federal regulations and resources; and NFPA 3000 .

(B) Requisite Skills.

The ability to communicate ~~orally and in writing and~~ to organize a plan; familiarity with interagency planning and coordination.

Submitter Information Verification

Submitter Full Name: Robert Fash

Organization: National Fire Protection Assoc

Street Address:

City:

State:

Zip:

Submittal Date: Wed Feb 07 22:26:33 EST 2018

Committee Statement

Committee Statement: JPR change to reflect terminology planned for NFPA 3000 relative to civil disturbances.

Response Message:

**First Revision No. 43-NFPA 1021-2018 [Section No. 7.7.1]****7.7.1**

Maintain, develop, and provide leadership for a risk management program, given specific data, so that injuries and property damage ~~accidents~~ incidents are reduced.

(A) Requisite Knowledge.

Risk management concepts, ~~retirement qualifications~~ ; occupational requirements ; occupational hazards analysis; , and disability procedures, regulations, and laws.

(B) Requisite Skills.

The ability to communicate ~~orally and in writing~~ , to analyze data, and to use evaluative methods.

Submitter Information Verification

Submitter Full Name: Robert Fash

Organization: National Fire Protection Assoc

Street Address:

City:

State:

Zip:

Submittal Date: Wed Feb 07 22:35:01 EST 2018

Committee Statement

Committee Statement: committee changed accident to incident. retirement qualification changed occupational requirement. redundant language removed from requisite skills.

Response Message:

**First Revision No. 18-NFPA 1021-2018 [Section No. A.1.1]****A.1.1**

It is envisioned that in addition to the requirements of NFPA 1021, the authority having jurisdiction may might require additional credentials for any position . These can include fire and/or other degree programs and general education in business, management, science, and associated degree curricula.

Submitter Information Verification

Submitter Full Name: Robert Fash

Organization: National Fire Protection Assoc

Street Address:

City:

State:

Zip:

Submittal Date: Tue Feb 06 22:46:50 EST 2018

Committee Statement

Committee Statement: The committee viewed the PI may place a too narrow focus on one service delivery aspect, but made some modifications to this annex section.

Response Message:

[Public Input No. 45-NFPA 1021-2017 \[Section No. A.1.1\]](#)

**First Revision No. 56-NFPA 1021-2018 [Section No. A.4.6]****A.4.6**

Emergency service delivery is the component of fire department organization providing mitigation of responses to emergency incidents, such as those involving fires, emergency medical situations, mass casualties, hazardous materials, weapons of mass destruction, hostile events, and terrorism, as well as other emergency events.

Submitter Information Verification

Submitter Full Name: Robert Fash

Organization: National Fire Protection Assoc

Street Address:

City:

State:

Zip:

Submittal Date: Thu Feb 08 08:11:00 EST 2018

Committee Statement

Committee Statement: Committee added the term of "hostile events."

Response Message:

**First Revision No. 22-NFPA 1021-2018 [Section No. A.6.4.6]****A.6.4.6**

The following are some examples of organizational evaluation systems:

- (1) Commission on Fire Accreditation International Self-Assessment Model
- (2) Insurance Service Organization Fire Service Rating Schedule
- (3) NHTSA A Leadership Guide to Quality Improvement for Emergency Medical Services (EMS) Systems

Submitter Information Verification

Submitter Full Name: Robert Fash

Organization: National Fire Protection Assoc

Street Address:

City:

State:

Zip:

Submittal Date: Wed Feb 07 08:42:45 EST 2018

Committee Statement

Committee Statement: The committee included recognition of a national EMS organization, in lieu of changing the JPR. the proposed changes would have narrow the focus of the JPR in a negative way.

Response Message:

Public Input No. 40-NFPA 1021-2017 [New Section after 6.4.6(B)]



First Revision No. 76-NFPA 1021-2018 [Chapter B]

Annex B Explanation of the Standard and Concepts of JPRs 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.

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.

B.2 The Parts of a JPR.

B.2.1 Critical Components.

The JPR comprises the following three critical components:

- (1) Task to be performed (i.e., a partial description of the task 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 shows an example of a JPR broken down into its three critical components.

Table B.2.1 Example of a JPR

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

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.

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.

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.

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.

B.2.3 Examples.

With the components and requisites combined, a JPR might read similar to the following two examples.

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.

(A) Requisite Knowledge.

Knowledge of types of fire attack lines and water application devices for overhaul, water application 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.

(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.

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.

(A) Requisite Knowledge.

Knowledge of budgetary process; governmental accounting procedures; federal, tribal, state, and local laws; organizational bidding process; and organization purchase requests.

(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.

B.3 Potential Uses for JPRs.

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.

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.

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.

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.

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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B.1 Explanation of the Standard 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 the fire service. 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 JPRs for specific fire service positions. The standards can be used for training design and evaluation, certification, measuring and critiquing on the job performance, defining hiring practices, and setting organizational policies, procedures, and goals. (Other applications are encouraged.)

Professional qualifications standards for a specific job are organized by major areas of responsibility defined as duties. For example, the fire fighter's duties might include fire suppression, rescue, and water supply; and the public fire educator's duties might include education, planning and development, and administration. Duties are major functional areas of responsibility within a job.

The professional qualifications standards are written as JPRs. JPRs describe the performance required for a specific job. JPRs are grouped according to the duties of a job. The complete list of JPRs for each duty defines what an individual must be able to do in order to successfully perform that duty. Together, the duties and their JPRs define the job parameters; that is, the standard as a whole is a description of a job.

B.2 Breaking Down the Components of a JPR.

The JPR is the assembly of three critical components. (See Table B.2.) These components are as follows:

Task that is to be performed

Tools, equipment, or materials that must be provided to successfully complete the task

Evaluation parameters and/or performance outcomes

Table B.2 Example of a JPR

(1) Task	(1) Ventilate a pitched roof
(2) Tools, equipment, or materials	(2) Given an ax, a pike pole, an extension ladder, and a roof ladder
(3) Evaluation parameters and performance outcomes	So that a 4-ft x 4-ft hole is created; all ventilation barriers are removed; ladders are properly positioned for ventilation; ventilation holes are correctly placed; and smoke, heat, and combustion by-products are released from the structure

B.2.1 The Task to Be Performed.

The first component is a concise, brief statement of what the person is supposed to do.

B.2.2 Tools, Equipment, or Materials that Must be Provided to Successfully Complete the Task.

This component ensures that all individuals completing the task are given the same minimal tools, equipment, or materials when being evaluated. By listing these items, the performer and evaluator know what must be provided in order to complete the task.

B.2.3 Evaluation Parameters and/or Performance Outcomes.

This component defines how well one must perform each task — for both the performer and the evaluator. The JPR guides performance toward successful completion by identifying evaluation parameters and/or performance outcomes. This portion of the JPR promotes consistency in evaluation by reducing the variables used to gauge performance.

In addition to these three components, the JPR contains requisite knowledge and skills. Just as the term *requisite* suggests, these are the necessary knowledge and skills one must have prior to being able to perform the task. Requisite knowledge and skills are the foundation for task performance.

Once the components and requisites are put together, the job performance requirements might read as follows.

B.2.3.1 Example 1.

The Fire Fighter I shall ventilate a pitched roof, given an ax, a pike pole, an extension ladder, and a roof ladder, so that a 4-ft × 4-ft hole is created, all ventilation barriers are removed, ladders are properly positioned for ventilation, and ventilation holes are correctly placed.

(A) Requisite Knowledge. Pitched roof construction, safety considerations with roof ventilation, the dangers associated with improper ventilation, knowledge of ventilation tools, the effects of ventilation on fire growth, smoke movement in structures, signs of backdraft, and the knowledge of vertical and forced ventilation.

(B) Requisite Skills. The ability to remove roof covering; properly initiate roof cuts; use the pike pole to clear ventilation barriers; use ax properly for sounding, cutting, and stripping; position ladders; and climb and position self on ladder.

B.2.3.2 Example 2.

The Fire Investigator shall interpret burn patterns, given standard equipment and tools and some structural content remains, so that each individual pattern is evaluated with respect to the burning characteristics of the material involved.

(A) Requisite Knowledge. Knowledge of fire development and the interrelationship of heat release rate, form, and ignitibility of materials.

(B) Requisite Skills. The ability to interpret the effects of burning characteristics on different types of materials.

B.3 Examples of Potential Uses.

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 must be based on the successful completion of JPRs.

First, the evaluator would verify the attainment of requisite knowledge and skills prior to JPR evaluation. This might be through documentation review or testing.

Next, the candidate would be evaluated on completing the JPRs. The candidate would perform the task and be evaluated based on the evaluation parameters and/or performance outcomes. This performance-based evaluation can be either practical (for psychomotor skills such as “ventilate a roof”) or written (for cognitive skills such as “interpret burn patterns”).

Note that psychomotor skills are those physical skills that can be demonstrated or observed. Cognitive skills (or mental skills) cannot be observed, but are rather evaluated on how one completes the task (process-oriented) or the task outcome (product-oriented).

Using Example 1, a practical performance-based evaluation would measure one’s ability to “ventilate a pitched roof.” The candidate passes this particular evaluation if the standard was met — that is, a 4-ft × 4-ft hole was created; all ventilation barriers were removed; ladders were properly positioned for ventilation; ventilation holes were correctly placed; and smoke, heat, and combustion by-products were released from the structure.

For Example 2, when evaluating the task “interpret burn patterns,” the candidate could be given a written assessment in the form of a scenario, photographs, and drawings and then be asked to respond to specific written questions related to the JPR’s evaluation parameters.

Remember, when evaluating performance, you must give the person the tools, equipment, or materials listed in the job performance requirements — for example, an ax, a pike pole, an extension ladder, and a roof ladder — before he or she can be properly evaluated.

B.3.2 Curriculum Development/Training Design and Evaluation.

The statements contained in this document that refer to job performance were designed and written as JPRs. While 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 skill(s) on the job, as opposed to a learning situation. These statements should be converted into instructional objectives with behaviors, conditions, and standards that can be measured within the teaching/learning environment. A JPR that requires a fire fighter to “ventilate a pitched roof” should be converted into a measurable instructional objective for use when teaching the skill. [See Figure B.3.2(a) -]

Using Example 1, a terminal instructional objective might read as follows.

The learner will ventilate a pitched roof, given a simulated roof, an ax, a pike pole, an extension ladder, and a roof ladder, so that 100 percent accuracy is attained on a skills checklist. (At a minimum, the skills checklist should include each of the measurement criteria from the JPR.)

Figure B.3.2(b) is a sample checklist for use in evaluating this objective.

While the differences between job performance requirements and instructional objectives are subtle in appearance, the purpose of each statement differs greatly. JPRs state what is necessary to perform the job in the “real world.” Instructional objectives, however, 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 will be able to clarify performance expectations and avoid confusion related to using statements designed for purposes other than teaching. Additionally, instructors will be able to add local/state/regional elements of performance into the standards as intended by the developers.

Requisite skills and knowledge should be converted into enabling objectives. These help to define the course content. The course content would include each of the requisite knowledge and skills. Using the above example, the enabling objectives would be pitched roof construction, safety considerations with roof ventilation, removal of roof covering, properly initiated roof cuts, and so on. This ensures that the course content supports the terminal objective.

Note that it is assumed that the reader is familiar with curriculum development or training design and evaluation.

Figure B.3.2(a) Converting JPRs into Instructional Objectives.

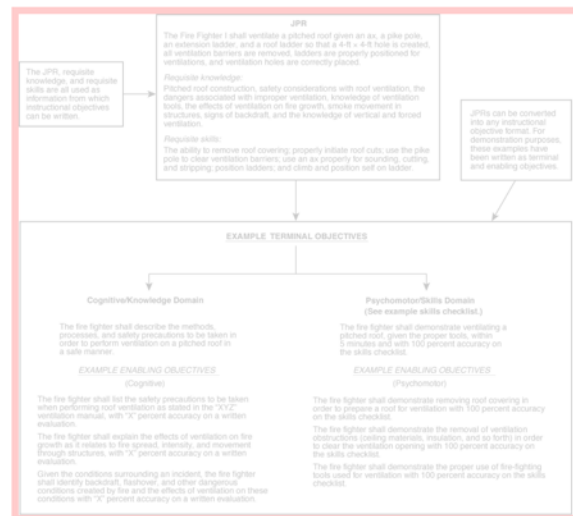


Figure B.3.2(b) Skills Checklist.

OBJECTIVE: The fire fighter shall demonstrate ventilating a pitched roof, given the proper tools, within 5 min and with 100-percent accuracy on the skills checklist.

YES	NO	
<input type="checkbox"/>	<input type="checkbox"/>	1. 4-ft x 4-ft hole was created.
<input type="checkbox"/>	<input type="checkbox"/>	2. All ventilation barriers were removed.
<input type="checkbox"/>	<input type="checkbox"/>	3. Ladders were properly positioned.
<input type="checkbox"/>	<input type="checkbox"/>	4. Ventilation holes were correctly placed (directly over fire, at highest point, and so forth).
<input type="checkbox"/>	<input type="checkbox"/>	5. Task completed within 5 min. (Time to complete task: _____)

B.4 Other Uses:

While the professional qualifications standards are principally used to guide the development of training and certification programs, there are a number of other potential uses for the documents. Because the documents are written in JPR terms, they lend themselves well to any area of the profession where a level of performance or expertise must be determined.

These areas might include the following:

Employee Evaluation/Performance Critiquing. The JPRs 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 when those tasks are completed.

Establishing Hiring Criteria. The professional qualifications standards can be used in a number of ways to further the establishment of hiring criteria. The 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 by establishing 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.

Employee Development. The professional qualifications standards can be useful to both the employee and the employer in developing a plan for the individual'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 his or her job or profession.

Succession Planning. Succession planning or career pathing addresses the efficient placement of people into jobs in response to current needs and anticipated future needs. A career development path can be established for targeted individuals to prepare them for growth within the organization. The JPRs and prerequisite knowledge and skills could then be used to develop an educational path to aid in the individual's advancement within the organization or profession.

Establishing Organizational Policies, Procedures, and Goals. The JPRs can be incorporated into organizational policies, procedures, and goals where employee performance is addressed.

Supplemental Information

File Name	Description	Approved
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Response Message:

**First Revision No. 83-NFPA 1021-2018 [Section No. C.1]****E.1 Methods.**

It is evident that, given the complex nature of the fire officer standards, flexibility is needed when considering the qualifications of applicants for certification. In addition to exam-driven certification methods, accredited certifying organizations or AHJs can consider a variety of other methods of compliance with the job performance requirements. For example, when an applicant submits educational credentials, the actual course objectives should be matched to the JPRs. Furthermore, individuals might demonstrate proficiency through documented job-related experience. Finally, a “menu” approach through a combination of the above-referenced and other credible evaluations of proficiency (as outlined in steps 1 through 4) is encouraged. By adopting a flexible approach to certification, accredited agencies or AHJs will promote the Fire Officer Professional Qualifications Standard.

For purposes of clarification, an individual seeking Fire Officer II certification must meet the requirements of 5.4.2 that follow, in addition to the other JPRs:

“5.4.2 Develop a project or divisional budget, given schedules and guidelines concerning its preparation, so that capital, operating, and personnel costs are determined and justified.

“(A) Requisite Knowledge. The supplies and equipment necessary for ongoing or new projects; repairs to existing facilities; new equipment, apparatus maintenance, and personnel costs; and appropriate budgeting system.

“(B) Requisite Skills. The ability to allocate finances, to relate interpersonally, and to communicate ~~orally and in writing.~~”

The candidate can demonstrate proficiency by any one or a combination of the following methods:

- (1) Successful completion of an exam that is correlated to this section
- (2) Passage of a higher education course that has objectives that are correlated to this section
- (3) Passage of a continuing education course that has objectives that are correlated to this section
- (4) Submission, independent review, and approval of job-related experience that includes the following:
 - (a) Detailed schedule of the process
 - (b) Any statutory guidelines, laws, and procedures
 - (c) Detailed documentation of the applicant's involvement in the process
 - (d) Final product

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**First Revision No. 79-NFPA 1021-2018 [Section No. D.1.1]****F.1.1 NFPA Publications.**

National Fire Protection Association, 1 Batterymarch Park, Quincy, MA 02169-7471.

NFPA 1001 , *Standard for Fire Service Professional Qualifications Accreditation and Certification Systems* , 2017 edition.

NFPA 1031, *Standard for Professional Qualifications for Fire Inspector and Plan Examiner*, 2014 edition.

NFPA 1033, *Standard for Professional Qualifications for Fire Investigator*, 2014 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 1041 , *Standard for Fire Service Instructor Professional Qualifications* , 2019 edition.

NFPA 1500 , *Standard on Fire Department Occupational Safety, Health, and Wellness Program* , 2020 edition.

NFPA 1521, *Standard for Fire Department Safety Officer*, 2008 2020 edition.

NFPA 1600® , *Standard on Disaster/Emergency Management and Business Continuity/Continuity of Operations Programs* , 2019 edition.

NFPA 1700 , *Guide for Structural Fire Fighting* , 2020 edition.

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

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Annex should realign to "Annex F"

Response Message:

**First Revision No. 82-NFPA 1021-2018 [Section No. D.1.2]****F.1.2 Other Publications.**

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

National Highway Traffic Safety Administration (NHTSA). *A Leadership Guide to Quality Improvement for Emergency Medical Services (EMS)*, 1997.

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Committee Statement: other publications added by the committee.

Response Message:

**First Revision No. 80-NFPA 1021-2018 [Section No. D.2.2]**

F.2.2 Federal Emergency Management Agency, United States Fire Administration Publications.

United States Fire Administration, 16825 S. Seaton Avenue, Emmitsburg, MD 21727. Also at <http://www.usfa.fema.gov/>.

FA-306, *Firefighter Fatalities in the United States in 2006*, September 2011.

FA-267, *Health and Wellness Guide for the Volunteer Service and Emergency Services*, February 2009.

National Incident Management Systems System, December 2008.

National Incident Management System, Intelligence/Investigations Function Guidance and Field Operations Guide, 2013.

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Committee Statement: Additional reference guide added for IMS

Response Message:

**First Revision No. 81-NFPA 1021-2018 [Section No. D.2.4]**

F.2.4 National Fallen Firefighters Foundation/United States Fire Administration.

National Fallen Firefighters Foundation, P.O. Box 498, Emmitsburg, MD 21727.

Firefighter Life Safety Summit Initial Report, April 14, 2004.

The 2nd National Firefighter Life Safety Summit , Novato, California, March 3–4, 2007.

TAMPA2: Carrying the Safety Message into the Future , March 10–12, 2014.

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