

**Correlating Committee on Professional Qualifications  
Second Draft Meeting for NFPA 1003, NFPA 1035, and NFPA 1091  
First Draft Meeting for NFPA 1051 and 1037 and Working Meeting**

Hyatt Regency Tulsa Hotel Tulsa  
100 East 2nd Street  
Tulsa, OK 74103  
(918) 582-9000

**April 22-23, 2014 Two (2) full days  
8:00am – 5:00pm CT**

FYI...IFSAC is having their spring meeting at this facility from April 23-26

**Agenda**

Call to Order - Chair William Peterson

Introduction of Members and Guests

Chair's Remarks and Purpose of Meeting (Attachment A – Authority/Responsibilities)

Approval of Minutes from Previous Meeting (Attachment B – Minutes 12/12/13 NFPA 1071 FDM CC)

TC Chair tenure (Attachment C – CC/TC Chair Tenure List)

Pat Marlatt  
Ernest Grant  
Jackie Kilby-Richards  
Stephen Wilde (document in process)  
John "Mike" Brackin (resignation)

CC Second Draft

NFPA 1003 (Attachment D – SD TC SR and ballot results)  
NFPA 1035 (Attachment E – SD TC SR and ballot results) Community Risk Reduction  
NFPA 1091 (Attachment F – SD TC SR and ballot results) Negative comment

CC First Draft

NFPA 1051 (Attachment G – FD TC FR and ballot results)  
NFPA 1037 (Attachment H – FD TC FR and ballot results) Extract material

Status report - NFPA 1072 (Attachment I – Status Report on NFPA 1072)

SOP Manual to a Pro-Qual Guide - (Attachment J – Pro-Qual Guide and Supplemental Annex)

Discussion - Definition and use of the terms for Pro Qual documents

Officer (Attachment K - Use of the term "Officer" and its definition)  
Community Risk Reduction (Attachment L - Pro-Qual Definition: CRR)  
Use of verbal and written communication skills (reformat "-ly" words)

Discussion - Use of NFPA 1081 as prerequisite for Fire Fighter II and NFPA 1021 certification at industrial facilities (Attachment M – Fire Officer and NFPA 1081 FFII requisites)

Discussion - (Attachment N - IAFC Rules of Engagement in NFPA 1021)

Discussion - Transfer of NFPA 1005 and NFPA 1405 to TC or new TC

Discussion - Next step in standardizing Pro Qual - (Attachment O - Annex C matrix - NFPA 1031)

New level of thinking - JPRs from Dr. Hooton

NFPA goals and impact on Pro Qual documents - gap analysis (Attachment P)

NFFF and NFPA Pro-Qual collaboration and partnership - 16 Life Safety Initiatives (Attachment Q)

Research Foundation - Review of Basic Fire Fighter Professional Qualifications (Attachment R)

Pro-Qual Revision Cycle - Reorganization Cycle Changes from Correlating Committee (Attachment S)

Next Meeting - TBA SDM CC for NFPA 1071 (Conference Call)

Adjourn at the Close of Business

April 23, 2014 at 4:00 - 5:00pm CST

Pro-Qual Project Document Status Presentation at IFSAC Conference

Tom McGowan, presenter and Correlating Committee is welcome to attend

# **ATTACHMENT A**

**3.4.2 Authority.** A Correlating Committee (CC) shall direct the activities of the Technical Committees (TCs) that have primary responsibility for the development and revision of NFPA Standards assigned to them. The CC shall be responsible for resolving conflicts, achieving correlation among the recommendations of the TCs, correcting errors and omissions, and ensuring that the TC activities have been conducted in accordance with these Regulations and any approved Supplemental Operating Procedures (see 3.3.8). The CC shall have the authority to choose between alternatives presented by the TCs and to write text, but only as necessary for correlation, consistency, and the correction of errors and omissions.

**3.4.3 Responsibilities.** The responsibilities of a CC are:

- (a) Resolving conflicts within or between NFPA Standards
- (b) Recommending the resolution of conflicts between and overlapping functions in TC Scopes
- (c) Recommending the establishment of new or the discharging of existing TCs and proposing new Scopes or changes to existing Scopes of TCs
- (d) Recommending changes in membership to obtain or improve representation on a TC
- (e) Correlating the scheduling of the Reports from the TCs operating under its responsibility
- (f) Notifying a TC of its failure to comply with these Regulations or the *Manual of Style for NFPA Technical Committee Documents*
- (g) Determining whether or not the TC has given due consideration to all evidence presented to it in connection with the preparation of its Report including all comments relating to negative votes
- (h) Establishing Supplemental Operating Procedures, if desired (see 3.3.8)
- (i) Performing such other or different duties as the Council may from time to time assign

# **ATTACHMENT B**

**Correlating Committee on Professional Qualifications**  
**NFPA 1071 - First Draft Meeting**  
**December 12, 2013**  
Conference Call/Adobe Connect

**Minutes**

Bill Peterson, Chair	Alan Joos	Ed Hawthorne
Gregg Cleveland	Jerrold Prendergast	Pat Marlatt
Gordon Descutner	Billie Shelton	Larry Preston
Richard Galiteri	Philip Stittleburg	Steven Wilde
Scott Gorgan	Fred Piechota	Tom McGowan, staff
Kirk Hankins	Mike Brackin	
James Jaracz	Ernest Grant	

Chair Peterson called the meeting to order at approximately 1:02pm ET.

SL McGowan read the role for members. There were no guests.

Chair Peterson informed the CC of the purpose of meeting as a first draft meeting for correlation of NFPA 1071.

Motion made and second for approval of the October 9, 2013 CC meeting by Adobe Connect for the Second Draft Meeting on NFPA 1521. Motion carried.

SL McGowan provided background on the work of the NFPA 1071 technical committee and reviewed the regulations of Correlating Committee Responsibilities.

Correlating Committee reviewed the First Draft of NFPA 1071. SL and Chair led discussion on making broad editorial changes to be in compliance with standard document formatting. Motion made and seconded for SL to make required editorial, non-technical, changes throughout the document as recommended. Motion carried.

CC engaged in discussion on the wording of Annex C, section C.1 relating to the reference to the Canadian provincial journeyman license for heavy equipment. Chair Wilde suggested an editorial change to reflect the correct terminology using "truck" instead of "heavy equipment." Motion made and seconded to revise the wording in the reference accordingly. Motion carried. The Correlating Committee voted to move the draft to ballot.

Larry Preston raised the issue of the draft for NFPA 1072 that is currently on the NFPA website being at least 6 months out of date and that the current TC draft of the document should be posted to avoid confusion and additional work for both comment submitters and the TC. CC engaged in further discussion and clarification. Motion made and seconded to recommend to Standards Administration that the current draft of the document be posted on the NFPA website. Motion carried.

The next meeting of the CC will be an in-person meeting in Tulsa, OK on April 21-23. The meeting will be a Second Draft Meeting for NFPA 1003, 1035, 1091, and a working meeting relating to issues of document correlation and the CC Administrative Manual.

The meeting adjourned at the close of business at approximately 1:55pm ET.

# **ATTACHMENT C**

### Pro-Qual Correlating Committee and Technical Committee Chairs Tenure – March 2014

Chair Name	Technical Committee	Document Number(s)	Chair Appt Date	Chair Expiration Date	Revision Cycle During End Term	Chair Nominee
William Peterson	PQU-AAC		10/27/2009	10/2019		
John “Mike” Brackin	PQU-ACF	1000	10/27/2009	Resignation	F2016	Randy Novak
F. Patrick Marlatt	PQU-FFQ	1001, 1002, 1003, 1005	1/14/2005	October 30, 2014	F2014 NFPA 1003	
Michael Mayers	PQU-RES	1006	10/28/2008	10/2018	F2016	
Lawrence Preston	PQU-FOF	1021	10/27/2009	10/2019	F2019	
Dave Hanneman	PQU-IMT	1026	7/9/2013	7/2023	F2017	
Pete Mulvihill	PQU-FIS	1031	7/9/2013	7/2023	F2020	
George Wendt	PQU-FIV	1033	8/2/2010	8/2020	F2020	
Ernest Grant	PQU-PFE	1035	1/14/2005	October 30, 2014	F2014	
Paul Valentine	PQU-FMA	1037	10/29/2012	10/2022	F2015	
Ronald Hopkins	PQU-FSI	1041	10/28/2008	10/2018	F2018	
James Stumpf	PQU-WSP	1051	10/27/2009	10/2019	F2015	
Jacklyn Kilby-Richards	PQU-PST	1061	1/14/2005	October 30, 2014	F2017	
Stephen Wilde	PQU-EVM	1071	10/27/2005	October 30, 2014 (Doc Consent)	A2015	
Edward Hawthorne	PQU-IFB	1081	7/26/2007	7/2017	F2017	
Stephen Austin	PQU-TCM	1091	8/2/2010	8/2020	F2014	
Gregory Noll	HCZ-AAA	472, 473, 475, 1072	1/25/2007	1/2017	F2016 1072	
Randy Krause	FIX-AAA	1521	3/5/2012	3/2022	F2019	

**NFPA Regulation – Annex A.10 Guideline on Appointment and Tenure of Committee Chair**

The chair’s appointment should, whenever possible, be from the current membership of the Committee.

No one should chair a Technical Committee and Technical Correlating Committee within the same project, or serve as chair on more than a single Technical Committee reporting to the same Technical Correlating Committee.

If, in the opinion of the Standards Council, an individual has a known or potential conflict of interest with the scope of a Committee or other circumstances that could influence the individual’s impartiality, that individual should not be appointed to serve as chair of that Committee.

Note: A conflict of interest is defined as any situation in which the Committee’s decision or votes could substantially and directly affect the chair’s financial or business interests. Chairs are reviewed annually for reappointment. **The Council will generally not reappoint a chair who has served for more than ten consecutive years, or three complete cycles of any Committee document, whichever is less,** effective January 15, 1990, for new appointments and January 15, 1986, for existing chairs. Existing chairs as of January 15, 1990 may serve a minimum of six additional years.



# **ATTACHMENT D**

NFPA 1003 Second Draft TC Final



## National Fire Protection Association

1 Batterymarch Park, Quincy, MA 02169-7471  
Phone: 617-770-3000 • Fax: 617-770-0700 • www.nfpa.org

# MEMORANDUM

**To:** NFPA Technical Committee on Fire Fighter Professional Qualifications  
**From:** Jenny Depew, *Administrator, Technical Projects*  
**Date:** February 21, 2014  
**Subject:** NFPA 1003 Second Draft TC FINAL Ballot Results (F2014)

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According to the final ballot results, all ballot items received the necessary affirmative votes to pass ballot.

**28 Members Eligible to Vote**  
**4 Ballots Not Returned** (*H. Morse, J. Ogletree, C. Spoons, D. Wright*)

**23 Affirmative on All Revisions**  
**1 Negative on one or more Revision** (*D. Harris*)  
**0 Abstentions on one or more Revision**

The attached report shows the number of affirmative, negative, and abstaining votes as well as the explanation of the vote for **each** second revision.

There are two criteria necessary for **each** second revision to pass ballot: (1) simple majority and (2) affirmative  $\frac{2}{3}$  vote. The **mock examples** below show how the calculations are determined.

- (1) Example for Simple Majority: Assuming there are 20 vote eligible committee members, 11 affirmative votes are required to pass ballot. (Sample calculation:  $20 \text{ members eligible to vote} \div 2 = 10 + 1 = 11$ )
- (2) Example for Affirmative  $\frac{2}{3}$ : Assuming there are 20 vote eligible committee members and 1 member did not return their ballot and 2 members abstained, the number of affirmative votes required would be 12. (Sample calculation:  $20 \text{ members eligible to vote} - 1 \text{ not returned} - 2 \text{ abstentions} = 17 \times 0.66 = 11.22 = 12$ )

As always please feel free to contact me if you have any questions.



## Second Revision No. 1-NFPA 1003-2013 [ Section No. 1.2 ]

### 1.2\* Purpose.

The purpose of this standard is to specify the minimum job performance requirements (JPRs) for service as an Airport Fire Fighter.

#### 1.2.1

This standard shall define Airport Fire Fighters.

#### 1.2.2

The intent of ~~the~~ this standard shall be to ensure that personnel serving as Airport Fire Fighters are qualified.

#### 1.2.3\*

This standard shall not address ~~organization/~~ organization or management responsibility.

#### 1.2.4

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

#### 1.2.5

~~Job performance requirements JPRs for each level and position are the tasks personnel must shall be able to perform in order to carry out the job duties. They are not intended to measure a level of knowledge. Together, the duties and job performance requirements define the parameters of the tasks of Airport Fire Fighters.~~

#### 1.2.6\*

~~Airport Fire Fighters shall remain current with the general knowledge and skills and job performance requirements addressed in the level JPRs addressed for each level or position of qualification.~~

## Supplemental Information

<u>File Name</u>	<u>Description</u>
NFPA_1003_A.1.2.3.docx	12/30/2013

## Submitter Information Verification

**Submitter Full Name:** Thomas McGowan  
**Organization:** National Fire Protection Assoc  
**Street Address:**  
**City:**  
**State:**  
**Zip:**  
**Submittal Date:** Mon Dec 09 08:30:00 EST 2013

## Committee Statement

**Committee Statement:** The technical committee is refining text that the Correlating Committee has established as boilerplate for Chapter 1 for all pro-qual project documents.  
**Response Message:**

## Ballot Results

✔ This item has passed ballot

28 Eligible Voters

4 Not Returned  
24 Affirmative All  
0 Affirmative with Comments  
0 Negative with Comments  
0 Abstention

**Not Returned**

Morse, Henry  
Ogletree, John C.  
Spoons, Christina  
Wright II, Dudley H. A.

**Affirmative All**

Abner, James C.  
Allen, Bob  
Athey, Michael M.  
Ballard, Adam C.  
Collier, J. T.  
Coon, Geoffrey L.  
Feldman, Alec  
Fontenot, Kenn  
Goodings, Douglas R.  
Hannan, Craig L.  
Harris, David R.  
Herndon, Jr., Forest  
Jobusch, Jim  
Johnson, Jeff  
Kollar, Todd R.  
Marlatt, F. Patrick  
McMillian, Justin  
Rhoades, Jr., John K.  
Singletary, Robert  
Turno, Donald H. J.  
VanCleve, Jimmy  
Wade, John T.  
Walter, Andrea A.  
Young, Michael L.



## Second Revision No. 2-NFPA 1003-2013 [ Section No. 1.3 ]

### 1.3 Application.

The application of this standard is to specify ~~how and to what the~~ which requirements within the document shall apply to Airport Fire Fighters.

#### 1.3.1

The JPRs shall be accomplished in accordance with the requirements of the authority having jurisdiction (AHJ) and NFPA 1500, *Standard on Fire Department Occupational Safety and Health Program*. all applicable NFPA standards.

#### 1.3.2

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

#### 1.3.3\*

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

#### 1.3.4

The ~~job performance requirements~~ JPRs for each level or position shall be completed in accordance with recognized practices and procedures or as defined by law or by the ~~authority having jurisdiction~~ AHJ.

#### 1.3.5

Personnel assigned the duties ~~for of~~ Airport Fire Fighters in ~~Chapter 4~~ shall meet all of the requirements defined in Chapter 4 prior to being qualified.

#### 1.3.6

The AHJ shall provide personal protective clothing and the equipment necessary to conduct assignments.

#### 1.3.7

~~Job performance requirements~~ JPRs involving exposure to products of combustion ~~outside of the aircraft rescue and fire-fighting (ARFF) vehicle~~ shall be performed in approved PPE.

#### 1.3.8

Prior to training to meet the requirements of ~~the Standard~~ this standard, personnel shall meet the following requirements:

- (1) Educational requirements established by the AHJ
- (2) Age requirements established by the AHJ ~~Age requirements established by the~~ AHJ
- (3) Medical requirements established by the AHJ  
~~Medical requirements as developed and validated by AHJ and in compliance with applicable legal requirements~~
- (4) ~~Job related~~ Job-related physical performance requirements ~~as developed and validated~~ established by the AHJ

#### 1.3.9

Wherever in this standard the terms ~~terms~~, *rules, regulations, policies, procedures, supplies, apparatus, or equipment* are referred to, it is implied that they are those of the AHJ.

## Submitter Information Verification

**Submitter Full Name:** Thomas McGowan  
**Organization:** National Fire Protection Assoc  
**Street Address:**  
**City:**  
**State:**  
**Zip:**  
**Submittal Date:** Mon Dec 09 08:37:01 EST 2013

## Committee Statement

**Committee Statement:** The technical committee is refining text that the Correlating Committee has established as boilerplate for Chapter 1 for all pro-qual project documents. Associated materials for 1.3.2 in annex A.1.3.2 is being deleted.

**Response Message:**

## Ballot Results

✔ This item has passed ballot

28 Eligible Voters

4 Not Returned

24 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

### Not Returned

Morse, Henry

Ogletree, John C.

Spoons, Christina

Wright II, Dudley H. A.

### Affirmative All

Abner, James C.

Allen, Bob

Athey, Michael M.

Ballard, Adam C.

Collier, J. T.

Coon, Geoffrey L.

Feldman, Alec

Fontenot, Kenn

Goodings, Douglas R.

Hannan, Craig L.

Harris, David R.

Herndon, Jr., Forest

Jobusch, Jim

Johnson, Jeff

Kollar, Todd R.

Marlatt, F. Patrick

McMillian, Justin

Rhoades, Jr., John K.

Singletery, Robert

Turno, Donald H. J.

VanCleve, Jimmy

Wade, John T.

Walter, Andrea A.

Young, Michael L.



## Second Revision No. 17-NFPA 1003-2013 [ Section No. 1.4 ]

### 1.4 Units.

In this standard, equivalent values in SI units should not be considered as the requirement, as these values can be approximate. (See [Table 1.4 .](#))

Table 1.4 U.S.-to-SI Conversions

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

#### 1.4.1

In this standard, metric values for measurement are followed by an equivalent in U.S. units. Either set of values can be used, but the same set of values (either metric or U.S. units) shall be used throughout.

#### 1.4.2

Conversion values for SI units and U.S. units are found in Table 1.4.2 .

Table 1.4.2 Conversions

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

## Supplemental Information

<u>File Name</u>	<u>Description</u>
NFPA_1001_Table_1.4.docx	12/30/2013

## Submitter Information Verification

**Submitter Full Name:** Thomas McGowan  
**Organization:** National Fire Protection Assoc  
**Street Address:**  
**City:**  
**State:**  
**Zip:**  
**Submission Date:** Thu Dec 12 06:32:47 EST 2013

## Committee Statement

**Committee Statement:** The technical committee is refining text that the Correlating Committee has established as boilerplate for Chapter 1 for all pro-qual project documents.  
**Response Message:**

## Ballot Results

✓ This item has passed ballot

28 Eligible Voters

4 Not Returned

24 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

**Not Returned**

Morse, Henry

Ogletree, John C.

Spoons, Christina

Wright II, Dudley H. A.

**Affirmative All**

Abner, James C.

Allen, Bob

Athey, Michael M.

Ballard, Adam C.

Collier, J. T.

Coon, Geoffrey L.

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Jobusch, Jim

Johnson, Jeff

Kollar, Todd R.

Marlatt, F. Patrick

McMillian, Justin

Rhoades, Jr., John K.

Singletery, Robert

Turno, Donald H. J.

VanCleve, Jimmy

Wade, John T.

Walter, Andrea A.

Young, Michael L.



**Second Revision No. 5-NFPA 1003-2013 [ Section No. 2.4 ]****2.4** References for Extracts in Mandatory Sections.

~~NFPA 101<sup>®</sup> , Life Safety Code<sup>®</sup> , 2012 edition.~~

NFPA 402, *Guide for Aircraft Rescue and Fire-Fighting Operations*, 2013 edition.

NFPA 403, *Standard for Aircraft Rescue and Fire-Fighting Services at Airports*, 2009 2014 edition.

NFPA 1000, *Standard for Fire Service Professional Qualifications Accreditation and Certification Systems*, 2011 edition.

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

NFPA 1002, *Standard for Fire Apparatus Driver/Operator Professional Qualifications*, 2009 2014 edition.

NFPA 1031, *Standard for Professional Qualifications for Fire Inspector and Plan Examiner*, 2009 2014 edition.

**Submitter Information Verification**

**Submitter Full Name:** Thomas McGowan

**Organization:** National Fire Protection Assoc

**Street Address:**

**City:**

**State:**

**Zip:**

**Submission Date:** Mon Dec 09 09:13:28 EST 2013

**Committee Statement**

**Committee Statement:** The technical committee recognizes that an extract reference was incorrectly credited. Additionally, there were updates to the reference editions.

**Response Message:**

**Ballot Results**

✔ This item has passed ballot

28 Eligible Voters

4 Not Returned

24 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

**Not Returned**

Morse, Henry

Ogletree, John C.

Spoons, Christina

Wright II, Dudley H. A.

**Affirmative All**

Abner, James C.  
Allen, Bob  
Athey, Michael M.  
Ballard, Adam C.  
Collier, J. T.  
Coon, Geoffrey L.  
Feldman, Alec  
Fontenot, Kenn  
Goodings, Douglas R.  
Hannan, Craig L.  
Harris, David R.  
Herndon, Jr., Forest  
Jobusch, Jim  
Johnson, Jeff  
Kollar, Todd R.  
Marlatt, F. Patrick  
McMillian, Justin  
Rhoades, Jr., John K.  
Singletary, Robert  
Turno, Donald H. J.  
VanCleve, Jimmy  
Wade, John T.  
Walter, Andrea A.  
Young, Michael L.



## Second Revision No. 16-NFPA 1003-2013 [ Section No. 3.3.11 ]

### 3.3.11\* Personal Protective Equipment (PPE) .

Consists of full personal protective clothing, plus a self-contained breathing apparatus (SCBA) and a personal alert safety system (PASS) device. [~~101~~, 1001, 2012 2013 ]

### Submitter Information Verification

**Submitter Full Name:** Thomas McGowan

**Organization:** National Fire Protection Assoc

**Street Address:**

**City:**

**State:**

**Zip:**

**Submission Date:** Wed Dec 11 09:42:45 EST 2013

### Committee Statement

**Committee Statement:** The technical committee recognized the mandatory extract was incorrectly credited.

**Response Message:**

### Ballot Results

✔ This item has passed ballot

28 Eligible Voters

4 Not Returned

24 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

#### Not Returned

Morse, Henry

Ogletree, John C.

Spoons, Christina

Wright II, Dudley H. A.

#### Affirmative All

Abner, James C.

Allen, Bob

Athey, Michael M.

Ballard, Adam C.

Collier, J. T.

Coon, Geoffrey L.

Feldman, Alec

Fontenot, Kenn

Goodings, Douglas R.

Hannan, Craig L.

Harris, David R.  
Herndon, Jr., Forest  
Jobusch, Jim  
Johnson, Jeff  
Kollar, Todd R.  
Marlatt, F. Patrick  
McMillian, Justin  
Rhoades, Jr., John K.  
Singletary, Robert  
Turno, Donald H. J.  
VanCleve, Jimmy  
Wade, John T.  
Walter, Andrea A.  
Young, Michael L.



## Second Revision No. 14-NFPA 1003-2013 [ Section No. 4.3.1 ]

### 4.3.1\*

~~Extinguish an aircraft fuel spill fire, given approved PPE, a wheeled fire extinguisher that is determined appropriate by the AHJ, and procedures, so that the agent is applied according to procedures and the fire is extinguished as required by the AHJ.~~

#### (A)

~~**Requisite Knowledge.** The fire behavior of aircraft fuels in spills and pools, physical properties, characteristics of aircraft fuel, agent application rates, densities, and procedures.~~

#### (B)

~~**Requisite Skills.** Operate a wheeled extinguisher and apply agent.~~

### Submitter Information Verification

**Submitter Full Name:** Thomas McGowan  
**Organization:** National Fire Protection Assoc  
**Street Address:**  
**City:**  
**State:**  
**Zip:**  
**Submission Date:** Wed Dec 11 08:00:38 EST 2013

### Committee Statement

**Committee Statement:** The technical committee is deleting this JPR and associated annex material for the following reasons: 1. This item does not meet the criteria for being present in a minimum standard. Ramp extinguishers are not a part of required firefighting equipment, nor maintained by many airport fire departments in the United States. (In many airports, they are present on the ramps or in the airport operation areas but they are not owned or maintained by the fire department and they are meant for use by ramp employees.) Although many small and international airports continue to use this equipment, it is not a universal piece of equipment, thus, it does not meet the criteria to be included in a minimum standard; it is better suited as a supplemental skill for those airports where it is relevant.

2. A review of complementary NFPA standards produces no evidence that this JPR should remain in NFPA 1003. There is no reference in NFPA 403 Chapter 5 to a 100 lb. dry chemical extinguisher being a required piece of equipment for ARFF operations. Where the wheeled extinguishers are mentioned in the NFPA standards, they are intended to be used by ramp personnel and the standards are not specifically intended for firefighters. 3. The JPR no longer meeting the minimum standard criteria is, in itself, substantiation for the removal of the JPR. However, it will be noted that allowing this JPR to remain in NFPA 1003 makes it difficult, or near impossible, for departments to train and test personnel on this JPR. In many cases in the US, departments don't own the extinguishers or maintain them, so this is asking firefighters and departments to train on, and be proficient on, equipment that they don't have the ability to control or ensure that it maintains its operational capability. This comes with obvious problems in the practicality of training and testing personnel, but also, more importantly, carries with it a safety risk.

**Response Message:**

### Ballot Results

✔ This item has passed ballot

28 Eligible Voters

4 Not Returned

24 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

**Not Returned**

Morse, Henry

Ogletree, John C.

Spoons, Christina

Wright II, Dudley H. A.

**Affirmative All**

Abner, James C.

Allen, Bob

Athey, Michael M.

Ballard, Adam C.

Collier, J. T.

Coon, Geoffrey L.

Feldman, Alec

Fontenot, Kenn

Goodings, Douglas R.

Hannan, Craig L.

Harris, David R.

Herndon, Jr., Forest

Jobusch, Jim

Johnson, Jeff

Kollar, Todd R.

Marlatt, F. Patrick

McMillian, Justin

Rhoades, Jr., John K.

Singletery, Robert

Turno, Donald H. J.

VanCleve, Jimmy

Wade, John T.

Walter, Andrea A.

Young, Michael L.



## Second Revision No. 13-NFPA 1003-2013 [ Chapter B ]

### **Annex B** Using Job Performance Requirements- 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 the both public and private sectors with a framework of the job requirements for the fire service 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 JPRs job performance requirements (JPRs) for specific fire service emergency services levels and positions. The standards can be used for implementing training design and evaluation; certifying, certification; measuring and critiquing on-the-job performance; defining hiring practices; job descriptions; and setting organizational policies, procedures, and goals. (Other applications are encouraged.)

Professional qualifications standards for a specific job jobs 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 department communications, fireground operations, and preparedness and maintenance, whereas the public fire and life safety educator's duties might include education, and implementation, planning and development, and administration 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. JPRs and are grouped according to the duties of a the job. The complete list of JPRs for each duty defines what an individual must be able to do in order to successfully perform and achieve that duty. Together, the duties and their JPRs define the job parameters; that is, the professional qualification standard as a whole is a job description.

#### **B.2** Breaking Down the Components The Parts of a JPR.

##### **B.2.1** Critical Components.

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

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

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

Table B.2.1 Example of a JPR

(1) Task to be performed	(1) <del>Ventilate a pitched roof</del> Perform overhaul at a fire scene,
(2) Tools, equipment, or materials	(2) <del>Given an ax, a pike pole, an extension ladder, and a roof ladder</del> given approved PPE, attack line, hand tools, flashlight, and an assignment,
(3) Evaluation parameters and performance outcomes	(3) <del>So that a 4 ft x 4 ft (1.22 m x 1.22 m) 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 so that structural integrity is not compromised, all hidden fires are discovered, fire cause evidence is preserved, and the fire is extinguished.</del>

**B.2.1.1** The Task to Be Performed.

The first component is a concise statement of what the person individual is supposed 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 to for Successfully Complete Successful Completion of the Task.

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

**B.2.1.3** Evaluation Parameters and/or Performance Outcomes.

This component defines — how well one must perform each task — 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.

In addition to these three components, the JPR contains requisite knowledge and skills. Just as the term requisite suggests, they 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 JPR might read as follows.

**B.2.1.3.1** 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 x 4 ft (1.22 m x 1.22 m) 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, dangers associated with incorrect ventilation, knowledge of ventilation tools, effects of ventilation on fire growth, smoke movement in structures, signs of backdraft, and knowledge of vertical and forced ventilation.

**(B)**

**Requisite Skills.** Remove roof covering; correctly initiate roof cuts; use the pike pole to clear ventilation barriers; use ax correctly for sounding, cutting, and stripping; position ladders; and climb and position self on ladder.

**B.2.1.3.2** 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.** Fire development and the interrelationship of heat release rate, form, and ignitability of materials.

**(B)**

**Requisite Skill.** Interpret the effects of burning characteristics on different types of materials.

**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 Examples of 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 ~~must~~ should be based on the successful completion of the JPRs.

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

~~Next, the candidate~~ The individual seeking certification would be evaluated on ~~completing~~ completion of the JPRs. The ~~candidate~~ individual would perform the task and be evaluated based on the evaluation parameters, ~~the~~ and performance outcomes, ~~or both~~ . This performance-based evaluation ~~can be either~~ is based on practical exercises for (for psychomotor skills such as “ventilate a roof”) or and written examinations ( for cognitive skills, ~~such as~~ “interpret burn patterns”).

Note that psychomotor Psychomotor skills are those physical skills that can be demonstrated or observed. Cognitive skills (~~or mental skills~~) cannot be observed but rather are evaluated on how ~~one~~ 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.

~~Using Example 1 in B.2.3.1 , a practical performance-based evaluation would measure the ability to “ventilate a pitched roof.” The candidate passes this particular evaluation if the standard was met, that is, if a 4 ft x 4 ft (1.22 m x 1.22 m) hole was created; all ventilation barriers were removed; ladders were correctly positioned for ventilation; ventilation holes were correctly placed; and smoke, heat, and combustion by-products were released from the structure.~~

~~For Example 2 in B.2.3.2 , when evaluating the task “interpret burn patterns,” the candidate might 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.~~

~~It is important to remember that when a candidate is being evaluated, he or she must be given the tools, equipment, or materials listed in the JPRs before he or she can be correctly evaluated: for example, an ax, a pike pole, an extension ladder, and a roof ladder.~~

**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 a specific skill(s) skills 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 degree to be measured within the teaching/learning educational 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.4(a) .]~~

Using Example 1 in B.2.3.1 , a terminal instructional objective might read as follows:

~~The candidate 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.)~~

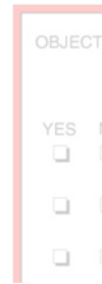
~~Although While~~ the differences between job performance requirements JPRs and instructional objectives are subtle in appearance, the their purpose purposes of each statement differs greatly . JPRs state what is necessary to perform the job in the “real-world.” practical and actual experience. Instructional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

Requisite skills and knowledge ~~should could~~ be converted into enabling objectives. ~~These objectives , which would~~ help to define the course content. The course content ~~should would~~ include each item of the requisite knowledge and skills. ~~Using Figure B.4(b) , the enabling objectives are pitched roof construction, safety considerations with roof ventilation, removal of roof covering, proper roof cuts, and so on. These objectives ensure ensuring~~ that the course content supports the terminal objective.

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

#### **Figure B.3.2(b) Sample Skills Checklist (roof ventilation).**



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

**B.3.2.1** Example: Converting 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 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 principally used to guide establish minimum JPRs for qualification, they have been recognized as guides for the development of training and certification programs, there are as well as a number of other potential uses for these documents . Because they 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.

Such These areas might include the following:

- (1) Employee evaluation/performance critiquing: 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: Hiring Criteria . The Professional 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 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: 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 ~~skills and knowledge~~ 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: 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: Organizational Policies, Procedures, and Goals . The professional qualifications standards can be functional for incorporating policies, procedures, and goals into the organization or agency .

**B.5 Bibliography.**

~~See Section C.2 for a bibliography for Annex B .~~

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

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

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Phillips, J. J., and E. F. Holton III, *In Action: Conducting Needs Assessment* . Alexandria, VA: American Society for Training & Development, 1995.

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Schippmann, J. S., *Strategic Job Modeling: Working at the Core of Integrated Human Resources* . Mahwah, NJ: Lawrence Erlbaum Associates, 1999.

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**Supplemental Information**

<u>File Name</u>	<u>Description</u>
Annex_B_SR_13_.docx	

**Submitter Information Verification**

**Submitter Full Name:** Thomas McGowan  
**Organization:** National Fire Protection Assoc  
**Street Address:**  
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**Submission Date:** Mon Dec 09 13:24:42 EST 2013

## Committee Statement

**Committee Statement:** The technical committee is refining text that the Correlating Committee has established as boilerplate for Annex B for all pro-qual project documents.

**Response Message:**

## Ballot Results

✔ This item has passed ballot

28 Eligible Voters

4 Not Returned

24 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

### Not Returned

Morse, Henry

Ogletree, John C.

Spoons, Christina

Wright II, Dudley H. A.

### Affirmative All

Abner, James C.

Allen, Bob

Athey, Michael M.

Ballard, Adam C.

Collier, J. T.

Coon, Geoffrey L.

Feldman, Alec

Fontenot, Kenn

Goodings, Douglas R.

Hannan, Craig L.

Harris, David R.

Herndon, Jr., Forest

Jobusch, Jim

Johnson, Jeff

Kollar, Todd R.

Marlatt, F. Patrick

McMillian, Justin

Rhoades, Jr., John K.

Singletery, Robert

Turno, Donald H. J.

VanCleve, Jimmy

Wade, John T.

Walter, Andrea A.

Young, Michael L.



## Second Revision No. 10-NFPA 1003-2013 [ Section No. C.1.1 ]

### C.1.1 NFPA Publications.

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

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

NFPA 1971, *Standard on Protective Ensembles for Structural Fire Fighting and Proximity Fire Fighting*, 2013 edition.

NFPA 1981, *Standard on Open-Circuit Self-Contained Breathing Apparatus (SCBA) for Emergency Services*, 2007 2013 edition.

NFPA 1982, *Standard on Personal Alert Safety Systems (PASS)*, 2007 2013 edition.

NFPA *Aircraft Familiarization Charts Manual*, 1999 1996.

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**Submission Date:** Mon Dec 09 09:24:31 EST 2013

### Committee Statement

**Committee Statement:** The technical committee recognizes the need to update the mandatory extract reference edition.

**Response Message:**

### Ballot Results

✔ This item has passed ballot

28 Eligible Voters

4 Not Returned

23 Affirmative All

0 Affirmative with Comments

1 Negative with Comments

0 Abstention

#### Not Returned

Morse, Henry

Ogletree, John C.

Spoons, Christina

Wright II, Dudley H. A.

#### Affirmative All

Abner, James C.

Allen, Bob

Athey, Michael M.  
Ballard, Adam C.  
Collier, J. T.  
Coon, Geoffrey L.  
Feldman, Alec  
Fontenot, Kenn  
Goodings, Douglas R.  
Hannan, Craig L.  
Herndon, Jr., Forest  
Jobusch, Jim  
Johnson, Jeff  
Kollar, Todd R.  
Marlatt, F. Patrick  
McMillian, Justin  
Rhoades, Jr., John K.  
Singletary, Robert  
Turno, Donald H. J.  
VanCleve, Jimmy  
Wade, John T.  
Walter, Andrea A.  
Young, Michael L.

**Negative with Comment**

Harris, David R.

I do not feel there is a need for the Proximity Style PPE for Firefighters. The 1971 for Structural Fire PPE should be adequate.





## Second Revision No. 12-NFPA 1003-2013 [ Section No. C.2 ]

### C.2 Informational References.

The following documents or portions thereof are listed here as informational resources only. They are not a part of the requirements of this document.

Boyatzis, R. E. (1982). *The Competent Manager: A Model for Effective Performance*. New York: John Wiley & Sons.

[Canadian Aviation Regulations \(CARs\) , Subpart 3—Aircraft Rescue and Fire Fighting at Airports and Aerodromes, 2012-1.](#)

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[International Standards and Recommended Practices \(July 2009\). Aerodromes, Annex 14 to the Convention on International Civil Aviation , Volume 1 Aerodrome Design and Operations, ICAO, 999 University Street, Montreal, Canada H3C 5H7.](#)

McLagan, P. A. (1989). "Models for HRD Practice." *Training and Development Journal*, reprinted.

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[North Atlantic Treaty Organization \(NATO\), NATO Standardization Agency \(NSA\), Standardization Agreement \(STANAG\) \(December 2003\). Minimum Core Competency Levels and Proficiency of Skills for NATO Fire Fighters , Brussels, Belgium.](#)

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### Submitter Information Verification

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**Street Address:**

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**Submission Date:** Mon Dec 09 10:03:15 EST 2013

## Committee Statement

**Committee Statement:** The technical committee recognizes the changes to reference editions.

**Response Message:**

## Ballot Results

✔ This item has passed ballot

28 Eligible Voters

4 Not Returned

24 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

### Not Returned

Morse, Henry

Ogletree, John C.

Spoons, Christina

Wright II, Dudley H. A.

### Affirmative All

Abner, James C.

Allen, Bob

Athey, Michael M.

Ballard, Adam C.

Collier, J. T.

Coon, Geoffrey L.

Feldman, Alec

Fontenot, Kenn

Goodings, Douglas R.

Hannan, Craig L.

Harris, David R.

Herndon, Jr., Forest

Jobusch, Jim

Johnson, Jeff

Kollar, Todd R.

Marlatt, F. Patrick

McMillian, Justin

Rhoades, Jr., John K.

Singletery, Robert

Turno, Donald H. J.

VanCleve, Jimmy

Wade, John T.

Walter, Andrea A.

Young, Michael L.



## Second Revision No. 11-NFPA 1003-2013 [ Section No. C.3 ]

### C.4 References for Extracts in Informational Sections.

NFPA 403, *Standard for Aircraft Rescue and Fire-Fighting Services at Airports*, 2009 2014 edition.

### Submitter Information Verification

**Submitter Full Name:** Thomas McGowan  
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**Zip:**  
**Submission Date:** Mon Dec 09 09:25:49 EST 2013

### Committee Statement

**Committee Statement:** The technical committee recognizes the need to update the mandatory extract reference edition.  
**Response Message:**

### Ballot Results

✔ This item has passed ballot

28 Eligible Voters  
4 Not Returned  
24 Affirmative All  
0 Affirmative with Comments  
0 Negative with Comments  
0 Abstention

#### Not Returned

Morse, Henry  
Ogletree, John C.  
Spoons, Christina  
Wright II, Dudley H. A.

#### Affirmative All

Abner, James C.  
Allen, Bob  
Athey, Michael M.  
Ballard, Adam C.  
Collier, J. T.  
Coon, Geoffrey L.  
Feldman, Alec  
Fontenot, Kenn  
Goodings, Douglas R.  
Hannan, Craig L.

Harris, David R.  
Herndon, Jr., Forest  
Jobusch, Jim  
Johnson, Jeff  
Kollar, Todd R.  
Marlatt, F. Patrick  
McMillian, Justin  
Rhoades, Jr., John K.  
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# **ATTACHMENT E**

NFPA 1035 Second Draft TC Final



## National Fire Protection Association

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# MEMORANDUM

**To:** NFPA Technical Committee on Public Fire Educator, Public Information Officer, Youth Firesetter Intervention

**From:** Colleen Kelly, Administrator – Technical Projects

**Date:** March 7, 2014

**Subject:** NFPA 1035 Second Draft TC FINAL Ballot Results (F2014)

---

According to the final ballot results, all ballot items received the necessary affirmative votes to pass ballot.

19 **Members Eligible to Vote**  
2 **Not Returned** (*Cooper, K.; Schumacher, D*)  
17 **Affirmative on All Revisions**  
0 **Affirmative with Comment on one or more Revisions**  
0 **Negative on one or more Revisions**  
0 **Abstentions on one or more Revisions**

The attached report shows the number of affirmative, negative, and abstaining votes as well as the explanation of the vote for **each** second revision.

There are two criteria necessary for **each** second revision to pass ballot: (1) simple majority and (2) affirmative  $\frac{2}{3}$  vote. The **mock examples** below show how the calculations are determined.

- (1) Example for Simple Majority: Assuming there are 20 vote eligible committee members, 11 affirmative votes are required to pass ballot. (Sample calculation:  $20 \text{ members eligible to vote} \div 2 = 10 + 1 = 11$ )
- (2) Example for Affirmative  $\frac{2}{3}$ : Assuming there are 20 vote eligible committee members and 1 member did not return their ballot and 2 members abstained, the number of affirmative votes required would be 12. (Sample calculation:  $20 \text{ members eligible to vote} - 1 \text{ not returned} - 2 \text{ abstentions} = 17 \times 0.66 = 11.22 = 12$ )

As always please feel free to contact me if you have any questions.



## Second Revision No. 52-NFPA 1035-2014 [ Global Comment ]

In Annex D, all reference to the term "Principle" should be modified to the term "Primary".

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**State:**  
**Zip:**  
**Submission Date:** Tue Feb 04 10:51:26 EST 2014

### Committee Statement

**Committee Statement:** The Technical Committee is changing the term "Principle" to "Primary" as a global change in Annex D for clarity when using this term. Originally, FR 51, the use of the term "Principal" which could have been interpreted to mean a member of the technical committee, which was not the intent. The technical committee decided to use "Principle" but the editor staff noted that "Principle" is only used as a noun. The term "Primary" was selected to clarify the intent of the adjective describing "responsibilities".

**Response Message:**

### Ballot Results

✓ This item has passed ballot

19 Eligible Voters  
2 Not Returned  
17 Affirmative All  
0 Affirmative with Comments  
0 Negative with Comments  
0 Abstention

#### Not Returned

Cooper, Kwame  
Schumacher, Dena E.

#### Affirmative All

Bowman, David L.  
Denniston, David C.  
Egan, Sr., John A.  
Gotthold, Jessica F.  
Grant, Ernest J.  
Grant, Keri Price  
Gray, Lawrence

Hall, Mike  
Hilton, Dayna  
Jenkins, JD  
Mieszala, Patricia  
Penney, Gerri  
Pereira, Niki D.  
Ransdell, Kelly M.  
Thomas, Jeffrey A.  
Trench, Nancy J.  
Turno, Donald H. J.





## Second Revision No. 2-NFPA 1035-2013 [ Chapter 1 ]

### Chapter 1 Administration

#### 1.1 Scope.

This standard identifies the minimum job performance requirements (JPRs) for Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager.

#### 1.2\* Purpose.

The purpose of this standard is to specify the minimum job performance requirements JPRs for service as a Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager.

##### 1.2.1

This standard shall define Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager.

##### 1.2.2

The intent of the ~~this~~ standard shall be to ensure that personnel serving as a Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager are qualified.

##### 1.2.3\*

This standard shall not address organization/ or management responsibility.

##### 1.2.4

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

##### 1.2.5

~~Job performance requirements JPRs for each level and position are the tasks personnel should be able to perform to carry out the job duties. They are not intended to measure a level of knowledge. Together, the duties and job performance requirements define the parameters of the tasks of a Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager.~~

##### 1.2.6\*

A Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager shall remain current with the general knowledge and skills and job performance requirements addressed in the level of qualification.

#### 1.3 Application.

The application of this standard is to specify ~~how and to what the~~ which requirements within the document shall apply to a Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager.

##### 1.3.1

The JPRs shall be accomplished in accordance with the requirements of the authority having jurisdiction (AHJ) and NFPA 1500, ~~Standard on Fire Department Occupational Safety and Health Program.~~ all applicable NFPA standards.

##### 1.3.2

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

##### 1.3.3\*

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

##### 1.3.4

The ~~job performance requirements JPRs for each level or position~~ shall be completed in accordance with recognized practices and procedures or as defined by law or by the ~~authority having jurisdiction~~ AHJ.

**1.3.5**

Personnel assigned the duties in ~~Chapter 4 of Fire and Life Safety Educator I~~ shall meet all of the requirements defined in Chapter 4 prior to being qualified. Personnel assigned the duties of ~~Fire and Life Safety Educator II in Chapter 5~~ shall meet all of the requirements defined in Chapter 5 prior to being qualified. Personnel assigned the duties of ~~Fire and Life Safety Educator III in Chapter 6~~ shall meet all of the requirements defined in Chapter 6 prior to being qualified. Personnel assigned the duties in ~~Chapter 7 Public Information Officer~~ shall meet all of the requirements defined in Chapter 7 prior to being qualified. ~~Personnel assigned the duties of Youth Firesetter Intervention Specialist shall meet all the requirements defined in Chapter 8 prior to being qualified. Personnel assigned the duties of Youth Firesetter Program Manager shall meet all the requirements defined in Chapter 9 prior to being qualified.~~

**1.3.6**

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

**1.3.7**

~~Job performance requirements JPRs~~ involving exposure to products of combustion shall be performed in approved PPE.

**1.3.8**

Prior to training to meet the requirements of ~~the this~~ standard, personnel shall meet the following requirements:

- (1) Educational requirements established by the AHJ
- (2) Age requirements established by the AHJ
- (3) ~~Medial~~ Medical requirements ~~as developed and validated~~ established by the AHJ ~~and in compliance with applicable legal requirements~~
- (4) Job-related physical performance requirements ~~as developed and validated~~ established by the AHJ

**1.3.9**

Wherever in this standard the terms *rules, regulations, policies, procedures, supplies, apparatus, or equipment* are referred to, it is implied that they are those of the AHJ.

**1.4 Units.**

~~In this standard, values for measurement are followed by an equivalent in SI units, but only the first stated value shall be regarded as the requirement. Equivalent equivalent values in SI units shall not be considered as the requirement, as these values can be approximate. (See Table 1.4.)~~

Table 1.4 U.S./(-to- SI) Conversions

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

**Supplemental Information**

<u>File Name</u>	<u>Description</u>
Annex_A_attachment_for_1035_SDM.1387380909704.docx	Edited 1/29/14
Table_1.4_SR_2_.1390319423031.docx	Edited 1/29/14

**Submitter Information Verification**

**Submitter Full Name:** Thomas McGowan  
**Organization:** National Fire Protection Assoc  
**Street Address:**  
**City:**  
**State:**

**Zip:**

**Submission Date:** Wed Dec 18 10:28:46 EST 2013

## Committee Statement

**Committee Statement:** The technical committee is refining text that the Correlating Committee has established as boilerplate for Chapter 1 and Annex A for all pro-qual project documents.

**Response Message:**

## Ballot Results

✔ This item has passed ballot

19 Eligible Voters  
2 Not Returned  
17 Affirmative All  
0 Affirmative with Comments  
0 Negative with Comments  
0 Abstention

### Not Returned

Cooper, Kwame  
Schumacher, Dena E.

### Affirmative All

Bowman, David L.  
Denniston, David C.  
Egan, Sr., John A.  
Gotthold, Jessica F.  
Grant, Ernest J.  
Grant, Keri Price  
Gray, Lawrence  
Hall, Mike  
Hilton, Dayna  
Jenkins, JD  
Mieszala, Patricia  
Penney, Gerri  
Pereira, Niki D.  
Ransdell, Kelly M.  
Thomas, Jeffrey A.  
Trench, Nancy J.  
Turno, Donald H. J.



## Second Revision No. 45-NFPA 1035-2014 [ Section No. 2.4 ]

### 2.4 References for Extracts in Mandatory Sections.

NFPA 921, *Guide for Fire and Explosion Investigations*, 2011 2014 edition.

NFPA 1000, *Standard for Fire Service Professional Qualifications Accreditation and Certification Systems*, 2011 edition.

NFPA 1002, *Standard for Fire Apparatus Driver/Operator Professional Qualifications*, 2013 2014 edition.

NFPA 1031, *Standard for Professional Qualifications for Fire Inspector and Plan Examiner*, 2013 2014 edition.

### Submitter Information Verification

**Submitter Full Name:** Thomas McGowan

**Organization:** National Fire Protection Assoc

**Street Address:**

**City:**

**State:**

**Zip:**

**Submission Date:** Wed Jan 29 11:01:50 EST 2014

### Committee Statement

**Committee Statement:** The technical committee is updating the reference sources.

**Response Message:**

### Ballot Results

✔ This item has passed ballot

19 Eligible Voters

2 Not Returned

17 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

#### Not Returned

Cooper, Kwame

Schumacher, Dena E.

#### Affirmative All

Bowman, David L.

Denniston, David C.

Egan, Sr., John A.

Gotthold, Jessica F.

Grant, Ernest J.

Grant, Keri Price

Gray, Lawrence

Hall, Mike  
Hilton, Dayna  
Jenkins, JD  
Mieszala, Patricia  
Penney, Gerri  
Pereira, Niki D.  
Ransdell, Kelly M.  
Thomas, Jeffrey A.  
Trench, Nancy J.  
Turno, Donald H. J.



## Second Revision No. 4-NFPA 1035-2014 [ New Section after 3.3.2 ]

### 3.3.2 Accessibility.

The degree to which a product, device, service, or environment is available to as many people as possible. Accessibility enables people with disabilities to fully participate, use a product or device, and receive information. Accessibility might require alternative formats or assistive technologies.

### Submitter Information Verification

**Submitter Full Name:** [ Not Specified ]

**Organization:** [ Not Specified ]

**Street Address:**

**City:**

**State:**

**Zip:**

**Submission Date:** Tue Jan 07 14:48:01 EST 2014

### Committee Statement

**Committee Statement:** The Technical Committee agrees that according to NFPA, CDC and USFA people with disabilities are a high risk target audience for fire death and injury. People who die in home fires with working smoke alarms are more likely to be people with disabilities (NFPA). Understanding and providing appropriate accessible formats for fire and life safety related activities and materials is key to effective fire and life safety programs for people with disabilities.

#### Response

##### Message:

Public Comment No. 14-NFPA 1035-2013 [New Section after 3.3.2]

### Ballot Results

✔ This item has passed ballot

19 Eligible Voters

2 Not Returned

17 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

#### Not Returned

Cooper, Kwame

Schumacher, Dena E.

#### Affirmative All

Bowman, David L.

Denniston, David C.

Egan, Sr., John A.

Gotthold, Jessica F.

Grant, Ernest J.

Grant, Keri Price

Gray, Lawrence  
Hall, Mike  
Hilton, Dayna  
Jenkins, JD  
Mieszala, Patricia  
Penney, Gerri  
Pereira, Niki D.  
Ransdell, Kelly M.  
Thomas, Jeffrey A.  
Trench, Nancy J.  
Turno, Donald H. J.



## Second Revision No. 5-NFPA 1035-2014 [ New Section after 3.3.4 ]

### 3.3.6 Community Risk Reduction.

A practice used by fire departments/fire stations to reduce and manage fire and life safety risk in a community. Effective community risk reduction identifies fire and life safety risks, prioritizes the risks, develops strategies to prevent or reduce the risk, focuses efforts, involves community partners, and engages the community. Community risk reduction practices enable the fire department to better protect the community from fire and other hazards.

### Submitter Information Verification

**Submitter Full Name:** [ Not Specified ]

**Organization:** [ Not Specified ]

**Street Address:**

**City:**

**State:**

**Zip:**

**Submittal Date:** Tue Jan 07 14:49:11 EST 2014

### Committee Statement

**Committee Statement:** The Technical Committee recognizes Community Risk Reduction is being used by fire departments as an effective and efficient method to better protect the community served from fire and other hazards. Fire and life safety educators are a key resource to the community risk reduction process in a community. This standard needs to include new effective fire prevention terms, definitions, and methods. Adding this definition will insure that this standard is current with best practices in the profession.

#### Response

##### Message:

Public Comment No. 11-NFPA 1035-2013 [New Section after 3.3.4]

### Ballot Results

✔ This item has passed ballot

19 Eligible Voters

2 Not Returned

17 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

#### Not Returned

Cooper, Kwame

Schumacher, Dena E.

#### Affirmative All

Bowman, David L.

Denniston, David C.

Egan, Sr., John A.



Gotthold, Jessica F.  
Grant, Ernest J.  
Grant, Keri Price  
Gray, Lawrence  
Hall, Mike  
Hilton, Dayna  
Jenkins, JD  
Mieszala, Patricia  
Penney, Gerri  
Pereira, Niki D.  
Ransdell, Kelly M.  
Thomas, Jeffrey A.  
Trench, Nancy J.  
Turno, Donald H. J.

**Second Revision No. 3-NFPA 1035-2014 [ Section No. 3.3.22.2 ]****3.3.40.2 Youth Firesetter Program Manager (YFPM).**

The individual who has demonstrated the ability to manage a youth firesetting intervention program and the activities of Youth Firesetter Intervention Specialist (YFIS).

**Submitter Information Verification**

**Submitter Full Name:** [ Not Specified ]

**Organization:** [ Not Specified ]

**Street Address:**

**City:**

**State:**

**Zip:**

**Submittal Date:** Tue Jan 07 06:26:58 EST 2014

**Committee Statement**

**Committee Statement:** The Technical Committee recognizes that the incorrect terms were applied to the title in this section and is making the correction.

**Response Message:**

**Ballot Results**

✔ This item has passed ballot

19 Eligible Voters

2 Not Returned

17 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

**Not Returned**

Cooper, Kwame

Schumacher, Dena E.

**Affirmative All**

Bowman, David L.

Denniston, David C.

Egan, Sr., John A.

Gotthold, Jessica F.

Grant, Ernest J.

Grant, Keri Price

Gray, Lawrence

Hall, Mike

Hilton, Dayna

Jenkins, JD

Mieszala, Patricia  
Penney, Gerri  
Pereira, Niki D.  
Ransdell, Kelly M.  
Thomas, Jeffrey A.  
Trench, Nancy J.  
Turno, Donald H. J.



## Second Revision No. 6-NFPA 1035-2014 [ New Section after 3.3.28 ]

### 3.3.28 People-First Language.

Language that puts the person first, not the person's condition or disability. People with disabilities are people first — they are not their diagnoses or their disabilities. People-first language is a respectful, accurate manner in which to speak and write about people who happen to have a disability.

### Submitter Information Verification

**Submitter Full Name:** [ Not Specified ]

**Organization:** [ Not Specified ]

**Street Address:**

**City:**

**State:**

**Zip:**

**Submission Date:** Tue Jan 07 14:50:46 EST 2014

### Committee Statement

**Committee Statement:** The Technical Committee recognizes that best practices in working with, speaking with, writing for or about people with disabilities and reflects the need for FLSE to use best practices for this high risk target audience.

**Response Message:**

Public Comment No. 15-NFPA 1035-2013 [New Section after 3.3.28]

### Ballot Results

✔ This item has passed ballot

19 Eligible Voters

2 Not Returned

17 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

#### Not Returned

Cooper, Kwame

Schumacher, Dena E.

#### Affirmative All

Bowman, David L.

Denniston, David C.

Egan, Sr., John A.

Gotthold, Jessica F.

Grant, Ernest J.

Grant, Keri Price

Gray, Lawrence

Hall, Mike

Hilton, Dayna  
Jenkins, JD  
Mieszala, Patricia  
Penney, Gerri  
Pereira, Niki D.  
Ransdell, Kelly M.  
Thomas, Jeffrey A.  
Trench, Nancy J.  
Turno, Donald H. J.



## Second Revision No. 7-NFPA 1035-2014 [ Section No. 4.1.1 ]

### 4.1.1\* General Requisite Knowledge.

Fire behavior; organizational structure, function, and operation; human behavior during fire; injury causes/prevention; community risk reduction, injury prevention strategies, learning theory, educational methodology, standardized fire and life safety messages, natural hazard issues, current homeland security topics, escape planning; hazard identification and correction; current fire protection systems and devices; emergency reporting; fire fighter personal protective equipment (PPE); liability issues; public relations; high-risk audiences and behaviors; special-needs accessibility; people-first language; social and cultural trends; community resources; personal image and professionalism.

### Submitter Information Verification

**Submitter Full Name:** [ Not Specified ]

**Organization:** [ Not Specified ]

**Street Address:**

**City:**

**State:**

**Zip:**

**Submittal Date:** Tue Jan 07 14:52:43 EST 2014

### Committee Statement

**Committee Statement:** The Technical Committee believes that removing outdated terms such as "special needs" language and replacing it with accessibility and people first language is current, acceptable, and respectful is technical appropriate.

#### Response

#### Message:

[Public Comment No. 17-NFPA 1035-2013 \[Section No. 4.1.1\]](#)

### Ballot Results

✔ **This item has passed ballot**

19 Eligible Voters

2 Not Returned

17 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

#### Not Returned

Cooper, Kwame

Schumacher, Dena E.

#### Affirmative All

Bowman, David L.

Denniston, David C.

Egan, Sr., John A.

Gotthold, Jessica F.

Grant, Ernest J.  
Grant, Keri Price  
Gray, Lawrence  
Hall, Mike  
Hilton, Dayna  
Jenkins, JD  
Mieszala, Patricia  
Penney, Gerri  
Pereira, Niki D.  
Ransdell, Kelly M.  
Thomas, Jeffrey A.  
Trench, Nancy J.  
Turno, Donald H. J.



## Second Revision No. 31-NFPA 1035-2014 [ Section No. 4.1.2 ]

### 4.1.2 General Requisite Skills.

~~Communicate orally and in writing.~~ Use verbal and written communication skills, manage time, multitask.

### Submitter Information Verification

**Submitter Full Name:** [ Not Specified ]

**Organization:** [ Not Specified ]

**Street Address:**

**City:**

**State:**

**Zip:**

**Submission Date:** Wed Jan 08 08:02:52 EST 2014

### Committee Statement

**Committee Statement:** The Technical Committee recognizes the need for Manual of Style.

**Response Message:**

### Ballot Results

✔ This item has passed ballot

19 Eligible Voters

2 Not Returned

17 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

#### Not Returned

Cooper, Kwame

Schumacher, Dena E.

#### Affirmative All

Bowman, David L.

Denniston, David C.

Egan, Sr., John A.

Gotthold, Jessica F.

Grant, Ernest J.

Grant, Keri Price

Gray, Lawrence

Hall, Mike

Hilton, Dayna

Jenkins, JD

Mieszala, Patricia

Penney, Gerri

Pereira, Niki D.



Ransdell, Kelly M.  
Thomas, Jeffrey A.  
Trench, Nancy J.  
Turno, Donald H. J.

**Second Revision No. 8-NFPA 1035-2014 [ Section No. 4.3.1(A) ]****(A) Requisite Knowledge.**

Current Community risk reduction programs in the organization; current community resources, services, and organizations; current fire and life safety issues.

**Submitter Information Verification**

**Submitter Full Name:** [ Not Specified ]

**Organization:** [ Not Specified ]

**Street Address:**

**City:**

**State:**

**Zip:**

**Submittal Date:** Tue Jan 07 14:54:55 EST 2014

**Committee Statement**

**Committee Statement:** The Technical Committee recognizes that current best practices of community risk reduction conducted at the fire station level within the organization and that FLSE I needs to work with cooperatively to reduce community risk.

**Response****Message:**

Public Comment No. 18-NFPA 1035-2013 [Section No. 4.3.1(A)]

**Ballot Results****✔ This item has passed ballot**

19 Eligible Voters

2 Not Returned

17 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

**Not Returned**

Cooper, Kwame

Schumacher, Dena E.

**Affirmative All**

Bowman, David L.

Denniston, David C.

Egan, Sr., John A.

Gotthold, Jessica F.

Grant, Ernest J.

Grant, Keri Price

Gray, Lawrence

Hall, Mike

Hilton, Dayna

Jenkins, JD  
Mieszala, Patricia  
Penney, Gerri  
Pereira, Niki D.  
Ransdell, Kelly M.  
Thomas, Jeffrey A.  
Trench, Nancy J.  
Turno, Donald H. J.



## Second Revision No. 10-NFPA 1035-2014 [ Section No. 4.4.1 [Excluding any Sub-Sections] ]

Select instructional materials, given a subject, learning objectives, the intended audience, and related resources, so that the materials are specific to the audience and activity objectives and are congruent with nationally standardized campaign themes and messages reflecting current best practices .

### Submitter Information Verification

**Submitter Full Name:** [ Not Specified ]

**Organization:** [ Not Specified ]

**Street Address:**

**City:**

**State:**

**Zip:**

**Submission Date:** Tue Jan 07 15:00:24 EST 2014

### Committee Statement

**Committee Statement:** The Technical Committee recognizes that there are resources available that provide the FLSE I messages that are accurate and standardized nationally. These resources should be used at the local level especially by FLSE I who are not expected to develop appropriate messages. The Technical Committee is directing users of this document to refer to Annex E for those standardized resources.

**Response Message:**

Public Comment No. 16-NFPA 1035-2013 [Section No. 4.4.1 [Excluding any Sub-Sections]]

### Ballot Results

✔ This item has passed ballot

19 Eligible Voters

2 Not Returned

17 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

#### Not Returned

Cooper, Kwame

Schumacher, Dena E.

#### Affirmative All

Bowman, David L.

Denniston, David C.

Egan, Sr., John A.

Gotthold, Jessica F.

Grant, Ernest J.

Grant, Keri Price

Gray, Lawrence  
Hall, Mike  
Hilton, Dayna  
Jenkins, JD  
Mieszala, Patricia  
Penney, Gerri  
Pereira, Niki D.  
Ransdell, Kelly M.  
Thomas, Jeffrey A.  
Trench, Nancy J.  
Turno, Donald H. J.



## Second Revision No. 15-NFPA 1035-2014 [ Section No. 5.1.2 ]

### 5.1.2 General Requisite Skills.

Analyze community risk, design and manage programs, integrate prevention interventions to address community risk, create and lead a community risk reduction program, and work in collaboration with internal and external organizational members .

### Submitter Information Verification

**Submitter Full Name:** [ Not Specified ]

**Organization:** [ Not Specified ]

**Street Address:**

**City:**

**State:**

**Zip:**

**Submission Date:** Wed Jan 08 06:08:53 EST 2014

### Committee Statement

**Committee Statement:** The Technical Committee agreed in principle with the comment but is refining the text to clarify the role of the FLSE II. The Technical Committee recognizes that an effective community risk reduction is best lead by fire department members at the station level. FLSE II must know how to support these efforts and work in collaboration with these station level programs. The FLSE II should be considered a resource and partner in successful community risk reduction programs.

#### Response

##### Message:

[Public Comment No. 19-NFPA 1035-2013 \[Section No. 5.1.2\]](#)

### Ballot Results

✔ This item has passed ballot

19 Eligible Voters

2 Not Returned

17 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

#### Not Returned

Cooper, Kwame

Schumacher, Dena E.

#### Affirmative All

Bowman, David L.

Denniston, David C.

Egan, Sr., John A.

Gotthold, Jessica F.

Grant, Ernest J.

Grant, Keri Price

Gray, Lawrence  
Hall, Mike  
Hilton, Dayna  
Jenkins, JD  
Mieszala, Patricia  
Penney, Gerri  
Pereira, Niki D.  
Ransdell, Kelly M.  
Thomas, Jeffrey A.  
Trench, Nancy J.  
Turno, Donald H. J.



## Second Revision No. 9-NFPA 1035-2014 [ Section No. 5.3.2 [Excluding any Sub-Sections] ]

Facilitate a fire and life safety collaborative partnership within the organization and with external partners , given information about the organizations in the partnership, the goals of the partnership, and organizational guidelines, so that fire and life safety education objectives for the partnership are achieved.

### Submitter Information Verification

**Submitter Full Name:** [ Not Specified ]

**Organization:** [ Not Specified ]

**Street Address:**

**City:**

**State:**

**Zip:**

**Submission Date:** Tue Jan 07 14:58:16 EST 2014

### Committee Statement

**Committee Statement:** The Technical Committee recognizes that the FLSE II is a resource for community risk reduction efforts with in the organization at the station level. This change reflects the need for partnerships within the fire department or organization as well as with more traditional external partners.

**Response Message:**

Public Comment No. 20-NFPA 1035-2013 [Section No. 5.3.2 [Excluding any Sub-Sections]]

### Ballot Results

✔ This item has passed ballot

19 Eligible Voters

2 Not Returned

17 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

#### Not Returned

Cooper, Kwame

Schumacher, Dena E.

#### Affirmative All

Bowman, David L.

Denniston, David C.

Egan, Sr., John A.

Gotthold, Jessica F.

Grant, Ernest J.

Grant, Keri Price

Gray, Lawrence

Hall, Mike



Hilton, Dayna  
Jenkins, JD  
Mieszala, Patricia  
Penney, Gerri  
Pereira, Niki D.  
Ransdell, Kelly M.  
Thomas, Jeffrey A.  
Trench, Nancy J.  
Turno, Donald H. J.



## Second Revision No. 16-NFPA 1035-2014 [ Section No. 5.3.2(A) ]

### (A) Requisite Knowledge.

Planning and political process, group management and dynamics, meeting times and locations of existing coalitions, accessible facilities and reasonable accommodations, group process.

### Submitter Information Verification

**Submitter Full Name:** [ Not Specified ]

**Organization:** [ Not Specified ]

**Street Address:**

**City:**

**State:**

**Zip:**

**Submission Date:** Wed Jan 08 06:16:19 EST 2014

### Committee Statement

**Committee Statement:** The Technical Committee recognizes that people with disabilities must participate in program planning and facilities for meetings must be accessible or reasonable accommodations when planning meetings. The FLSE II must know this to insure that the facility is accessible for all participants.

### Response Message:

Public Comment No. 21-NFPA 1035-2013 [Section No. 5.3.2(A)]

### Ballot Results

#### ✔ This item has passed ballot

19 Eligible Voters

2 Not Returned

17 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

#### Not Returned

Cooper, Kwame

Schumacher, Dena E.

#### Affirmative All

Bowman, David L.

Denniston, David C.

Egan, Sr., John A.

Gotthold, Jessica F.

Grant, Ernest J.

Grant, Keri Price

Gray, Lawrence

Hall, Mike

Hilton, Dayna  
Jenkins, JD  
Mieszala, Patricia  
Penney, Gerri  
Pereira, Niki D.  
Ransdell, Kelly M.  
Thomas, Jeffrey A.  
Trench, Nancy J.  
Turno, Donald H. J.

**Second Revision No. 30-NFPA 1035-2014 [ Section No. 5.3.3(B) ]**

**(B)** Requisite Skill.

Proposal-writing Write proposals .

**Submitter Information Verification**

**Submitter Full Name:** [ Not Specified ]

**Organization:** [ Not Specified ]

**Street Address:**

**City:**

**State:**

**Zip:**

**Submission Date:** Wed Jan 08 07:59:35 EST 2014

**Committee Statement**

**Committee Statement:** The Technical Committee recognizes the need for Manual of Style.

**Response Message:**

**Ballot Results**

✔ **This item has passed ballot**

19 Eligible Voters

2 Not Returned

17 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

**Not Returned**

Cooper, Kwame

Schumacher, Dena E.

**Affirmative All**

Bowman, David L.

Denniston, David C.

Egan, Sr., John A.

Gotthold, Jessica F.

Grant, Ernest J.

Grant, Keri Price

Gray, Lawrence

Hall, Mike

Hilton, Dayna

Jenkins, JD

Mieszala, Patricia

Penney, Gerri

Pereira, Niki D.

Ransdell, Kelly M.  
Thomas, Jeffrey A.  
Trench, Nancy J.  
Turno, Donald H. J.



## Second Revision No. 17-NFPA 1035-2014 [ Section No. 5.4.3 [Excluding any Sub-Sections] ]

Develop educational materials, given a lesson plan and a specified audience, so that the materials support the lesson plan and are specific to the audience, and are congruent with nationally standardized campaign themes and messages reflecting current best practices .

### Submitter Information Verification

**Submitter Full Name:** [ Not Specified ]

**Organization:** [ Not Specified ]

**Street Address:**

**City:**

**State:**

**Zip:**

**Submission Date:** Wed Jan 08 06:21:49 EST 2014

### Committee Statement

**Committee Statement:** The Technical Committee recognizes that nationally standardized educational messages enhance the comprehension of the specific audience and make local programs more effective. The Technical Committee recognizes that it is more efficient to use national messages, saving time and resources with local focus groups to insure the message is appropriate.

#### Response

##### Message:

[Public Comment No. 22-NFPA 1035-2013 \[Section No. 5.4.3 \[Excluding any Sub-Sections\]\]](#)

### Ballot Results

✔ This item has passed ballot

19 Eligible Voters

2 Not Returned

17 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

#### Not Returned

Cooper, Kwame

Schumacher, Dena E.

#### Affirmative All

Bowman, David L.

Denniston, David C.

Egan, Sr., John A.

Gotthold, Jessica F.

Grant, Ernest J.

Grant, Keri Price

Gray, Lawrence

Hall, Mike  
Hilton, Dayna  
Jenkins, JD  
Mieszala, Patricia  
Penney, Gerri  
Pereira, Niki D.  
Ransdell, Kelly M.  
Thomas, Jeffrey A.  
Trench, Nancy J.  
Turno, Donald H. J.

**Second Revision No. 41-NFPA 1035-2014 [ Section No. 6.1.2 ]****6.1.2 General Requisite Skills.**

Create and lead a community risk reduction program, coordinate collaboration within the organization and with external partners, analyze data, plan for the develop short- and long- term plans , write grants; write and reports.

**Submitter Information Verification**

**Submitter Full Name:** [ Not Specified ]

**Organization:** [ Not Specified ]

**Street Address:**

**City:**

**State:**

**Zip:**

**Submission Date:** Fri Jan 10 09:42:16 EST 2014

**Committee Statement**

**Committee Statement:** The Technical Committee agrees that an effective community risk reduction is best lead by fire department members at the station level. FLSE III must know how to support these efforts and work in collaboration with these station level programs. This addition reflects the current best practices and insures that the standard is current with these best practices.

**Response****Message:**

[Public Comment No. 12-NFPA 1035-2013 \[Section No. 6.1.2\]](#)

**Ballot Results**

✔ **This item has passed ballot**

19 Eligible Voters

2 Not Returned

17 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

**Not Returned**

Cooper, Kwame

Schumacher, Dena E.

**Affirmative All**

Bowman, David L.

Denniston, David C.

Egan, Sr., John A.

Gotthold, Jessica F.

Grant, Ernest J.

Grant, Keri Price

Gray, Lawrence



Hall, Mike  
Hilton, Dayna  
Jenkins, JD  
Mieszala, Patricia  
Penney, Gerri  
Pereira, Niki D.  
Ransdell, Kelly M.  
Thomas, Jeffrey A.  
Trench, Nancy J.  
Turno, Donald H. J.



## Second Revision No. 19-NFPA 1035-2014 [ Section No. 6.4.1 ]

### 6.4.1

Create educational messages, given an identified community risk(s), so that the messages are accurate, are specific to the audience, and support national are congruent with nationally standardized campaign themes and initiatives messages reflecting current best practices .

**(A)\*** Requisite Knowledge.

Technical content, educational messages and ; nationally standardized campaign themes and messages reflecting current best practices; epidemiology of injury; ; characteristics of the audience, including people with low literacy skills, people who speak English as a second language, and people who need to receive information in accessible formats. .

**(B)** Requisite Skills.

Conduct research, analyze risk, and use best practices.

### Submitter Information Verification

**Submitter Full Name:** [ Not Specified ]

**Organization:** [ Not Specified ]

**Street Address:**

**City:**

**State:**

**Zip:**

**Submission Date:** Wed Jan 08 06:40:34 EST 2014

### Committee Statement

**Committee Statement:** The Technical Committee recognizes that new information from the Global Concepts in Residential Fire Safety research documents indicates that a fire safety message that is repeated at national, regional and local levels is effective in reducing fire loss.

**Response Message:**

Public Comment No. 13-NFPA 1035-2013 [Section No. 6.4.1]

### Ballot Results

✓ **This item has passed ballot**

19 Eligible Voters

2 Not Returned

17 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

#### Not Returned

Cooper, Kwame

Schumacher, Dena E.

#### Affirmative All

Bowman, David L.

Denniston, David C.  
Egan, Sr., John A.  
Gotthold, Jessica F.  
Grant, Ernest J.  
Grant, Keri Price  
Gray, Lawrence  
Hall, Mike  
Hilton, Dayna  
Jenkins, JD  
Mieszala, Patricia  
Penney, Gerri  
Pereira, Niki D.  
Ransdell, Kelly M.  
Thomas, Jeffrey A.  
Trench, Nancy J.  
Turno, Donald H. J.



## Second Revision No. 29-NFPA 1035-2014 [ Section No. 6.4.2 [Excluding any Sub-Sections] ]

Establish administrative policies for the fire and life safety education program, given an organizational mission, and federal, tribal, state/ , provincial, and local regulations, so that program policies are clearly stated and support the organizational mission.

### Submitter Information Verification

**Submitter Full Name:** [ Not Specified ]

**Organization:** [ Not Specified ]

**Street Address:**

**City:**

**State:**

**Zip:**

**Submission Date:** Wed Jan 08 07:57:34 EST 2014

### Committee Statement

**Committee Statement:** The Technical Committee recognizes the need for Manual of Style. The TC also recognizes the need for consistency of the use of the term "tribal" within the document.

**Response Message:**

### Ballot Results

✔ This item has passed ballot

19 Eligible Voters

2 Not Returned

17 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

#### Not Returned

Cooper, Kwame

Schumacher, Dena E.

#### Affirmative All

Bowman, David L.

Denniston, David C.

Egan, Sr., John A.

Gotthold, Jessica F.

Grant, Ernest J.

Grant, Keri Price

Gray, Lawrence

Hall, Mike

Hilton, Dayna

Jenkins, JD

Mieszala, Patricia  
Penney, Gerri  
Pereira, Niki D.  
Ransdell, Kelly M.  
Thomas, Jeffrey A.  
Trench, Nancy J.  
Turno, Donald H. J.



## Second Revision No. 11-NFPA 1035-2014 [ Section No. 7.1.1 ]

### 7.1.1 General Requisite Knowledge.

Effective writing skills; professional appearance; use of people-first language in writing and when speaking; time management skills; media characteristics and processes; methods for information gathering; message development, dissemination, and monitoring; information technology; internal and external audiences; community relationships and resources; incident management system; organizational emergency and ~~non-emergency~~ nonemergency functions, responsive and proactive message opportunities, ~~organizational messages, program management,~~ responsible use of social media; organizational messages; nationally standardized fire and life safety themes and messages reflecting current best practices; program management; budget preparation and management; marketing; and applicable public information laws, standards, and policies.

### Submitter Information Verification

**Submitter Full Name:** [ Not Specified ]

**Organization:** [ Not Specified ]

**Street Address:**

**City:**

**State:**

**Zip:**

**Submittal Date:** Tue Jan 07 15:30:16 EST 2014

### Committee Statement

**Committee Statement:** The Technical Committee recognizes that specific best practices projected towards audiences particularly with respect to language for people with disabilities, the use of social media and the new reports that messages repeated at all levels are more effective based on Global Perspective in Home Fire Safety research project.

**Response Message:**

[Public Comment No. 23-NFPA 1035-2013 \[Section No. 7.1.1\]](#)

### Ballot Results

✔ **This item has passed ballot**

19 Eligible Voters

2 Not Returned

17 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

#### Not Returned

Cooper, Kwame

Schumacher, Dena E.

#### Affirmative All

Bowman, David L.

Denniston, David C.

Egan, Sr., John A.  
Gotthold, Jessica F.  
Grant, Ernest J.  
Grant, Keri Price  
Gray, Lawrence  
Hall, Mike  
Hilton, Dayna  
Jenkins, JD  
Mieszala, Patricia  
Penney, Gerri  
Pereira, Niki D.  
Ransdell, Kelly M.  
Thomas, Jeffrey A.  
Trench, Nancy J.  
Turno, Donald H. J.



## Second Revision No. 40-NFPA 1035-2014 [ Section No. 7.1.2 ]

### 7.1.2 General Requisite Skills.

~~Communicate orally and in writing~~ Use verbal and written communication skills , exhibit professional demeanor, manage interaction with the media, utilize various means of information technology, articulate organizational messages, identify applicable laws, develop and recommend pertinent policies and guidelines.

### Submitter Information Verification

**Submitter Full Name:** [ Not Specified ]

**Organization:** [ Not Specified ]

**Street Address:**

**City:**

**State:**

**Zip:**

**Submittal Date:** Fri Jan 10 09:16:13 EST 2014

### Committee Statement

**Committee Statement:** The Technical Committee recognizes the need for Manual of Style change.

**Response Message:**

### Ballot Results

✔ This item has passed ballot

19 Eligible Voters

2 Not Returned

17 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

#### Not Returned

Cooper, Kwame

Schumacher, Dena E.

#### Affirmative All

Bowman, David L.

Denniston, David C.

Egan, Sr., John A.

Gotthold, Jessica F.

Grant, Ernest J.

Grant, Keri Price

Gray, Lawrence

Hall, Mike

Hilton, Dayna

Jenkins, JD



Mieszala, Patricia  
Penney, Gerri  
Pereira, Niki D.  
Ransdell, Kelly M.  
Thomas, Jeffrey A.  
Trench, Nancy J.  
Turno, Donald H. J.



## Second Revision No. 20-NFPA 1035-2014 [ Section No. 7.2.8 [Excluding any Sub-Sections] ]

Coordinate a news conference, given information on an incident, a situation, an event, or issue information; media characteristics; and methods available for reaching the media; and organizational policies ~~on news conferences~~, so that a site is obtained, desired media are notified, a news conference agenda is established, a media information package is created, and participants in the news conference are notified.

### Submitter Information Verification

**Submitter Full Name:** [ Not Specified ]

**Organization:** [ Not Specified ]

**Street Address:**

**City:**

**State:**

**Zip:**

**Submittal Date:** Wed Jan 08 07:05:44 EST 2014

### Committee Statement

**Committee Statement:** The Technical Committee agrees that this will allow this section to read with greater clarity.

**Response Message:**

[Public Comment No. 5-NFPA 1035-2013 \[Section No. 7.2.8 \[Excluding any Sub-Sections\]\]](#)

[Public Comment No. 10-NFPA 1035-2013 \[Section No. 7.2.8 \[Excluding any Sub-Sections\]\]](#)

### Ballot Results

✔ **This item has passed ballot**

19 Eligible Voters

2 Not Returned

17 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

**Not Returned**

Cooper, Kwame

Schumacher, Dena E.

**Affirmative All**

Bowman, David L.

Denniston, David C.

Egan, Sr., John A.

Gotthold, Jessica F.

Grant, Ernest J.

Grant, Keri Price

Gray, Lawrence

Hall, Mike  
Hilton, Dayna  
Jenkins, JD  
Mieszala, Patricia  
Penney, Gerri  
Pereira, Niki D.  
Ransdell, Kelly M.  
Thomas, Jeffrey A.  
Trench, Nancy J.  
Turno, Donald H. J.



## Second Revision No. 13-NFPA 1035-2014 [ Section No. 7.2.9 [Excluding any Sub-Sections] ]

Disseminate information through applicable electronic forms of communication, including social media, given an incident, a situation, or event information; organizational policies; and methods and time frame for releasing that information, so that the information is on time ~~and accurate~~ , accurate, and accessible to all audiences .

### Submitter Information Verification

**Submitter Full Name:** [ Not Specified ]

**Organization:** [ Not Specified ]

**Street Address:**

**City:**

**State:**

**Zip:**

**Submittal Date:** Tue Jan 07 16:44:12 EST 2014

### Committee Statement

**Committee Statement:** The Technical Committee recognizes that the need for PIO messages to be accessible to all audiences especially people who are high fire death injury risks and may need more time to evacuate in a disaster.

**Response**

**Message:**

[Public Comment No. 24-NFPA 1035-2013 \[Section No. 7.2.9 \[Excluding any Sub-Sections\]\]](#)

### Ballot Results

✔ **This item has passed ballot**

19 Eligible Voters

2 Not Returned

17 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

#### Not Returned

Cooper, Kwame

Schumacher, Dena E.

#### Affirmative All

Bowman, David L.

Denniston, David C.

Egan, Sr., John A.

Gotthold, Jessica F.

Grant, Ernest J.

Grant, Keri Price

Gray, Lawrence

Hall, Mike  
Hilton, Dayna  
Jenkins, JD  
Mieszala, Patricia  
Penney, Gerri  
Pereira, Niki D.  
Ransdell, Kelly M.  
Thomas, Jeffrey A.  
Trench, Nancy J.  
Turno, Donald H. J.



## Second Revision No. 12-NFPA 1035-2014 [ Section No. 8.1.1 ]

### 8.1.1 Personnel.

Various professionals can be involved in this program, all of whom shall meet and maintain the minimum licensing or certification, certification, or qualification requirements within their respective jurisdiction and profession jurisdictions and professions, to include, but not be limited to, Fire and Life Safety Educator-I, fire investigator, law enforcement officer, health care provider, social service worker, or educator.

### Submitter Information Verification

**Submitter Full Name:** [ Not Specified ]

**Organization:** [ Not Specified ]

**Street Address:**

**City:**

**State:**

**Zip:**

**Submittal Date:** Tue Jan 07 16:33:32 EST 2014

### Committee Statement

**Committee Statement:** The Technical Committee recognizes the legitimacy of qualifications for individuals attaining the role of YFIS and YFPM internally and externally to the organization.

**Response Message:**

[Public Comment No. 2-NFPA 1035-2013 \[Section No. 8.1.1\]](#)

### Ballot Results

✔ This item has passed ballot

19 Eligible Voters

2 Not Returned

17 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

#### Not Returned

Cooper, Kwame

Schumacher, Dena E.

#### Affirmative All

Bowman, David L.

Denniston, David C.

Egan, Sr., John A.

Gotthold, Jessica F.

Grant, Ernest J.

Grant, Keri Price

Gray, Lawrence

Hall, Mike

Hilton, Dayna  
Jenkins, JD  
Mieszala, Patricia  
Penney, Gerri  
Pereira, Niki D.  
Ransdell, Kelly M.  
Thomas, Jeffrey A.  
Trench, Nancy J.  
Turno, Donald H. J.



## Second Revision No. 14-NFPA 1035-2014 [ Section No. 8.1.2 ]

### 8.1.2\* General Requisite Knowledge.

Fire safety education, interviewing techniques, symptoms and signs of abuse or neglect, data collection systems, stages of human development, family dynamics, characteristics of youth firesetting, federal and state, tribal, state, and provincial laws governing juveniles, regulations governing confidentiality, program and agency policies and procedures, fire science, arson and the illegal use of explosives, human behavior during a fire, fire causes and prevention, firesetter characteristics and behavior, mental health options, legal consequences, escape planning, hazard identification and correction, basic current fire protection systems and devices, and emergency reporting.

### Submitter Information Verification

**Submitter Full Name:** [ Not Specified ]

**Organization:** [ Not Specified ]

**Street Address:**

**City:**

**State:**

**Zip:**

**Submittal Date:** Tue Jan 07 16:52:38 EST 2014

### Committee Statement

**Committee Statement:** The Technical Committee believes that leaving the term "juvenile" rather than "youth" at this time when referring to law governing firesetter intervention is still consistent terminology and that this may change on the next revision. The use of the term "current" is consistent with the rest of the document.

#### Response

#### Message:

[Public Comment No. 1-NFPA 1035-2013 \[Section No. 8.1.2\]](#)

### Ballot Results

✔ This item has passed ballot

19 Eligible Voters

2 Not Returned

17 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

#### Not Returned

Cooper, Kwame

Schumacher, Dena E.

#### Affirmative All

Bowman, David L.

Denniston, David C.

Egan, Sr., John A.



Gotthold, Jessica F.  
Grant, Ernest J.  
Grant, Keri Price  
Gray, Lawrence  
Hall, Mike  
Hilton, Dayna  
Jenkins, JD  
Mieszala, Patricia  
Penney, Gerri  
Pereira, Niki D.  
Ransdell, Kelly M.  
Thomas, Jeffrey A.  
Trench, Nancy J.  
Turno, Donald H. J.



## Second Revision No. 32-NFPA 1035-2014 [ Section No. 8.1.3 ]

### 8.1.3\* General Requisite Skills.

~~Communicate orally and in writing.~~ Use verbal and written communication skills; apply interpersonal communication skills; apply interviewing techniques; gather and properly maintain required information; deliver education and intervention; maintain data collection systems; recognize areas of risk; identify and report abuse or neglect; operate within the parameters of federal ~~and state~~, tribal, state, and provincial jurisdiction regarding abuse or neglect. ~~Identify~~; identify procedures to report behavior associated with ignition materials, accelerants, improvised explosive devices, and improvised incendiary devices.

### Submitter Information Verification

**Submitter Full Name:** [ Not Specified ]

**Organization:** [ Not Specified ]

**Street Address:**

**City:**

**State:**

**Zip:**

**Submittal Date:** Wed Jan 08 08:05:18 EST 2014

### Committee Statement

**Committee Statement:** The Technical Committee recognizes the need for Manual of Style. The Technical Committee recognizes the need to show all governmental levels.

**Response Message:**

### Ballot Results

✔ This item has passed ballot

19 Eligible Voters

2 Not Returned

17 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

#### Not Returned

Cooper, Kwame

Schumacher, Dena E.

#### Affirmative All

Bowman, David L.

Denniston, David C.

Egan, Sr., John A.

Gotthold, Jessica F.

Grant, Ernest J.

Grant, Keri Price

Gray, Lawrence  
Hall, Mike  
Hilton, Dayna  
Jenkins, JD  
Mieszala, Patricia  
Penney, Gerri  
Pereira, Niki D.  
Ransdell, Kelly M.  
Thomas, Jeffrey A.  
Trench, Nancy J.  
Turno, Donald H. J.



## Second Revision No. 28-NFPA 1035-2014 [ Section No. 8.2.1(B) ]

(B)

**Requisite Skills.** Organize materials, ~~communicate orally and in writing~~ use verbal and written communication skills .

### Submitter Information Verification

**Submitter Full Name:** [ Not Specified ]

**Organization:** [ Not Specified ]

**Street Address:**

**City:**

**State:**

**Zip:**

**Submission Date:** Wed Jan 08 07:55:42 EST 2014

### Committee Statement

**Committee Statement:** The Technical Committee recognizes the need for Manual of Style.

**Response Message:**

### Ballot Results

✔ This item has passed ballot

19 Eligible Voters

2 Not Returned

17 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

#### Not Returned

Cooper, Kwame

Schumacher, Dena E.

#### Affirmative All

Bowman, David L.

Denniston, David C.

Egan, Sr., John A.

Gotthold, Jessica F.

Grant, Ernest J.

Grant, Keri Price

Gray, Lawrence

Hall, Mike

Hilton, Dayna

Jenkins, JD

Mieszala, Patricia

Penney, Gerri

Pereira, Niki D.  
Ransdell, Kelly M.  
Thomas, Jeffrey A.  
Trench, Nancy J.  
Turno, Donald H. J.



## Second Revision No. 27-NFPA 1035-2014 [ Section No. 8.2.2(B) ]

(B)

**Requisite Skills.** Organize materials, ~~communicate orally and in writing~~ use verbal and written communication skills .

### Submitter Information Verification

**Submitter Full Name:** [ Not Specified ]

**Organization:** [ Not Specified ]

**Street Address:**

**City:**

**State:**

**Zip:**

**Submission Date:** Wed Jan 08 07:54:59 EST 2014

### Committee Statement

**Committee Statement:** The Technical Committee recognizes the need for Manual of Style.

**Response Message:**

### Ballot Results

✔ This item has passed ballot

19 Eligible Voters

2 Not Returned

17 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

#### Not Returned

Cooper, Kwame

Schumacher, Dena E.

#### Affirmative All

Bowman, David L.

Denniston, David C.

Egan, Sr., John A.

Gotthold, Jessica F.

Grant, Ernest J.

Grant, Keri Price

Gray, Lawrence

Hall, Mike

Hilton, Dayna

Jenkins, JD

Mieszala, Patricia

Penney, Gerri

Pereira, Niki D.  
Ransdell, Kelly M.  
Thomas, Jeffrey A.  
Trench, Nancy J.  
Turno, Donald H. J.

**Second Revision No. 37-NFPA 1035-2014 [ Section No. 8.4.3(A) ]****(A)**

**Requisite Knowledge.** Federal and state, tribal, state, and provincial laws and legal consequences; ; procedures pertaining to youth, firesetting behavior, human development, and abuse or neglect; ; and profile of the firesetter and his or her family.

**Submitter Information Verification****Submitter Full Name:** [ Not Specified ]**Organization:** [ Not Specified ]**Street Address:****City:****State:****Zip:****Submission Date:** Fri Jan 10 09:07:09 EST 2014**Committee Statement**

**Committee Statement:** The Technical Committee recognizes that this document serves all governmental level concerns. The Technical Committee recognizes the need for Manual of Style.

**Response Message:**

**Ballot Results**

✔ **This item has passed ballot**

19 Eligible Voters

2 Not Returned

17 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

**Not Returned**

Cooper, Kwame

Schumacher, Dena E.

**Affirmative All**

Bowman, David L.

Denniston, David C.

Egan, Sr., John A.

Gotthold, Jessica F.

Grant, Ernest J.

Grant, Keri Price

Gray, Lawrence

Hall, Mike

Hilton, Dayna

Jenkins, JD



Mieszala, Patricia  
Penney, Gerri  
Pereira, Niki D.  
Ransdell, Kelly M.  
Thomas, Jeffrey A.  
Trench, Nancy J.  
Turno, Donald H. J.

**Second Revision No. 26-NFPA 1035-2014 [ Section No. 8.4.3(B) ]****(B)**

**Requisite Skills.** Conduct an intake/interview and document findings, manage time, ~~communicate orally and in writing~~ use verbal and written communication skills , and use professional interview techniques.

**Submitter Information Verification****Submitter Full Name:** [ Not Specified ]**Organization:** [ Not Specified ]**Street Address:****City:****State:****Zip:****Submission Date:** Wed Jan 08 07:53:53 EST 2014**Committee Statement****Committee Statement:** The Technical Committee recognizes the need for Manual of Style.**Response Message:****Ballot Results****✔ This item has passed ballot**

19 Eligible Voters

2 Not Returned

17 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

**Not Returned**

Cooper, Kwame

Schumacher, Dena E.

**Affirmative All**

Bowman, David L.

Denniston, David C.

Egan, Sr., John A.

Gotthold, Jessica F.

Grant, Ernest J.

Grant, Keri Price

Gray, Lawrence

Hall, Mike

Hilton, Dayna

Jenkins, JD

Mieszala, Patricia

Penney, Gerri

Pereira, Niki D.  
Ransdell, Kelly M.  
Thomas, Jeffrey A.  
Trench, Nancy J.  
Turno, Donald H. J.

**Second Revision No. 38-NFPA 1035-2014 [ Section No. 9.1.1 ]****9.1.1\* General Requisite Knowledge.**

Federal and state/ , tribal, state, and provincial laws, including arson and the illegal use of explosives, program policies and procedures, and organizational management.

**Submitter Information Verification**

**Submitter Full Name:** [ Not Specified ]

**Organization:** [ Not Specified ]

**Street Address:**

**City:**

**State:**

**Zip:**

**Submittal Date:** Fri Jan 10 09:11:58 EST 2014

**Committee Statement**

**Committee Statement:** The Technical Committee recognizes the need to include tribal to show the consistency within the document . The TC is also recognizing Manual of Style changes.

**Response Message:**

**Ballot Results**

✔ This item has passed ballot

19 Eligible Voters

2 Not Returned

17 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

**Not Returned**

Cooper, Kwame

Schumacher, Dena E.

**Affirmative All**

Bowman, David L.

Denniston, David C.

Egan, Sr., John A.

Gotthold, Jessica F.

Grant, Ernest J.

Grant, Keri Price

Gray, Lawrence

Hall, Mike

Hilton, Dayna

Jenkins, JD

Mieszala, Patricia  
Penney, Gerri  
Pereira, Niki D.  
Ransdell, Kelly M.  
Thomas, Jeffrey A.  
Trench, Nancy J.  
Turno, Donald H. J.



## Second Revision No. 25-NFPA 1035-2014 [ Section No. 9.1.2 ]

### 9.1.2 General Requisite Skills.

~~Communicate orally and in writing~~ Use verbal and written communication skills ; coordinate community resources, services, and organizations; and develop and manage a budget.

### Submitter Information Verification

**Submitter Full Name:** [ Not Specified ]

**Organization:** [ Not Specified ]

**Street Address:**

**City:**

**State:**

**Zip:**

**Submission Date:** Wed Jan 08 07:52:34 EST 2014

### Committee Statement

**Committee Statement:** The Technical Committee recognizes the need for Manual of Style.

**Response Message:**

### Ballot Results

✔ This item has passed ballot

19 Eligible Voters

2 Not Returned

17 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

#### Not Returned

Cooper, Kwame

Schumacher, Dena E.

#### Affirmative All

Bowman, David L.

Denniston, David C.

Egan, Sr., John A.

Gotthold, Jessica F.

Grant, Ernest J.

Grant, Keri Price

Gray, Lawrence

Hall, Mike

Hilton, Dayna

Jenkins, JD

Mieszala, Patricia

Penney, Gerri

Pereira, Niki D.  
Ransdell, Kelly M.  
Thomas, Jeffrey A.  
Trench, Nancy J.  
Turno, Donald H. J.



## Second Revision No. 24-NFPA 1035-2014 [ Section No. 9.2.1(B) ]

(B)

**Requisite Skills.** ~~Communicate orally and in writing~~ Use verbal and written communication skills , gather and analyze information.

### Submitter Information Verification

**Submitter Full Name:** [ Not Specified ]

**Organization:** [ Not Specified ]

**Street Address:**

**City:**

**State:**

**Zip:**

**Submission Date:** Wed Jan 08 07:50:52 EST 2014

### Committee Statement

**Committee Statement:** The Technical Committee recognizes the need for Manual of Style.

**Response Message:**

### Ballot Results

✔ This item has passed ballot

19 Eligible Voters

2 Not Returned

17 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

#### Not Returned

Cooper, Kwame

Schumacher, Dena E.

#### Affirmative All

Bowman, David L.

Denniston, David C.

Egan, Sr., John A.

Gotthold, Jessica F.

Grant, Ernest J.

Grant, Keri Price

Gray, Lawrence

Hall, Mike

Hilton, Dayna

Jenkins, JD

Mieszala, Patricia

Penney, Gerri



Pereira, Niki D.  
Ransdell, Kelly M.  
Thomas, Jeffrey A.  
Trench, Nancy J.  
Turno, Donald H. J.



## Second Revision No. 21-NFPA 1035-2014 [ Sections 9.2.3, 9.2.4 ]

### 9.2.3

Identify and assign a YFIS or other qualified personnel trained to conduct the intake/interview, given the program needs, resources available, and program policies and procedures, so that intakes/interviews are conducted according to the program policies and procedures.

#### (A)

**Requisite Knowledge.** Case information and personnel management.

#### (B)

**Requisite Skills.** Evaluate skill level and match the YFIS with the needs of the juvenile youth and his or her family.

### 9.2.4

Supervise the YFIS assigned to the case, given program policies and procedures, so that a consistent body of information is collected, performance is evaluated, and continuous direction and feedback are given.

#### (A)

**Requisite Knowledge.** Performance evaluation techniques and program policies and procedures.

#### (B)

**Requisite Skills.** Evaluate and utilize personal strengths of the YFIS personnel and manage and other personnel.

## Submitter Information Verification

**Submitter Full Name:** [ Not Specified ]

**Organization:** [ Not Specified ]

**Street Address:**

**City:**

**State:**

**Zip:**

**Submittal Date:** Wed Jan 08 07:27:13 EST 2014

## Committee Statement

**Committee Statement:** The Technical Committee recognizes that some of the changes are appropriate but that the use of term "staff" in 9.2.3 is redundant. The TC also recognizes that the term "youth" better serves the theme changes that are occurring in this revision 9.2.3(B). Finally the TC further clarified the text in 9.2.4(B).

### Response

#### Message:

[Public Comment No. 7-NFPA 1035-2013 \[Sections 9.2.3, 9.2.4\]](#)

## Ballot Results

✔ This item has passed ballot

19 Eligible Voters

2 Not Returned

17 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

**Not Returned**

Cooper, Kwame  
Schumacher, Dena E.

**Affirmative All**

Bowman, David L.  
Denniston, David C.  
Egan, Sr., John A.  
Gotthold, Jessica F.  
Grant, Ernest J.  
Grant, Keri Price  
Gray, Lawrence  
Hall, Mike  
Hilton, Dayna  
Jenkins, JD  
Mieszala, Patricia  
Penney, Gerri  
Pereira, Niki D.  
Ransdell, Kelly M.  
Thomas, Jeffrey A.  
Trench, Nancy J.  
Turno, Donald H. J.

**Second Revision No. 39-NFPA 1035-2014 [ Section No. 9.2.5(A) ]****(A)**

**Requisite Knowledge.** Federal and state/ , tribal, state, and provincial laws; , liability; , file management systems; , approved forms and materials.

**Submitter Information Verification****Submitter Full Name:** [ Not Specified ]**Organization:** [ Not Specified ]**Street Address:****City:****State:****Zip:****Submission Date:** Fri Jan 10 09:13:40 EST 2014**Committee Statement**

**Committee Statement:** The Technical Committee recognizes the term "tribal" for consistency within the document. The TC also recognizes the need for Manual of Style changes.

**Response Message:**

**Ballot Results**

✔ This item has passed ballot

19 Eligible Voters

2 Not Returned

17 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

**Not Returned**

Cooper, Kwame

Schumacher, Dena E.

**Affirmative All**

Bowman, David L.

Denniston, David C.

Egan, Sr., John A.

Gotthold, Jessica F.

Grant, Ernest J.

Grant, Keri Price

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Thomas, Jeffrey A.  
Trench, Nancy J.  
Turno, Donald H. J.

**Second Revision No. 23-NFPA 1035-2014 [ Section No. 9.5.3(B) ]****(B)****Requisite Skills.** ~~Communicate orally and in writing~~ Use verbal and written communication skills .**Submitter Information Verification****Submitter Full Name:** [ Not Specified ]**Organization:** [ Not Specified ]**Street Address:****City:****State:****Zip:****Submission Date:** Wed Jan 08 07:47:58 EST 2014**Committee Statement****Committee Statement:** The Technical Committee recognizes the need for Manual of Style.**Response Message:****Ballot Results****✔ This item has passed ballot**

19 Eligible Voters

2 Not Returned

17 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

**Not Returned**

Cooper, Kwame

Schumacher, Dena E.

**Affirmative All**

Bowman, David L.

Denniston, David C.

Egan, Sr., John A.

Gotthold, Jessica F.

Grant, Ernest J.

Grant, Keri Price

Gray, Lawrence

Hall, Mike

Hilton, Dayna

Jenkins, JD

Mieszala, Patricia

Penney, Gerri

Pereira, Niki D.

Ransdell, Kelly M.  
Thomas, Jeffrey A.  
Trench, Nancy J.  
Turno, Donald H. J.



## Second Revision No. 33-NFPA 1035-2014 [ Section No. A.3.3.17 ]

### A.3.3.19 Intake/Interview.

The intake process and the interview are two separate functions. The purpose of the intake is to collect information on the youth and his or her family. This information can include the youth's past firesetting behavior(s); complete history, including mental, physical, emotional, social, and educational information; and the family structure and contact information.

The interview is an assessment process, conducted with an approved screening instrument, to identify the type of firesetter and the firesetting behavior(s) and the needs of the youth and his or her family. The intake/interview can be performed concurrently or on separate occasions by one or more interviewers.

### Submitter Information Verification

**Submitter Full Name:** [ Not Specified ]

**Organization:** [ Not Specified ]

**Street Address:**

**City:**

**State:**

**Zip:**

**Submission Date:** Wed Jan 08 08:15:58 EST 2014

### Committee Statement

**Committee Statement:** The Technical Committee recognized an editorial clarification.

**Response Message:**

### Ballot Results

✔ This item has passed ballot

19 Eligible Voters

2 Not Returned

17 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

#### Not Returned

Cooper, Kwame

Schumacher, Dena E.

#### Affirmative All

Bowman, David L.

Denniston, David C.

Egan, Sr., John A.

Gotthold, Jessica F.

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Grant, Keri Price

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Penney, Gerri  
Pereira, Niki D.  
Ransdell, Kelly M.  
Thomas, Jeffrey A.  
Trench, Nancy J.  
Turno, Donald H. J.

**Second Revision No. 34-NFPA 1035-2014 [ Section No. A.9.3.1 ]****A.9.3.1**

Typically, interventions for the youth and his or her family are determined by multiagency partners. The team is generally composed of representatives from fire, mental health, health care, school, law enforcement, and social services.

Before establishing an interagency network, the ~~youth firesetter intervention specialist YFIS~~ should be aware of any existing partners that could be used for ~~juvenile youth~~ firesetter intervention purposes.

**Submitter Information Verification**

**Submitter Full Name:** [ Not Specified ]

**Organization:** [ Not Specified ]

**Street Address:**

**City:**

**State:**

**Zip:**

**Submittal Date:** Wed Jan 08 08:17:36 EST 2014

**Committee Statement**

**Committee Statement:** The Technical Committee recognizes need for consistency throughout the document.

**Response Message:**

**Ballot Results**

✔ **This item has passed ballot**

19 Eligible Voters

2 Not Returned

17 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

**Not Returned**

Cooper, Kwame

Schumacher, Dena E.

**Affirmative All**

Bowman, David L.

Denniston, David C.

Egan, Sr., John A.

Gotthold, Jessica F.

Grant, Ernest J.

Grant, Keri Price

Gray, Lawrence

Hall, Mike

Hilton, Dayna

Jenkins, JD  
Mieszala, Patricia  
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Pereira, Niki D.  
Ransdell, Kelly M.  
Thomas, Jeffrey A.  
Trench, Nancy J.  
Turno, Donald H. J.



## Second Revision No. 35-NFPA 1035-2014 [ Section No. A.9.3.2 ]

### A.9.3.2

When a youth firesetter intervention program is created, program policies and procedures should be established. Such policies and procedures might have to be created, or they might be adapted from state or federal training centers, fire marshal offices, fire departments, or other organizations.

Program success can be measured in many ways: reduction of overall fires set by ~~children~~ youth, recidivism rate (repeat firesetting by ~~children having youth who have~~ successfully completed the program), and so on. The evaluation plan should be determined during the program planning stage. The evaluation results should be shared with participating agencies and the community. Proper maintenance of records and case files ~~are~~ is required to achieve this evaluation.

### Submitter Information Verification

**Submitter Full Name:** [ Not Specified ]

**Organization:** [ Not Specified ]

**Street Address:**

**City:**

**State:**

**Zip:**

**Submission Date:** Wed Jan 08 08:21:29 EST 2014

### Committee Statement

**Committee Statement:** The Technical Committee recognizes the need for consistency through the document.

**Response Message:**

### Ballot Results

✔ **This item has passed ballot**

19 Eligible Voters

2 Not Returned

17 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

#### Not Returned

Cooper, Kwame

Schumacher, Dena E.

#### Affirmative All

Bowman, David L.

Denniston, David C.

Egan, Sr., John A.

Gotthold, Jessica F.

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Ransdell, Kelly M.  
Thomas, Jeffrey A.  
Trench, Nancy J.  
Turno, Donald H. J.



## Second Revision No. 43-NFPA 1035-2014 [ Chapter B ]

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

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

#### B.1 Explanation of the Professional Qualifications Standards and Concepts of Job Performance Requirements (JPRs).

The primary benefit of establishing national professional qualification standards is to provide the both public and private sectors with a framework of the job requirements for the fire service emergency services personnel . Other benefits include enhancement of the profession, individual as well as organizational growth and development, and standardization of practices.

NFPA professional qualification standards identify the minimum JPRs job performance requirements (JPRs) for specific fire service emergency services levels and positions. The standards can be used for implementing training design and evaluation; certifying, certification; measuring, and critiquing on-the-job performance; defining hiring practices; job descriptions; and setting organizational policies, procedures, and goals. ~~(Other applications are encouraged.)~~

Professional qualification standards for a specific job jobs 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 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 administration evaluation . Duties are major functional areas of responsibility within a specific job.

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

#### B.2 Breaking Down the Components The Parts 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	(3) So that a 1.22 m x 1.22 m (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 Critical Components.

The JPR comprises three critical components, which are as follows:

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

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

Table B.2.1 Example of a JPR

<u>(1) Task to be performed</u>	<u>(1) Perform overhaul at a fire scene.</u>
<u>(2) Tools, equipment, or materials</u>	<u>(2) given approved PPE, attack line, hand tools, flashlight, and an assignment.</u>
<u>(3) Evaluation parameters and performance outcomes</u>	<u>(3) 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.2.2 The Task to Be Performed.**

The first component is a concise 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.2.4 Evaluation Parameters and/or Performance Outcomes.**

This component defines how well one must perform each task — for both the performer and evaluator. The JPR guides 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, they 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 JPR might read as follows.

**B.2.4.1 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 1.22 m x 1.22 m (4 ft x 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, dangers associated with incorrect ventilation, knowledge of ventilation tools, effects of ventilation on fire growth, smoke movement in structures, signs of backdraft, knowledge of vertical and forced ventilation.

**(B)**

**Requisite Skills.** Remove roof covering; correctly initiate roof cuts; use the pike pole to clear ventilation barriers; use ax correctly for sounding, cutting, and stripping; position ladders; climb and position self on ladder.

**B.2.4.1 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 Skill.** Interpret the effects of burning characteristics on different types of materials.

**B.3 Examples of 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 ~~must~~ should be based on the successful completion of the JPRs.

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

~~Next, the candidate~~ The individual seeking certification would be evaluated on completing completion of the JPRs. The candidate individual would perform the task and be evaluated based on the evaluation parameters ~~, the~~ and performance outcomes, ~~or both~~ . This performance-based evaluation can be either practical ~~( is based on practical exercises~~ for psychomotor skills such as “ventilate a roof”) or written ~~(for cognitive skills such as “interpret burn patterns”)~~ and written examinations for cognitive skills .

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

~~Using Example 1, a practical performance-based evaluation would measure the ability to “ventilate a pitched roof.” The candidate passes this particular evaluation if the standard was met, that is, if a 1.22 m × 1.22 m (4 ft × 4 ft) hole was created, all ventilation barriers were removed, ladders were correctly 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 might 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, candidates must be given the tools, equipment, or materials listed in the JPR before they can be correctly evaluated: for example, an ax, a pike pole, an extension ladder, and a roof ladder. 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 a specific skill(s) skills on the job, as opposed to a learning situation. These statements should be converted into instructional objectives with behaviors, conditions, and standards that degree to can be measured within the teaching/learning educational 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\(a\)](#) .]

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



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

The candidate 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.

**Figure B.3.2(b) Sample Skills Checklist.**

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

Requisite skills and knowledge should could be converted into enabling objectives. These objectives ,

~~which would~~ help to define the course content. The course content ~~should would~~ include each item of the requisite knowledge and skills. Using Figure B.3.2(b), the enabling objectives are pitched roof construction, safety considerations with roof ventilation, removal of roof covering, proper roof cuts, and so on. ~~These objectives ensure that the~~ ensuring 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.~~

**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 principally to guide the development of training and certification programs, there are a number of other potential uses for these documents. Because they 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. Such areas might include the following: 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.* JPRs 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 when these tasks are completed completion of the tasks .
- (2) *Establishing Hiring Criteria.* Professional The professional qualifications standards can be used 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 by establishing 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 useful to practical for both the employee and the employer in developing a plan for the individual's employee's growth within the organization. The JPRs and the associated requisite skills and knowledge 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, or career pathing, addresses the efficient placement of people individuals into jobs in response to current needs and anticipated future needs. A career development path can be established for targeted individuals 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 individual's employee's advancement within the organization or profession.
- (5) *Establishing Organizational Policies, Procedures, and Goals.* The JPRs professional qualifications standards can be incorporated into organizational functional for incorporating policies, procedures, and goals where employee performance is addressed into the organization or agency .

**B.5 Bibliography.**

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- See [C.2.2](#) for a bibliography for this annex.

**Supplemental Information**

<u>File Name</u>	<u>Description</u>
Annex_B_SR_43_.docx	

**Submitter Information Verification**

**Submitter Full Name:** [ Not Specified ]

**Organization:** [ Not Specified ]

**Street Address:**

**City:**

**State:**

**Zip:**

**Submission Date:** Thu Jan 16 09:29:29 EST 2014

## Committee Statement

**Committee Statement:** The technical committee recognizes the boilerplate changes to all pro=qual documents and has included them in this annex material.

**Response Message:**

## Ballot Results

✔ This item has passed ballot

19 Eligible Voters

2 Not Returned

17 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

### Not Returned

Cooper, Kwame

Schumacher, Dena E.

### Affirmative All

Bowman, David L.

Denniston, David C.

Egan, Sr., John A.

Gotthold, Jessica F.

Grant, Ernest J.

Grant, Keri Price

Gray, Lawrence

Hall, Mike

Hilton, Dayna

Jenkins, JD

Mieszala, Patricia

Penney, Gerri

Pereira, Niki D.

Ransdell, Kelly M.

Thomas, Jeffrey A.

Trench, Nancy J.

Turno, Donald H. J.



**Second Revision No. 42-NFPA 1035-2014 [ Section No. C.2.1 ]**



**E.2.1**

The following are selected references and resources. For organizational resources, see Annex C.

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## Submitter Information Verification

**Submitter Full Name:** [ Not Specified ]

**Organization:** [ Not Specified ]

**Street Address:**

**City:**

**State:**

**Zip:**

**Submission Date:** Fri Jan 10 10:15:11 EST 2014

## Committee Statement

**Committee Statement:** The Technical Committee recognizes the updated editions to the reference material.

**Response Message:**

## Ballot Results

✔ **This item has passed ballot**

19 Eligible Voters

2 Not Returned

17 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

### Not Returned

Cooper, Kwame

Schumacher, Dena E.

### Affirmative All

Bowman, David L.

Denniston, David C.

Egan, Sr., John A.

Gotthold, Jessica F.

Grant, Ernest J.

Grant, Keri Price

Gray, Lawrence

Hall, Mike

Hilton, Dayna

Jenkins, JD

Mieszala, Patricia

Penney, Gerri

Pereira, Niki D.

Ransdell, Kelly M.

Thomas, Jeffrey A.

Trench, Nancy J.

Turno, Donald H. J.



## Second Revision No. 44-NFPA 1035-2014 [ Section No. C.2.2 ]

### E.2.2

The following is a bibliography for Annex B.

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## Submitter Information Verification

**Submitter Full Name:** [ Not Specified ]

**Organization:** [ Not Specified ]

**Street Address:**

**City:**

**State:**

**Zip:**

**Submission Date:** Thu Jan 16 12:18:49 EST 2014

## Committee Statement

**Committee Statement:** The Technical Committee recognizes that Manual of Style and dates revisions needed to be corrected.

**Response Message:**

## Ballot Results

✔ **This item has passed ballot**

19 Eligible Voters

2 Not Returned

17 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

### Not Returned

Cooper, Kwame

Schumacher, Dena E.

### Affirmative All

Bowman, David L.

Denniston, David C.

Egan, Sr., John A.

Gotthold, Jessica F.

Grant, Ernest J.

Grant, Keri Price

Gray, Lawrence

Hall, Mike

Hilton, Dayna

Jenkins, JD

Mieszala, Patricia

Penney, Gerri

Pereira, Niki D.

Ransdell, Kelly M.

Thomas, Jeffrey A.

Trench, Nancy J.

Turno, Donald H. J.



## Second Revision No. 46-NFPA 1035-2014 [ Section No. D.1.4 ]

### D.1.4 Minimum Qualifications.

The ~~Fire and Life Safety Educator-I~~ FLSE I should have the following minimum qualifications:

- (1) *Knowledge*: A basic knowledge of educational methods as they relate to presenting programs of fire and life safety instruction, an understanding of the fire service and its role in the community, the basic science of fire behavior, and a working knowledge of fundamental fire prevention and survival techniques.
- (2) *Skills*: Effective ~~oral~~ verbal and written communications skills.
- (3) *Education*: High school diploma or GED and the minimum educational requirements established by the AHJ for entry level fire fighter.
- (4) *Experience*: Any combination of work-related experience resulting in acceptable proficiency levels in the preceding minimum qualifications.
- (5) *Licenses*: Driver's license.

The foregoing statements are intended to describe the general nature and level of work being performed and are not intended to be an exhaustive list of all responsibilities, duties, and skills that might be required.

### Submitter Information Verification

**Submitter Full Name:** Thomas McGowan  
**Organization:** National Fire Protection Assoc  
**Street Address:**  
**City:**  
**State:**  
**Zip:**  
**Submittal Date:** Tue Feb 04 08:18:13 EST 2014

### Committee Statement

**Committee Statement:** The Technical Committee recognizes the need to change this from oral to verbal for consistency throughout the document.  
**Response Message:**

### Ballot Results

✔ This item has passed ballot

19 Eligible Voters  
 2 Not Returned  
 17 Affirmative All  
 0 Affirmative with Comments  
 0 Negative with Comments  
 0 Abstention

**Not Returned**  
 Cooper, Kwame

Schumacher, Dena E.

**Affirmative All**

Bowman, David L.

Denniston, David C.

Egan, Sr., John A.

Gotthold, Jessica F.

Grant, Ernest J.

Grant, Keri Price

Gray, Lawrence

Hall, Mike

Hilton, Dayna

Jenkins, JD

Mieszala, Patricia

Penney, Gerri

Pereira, Niki D.

Ransdell, Kelly M.

Thomas, Jeffrey A.

Trench, Nancy J.

Turno, Donald H. J.



## Second Revision No. 47-NFPA 1035-2014 [ Section No. D.2.4 ]

### D.2.4 Minimum Qualifications.

The ~~Fire and Life Safety Educator II~~ FLSE II should have the following minimum qualifications:

- (1) *Knowledge*: A working knowledge of educational methodology, an in-depth understanding of the fire service and its role in the community, and an understanding of fire service management, policies, and procedures.
- (2) *Skills*: Effective ~~oral~~ verbal and written communication skills, an ability to effectively observe and evaluate the work of others, and the ability to be professionally accepted by the fire service and the educational community.
- (3) *Education*: Two-year fire science or related degree acceptable; bachelor or higher degree preferred. Some formal training in educational methodology and learning behaviors.
- (4) *Experience*: Any combination of work-related experience resulting in acceptable proficiency levels in the preceding minimum qualifications.
- (5) *Certifications*: National Professional Qualification (NPQ) Fire and Life Safety Educator II.
- (6) *Licenses*: Driver's license.

The foregoing statements are intended to describe the general nature and level of work being performed and are not intended to be an exhaustive list of all responsibilities, duties, and skills that might be required.

### Submitter Information Verification

**Submitter Full Name:** Thomas McGowan  
**Organization:** National Fire Protection Assoc  
**Street Address:**  
**City:**  
**State:**  
**Zip:**  
**Submission Date:** Tue Feb 04 08:20:34 EST 2014

### Committee Statement

**Committee Statement:** The Technical Committee recognizes the need to change this from oral to verbal for consistency throughout the document.  
**Response Message:**

### Ballot Results

✔ This item has passed ballot

19 Eligible Voters  
2 Not Returned  
17 Affirmative All  
0 Affirmative with Comments  
0 Negative with Comments  
0 Abstention

**Not Returned**

Cooper, Kwame  
Schumacher, Dena E.

**Affirmative All**

Bowman, David L.  
Denniston, David C.  
Egan, Sr., John A.  
Gotthold, Jessica F.  
Grant, Ernest J.  
Grant, Keri Price  
Gray, Lawrence  
Hall, Mike  
Hilton, Dayna  
Jenkins, JD  
Mieszala, Patricia  
Penney, Gerri  
Pereira, Niki D.  
Ransdell, Kelly M.  
Thomas, Jeffrey A.  
Trench, Nancy J.  
Turno, Donald H. J.



## Second Revision No. 48-NFPA 1035-2014 [ Section No. D.3.4 ]

### D.3.4 Minimum Qualifications.

The ~~Fire and Life Safety Educator III~~ FLSE III should have the following minimum qualifications:

- (1) *Knowledge:* A working knowledge of educational methodology, a comprehensive understanding of the fire service and its role in the community, and an understanding of fire service management policies and procedures.
- (2) *Skills:* Effective ~~oral~~ verbal and written communication skills, an ability to effectively observe and evaluate the work of others, and the ability to be professionally accepted by the fire service and the educational community.
- (3) *Education:* Two-year fire science or related degree acceptable; bachelor or higher degree preferred. Some formal training in educational methodology and learning behaviors.
- (4) *Experience:* Any combination of work-related experience resulting in acceptable proficiency levels in the preceding minimum qualifications.
- (5) *Certifications:* NPQ Fire and Life Safety Educator III.
- (6) *Licenses:* Driver's license.

The foregoing statements are intended to describe the general nature and level of work being performed and are not intended to be an exhaustive list of all responsibilities, duties, and skills that might be required.

### Submitter Information Verification

**Submitter Full Name:** Thomas McGowan  
**Organization:** National Fire Protection Assoc  
**Street Address:**  
**City:**  
**State:**  
**Zip:**  
**Submittal Date:** Tue Feb 04 08:21:22 EST 2014

### Committee Statement

**Committee Statement:** The Technical Committee recognizes the need to change this from oral to verbal for consistency throughout the document.  
**Response Message:**

### Ballot Results

✔ This item has passed ballot

19 Eligible Voters  
 2 Not Returned  
 17 Affirmative All  
 0 Affirmative with Comments  
 0 Negative with Comments  
 0 Abstention



**Not Returned**

Cooper, Kwame  
Schumacher, Dena E.

**Affirmative All**

Bowman, David L.  
Denniston, David C.  
Egan, Sr., John A.  
Gotthold, Jessica F.  
Grant, Ernest J.  
Grant, Keri Price  
Gray, Lawrence  
Hall, Mike  
Hilton, Dayna  
Jenkins, JD  
Mieszala, Patricia  
Penney, Gerri  
Pereira, Niki D.  
Ransdell, Kelly M.  
Thomas, Jeffrey A.  
Trench, Nancy J.  
Turno, Donald H. J.

**Second Revision No. 49-NFPA 1035-2014 [ Section No. D.4.4 ]****D.4.4 Minimum Qualifications.**

The PIO should have the following minimum qualifications:

- (1) *Knowledge:* A working knowledge of media characteristics, media interview techniques, methods of disseminating information, information technology, a comprehensive understanding of the organization and its role in the community, an understanding of emergency operations, an understanding of incident command and incident management systems, legalities of public information and organization policies and procedures.
- (2) *Skills:* Effective oral verbal and written communication skills. An ability to present a positive personal and professional image to the public, and the ability to be professionally accepted by the media.
- (3) *Education:* High school diploma or equivalent required; college degree preferred.
- (4) *Experience:* Any combination of work-related experience resulting in acceptable proficiency levels in the preceding minimum qualifications.
- (5) *Certifications:* As required by the AHJ.
- (6) *Licenses:* Driver's license.

The foregoing statements are intended to describe the general nature and level of work being performed and are not intended to be an exhaustive list of all responsibilities, duties, and skills that might be required.

**Submitter Information Verification**

**Submitter Full Name:** Thomas McGowan  
**Organization:** National Fire Protection Assoc  
**Street Address:**  
**City:**  
**State:**  
**Zip:**  
**Submission Date:** Tue Feb 04 08:22:30 EST 2014

**Committee Statement**

**Committee Statement:** The Technical Committee recognizes the need to change this from oral to verbal for consistency throughout the document.  
**Response Message:**

**Ballot Results**

✔ This item has passed ballot

19 Eligible Voters  
2 Not Returned  
17 Affirmative All  
0 Affirmative with Comments  
0 Negative with Comments  
0 Abstention

**Not Returned**

Cooper, Kwame  
Schumacher, Dena E.

**Affirmative All**

Bowman, David L.  
Denniston, David C.  
Egan, Sr., John A.  
Gotthold, Jessica F.  
Grant, Ernest J.  
Grant, Keri Price  
Gray, Lawrence  
Hall, Mike  
Hilton, Dayna  
Jenkins, JD  
Mieszala, Patricia  
Penney, Gerri  
Pereira, Niki D.  
Ransdell, Kelly M.  
Thomas, Jeffrey A.  
Trench, Nancy J.  
Turno, Donald H. J.



## Second Revision No. 50-NFPA 1035-2014 [ Section No. D.5.4 ]

### D.5.4 Minimum Qualifications.

The YFIS should have the following minimum qualifications:

- (1) *Licensure/Certification:* The minimum licensing or certification requirements within his or her respective jurisdiction and profession, to include, but not be limited to, ~~Fire and Life Safety Educator~~ ~~FLSE I~~, fire investigator, law enforcement official, health care provider, social service worker, or educator. Youth Firesetter Prevention and Intervention class and/ or Youth Firesetter Intervention Specialist class and certification from ProBoard or IFSAC for the completion of the classes.
- (2) *Knowledge:* Fire safety education, interviewing techniques, symptoms or signs of abuse or neglect, data collection systems, stages of human development, family dynamics, characteristics of youth firesetters, federal and state/provincial confidentiality laws, program and agency policies and procedures, fire dynamics, human behavior during a fire, fire causes and prevention, firesetter characteristics and behavior, mental health options, legal consequences, escape planning, hazard identification and correction, basic fire protection systems and devices, and emergency reporting.
- (3) *Skills:* The ability to ~~communicate orally, communicate in writing, use verbal and written communication skills,~~ apply interpersonal communication skills, apply interviewing techniques, gather and properly maintain required information, deliver education intervention, maintain data collection systems, recognize areas of risk, identify and report abuse or neglect, operate within the parameters of the local or national jurisdiction regarding abuse and neglect.
- (4) *Education:* High school diploma or equivalent required; college degree preferred.
- (5) *Experience:* Any combination of work-related experience resulting in acceptable proficiency levels in the preceding minimum qualifications.

The foregoing statements are intended to describe the general nature and level of work being performed and are not intended to be an exhaustive list of all responsibilities, duties, knowledge, and skills that might be required.

### Submitter Information Verification

**Submitter Full Name:** Thomas McGowan  
**Organization:** National Fire Protection Assoc  
**Street Address:**  
**City:**  
**State:**  
**Zip:**  
**Submission Date:** Tue Feb 04 08:23:07 EST 2014

### Committee Statement

**Committee Statement:** The Technical Committee recognizes the need to change this from oral to verbal for consistency throughout the document.  
**Response Message:**

### Ballot Results

✔ This item has passed ballot

19 Eligible Voters  
 2 Not Returned

17 Affirmative All  
0 Affirmative with Comments  
0 Negative with Comments  
0 Abstention

**Not Returned**

Cooper, Kwame  
Schumacher, Dena E.

**Affirmative All**

Bowman, David L.  
Denniston, David C.  
Egan, Sr., John A.  
Gotthold, Jessica F.  
Grant, Ernest J.  
Grant, Keri Price  
Gray, Lawrence  
Hall, Mike  
Hilton, Dayna  
Jenkins, JD  
Mieszala, Patricia  
Penney, Gerri  
Pereira, Niki D.  
Ransdell, Kelly M.  
Thomas, Jeffrey A.  
Trench, Nancy J.  
Turno, Donald H. J.



## Second Revision No. 36-NFPA 1035-2014 [ Section No. D.6 ]

**D.6** Job Title: Youth Firesetter Program Manager (YFPM) .

**D.6.1** Basic Function.

The YFPM is responsible for managing firesetter programs and personnel and for developing other program resources.

[Global SR-52](#) [Hide Deleted](#)

**D.6.2** Principle Primary Responsibilities.

The YFPM is responsible for the following:

- (1) Manages the Youth Firesetter Intervention Program (YFIP) through the job duties of administration, planning and development, education, and implementation and evaluation
- (2) Supervises any YFIS and other assigned personnel
- (3) Coordinates and evaluates training and personnel
- (4) Defines target audiences and program goals
- (5) Establishes and maintains interagency networks
- (6) Develops, oversees delivery of, and evaluates YFIS programs
- (7) Promotes an awareness campaign about the YFIP
- (8) Creates a data collection system to maintain and secure records of program components and firesetter case files

**D.6.3** Typical Decisions.

The YFPM, in consultation with interagency network, sets the mission, goals, and objectives of the YFIP.

**D.6.4** Minimum Qualifications.

The YFPM should have the following minimum qualifications:

- (1) *Licensure/Certification*: The minimum licensing or certification requirements within his or her respective jurisdiction and profession to include, but not be limited to, ~~Fire and Life Safety Educator~~ FLSE I, fire investigator, law enforcement official, health care provider, social service worker, or educator. Youth Firesetter Prevention and Intervention class and/ or Youth Firesetter Program Manager class and certification ProBoard or IFSAC for the completion of the above classes.
- (2) *Knowledge*: ~~Federal and state/ , tribal, state, and~~ provincial laws, including arson; program policies and procedures; and organizational management.
- (3) *Skills*: ~~Communicate orally, communicate in writing, coordinate~~ Use verbal and written communication skills, coordinate community services, develop and manage budgets.
- (4) *Education*: High school diploma or equivalent required; college degree preferred.
- (5) *Experience*: Any combination of work-related experience resulting in acceptable proficiency levels in the preceding minimum qualifications.

The foregoing statements are intended to describe the general nature and level of work being performed and are not intended to be an exhaustive list of all responsibilities, duties, knowledge, and skills that might be required.

### Submitter Information Verification

**Submitter Full Name:** [ Not Specified ]

**Organization:** [ Not Specified ]

**Street Address:**

**City:**

**State:**

**Zip:**

**Submission Date:** Fri Jan 10 08:54:25 EST 2014

## Committee Statement

**Committee Statement:** The Technical Committee recognizes that for consistency within the document the initials for the title needed to be added.

**Response Message:**

## Ballot Results

✔ This item has passed ballot

19 Eligible Voters  
2 Not Returned  
17 Affirmative All  
0 Affirmative with Comments  
0 Negative with Comments  
0 Abstention

### Not Returned

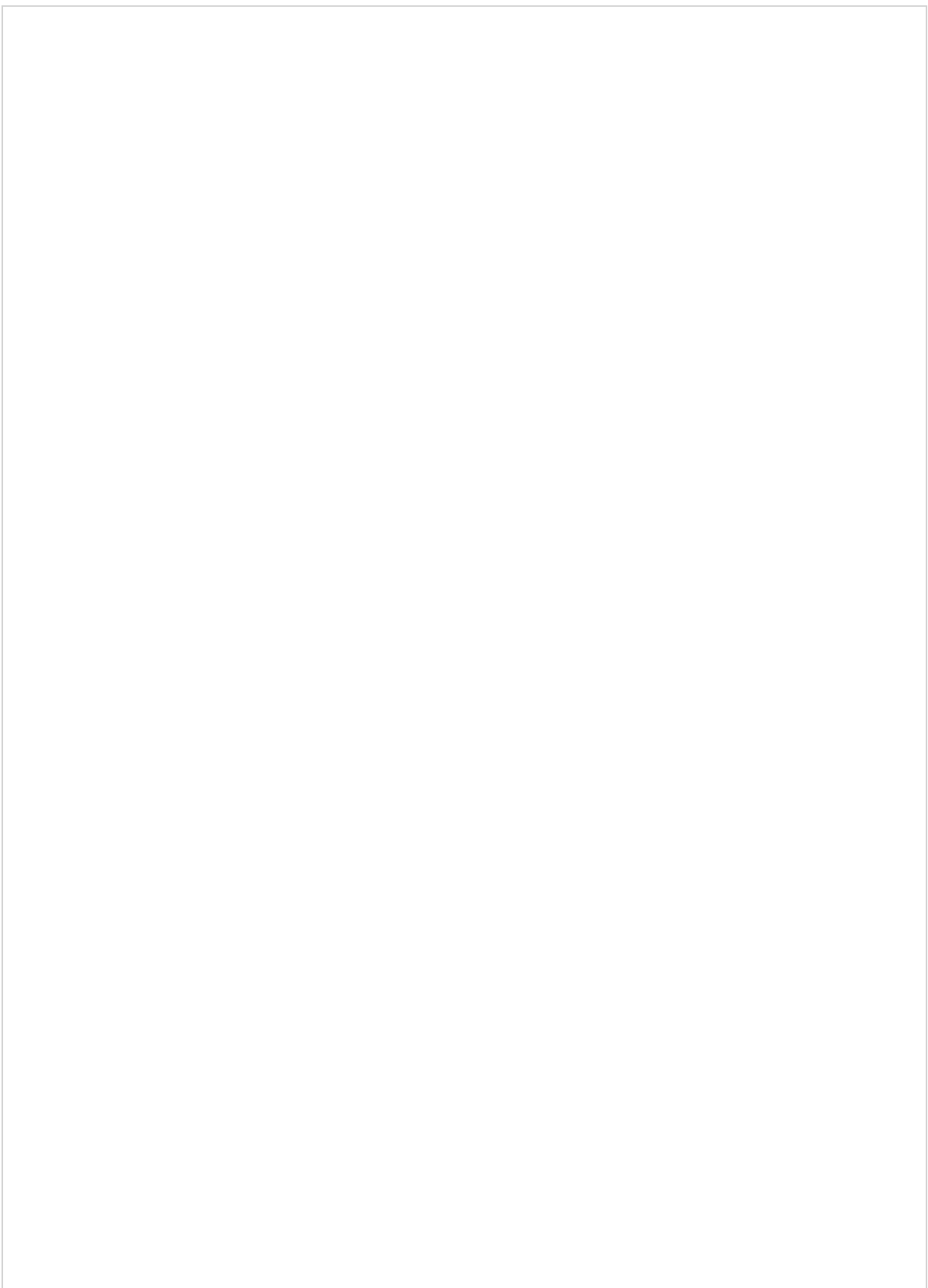
Cooper, Kwame  
Schumacher, Dena E.

### Affirmative All

Bowman, David L.  
Denniston, David C.  
Egan, Sr., John A.  
Gotthold, Jessica F.  
Grant, Ernest J.  
Grant, Keri Price  
Gray, Lawrence  
Hall, Mike  
Hilton, Dayna  
Jenkins, JD  
Mieszala, Patricia  
Penney, Gerri  
Pereira, Niki D.  
Ransdell, Kelly M.  
Thomas, Jeffrey A.  
Trench, Nancy J.  
Turno, Donald H. J.



**Second Revision No. 22-NFPA 1035-2014 [ Section No. E.1 ]**





**C.1 Organizational Resources for Fire and Life Safety Educators.**

Organizations that can be useful resources for fire and life safety educators include, but are not limited to, the following:

- American Burn Association
- American Printing House for the Blind
- American Psychological Association
- American Red Cross
- American Trauma Society
- ~~Arson Research Website~~ ~~Burn Concerns~~
- Australian Centre for Arson Research and Treatment
- ~~Burn Prevention Network~~
- Center for Campus Fire Safety
- Autism & Law Enforcement Coalition (ALEC)
- Burn Concerns
- Centers for Disease Control and Prevention
- ~~Children's Television Workshop~~
- Consumer Product Safety Commission
- Department of Homeland Security
- Disability is Natural
- ~~Educational Adventures~~
- ~~Factory Mutual~~
- People First
- Federation of Burn Foundations
- Federal Emergency Management Agency
- ~~Finger Lakes Regional Burn Association~~ Fire 20/20
- Fire Protection Research Foundation
- Fireproof Children
- ~~Fire Safe Zone Game~~
- ~~Firesetting Risk Assessment Tool for Youth~~
- FireSmartKids
- Firewise Communities
- Home Fire Sprinkler Coalition
- International Association of Arson Investigators
- ~~International Association of Black Professional Firefighters~~
- ~~International Association of Chiefs of Police~~
- International Association of Fire Chiefs
- International Association of Fire Fighters
- International Association of Fire Marshals
- International Association of Hispanic Firefighters
- ~~International Fire Marshals Association~~ Service Training Association
- ~~International Fire Service Training Association~~
- International Society of Fire Service Instructors
- Inclusive Preparedness Center

- Johns Hopkins Bloomberg School of Public Health
- Keep Kids Fire Safe Foundation
- MatchBook Journal
- National Association for the Education of Young Children
- ~~National Association of Chiefs of Police~~
- National Association of State Fire Marshals
- National Fire Information Council
- National Fire Protection Association
- National Fire Sprinkler Association
- National Highway Traffic Safety Administration
- National Institute of Standards and Technology
- National Interagency Fire Center
- National Safety Council
- ~~National Sheriffs' Association~~ [Volunteer Fire Council](#)
- Northeast Youth Set Fire Task Force
- [NRICS Youth Fire Safety Alliance](#)
- Office of Juvenile Justice and Delinquency Prevention
- ~~Oklahoma State University Fire Service Training~~
- Phoenix Society for Burn Survivors
- ProLiteracy
- Safe Kids Worldwide (SKW)
- SOS Fires
- The Idea Bank
- ThinkFirst Foundation
- United States Fire Administration
- Underwriters Laboratory
- United States Forest Service
- [Vision 20/20](#)

### Submitter Information Verification

**Submitter Full Name:** [ Not Specified ]

**Organization:** [ Not Specified ]

**Street Address:**

**City:**

**State:**

**Zip:**

**Submission Date:** Wed Jan 08 07:34:30 EST 2014

### Committee Statement

**Committee Statement:** The Technical Committee recognizes that some of the organizations added are current and active groups or resources that promote fire safety education, burn awareness, youth development. The Technical Committee also reviewed the current list and made revisions based on similar reasoning.

**Response****Message:**

[Public Comment No. 3-NFPA 1035-2013 \[Section No. E.1\]](#)

**Ballot Results****✔ This item has passed ballot**

19 Eligible Voters

2 Not Returned

17 Affirmative All

0 Affirmative with Comments

0 Negative with Comments

0 Abstention

**Not Returned**

Cooper, Kwame

Schumacher, Dena E.

**Affirmative All**

Bowman, David L.

Denniston, David C.

Egan, Sr., John A.

Gotthold, Jessica F.

Grant, Ernest J.

Grant, Keri Price

Gray, Lawrence

Hall, Mike

Hilton, Dayna

Jenkins, JD

Mieszala, Patricia

Penney, Gerri

Pereira, Niki D.

Ransdell, Kelly M.

Thomas, Jeffrey A.

Trench, Nancy J.

Turno, Donald H. J.

# **ATTACHMENT F**

NFPA 1091 Second Draft TC Final



## National Fire Protection Association

1 Batterymarch Park, Quincy, MA 02169-7471  
Phone: 617-770-3000 • Fax: 617-770-0700 • www.nfpa.org

# MEMORANDUM

**To:** NFPA Technical Committee on Traffic Control Incident Management Professional Qualifications

**From:** Jenny Depew, *Administrator, Technical Projects*

**Date:** March 4, 2014

**Subject:** NFPA 1091 Second Draft TC FINAL Ballot Results (F2014)

---

According to the final ballot results, all ballot items received the necessary affirmative votes to pass ballot.

**26** Members Eligible to Vote  
**5** Ballots Not Returned (*P. Jodoin, J.T. Martin, E. Rensel, A. Roper, R. Toulson*)

**19** Affirmative on All Revisions  
**1** Affirmative with Comment on one or more Revision (*R. Pike*)  
**1** Negative on one or more Revision (*R. Pike*)  
**0** Abstentions on one or more Revision

The attached report shows the number of affirmative, negative, and abstaining votes as well as the explanation of the vote for **each** second revision.

There are two criteria necessary for **each** second revision to pass ballot: (1) simple majority and (2) affirmative  $\frac{2}{3}$  vote. The **mock examples** below show how the calculations are determined.

- (1) Example for Simple Majority: Assuming there are 20 vote eligible committee members, 11 affirmative votes are required to pass ballot. (Sample calculation:  $20 \text{ members eligible to vote} \div 2 = 10 + 1 = 11$ )
- (2) Example for Affirmative  $\frac{2}{3}$ : Assuming there are 20 vote eligible committee members and 1 member did not return their ballot and 2 members abstained, the number of affirmative votes required would be 12. (Sample calculation:  $20 \text{ members eligible to vote} - 1 \text{ not returned} - 2 \text{ abstentions} = 17 \times 0.66 = 11.22 = 12$ )

As always please feel free to contact me if you have any questions.

## NFPA 1091 (F2014) Second Draft TC Ballot FINAL

Election:1091\_F2014\_PQU-TCM\_SD\_ballot

Results by Revision

[SR-17, Global Comment, See SR-17](#)

<u>Vote Selection</u>	<u>Votes</u>	<u>Comments</u>
Affirmative	21	
Affirmative with Comment	0	
Negative	0	
Abstain	0	

[SR-2, Chapter 1, See SR-2](#)

<u>Vote Selection</u>	<u>Votes</u>	<u>Comments</u>
Affirmative	21	
Affirmative with Comment	0	
Negative	0	
Abstain	0	

[SR-20, Section No. 2.3, See SR-20](#)

<u>Vote Selection</u>	<u>Votes</u>	<u>Comments</u>
Affirmative	21	
Affirmative with Comment	0	
Negative	0	
Abstain	0	

[SR-4, Section No. 3.3.1, See SR-4](#)

<u>Vote Selection</u>	<u>Votes</u>	<u>Comments</u>
Affirmative	21	
Affirmative with Comment	0	
Negative	0	
Abstain	0	

## NFPA 1091 (F2014) Second Draft TC Ballot FINAL

[SR-6, New Section after 3.3.6, See SR-6](#)

<u>Vote Selection</u>	<u>Votes</u>	<u>Comments</u>
Affirmative	21	
Affirmative with Comment	0	
Negative	0	
Abstain	0	

[SR-5, Section No. 3.3.17, See SR-5](#)

<u>Vote Selection</u>	<u>Votes</u>	<u>Comments</u>
Affirmative	21	
Affirmative with Comment	0	
Negative	0	
Abstain	0	

[SR-15, Section No. 4.2.1\(B\), See SR-15](#)

<u>Vote Selection</u>	<u>Votes</u>	<u>Comments</u>
Affirmative	21	
Affirmative with Comment	0	
Negative	0	
Abstain	0	

[SR-7, Section No. 4.2.2 \[Excluding any Sub-Sections\], See SR-7](#)

<u>Vote Selection</u>	<u>Votes</u>	<u>Comments</u>
Affirmative	21	
Affirmative with Comment	0	
Negative	0	
Abstain	0	



## NFPA 1091 (F2014) Second Draft TC Ballot FINAL

[SR-8, Sections 4.2.3, 4.2.4, See SR-8](#)

<u>Vote Selection</u>	<u>Votes</u>	<u>Comments</u>
<b>Affirmative</b>	20	
<b>Affirmative with Comment</b>	0	
<b>Negative</b>	1	
Robert J. Pike		The combining of 4.2.3 & 4.2.4 is correct. The wording of 4.2.3 suggested to be corrected to read; Establish a TIMA at a traffic incident, given a traffic incident, legislative guidelines, policies and procedures, vehicles, TTC devices, and approved PPE, so that a TIMA is established to protect responders and move traffic through and around the incident. [NOTE: TTC devices is a "given] (A) Requisite Knowledge. Legislative guidelines, policies and procedures, roles and responsibilities of available and responding resources, types and uses of available TTC devices, components of a TIMA, TTC concepts and devices, roadway types and lane designations, traffic flow and patterns, time required for establishing a zone, approved PPE, ICS/unified command, procedures for safe work at a traffic incident, and telecommunication procedures. [NOTE: Legislative guidelines, policies and procedures moved to paragraph start for consistency] (B) Requisite Skills. Verbal communications, ability to operate telecommunication devices, using deployment techniques for available TTC devices, and don approved PPE for traffic incidents. [NOTE: 1. removed legislative guidelines, policies and procedures - as it repeats and is not a skill. 2. termination procedures not required in 4.2.3 as are covered in 4.2.9]
<b>Abstain</b>	0	

[SR-9, Section No. 4.2.5\(B\), See SR-9](#)

<u>Vote Selection</u>	<u>Votes</u>	<u>Comments</u>
<b>Affirmative</b>	21	
<b>Affirmative with Comment</b>	0	
<b>Negative</b>	0	
<b>Abstain</b>	0	

[SR-12, Section No. 4.2.6, See SR-12](#)

<u>Vote Selection</u>	<u>Votes</u>	<u>Comments</u>
<b>Affirmative</b>	21	
<b>Affirmative with Comment</b>	0	
<b>Negative</b>	0	
<b>Abstain</b>	0	

## NFPA 1091 (F2014) Second Draft TC Ballot FINAL

[SR-13, Section No. 4.2.7, See SR-13](#)

<u>Vote Selection</u>	<u>Votes</u>	<u>Comments</u>
<b>Affirmative</b>	20	
<b>Affirmative with Comment</b>	1	
Robert J. Pike		committee should consider two separate sections. one to identify behaviours with "involved persons" and one to identify behaviours with "noninvolved persons"
<b>Negative</b>	0	
<b>Abstain</b>	0	

[SR-14, Section No. 4.2.8 \[Excluding any Sub-Sections\], See SR-14](#)

<u>Vote Selection</u>	<u>Votes</u>	<u>Comments</u>
<b>Affirmative</b>	21	
<b>Affirmative with Comment</b>	0	
<b>Negative</b>	0	
<b>Abstain</b>	0	

[SR-16, Section No. 4.2.8\(B\), See SR-16](#)

<u>Vote Selection</u>	<u>Votes</u>	<u>Comments</u>
<b>Affirmative</b>	21	
<b>Affirmative with Comment</b>	0	
<b>Negative</b>	0	
<b>Abstain</b>	0	

[SR-10, Section No. 4.2.9, See SR-10](#)

<u>Vote Selection</u>	<u>Votes</u>	<u>Comments</u>
<b>Affirmative</b>	21	
<b>Affirmative with Comment</b>	0	
<b>Negative</b>	0	
<b>Abstain</b>	0	

## NFPA 1091 (F2014) Second Draft TC Ballot FINAL

[SR-11, Section No. 4.2.10, See SR-11](#)

<u>Vote Selection</u>	<u>Votes</u>	<u>Comments</u>
<b>Affirmative</b>	20	
<b>Affirmative with Comment</b>	1	
Robert J. Pike		suggest committee have one section dedicated to the knowledge of "Legislative guidelines, policies and procedures", and remove this component from all remaining sections.
<b>Negative</b>	0	
<b>Abstain</b>	0	

[SR-1, Chapter B, See SR-1](#)

<u>Vote Selection</u>	<u>Votes</u>	<u>Comments</u>
<b>Affirmative</b>	21	
<b>Affirmative with Comment</b>	0	
<b>Negative</b>	0	
<b>Abstain</b>	0	

[SR-19, Section No. C.1, See SR-19](#)

<u>Vote Selection</u>	<u>Votes</u>	<u>Comments</u>
<b>Affirmative</b>	21	
<b>Affirmative with Comment</b>	0	
<b>Negative</b>	0	
<b>Abstain</b>	0	

[SR-18, Section No. C.2, See SR-18](#)

<u>Vote Selection</u>	<u>Votes</u>	<u>Comments</u>
<b>Affirmative</b>	21	
<b>Affirmative with Comment</b>	0	
<b>Negative</b>	0	
<b>Abstain</b>	0	

NFPA 1091 Traffic Control Incident Management Personnel Professional Qualifications Negative Comment from Second Ballot Roadmap

First Draft Meeting	Second Draft Meeting	Negative Comment
<p><b>4.2.3</b> Establish a TIMA at a traffic incident, given a traffic incident, legislative guidelines, policies and procedures, vehicles, TTC devices, and approved PPE, so that a TIMA is established and TTC devices to protect responders and move traffic through and around the incident.</p> <p><b>(A) Requisite Knowledge.</b> Types and Legislative guidelines, roles and responsibilities of available and responding resources, types and uses of available TTC devices, legislative guidelines, policies and procedures, components of a TIMA, road and TTC concepts and devices, roadway types and lane designations, traffic pattern flow and flow patterns , time required for establishing a zone, approved PPE, ICS/unified command, telecommunication procedures, and procedures for safe work at a traffic incident, and telecommunication procedures.</p> <p><b>(B) Requisite Skills.</b> Communicate orally, Verbal communications, ability to operate telecommunication devices, deploy using deployment techniques for available TTC devices, legislative guidelines, policies and procedures, retrieving TTC devices when terminating an incident, and how to and don approved PPE for traffic incidents.</p> <p><b>4.2.4</b> Create a TIMA at a traffic incident, given a traffic incident, legislative guidelines, policies and procedures, vehicles, and TTC devices, so that the TIMA is established.</p> <p><b>(A) Requisite Knowledge.</b> Roles and responsibilities of available and responding resources, TTC devices, legislative guidelines, policies and procedures, the components of a TIMA, TTC concepts and devices roadway types and lane designations, and telecommunication procedures.</p> <p><b>(B) Requisite Skills.</b> Communicate orally, operate telecommunication devices, deployment techniques for available TTC devices, legislative guidelines, policies and procedures, retrieving TTC devices when terminating an incident, and don approved PPE.</p>	<p><b>4.2.3</b> Establish a TIMA at a traffic incident, given a traffic incident, legislative guidelines, policies and procedures, vehicles, TTC devices, and approved PPE, so that a TIMA is established <u>and TTC devices<sup>1</sup></u> to protect responders and move traffic through and around the incident.</p> <p><b>(A) Requisite Knowledge.</b> <del>Types and</del> Legislative guidelines, roles and responsibilities <u>of available and responding resources</u>, types and uses of available TTC devices, <u>legislative guidelines, policies and procedures</u>, components of a TIMA, <u>road and TTC concepts and devices</u>, roadway <u>types and lane designations</u>, traffic <u>pattern flow and flow patterns</u> , time required for establishing a zone, <u>approved PPE</u>, ICS/unified command, <u>telecommunication procedures</u>, and procedures for safe work at a traffic incident, <u>and telecommunication procedures</u>.</p> <p><b>(B) Requisite Skills.</b> <del>Communicate orally</del>, <u>Verbal communications</u>, ability to operate telecommunication devices, <u>deploy using deployment techniques for available TTC devices</u>, <u>legislative guidelines, policies and procedures<sup>3</sup></u>, <u>retrieving TTC devices when terminating an incident<sup>4</sup></u>, and how to and don approved PPE for <del>traffic incidents</del>.</p> <p><b>4.2.4</b> Create a TIMA at a traffic incident, given a traffic incident, legislative guidelines, policies and procedures, vehicles, and TTC devices, so that the TIMA is established.</p> <p><b>(A) Requisite Knowledge.</b> <del>Roles and responsibilities of available and responding resources, TTC devices, legislative guidelines, policies and procedures, the components of a TIMA, TTC concepts and devices roadway types and lane designations, and telecommunication procedures.</del></p> <p><b>(B) Requisite Skills.</b> <del>Communicate orally</del>, <u>operate telecommunication devices</u>, <u>deployment techniques for available TTC devices</u>, <u>legislative guidelines, policies and procedures</u>, <u>retrieving TTC devices when terminating an incident</u>, and <u>don approved PPE</u>.</p>	<p><b>4.2.3</b> Establish a TIMA at a traffic incident, given a traffic incident, legislative guidelines, policies and procedures, vehicles, TTC devices, and approved PPE, so that a TIMA is established <u>and TTC devices<sup>1</sup></u> to protect responders and move traffic through and around the incident.</p> <p><b>(A) Requisite Knowledge.</b> <del>Types and</del> Legislative guidelines, roles and responsibilities <u>of available and responding resources</u>, types and uses of available TTC devices, <u>legislative guidelines, policies and procedures</u>, components of a TIMA, <u>road and TTC concepts and devices</u>, roadway <u>types and lane designations</u>, traffic <u>pattern flow and flow patterns</u> , time required for establishing a zone, <u>approved PPE</u>, ICS/unified command, <u>telecommunication procedures</u>, and procedures for safe work at a traffic incident, <u>and telecommunication procedures</u>.</p> <p><b>(B) Requisite Skills.</b> <del>Communicate orally</del>, <u>Verbal communications</u>, ability to operate telecommunication devices, <u>deploy using deployment techniques for available TTC devices</u>, <u>legislative guidelines, policies and procedures<sup>3</sup></u>, <u>retrieving TTC devices when terminating an incident<sup>4</sup></u>, and how to and don approved PPE for <del>traffic incidents</del>.</p> <p>Suggested changes from submitter as follows:</p> <ol style="list-style-type: none"> <li>1. TTC Devices is duplicated; strike one</li> <li>2. “Legislative guidelines, policies and procedures” moved to paragraph start for consistency throughout document</li> <li>3. Removed “legislative guidelines, policies and procedures” as it repeats and is not a skill.</li> <li>4. Termination procedures not required in 4.2.3 which is “Establishing a TIMA”. Retrieving TTC devices are covered in competency 4.2.9.</li> </ol>

**To: Tom McGowan, Senior Specialist, Emergency Services Public Fire Protection Division,  
NFPA Technical Committee on Traffic Control Incident Management Professional  
Qualifications**

**From: Robert Pike, NFPA 1091 Technical Committee on Traffic Control Incident Management  
Professional Qualifications Member**

**Date: March 20, 2014**

**Subject: NFPA 1091 Second Draft TC FINAL Ballot Results (F2014)\_NOTES**

Tom,

As per our discussion, I am pleased to provide notes clarifying my comments for this ballot.

Specifically, my "negative" vote in regards to SR-8, Sections 4.2.3, 4.2.4

I do agree with the TC's work that combining of 4.2.3 & 4.2.4 is correct. The two sections were duplicates of each other and both were not necessary. However, during the combining of these sections some errors occurred that I feel need to be corrected. I saw that enough correction was needed to be made that a "No" vote was necessary to bring it to the attention of the TC. In essence, my concern was formatting and duplication which posed the problem of presenting confusion to the user.

## **SR-8**

### **4.2.3**

Establish a TIMA at a traffic incident, given a traffic incident, legislative guidelines, policies and procedures, vehicles, TTC devices, and approved PPE, so that a TIMA is established **and TTC devices<sup>1</sup>** to protect responders and move traffic through and around the incident.

#### **(A) Requisite Knowledge.**

~~Types and~~ Legislative guidelines, roles and responsibilities of available and responding resources, types and uses of available TTC devices, **legislative guidelines, policies and procedures<sup>2</sup>**, components of a TIMA, ~~road and~~ TTC concepts and devices, roadway types and lane designations, traffic ~~pattern flow and flow patterns~~ , time required for establishing a zone, approved PPE, ICS/unified command, ~~telecommunication~~ procedures, and procedures for safe work at a traffic incident, and telecommunication procedures .

#### **(B) Requisite Skills.**

~~Communicate orally,~~ Verbal communications, ability to operate telecommunication devices, ~~deploy using~~ deployment techniques for available TTC devices, **legislative guidelines, policies and procedures<sup>3</sup>**, **retrieving TTC devices when terminating an incident<sup>4</sup>**, and how to and don approved PPE for ~~traffic incidents~~.

#### **4.2.4**

~~Create a TIMA at a traffic incident, given a traffic incident, legislative guidelines, policies and procedures, vehicles, and TTC devices, so that the TIMA is established.~~

##### ~~(A) Requisite Knowledge.~~

~~Roles and responsibilities of available and responding resources, TTC devices, legislative guidelines, policies and procedures, the components of a TIMA, TTC concepts and devices roadway types and lane designations, and telecommunication procedures.~~

##### ~~(B) Requisite Skills.~~

~~Communicate orally, operate telecommunication devices, deployment techniques for available TTC devices, legislative guidelines, policies and procedures, retrieving TTC devices when terminating an incident, and don approved PPE.~~

### **Suggested Edits with Notes – Combines 4.2.3 & 4.2.4 as above and removes duplication of material and duplication of competency**

#### **4.2.3**

Establish a TIMA at a traffic incident, given a traffic incident, legislative guidelines, policies and procedures, vehicles, TTC devices, and approved PPE, so that a TIMA is established to protect responders and move traffic through and around the incident.

1. *TTC Devices was duplicated in the introductory paragraph. Not needing it twice, I suggest it is only used as a “given” for the objective.*

##### **(A) Requisite Knowledge.**

Legislative guidelines, policies and procedures, roles and responsibilities of available and responding resources, types and uses of available TTC devices, components of a TIMA, TTC concepts and devices, roadway types and lane designations, traffic flow and patterns, time required for establishing a zone, approved PPE, ICS/unified command, procedures for safe work at a traffic incident, and telecommunication procedures.

2. *“Legislative guidelines, policies and procedures” moved to paragraph start for consistency throughout document*

**(B) Requisite Skills.** Verbal communications, ability to operate telecommunication devices, using deployment techniques for available TTC devices, and don approved PPE for traffic incidents.

3. *Removed “legislative guidelines, policies and procedures” as it repeats and is not a skill.*
4. *Termination procedures not required in 4.2.3 which is “Establishing a TIMA”. Retrieving TTC devices are covered in competency 4.2.9.*

## **Further Comments**

I made two further comments in this ballot that I will also repeat.

1. Suggest the standard have one section dedicated to the knowledge of "Legislative guidelines, policies and procedures", and remove this component from all remaining sections. It would streamline the document.

The use of "Legislative Guidelines" is a concern to me. "Legislation" is more appropriate as being any written document(s) implemented and/or enforced or which are legally binding by the Authority Having Jurisdiction (AHJ). Such documents include but are not limited to Rules, Regulations, Policies, Procedures and governmental law.

- a. "Binding" and "guideline" in this definition are in opposition.
  - b. Use "Legislation" vs. "Legislative Guidelines" throughout the document.
2. In my opinion the TC will have to spend some further time in defining "involved" and "non-involved" persons. I will submit the minute responders need to acknowledge them and action their presence, they are "involved".



# NFPA STANDARDS DEVELOPMENT SITE 2ND COMMITTEE BALLOT STAGE

Closing Date: July 18, 2014



NOTE: All Public Comment must be received by 5:00 pm EST/EDST on the published Closing Date.

**Welcome Thomas McGowan!**

## NFPA 1091®, Standard for Traffic Control Incident Management Personnel Professional Qualifications, proposed Edition

### Chapter 4 Traffic Control Incident Management

[Quick Print](#)

#### 4.1 General Requirements.

##### 4.1.1 Qualifications.

To be qualified as Traffic Control Incident Management Personnel (TCIMP), the candidate shall meet each of the job performance requirements defined in this chapter.

##### 4.1.1.1 Function.

The primary function of the Traffic Control Incident Management Personnel (TCIMP) shall be to execute traffic control incident management activities.

#### 4.2 General.

##### 4.2.1

Conduct an initial size-up and establish command of a traffic incident, given legislative guidelines, procedures and policies, a traffic incident, approved PPE, and communication devices, so that on approach and arrival potential hazards and needed resources are identified and communicated to responders.

##### (A) Requisite Knowledge.

Legislative guidelines, policies and procedures, recognize hazardous situations, size-up procedures, roadway types and lane designations, roadway geometrics, basic temporary traffic control (TTC) concepts, pre-incident plans, response agencies roles and responsibilities, telecommunication procedures, approved PPE, and incident command system (ICS)/unified command.

[SR-15](#) [Hide Deleted](#)

##### (B) Requisite Skills.

The ability to conduct a size-up, ~~communicate orally~~ use verbal communication skills, operate telecommunication devices, and don approved PPE.

##### 4.2.2

[SR-7](#) [Hide Deleted](#)

Position a vehicle to provide a TIMA at a traffic incident, given a vehicle and a traffic incident, so that the vehicle is safe-positioned to approaching traffic.

##### (A) Requisite Knowledge.

Appropriate vehicle positions for protecting traffic incident scenes, knowledge of how responders enter and exit vehicles, how responders retrieve equipment from the vehicles, and how responders perform tasks at a traffic incident scene, and ability to estimate the length of time that will be required for incident mitigation.

##### (B) Requisite Skills.

Operate the vehicle in the correct manner, position vehicle to protect responders and involved persons at a traffic incident scene, position a vehicle so it does not excessively impede traffic flow, provide access for later arriving vehicles, and reduce the likelihood of secondary incidents.

[SR-8](#) [Show Deleted](#)

##### 4.2.3

Establish a TIMA at a traffic incident, given a traffic incident, legislative guidelines, policies and procedures, vehicles, approved PPE, so that a TIMA is established and TTC devices to protect responders and move traffic through and around the incident.

##### (A) Requisite Knowledge.

Legislative guidelines, roles and responsibilities of available and responding resources, types and uses of available TTC devices, policies and procedures, components of a TIMA, TTC concepts and devices, roadway types and lane designations, traffic flow and patterns, time required for establishing a zone, approved PPE, ICS/unified command procedures, procedures for safe work at a traffic incident, and telecommunication procedures.

##### (B) Requisite Skills.

Verbal communications, ability to operate telecommunication devices, using deployment techniques for available TTC devices, legislative guidelines, policies and procedures, retrieving TTC devices when terminating an incident, and how to don approved PPE.

##### 4.2.4

Establish advance warning for the traffic incident given a traffic incident, legislative guidelines, policies and procedures, vehicles, TTC devices, so that advance warning is established for vehicles approaching the traffic queue to prevent secondary incidents.



**(A) Requisite Knowledge.**

Roles and responsibilities of available and responding resources, types of TTC devices, legislative guidelines, policies and procedures, TIMA concepts, roadway types and lane designations, and telecommunication procedures.

[SR-9](#) [Hide Deleted](#)

**(B) Requisite Skills.**

~~Communicate orally~~, Verbal communication, ability to operate telecommunication devices, using deployment techniques for advanced warning TTC devices, and how to don approved PPE.

[SR-12](#) [Hide Deleted](#)

**4.2.5**

Operate as a member of a team within a TIMA, utilizing an ICS/unified command structure at a traffic incident, given a traffic incident, an assignment, TTC devices and an assigned team, and approved PPE so that the assignment is accomplished, accountability is maintained, and safety policies are followed.

**(A) Requisite Knowledge.**

Legislative guidelines, policies, and procedures, the role within the ICS/unified command structure, pre-incident plans, procedures for safe work at traffic incidents, personnel accountability system, telecommunication procedures, and types of TTC devices and their uses.

**(B) Requisite Skills.**

Perform assigned duties within the ICS/unified command structure, ~~communicate orally~~, operate telecommunication devices, work as a team member, follow safety policies and accountability procedures, utilize TTC devices and apparatus emergency lighting, and alert responders and involved persons of dangers.

[SR-13](#) [Hide Deleted](#)

**4.2.6**

Manage ~~involved~~ noninvolved persons found near or within a TIMA, given an incident scene, ~~involved~~ noninvolved persons, TTC devices, legislative guidelines and policies and procedures for entering or exiting a TIMA, so that ~~involved~~ noninvolved persons are identified, denied access, and directed to a safe location.

**(A) Requisite Knowledge.**

Legislative guidelines, policies and procedures, scene and perimeter control techniques, limited access procedures for ~~involved~~ noninvolved persons and victims, procedures for safe work at traffic incidents, and pre-incident plans.

**(B) Requisite Skills.**

Utilize and control ~~involved~~ noninvolved persons, use of equipment and techniques to control access to and exit from the traffic incident scene, implement and operate an accountability system, ~~communicate orally~~, and operate telecommunication devices.

**4.2.7**

[SR-14](#) [Hide Deleted](#)

Monitor and adjust the TTC measures at a traffic incident, given a TIMA, a TTC problem or changing condition, and an ICS/unified command structure, so that TTC problems or changing conditions are identified, reported, and the TTC measures are adjusted.

**(A) Requisite Knowledge.**

Legislative guidelines, policies and procedures, uses of TTC devices, TTC concepts, change in work environment, telecommunication procedures, ICS/unified command structure, and procedures for safe work at traffic incidents.

[SR-16](#) [Hide Deleted](#)

**(B) Requisite Skills.**

The ability to ~~communicate orally~~ use verbal communication skills, operate telecommunication devices, deploy TTC devices, adjust for a problem or changing condition, don approved PPE, and issue warning signals for immediate threats to life safety.

[SR-10](#) [Hide Deleted](#)

**4.2.8**

Adapt the TIMA in response to a hazard, given an existing traffic incident, special hazard, natural hazard, legislative guidelines, policies and procedures, ~~PPE and approved PPE and~~ TTC devices, so that protection is maintained, the hazard is recognized and addressed, and safe operations are continued.

**(A) Requisite Knowledge.**

Legislative guidelines, policies and procedures, types of special and natural hazard threats to TIMA, accountability, and warning signals.

**(B) Requisite Skills.**

Measure risk, alter response, control and coordinate ~~responder responders'~~ and involved persons' safety, maintain and adjust TIMA, and ~~augmenting augment~~ and ~~adjusting adjust~~ TTC devices, equipment, and responders as needed.

[SR-11](#) [Hide Deleted](#)

**4.2.9**

Perform TIMA demobilization functions, given a traffic incident, orders to demobilize, and TTC devices, so that safety and communication ~~between~~ among all responders is maintained, all TTC devices are removed, and all resources and personnel are cleared from the scene.

**(A) Requisite Knowledge.**

Legislative guidelines, TIMA demobilization concepts, working as a team, TTC devices, ~~legislative guidelines~~, policies and procedures, and telecommunication procedures.

**(B) Requisite Skills.**

Communicate orally; ; operate telecommunication devices; ; demobilize TEMA in a manner that protects response workers, involved persons, and motorists; ; operate within a team; and remove all TTC devices and resources from the incident scene.



# NFPA STANDARDS DEVELOPMENT SITE 2ND COMMITTEE BALLOT STAGE

Closing Date: July 18, 2014



NOTE: All Public Comment must be received by 5:00 pm EST/EDST on the published Closing Date.

Welcome Thomas McGowan!

## NFPA 1091®, Standard for Traffic Control Incident Management Personnel Professional Qualifications, proposed Edition

### Chapter 4 Traffic Control Incident Management

[Quick Print](#)

#### 4.1 General Requirements.

##### 4.1.1 Qualifications.

To be qualified as Traffic Control Incident Management Personnel (TCIMP), the candidate shall meet each of the job performance requirements defined in this chapter.

##### 4.1.1.1 Function.

The primary function of the Traffic Control Incident Management Personnel (TCIMP) shall be to execute traffic control incident management activities.

#### 4.2 General.

##### 4.2.1

Conduct an initial size-up and establish command of a traffic incident, given legislative guidelines, procedures and policies, a traffic incident, approved PPE, and communication devices, so that on approach and arrival potential hazards and needed resources are identified and communicated to responders.

##### (A) Requisite Knowledge.

Legislative guidelines, policies and procedures, recognize hazardous situations, size-up procedures, roadway types and lane designations, roadway geometrics, basic temporary traffic control ( TTC) concepts, pre-incident plans, response agencies roles and responsibilities, telecommunication procedures, approved PPE, and incident command system ( ICS)/unified command.

[SR-15](#) [Hide Deleted](#)

##### (B) Requisite Skills.

The ability to conduct a size-up, communicate orally use verbal communication skills , operate telecommunication devices, and don approved PPE.

##### 4.2.2

[SR-7](#) [Hide Deleted](#)

Position a vehicle to provide a TIMA at a traffic incident, given a vehicle and a traffic incident, so that the vehicle is safe-positioned to approaching traffic .

##### (A) Requisite Knowledge.

Appropriate vehicle positions for protecting traffic incident scenes, knowledge of how responders enter and exit vehicles, how responders retrieve equipment from the vehicles, and how responders perform tasks at a traffic incident scene, and ability to estimate the length of time that will be required for incident mitigation.

##### (B) Requisite Skills.

Operate the vehicle in the correct manner, position vehicle to protect responders and involved persons at a traffic incident scene, position a vehicle so it does not excessively impede traffic flow, provide access for later arriving vehicles, and reduce the likelihood of secondary incidents.

[SR-8](#) [Hide Deleted](#)

##### 4.2.3

Establish a TIMA at a traffic incident, given a traffic incident, legislative guidelines, policies and procedures, vehicles, TTC devices, and approved PPE, so that a TIMA is established and TTC devices to protect responders and move traffic through and around the incident.

##### (A) Requisite Knowledge.

Types and Legislative guidelines, roles and responsibilities of available and responding resources, types and uses of available TTC devices, legislative guidelines, policies and procedures, components of a TIMA, road and TTC concepts and devices, roadway types and lane designations, traffic pattern flow and flow patterns , time required for establishing a zone, approved PPE, ICS/unified command, telecommunication procedures, and procedures for safe work at a traffic incident, and telecommunication procedures .

##### (B) Requisite Skills.

Communicate orally, Verbal communications, ability to operate telecommunication devices, deploy using deployment techniques for available TTC devices, legislative guidelines, policies and procedures, retrieving TTC devices when terminating an incident, and how to and don approved PPE for traffic incidents .

##### 4.2.4

Create a TIMA at a traffic incident, given a traffic incident, legislative guidelines, policies and procedures, vehicles, and TTC devices, so that the TIMA is established.

##### (A) Requisite Knowledge.

Roles and responsibilities of available and responding resources, TTC devices, legislative guidelines, policies and procedures, the components of a TIMA, TTC concepts and devices roadway types and lane designations, and telecommunication procedures.

**(B) Requisite Skills.**

~~Communicate orally, operate telecommunication devices, deployment techniques for available TTC devices, legislative guidelines, policies and procedures, retrieving TTC devices when terminating an incident, and don approved PPE.~~

**4.2.4**

Establish advance warning for the traffic incident given a traffic incident, legislative guidelines, policies and procedures, vehicles, TTC devices, so that advance warning is established for vehicles approaching the traffic queue to prevent secondary incidents.

**(A) Requisite Knowledge.**

Roles and responsibilities of available and responding resources, types of TTC devices, legislative guidelines, policies and procedures, TIMA concepts, roadway types and lane designations, and telecommunication procedures.

[SR-9](#) [Hide Deleted](#)

**(B) Requisite Skills.**

Communicate orally, Verbal communication, ability to operate telecommunication devices, using deployment techniques for advanced warning TTC devices, and how to don approved PPE.

[SR-12](#) [Hide Deleted](#)

**4.2.5**

Operate as a member of a team within a TIMA, utilizing an ICS/unified command structure at a traffic incident, given a traffic incident, an assignment, TTC devices and an assigned team, and approved PPE so that the assignment is accomplished, accountability is maintained, and safety policies are followed.

**(A) Requisite Knowledge.**

Legislative guidelines, policies, and procedures, the role within the ICS/unified command structure, pre-incident plans, procedures for safe work at traffic incidents, personnel accountability system, telecommunication procedures, and types of TTC devices and their uses.

**(B) Requisite Skills.**

Perform assigned duties within the ICS/unified command structure, communicate, ~~orally~~, operate telecommunication devices, work as a team member, follow safety policies and accountability procedures, utilize TTC devices and apparatus emergency lighting, and alert responders and involved persons of dangers.

[SR-13](#) [Hide Deleted](#)

**4.2.6**

Manage ~~involved~~ noninvolved persons found near or within a TIMA, given an incident scene, ~~involved~~ noninvolved persons, TTC devices, legislative guidelines and policies and procedures for entering or exiting a TIMA, so that ~~involved~~ noninvolved persons are identified, denied access, and directed to a safe location.

**(A) Requisite Knowledge.**

Legislative guidelines, policies and procedures, scene and perimeter control techniques, limited access procedures for ~~involved~~ noninvolved persons and victims, procedures for safe work at traffic incidents, and pre-incident plans.

**(B) Requisite Skills.**

Utilize and control ~~involved~~ noninvolved persons, use of equipment and techniques to control access to and exit from the traffic incident scene, implement and operate an accountability system, communicate ~~orally~~, and operate telecommunication devices.

**4.2.7**

[SR-14](#) [Hide Deleted](#)

Monitor and adjust the TTC measures at a traffic incident, given a TIMA, a TTC problem or changing condition, and an ICS/unified command structure, so that TTC problems or changing conditions are identified, reported, and the TTC measures are adjusted.

**(A) Requisite Knowledge.**

Legislative guidelines, policies and procedures, uses of TTC devices, TTC concepts, change in work environment, telecommunication procedures, ICS/unified command structure, and procedures for safe work at traffic incidents.

[SR-16](#) [Hide Deleted](#)

**(B) Requisite Skills.**

The ability to ~~communicate orally~~ use verbal communication skills, operate telecommunication devices, deploy TTC devices, adjust for a problem or changing condition, don approved PPE, and issue warning signals for immediate threats to life safety.

[SR-10](#) [Hide Deleted](#)

**4.2.8**

Adapt the TIMA in response to a hazard, given an existing traffic incident, special hazard, natural hazard, legislative guidelines, policies and procedures, ~~PPE and approved PPE and~~ TTC devices, so that protection is maintained, the hazard is recognized and addressed, and safe operations are continued.

**(A) Requisite Knowledge.**

Legislative guidelines, policies and procedures, types of special and natural hazard threats to TIMA, accountability, and warning signals.

**(B) Requisite Skills.**

Measure risk, alter response, control and coordinate ~~responder~~ responders' and involved persons' safety, maintain and adjust TIMA, and ~~augmenting~~ augment and ~~adjusting~~ adjust TTC devices, equipment, and responders as needed.

[SR-11](#) [Hide Deleted](#)

**4.2.9**

Perform TIMA demobilization functions, given a traffic incident, orders to demobilize, and TTC devices, so that safety and communication ~~between~~ among all responders is maintained, all TTC devices are removed, and all resources and personnel are cleared from the scene.

**(A) Requisite Knowledge.**

Legislative guidelines, TIMA demobilization concepts, working as a team, TTC devices, ~~legislative guidelines~~, policies and procedures, and telecommunication procedures.

**(B) Requisite Skills.**

Communicate orally; ; operate telecommunication devices; ; demobilize TIMA in a manner that protects response workers, involved persons, and motorists; ; operate within a team; and remove all TTC devices and resources from the incident scene.

# ATTACHMENT G

NFPA 1051

First Draft TC Balloting is underway.  
Final Results will be forwarded to you  
as soon as they are available.



## First Revision No. 33-NFPA 1051-2014 [ Global Input ]

Original title reads as follows: **Standard for Wildland Fire Fighter Professional Qualifications**

Revised title reads as follows: **Standard for Wildland Firefighting Personnel Professional Qualifications**

### Submitter Information Verification

**Submitter Full Name:** [ Not Specified ]

**Organization:** [ Not Specified ]

**Street Address:**

**City:**

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**Submittal Date:** Thu Jan 09 08:17:38 EST 2014

### Committee Statement

**Committee Statement:** The technical committee recognizes that the current title does not fully explain the other positions and are found within this document.

**Response Message:**



## First Revision No. 1-NFPA 1051-2014 [ Chapter 1 ]

### Chapter 1 Administration

#### 1.1\* Scope.

This standard shall identify the minimum job performance requirements (JPRs) for wildland fire duties and responsibilities. This standard identifies the minimum job performance requirements (JPRs) for Wildland Fire Fighter I, Wildland Fire Fighter II, Wildland Fire Officer I, Wildland Fire Officer II, Wildland/Urban Interface Protection Specialist, and Wildland/Urban Interface Coordinator.

#### 1.2\* Purpose.

The purpose of this standard is to specify the minimum JPRs for service as a Wildland Fire Fighter I, Wildland Fire Fighter II, Wildland Fire Officer I, Wildland Fire Officer II, Wildland/Urban Interface Protection Specialist, and Wildland/Urban Interface Coordinator.

##### 1.2.1

The intent of the standard shall be to ensure that persons serving as Wildland Fire Fighter I, Wildland Fire Fighter II, Wildland Fire Officer I, Wildland Fire Officer II, Wildland/Urban Interface Coordinator, and Wildland/Urban Interface Protection Specialist are qualified. This standard shall define a Wildland Fire Fighter I, Wildland Fire Fighter II, Wildland Fire Officer I, Wildland Fire Officer II, Wildland/Urban Interface Protection Specialist, and Wildland/Urban Interface Coordinator.

##### 1.2.2

It shall not be the intent of this standard to restrict any jurisdiction from exceeding these minimum requirements. The intent of this standard shall be to ensure that personnel serving as a Wildland Fire Fighter I, Wildland Fire Fighter II, Wildland Fire Officer I, Wildland Fire Officer II, Wildland/Urban Interface Protection Specialist, and Wildland/Urban Interface Coordinator are qualified.

##### 1.2.3\*

This standard shall not address organization or management responsibility.

##### 1.2.4

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

##### 1.2.5

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

##### 1.2.6\*

A Wildland Fire Fighter I, Wildland Fire Fighter II, Wildland Fire Officer I, Wildland Fire Officer II, Wildland/Urban Interface Protection Specialist, and Wildland/Urban Interface Coordinator shall remain current with the general knowledge and skills and JPRs addressed for each level or position of qualification.

#### 1.3 Application.

The application of this standard is to specify which requirements within the document shall apply to Wildland Fire Fighter I, Wildland Fire Fighter II, Wildland Fire Officer I, Wildland Fire Officer II, Wildland/Urban Interface Protection Specialist, and Wildland/Urban Interface Coordinator.

##### 1.3.1

The standard shall apply to personnel assigned to preparedness or suppression activities. The JPRs shall be accomplished in accordance with the requirements of the authority having jurisdiction (AHJ) and all applicable NFPA standards.

##### 1.3.2

Each performance objective shall be performed safely, competently, and in its entirety. It shall not be required that the JPRs be mastered in the order in which they appear. The AHJ shall establish instructional priority and the training program content to prepare personnel to meet the JPRs of this standard.

##### 1.3.3\*

It shall not be required that the JPRs be mastered in the order in which they appear. The local, state, provincial, tribal, or federal training programs shall establish the instructional priority and the training program content to prepare individuals to meet the JPRs of this standard. Performance of each requirement of this standard shall be evaluated by personnel approved by the AHJ.



**1.3.4**

~~Performance of each requirement of this standard shall be evaluated by individuals approved by the AHJ. The JPRs for each level or position shall be completed in accordance with recognized practices and procedures or as defined by law or by the AHJ.~~

**1.3.5**

~~The entrance requirements of Chapter 4 shall be met prior to beginning training. Personnel assigned the duties of Wildland Fire Fighter I shall meet all the requirements defined in Chapter 4 prior to being qualified. Personnel assigned the duties of Wildland Fire Fighter II shall meet all the requirements defined in Chapter 5 prior to being qualified. Personnel assigned the duties of Wildland Fire Officer I shall meet all the requirements defined in Chapter 6 prior to being qualified. Personnel assigned the duties of Wildland Fire Officer II shall meet all the requirements defined in Chapter 7 prior to being qualified. Personnel assigned the duties of Wildland/Urban Interface Protection Specialist shall meet all the requirements defined in Chapter 8 prior to being qualified. Personnel assigned the duties of Wildland/Urban Interface Coordinator shall meet all the requirements defined in Chapter 9 prior to being qualified.~~

**1.3.6**

~~The Wildland Fire Fighter I shall meet all of the JPRs of Chapter 5. The AHJ shall provide personal protective clothing and the equipment necessary to conduct assignments.~~

**1.3.7**

~~The Wildland Fire Fighter I shall meet all of the JPRs of Chapter 6 before progressing to the Wildland Fire Fighter II level. JPRs involving exposure to products of combustion shall be performed in approved PPE.~~

**1.3.8**

~~The Wildland Fire Fighter II shall meet all of the JPRs of Chapter 7 before progressing to the Wildland Fire Officer I level. Prior to training to meet the requirements of this standard, personnel shall meet the following requirements:~~

- ~~(1) Educational requirements established by the AHJ~~
- ~~(2) Age requirements established by the AHJ~~
- ~~(3)\* Medical requirements established by the AHJ~~
- ~~(4)\* Job-related physical performance requirements established by the AHJ~~

**1.3.9**

~~Wildland Fire Officer I shall meet all of the JPRs of Chapter 8 before progressing to the Wildland Fire Officer II level. Wherever in this standard the terms *rules, regulations, policies, procedures, supplies, apparatus*, or *equipment* are referred to, it is implied that they are those of the AHJ.~~

**1.3.10**

~~The Wildland Fire Officer II shall meet all of the JPRs of Chapter 9 before progressing to the Wildland/Urban Interface Protection Specialist level.~~

**1.3.11**

~~The Wildland/Urban Interface Coordinator shall meet all of the JPRs of Chapter 10.~~

**1.3.12**

~~Performance of each requirement shall be in accordance with applicable NFPA standards and occupational health and safety regulations.~~

**1.3.13**

~~Personnel involved in wildland fire suppression shall maintain physical fitness levels established by the AHJ.~~

**1.3.14**

~~Wildland fire suppression personnel at all levels shall operate within an incident management system as defined in NFPA 1561, *Standard on Emergency Services Incident Management System*, and adopted by the AHJ.~~

**1.3.15**

~~Wildland fire suppression personnel who operate mobile apparatus shall meet the requirements of NFPA 1002, *Standard for Fire Apparatus Driver/Operator Professional Qualifications*.~~

**1.3.16**

All of the tasks shall be performed in accordance with the requirements of NFPA 1143, *Standard for Wildland Fire Management*, and NFPA 1500, *Standard on Fire Department Occupational Safety and Health Program*.

**1.3.17\***

The AHJ shall make provisions to ensure the individual maintains the skills and knowledge required for professional qualification at a given skill level.

**1.4 Units.**

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

Table 1.4 U.S.-to-SI Conversions

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

**Supplemental Information**

<u>File Name</u>	<u>Description</u>
1051_Chapter_1_Final.docx	Edited - no changes
1051_Annex_A_Final.docx	Edited - no changes

**Submitter Information Verification**

**Submitter Full Name:** [ Not Specified ]  
**Organization:** [ Not Specified ]  
**Street Address:**  
**City:**  
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**Zip:**  
**Submission Date:** Thu Jan 09 05:39:59 EST 2014

**Committee Statement**

**Committee Statement:** The technical committee recognizes the changes encouraged by the correlating committee as boilerplate items for Chapter 1 which also includes Annex A items. The technical committee also recognizes that there is relevant materials that still exist within the current edition which needs to be moved into the revised edition. In particular A.1.1, A.4.2 text needs to be moved to A.1.3.8 (3) and A.4.3 text needs to be moved to A.1.3.8 (4).

**Response Message:**



## First Revision No. 2-NFPA 1051-2014 [ Section No. 2.2 ]

### 2.2 NFPA Publications.

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

NFPA 472, *Standard for Competence of Responders to Hazardous Materials/Weapons of Mass Destruction Incidents*, 2008 2013 edition.

NFPA 1002, *Standard for Fire Apparatus Driver/Operator Professional Qualifications*, 2009 ~~edition~~.

NFPA 1035, *Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist* *Standard for Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager Professional Qualifications*, 2010 2015 edition.

NFPA 1051, *Standard for Wildland Fire-Fighter Firefighting Personnel Professional Qualifications*, 2012 2016 edition.

NFPA 1143, *Standard for Wildland Fire Management*, 2009 2014 edition.

NFPA 1144, *Standard for Reducing Structure Ignition Hazards from Wildland Fire*, 2008 2013 edition.

NFPA 1500, *Standard on Fire Department Occupational Safety and Health Program*, 2007 ~~edition~~.

NFPA 1561, *Standard on Emergency Services Incident Management System*, 2008 ~~edition~~.

NFPA 1977, *Standard on Protective Clothing and Equipment for Wildland Fire Fighting*, 2011 ~~edition~~.

### Submitter Information Verification

**Submitter Full Name:** [ Not Specified ]

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**Submittal Date:** Thu Jan 09 05:55:48 EST 2014

### Committee Statement

**Committee Statement:** The technical committee recognizes the updated edition titles and reference dates as noted.

**Response Message:**

**First Revision No. 35-NFPA 1051-2014 [ Section No. 2.3.1 ]****2.3.1 NWCG Publications.**

National Wildfire Coordinating Group, National Fire Equipment System Catalog Part 2, National Interagency Fire Center, Attn: Supply, 3833 S. Development Ave., Boise, ID 83705.

~~NWCG S-215, *Fire Operations in the Urban Interface*, 2003.~~

NFES 1077, *Incident Response Pocket Guide (IRPG)*, 2014 edition.

**Submitter Information Verification**

**Submitter Full Name:** [ Not Specified ]

**Organization:** [ Not Specified ]

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**State:**

**Zip:**

**Submittal Date:** Thu Jan 09 12:10:15 EST 2014

**Committee Statement**

**Committee Statement:** The technical committee recognizes that the reference to S-215 is a course and not a publication.

**Response Message:**



## First Revision No. 51-NFPA 1051-2014 [ Section No. 2.4 ]

### 2.4 References for Extracts in Mandatory Sections.

NFPA 1143, *Standard for Wildland Fire Management*, 2009 2014 edition.

NFPA 1144, *Standard for Reducing Structure Ignition Hazards from Wildland Fire*, 2008 2013 edition.

NFPA 1561, *Standard on Emergency Services Incident Management System*, 2008 2014 edition.

NFPA 1977, *Standard on Protective Clothing and Equipment for Wildland Fire Fighting*, 2016 edition.

### Submitter Information Verification

**Submitter Full Name:** Thomas McGowan

**Organization:** National Fire Protection Assoc

**Street Address:**

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**Submittal Date:** Fri Feb 07 12:18:28 EST 2014

### Committee Statement

**Committee Statement:** The technical committee recognizes NFPA 1977 as a mandated extract in Chapter 3.

**Response Message:**



## First Revision No. 36-NFPA 1051-2014 [ Section No. 3.3.12.2 ]

### 3.3.12.2 Personal Protective Wildland Fire Fighting Protective Clothing and Equipment.

The basic protective equipment for wildland fire suppression includes a helmet, protective footwear, gloves, and flame-resistant clothing as defined in NFPA 1977 - *Standard on Protective Clothing and Equipment for Wildland Fire Fighting* . Items of compliant protective clothing and equipment products that provide protection from some risks, but not all risks, of emergency incident operations. [ [1977](#), [2016](#) ]

### Submitter Information Verification

**Submitter Full Name:** [ Not Specified ]

**Organization:** [ Not Specified ]

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**Submittal Date:** Thu Jan 09 12:24:28 EST 2014

### Committee Statement

**Committee Statement:** The technical committee recognizes this as extract material, thus revised the text and corrected the reference display and manual of style.

**Response Message:**



## First Revision No. 3-NFPA 1051-2014 [ Chapter 4 ]

### Chapter 4 Entrance Requirements

#### 4.1 General.

~~Prior to entering training to meet the requirements of Chapters 5, 6, 7, and 8, the candidate shall meet the following requirements:~~

~~The minimum educational requirements established by the AHJ~~

~~The age requirements established by the AHJ~~

#### 4.2\* Medical Requirements.

~~Medical requirements for entry-level personnel shall be developed and validated by the AHJ and shall be in compliance with applicable legal requirements.~~

#### 4.3\* Physical Performance Requirements.

~~Job-related physical performance requirements for entry-level personnel shall be developed and validated by the AHJ.~~

### Submitter Information Verification

**Submitter Full Name:** [ Not Specified ]

**Organization:** [ Not Specified ]

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**Submittal Date:** Thu Jan 09 06:00:00 EST 2014

### Committee Statement

**Committee Statement:** The technical committee recognizes that the correlating committee is developing for all Pro-Qual documents with boilerplate material which will be found in Chapter 1, therefore the text found in Chapter 4 is modified in Chapter 1. As a result of this revision, renumbering of all chapters, sub sections and annex material will have to be adjusted accordingly.

**Response Message:**



## First Revision No. 4-NFPA 1051-2014 [ Section No. 5.1 ]

### 4.1 General.

The Wildland Fire Fighter I shall meet the JPRs defined in Sections [4.1](#) through [4.5](#) .

#### 5.1.1

~~The Wildland Fire Fighter I shall meet the JPRs defined in Sections [5.4](#) through [5.5](#) .~~

~~(A)\*~~

~~**Requisite Knowledge.** Fireline safety, use, and limitations of personal protective equipment, agency policy on fire shelter use, basic wildland fire behavior, fire suppression techniques, basic wildland fire tactics, the fire fighter's role within the local incident management system, and first aid.~~

~~(A)\*~~

~~**Requisite Skills.** Basic verbal communications and the use of required personal protective equipment.~~

#### 4.1.1\* General Prerequisite Knowledge.

Fireline safety, use, and limitations of personal protective equipment, agency policy on fire shelter use, basic wildland fire behavior, fire suppression techniques, basic wildland fire tactics, the fire fighter's role within the local incident management system, and first aid as referenced in NFES 1077, *Incident Response Pocket Guide (IRPG)* .

#### 4.1.2\* General Prerequisite Skills.

Basic verbal communications and the use of required personal protective equipment.

## Supplemental Information

<u>File Name</u>	<u>Description</u>
FR_4_A.5.1.1_edited.docx	

## Submitter Information Verification

**Submitter Full Name:** [ Not Specified ]

**Organization:** [ Not Specified ]

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**Submittal Date:** Thu Jan 09 06:06:54 EST 2014

## Committee Statement

**Committee Statement:** The technical committee recognizes that this is a manual of style change. additionally, Annex material formerly A.5.1.1(A) should be linked to 5.1.1 and formerly A.5.1.1(B) should be linked to 5.1.2. There were reference changes to A.5.1.1 (new) so an attachment is included.

**Response Message:**





## First Revision No. 5-NFPA 1051-2014 [ Section No. 5.3.3 [Excluding any Sub-Sections] ]

Maintain assigned suppression hand tools and equipment, given tools and equipment and agency maintenance specifications, so that assigned equipment is ~~safely~~ maintained and serviceable and defects are recognized and reported to the supervisor.

### Submitter Information Verification

**Submitter Full Name:** [ Not Specified ]

**Organization:** [ Not Specified ]

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**Submittal Date:** Thu Jan 09 06:11:05 EST 2014

### Committee Statement

**Committee Statement:** The technical committee recognizes this as a manual of style and JPR format change.

**Response Message:**

**First Revision No. 6-NFPA 1051-2014 [ Section No. 5.5.3 [Excluding any Sub-Sections] ]**

Recognize hazards and unsafe situations given a wildland or wildland/urban interface fire and the standard safety policies and procedures of the agency, so that the hazard(s) and unsafe condition(s) are promptly communicated to the supervisor and appropriate action is taken.

**Submitter Information Verification**

**Submitter Full Name:** [ Not Specified ]

**Organization:** [ Not Specified ]

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**State:**

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**Submittal Date:** Thu Jan 09 06:12:40 EST 2014

**Committee Statement**

**Committee Statement:** The technical committee recognizes this as a manual of style and JPR format change.

**Response Message:**

**First Revision No. 7-NFPA 1051-2014 [ Section No. 5.5.6 [Excluding any Sub-Sections] ]**

Describe the methods to reduce the threat of fire exposure to improved properties given a ~~wildland or urban/~~ wildland/urban interface fire, suppression tools, and equipment so that improvements are protected.

**Submitter Information Verification**

**Submitter Full Name:** [ Not Specified ]

**Organization:** [ Not Specified ]

**Street Address:**

**City:**

**State:**

**Zip:**

**Submittal Date:** Thu Jan 09 06:14:18 EST 2014

**Committee Statement**

**Committee Statement:** The technical committee recognizes this change to be consistent throughout the document.

**Response Message:**



## First Revision No. 8-NFPA 1051-2014 [ Section No. 6.1 ]

### 5.1\* General.

~~Prior to progressing to the Wildland Fire Fighter II level, the Wildland Fire Fighter I shall meet the JPRs defined in Sections 5.1 through 5.5 .~~

#### 5.1.1\* General Prerequisite Knowledge.

~~Prior to progressing to the Wildland Fire Fighter II level, the Wildland Fire Fighter I shall meet the JPRs defined in Sections 6.1 through 6.5 . The Wildland Fire Fighter II role within the incident management system, basic map reading and compass use or other locating device, radio procedures, and record keeping.~~

##### (A)

~~**Requisite Knowledge.** -The Wildland Fire Fighter II role within the incident management system, basic map reading and compass use or other locating device, radio procedures, and record keeping.~~

##### (B)

~~**Requisite Skills.** -Orienteering and radio use.~~

#### 5.1.2 General Prerequisite Skills.

~~Orienteering and radio use.~~

### Submitter Information Verification

**Submitter Full Name:** [ Not Specified ]

**Organization:** [ Not Specified ]

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**Submittal Date:** Thu Jan 09 06:17:01 EST 2014

### Committee Statement

**Committee Statement:** The technical committee recognizes this as a manual of style change.

**Response Message:**

**First Revision No. 41-NFPA 1051-2014 [ Section No. 6.2.3 [Excluding any Sub-Sections]**

]

Lead wildland fire fighters in the performance of a task, given an assignment and performance standards, so that the task is ~~safely~~ completed within the standards in accordance with agency guidelines.

**Submitter Information Verification**

**Submitter Full Name:** Thomas McGowan  
**Organization:** National Fire Protection Assoc  
**Street Address:**  
**City:**  
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**Zip:**  
**Submittal Date:** Fri Jan 17 09:58:53 EST 2014

**Committee Statement**

**Committee Statement:** The technical committee is cognizant of the fact that there may be an ethnically diverse group of wildland fire fighters that respond to an incident and bring a similar diverse set of languages. Communication will be challenging, but the technical committee believes that there will be for greater concern from a legal aspect if a specific language were defined as the "language of choice". They believe that this is a concern of the incident commanders or those involved in community risk reduction planning. Therefore the technical committee is rejecting this input.

The technical committee did recognize the need for a manual of style change by deleted the term "safely".

**Response Message:**

[Public Input No. 5-NFPA 1051-2013 \[Section No. 6.2.3 \[Excluding any Sub-Sections\]\]](#)

**First Revision No. 9-NFPA 1051-2014 [ Section No. 6.5.4 [Excluding any Sub-Sections] ]**

Operate a chain saw, given an assignment at a wildland fire and operational standards, so that the assignment is safely completed.

**Submitter Information Verification**

**Submitter Full Name:** [ Not Specified ]

**Organization:** [ Not Specified ]

**Street Address:**

**City:**

**State:**

**Zip:**

**Submittal Date:** Thu Jan 09 06:29:18 EST 2014

**Committee Statement**

**Committee Statement:** The technical committee recognizes this revision as a manual of style and JPR format change.

**Response Message:**



## First Revision No. 10-NFPA 1051-2014 [ Section No. 7.1 ]

### 6.1 General.

~~Prior to progressing to the Wildland Fire Officer I level, the Wildland Fire Fighter II shall meet the JPRs defined in Sections 6.1 through 6.5 .~~

#### 6.1.1 Prerequisite Knowledge.

~~Prior to progressing to the Wildland Fire Officer I level, the Wildland Fire Fighter II shall meet the JPRs defined in Sections 7.1 through 7.5 Authority and responsibility of cooperating jurisdictional agencies, formal and informal agreements between jurisdictional agencies, the incident management system used by the jurisdiction, and the Wildland Fire Officer I role within that system .~~

##### (A)

~~**Requisite Knowledge.** -Authority and responsibility of cooperating jurisdictional agencies, formal and informal agreements between jurisdictional agencies, the incident management system used by the jurisdiction, and the Wildland Fire Officer I's role within that system.~~

##### (B)

~~**Requisite Skills.** -None specified.~~

#### 6.1.2 Prerequisite Skills.

~~None specified.~~

#### 7.1.3\* Informative Requests.

~~Respond to requests for incident information given policies and procedures of the AHJ, so that response is accurate, within the policies, and timely.~~

##### (A) Requisite Knowledge.

~~Agency policies and procedures for release of incident information.~~

##### (B) Requisite Skills.

~~The ability to communicate both orally and in writing to requests for information.~~

## Submitter Information Verification

**Submitter Full Name:** [ Not Specified ]

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**Submission Date:** Thu Jan 09 06:32:28 EST 2014

## Committee Statement

**Committee Statement:** The technical committee recognizes this revision as a manual of style change in 7.1 General - 7.1.2 General Prerequisite skills.

The technical committee recognizes that 6.5.14 (originally 7.1.2 and (A) and (B)) are placed incorrectly in current document. This material needs to be moved to 6.5.14 inclusive of (A) and (B) and Annex material and subsequent JPRs (6.5.14 - 6.5.15) need to be renumbered. Also keep in mind that this chapter is being renumbered from Chapter 7 to Chapter 6.

**Response Message:**

**First Revision No. 11-NFPA 1051-2014 [ Section No. 7.2.1 ]****6.2.1\*** Definition of Duty.

Lead and supervise human resources to accomplish assignments in a safe and efficient manner.

(A)\*

~~**Requisite Knowledge.** -Basic leadership, human resource management, and principles of supervision.~~

(B)

~~**Requisite Skills.** -None specified.~~

**Submitter Information Verification**

**Submitter Full Name:** [ Not Specified ]

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**Submittal Date:** Thu Jan 09 06:37:43 EST 2014

**Committee Statement**

**Committee Statement:** The technical committee recognizes that this statement required clarification and manual of style changes. Annex material for 7.2.1(A) should be moved to 7.2.1.

**Response**

**Message:**



**First Revision No. 12-NFPA 1051-2014 [ Section No. 7.2.2 [Excluding any Sub-Sections]**

]

Evaluate assigned personnel, given agency personnel performance standards, so that members are capable of performing assigned tasks safely- and individuals not meeting the standards are identified and that corrective actions are taken.

**Submitter Information Verification****Submitter Full Name:** [ Not Specified ]**Organization:** [ Not Specified ]**Street Address:****City:****State:****Zip:****Submittal Date:** Thu Jan 09 06:39:41 EST 2014**Committee Statement****Committee Statement:** The technical committee recognizes this revision as a manual of style and JPR format change.**Response Message:**

**First Revision No. 13-NFPA 1051-2014 [ Section No. 7.5.4 [Excluding any Sub-Sections]**

]

Establish an incident command post (ICP), given AHJ policies and procedures, so that the location is correctly sited, clearly identified, and communicated to personnel.

**Submitter Information Verification****Submitter Full Name:** [ Not Specified ]**Organization:** [ Not Specified ]**Street Address:****City:****State:****Zip:****Submittal Date:** Thu Jan 09 06:41:02 EST 2014**Committee Statement****Committee Statement:** The technical committee recognizes this revision as a manual of style and JPR format change.**Response Message:**

**First Revision No. 14-NFPA 1051-2014 [ Section No. 7.5.15(B) ]****(B) Requisite Skills.**

The ability to fill out forms accurately .

**Submitter Information Verification**

**Submitter Full Name:** [ Not Specified ]

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**State:**

**Zip:**

**Submittal Date:** Thu Jan 09 06:42:16 EST 2014

**Committee Statement**

**Committee Statement:** The technical committee recognizes this revision as a manual of style and JPR format change.

**Response Message:**



## First Revision No. 15-NFPA 1051-2014 [ Section No. 8.1 ]

### 7.1 General.

~~Prior to progressing to the Wildland Fire Officer II level, the Wildland Fire Officer I shall meet the JPRs defined in Sections 7.1 through 7.5 .~~

#### 8.1.1

~~Prior to progressing to the Wildland Fire Officer II level, the Wildland Fire Officer I shall meet the JPRs defined in Sections 8.1 through 8.5 .~~

##### (A)

~~**Requisite Knowledge.** Authority and responsibility for implementing formal and informal agreements between jurisdictional agencies, the incident management system used by the jurisdiction, and the Wildland Fire Officer II's role within that system.~~

##### (B)

~~**Requisite Skills.** None specified.~~

#### 7.1.1 Prerequisite Knowledge.

Authority and responsibility for implementing formal and informal agreements between jurisdictional agencies, the incident management system used by the jurisdiction, and the Wildland Fire Officer II's role within that system.

#### 7.1.2 Prerequisite Skills.

None specified.

### Submitter Information Verification

**Submitter Full Name:** [ Not Specified ]

**Organization:** [ Not Specified ]

**Street Address:**

**City:**

**State:**

**Zip:**

**Submittal Date:** Thu Jan 09 06:43:59 EST 2014

### Committee Statement

**Committee Statement:** The technical committee recognizes these revisions as manual of style changes.

**Response Message:**

**First Revision No. 16-NFPA 1051-2014 [ Section No. 8.4.1 ]****7.4.1\* Definition of Duty.**

Supervise multiple resources given an assignment and resources, so that they are deployed in accordance with the action plan and agency policies and procedures.

**(A) Requisite Knowledge.**

Agency policies and procedures covering the movement of multiple resources.

**(B) Requisite Skills.**

The ability to access the readiness of assigned resources.

**Submitter Information Verification**

**Submitter Full Name:** [ Not Specified ]

**Organization:** [ Not Specified ]

**Street Address:**

**City:**

**State:**

**Zip:**

**Submittal Date:** Thu Jan 09 06:48:07 EST 2014

**Committee Statement**

**Committee Statement:** The technical committee recognizes this revision as a manual of style change.

**Response Message:**

**First Revision No. 17-NFPA 1051-2014 [ Section No. 8.5.3 [Excluding any Sub-Sections]**

]

Evaluate the need for and location of incident facilities, given AHJ policies and procedures, so that the location is correctly-sited, clearly-identified, and communicated to personnel.

**Submitter Information Verification****Submitter Full Name:** [ Not Specified ]**Organization:** [ Not Specified ]**Street Address:****City:****State:****Zip:****Submittal Date:** Thu Jan 09 06:50:27 EST 2014**Committee Statement****Committee Statement:** The technical committee recognizes this revision as a manual of style and JPR format change.**Response Message:**



## First Revision No. 18-NFPA 1051-2014 [ Section No. 9.1 ]

### 8.1 General.

Prior to progressing to the Wildland/Urban Interface Protection Specialist level, the Wildland Fire Officer II shall meet the JPRs defined in Sections [8.1](#) through [8.6](#) .

#### 8.1.1 Prerequisite Knowledge.

Prior to progressing to the Wildland/Urban Interface Protection Specialist level, the Wildland Fire Officer II shall meet the JPRs defined in Sections [9.1](#) through [9.6](#) . Authority and responsibility of allied and cooperating agencies, the incident management system used by the AHJ, and the role of the Wildland/Urban Interface Protection Specialist within the system; [NFPA 1144](#) and [NFPA 1143](#) ; basic understanding of structural fire-fighting strategy and tactics.

#### (A)

~~Authority and responsibility of allied and cooperating agencies, the incident management system used by the AHJ, and the role of the Wildland/Urban Interface Protection Specialist within the system; NFPA 1144 , *Standard for Reducing Structure Ignition Hazards from Wildland Fire* , and NFPA 1143 , *Standard for Wildland Fire Management* ; basic understanding of structural fire-fighting strategy and tactics.~~

#### 8.1.2 Requisite Prerequisite Skills.

The ability to prepare written reports and protection plans and implement them.

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**Submitter Full Name:** [ Not Specified ]

**Organization:** [ Not Specified ]

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**Submission Date:** Thu Jan 09 06:53:30 EST 2014

### Committee Statement

**Committee Statement:** The technical committee recognizes this revision as a manual of style change.

**Response Message:**

**First Revision No. 19-NFPA 1051-2014 [ Section No. 9.5.2 [Excluding any Sub-Sections]**

]

To apply Apply applicable action(s), given resources, materials, and strategies, so that the risks, hazards, and values at risk are mitigated.

**Submitter Information Verification****Submitter Full Name:** [ Not Specified ]**Organization:** [ Not Specified ]**Street Address:****City:****State:****Zip:****Submittal Date:** Thu Jan 09 06:55:30 EST 2014**Committee Statement****Committee Statement:** The technical committee recognizes this revision as a JPR format change.**Response Message:**



**First Revision No. 20-NFPA 1051-2014 [ Section No. 9.5.4(B) ]****(B) Requisite Skills.**

The ability to develop an effective and ~~timely~~ efficient evacuation plan for an incident, and the ability to activate an evacuation plan.

**Submitter Information Verification**

**Submitter Full Name:** [ Not Specified ]

**Organization:** [ Not Specified ]

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**Submittal Date:** Thu Jan 09 06:57:03 EST 2014

**Committee Statement**

**Committee Statement:** The technical committee has recognized this revision as a manual of style and JPR format change.

**Response Message:**



## First Revision No. 21-NFPA 1051-2014 [ Section No. 10.1 ]

### 9.1 General.

The Wildland/Urban Interface Coordinator shall meet the JPRs as defined in Sections [9.1](#) through [9.9](#) and meet all of the requirements of Public Fire and Life Safety Educator II (see [NFPA 1035](#)).

#### 9.1.1 Prerequisite Knowledge.

The Wildland/Urban Interface Coordinator shall meet the JPRs as defined in Sections [10.1](#) through [10.9](#) and meet all of the requirements of Public Fire and Life Safety Educator II ( [NFPA 1035](#) , *Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist* ), Wildland Fire Fighter I (see [NFPA 1051](#) ); NWCG S-215, *Fire Operations in the Urban Interface* ; and [NFPA 1144](#) .

#### (A)

**Requisite Knowledge.** Wildland Fire Fighter I ( [NFPA 1051](#) , *Standard for Wildland Fire Fighter Professional Qualifications* ); NWCG S-215, *Fire Operations in the Urban Interface* ; and [NFPA 1144](#) , *Standard for Reducing Structure Ignition Hazards from Wildland Fire* .

#### (B)

**Requisite Skills.** -None specified.

#### 9.1.2 Prerequisite Skills.

None specified.

## Submitter Information Verification

**Submitter Full Name:** [ Not Specified ]

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**Submission Date:** Thu Jan 09 07:00:54 EST 2014

## Committee Statement

**Committee Statement:** The technical committee recognizes this revision as a manual of style change. The technical committee revised the title changes to the reference material.

**Response Message:**



## First Revision No. 22-NFPA 1051-2014 [ Section No. 10.4.2 ]

### 9.4.2

Given the ~~(general/comprehensive/growth management) plan~~ Analyze the public safety element, given the general, comprehensive, and growth management plans of the AHJ, ~~analyze the public safety element~~ so that all wildland/urban interface fire issues are identified.

**(A) Requisite Knowledge.**

Fire and life safety issues, public safety issues, community concerns, available community resources, governmental regulations, environmental issues, and technological changes.

**(B) Requisite Skills.**

The ability to analyze trends and demographics and prepare public safety elements and plans.

### Submitter Information Verification

**Submitter Full Name:** [ Not Specified ]

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**Submittal Date:** Thu Jan 09 07:06:10 EST 2014

### Committee Statement

**Committee Statement:** The technical committee recognizes the revisions as JPR format changes.

**Response Message:**

**First Revision No. 23-NFPA 1051-2014 [ Section No. 10.4.3 ]****9.4.3**

~~Given a proposed project, assist~~ Assist planners and developers in the planning phase of subdivisions, ~~given a proposed project,~~ so that compliance with wildland/urban interface policies, procedures, codes, and standards of the AHJ is ensured.

**(A) Requisite Knowledge.**

Subdivision planning and jurisdictional guidelines.

**(B) Requisite Skills.**

The ability to interact with planners, developers, contractors, government officials, partnerships, and collaborative efforts.

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**Submitter Full Name:** [ Not Specified ]

**Organization:** [ Not Specified ]

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**Submittal Date:** Thu Jan 09 07:08:46 EST 2014

**Committee Statement**

**Committee Statement:** The technical committee recognizes the revisions as JPR format changes.

**Response Message:**

**First Revision No. 24-NFPA 1051-2014 [ Section No. 10.4.6 ]****9.4.6**

~~Given~~ Write recommended conditions of approval for proposed projects, given wildland/urban interface standards of the AHJ, ~~write recommended conditions of approval for proposed projects~~ so that the project is in compliance.

**(A) Requisite Knowledge.**

Knowledge of fire-resistive construction and landscaping techniques and subdivision regulations, procedures, and processes of the AHJ.

**(B) Requisite Skills.**

The ability to work with and educate planners, developers, contractors, and homeowners, and to write clearly and concisely and speak during public meetings before planning and zoning boards, homeowners' associations, and special interest groups.

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**Submitter Full Name:** [ Not Specified ]

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**Submittal Date:** Thu Jan 09 07:11:36 EST 2014

**Committee Statement**

**Committee Statement:** The technical committee recognizes the revisions as JPR format changes.

**Response Message:**



## First Revision No. 26-NFPA 1051-2014 [ Section No. 10.5.1 ]

### 9.5.1

~~Given a~~ Generate a strategic plan with necessary procedural guidelines and mitigation treatments, given  
~~a~~ a fire-prone ecosystem, a wildland/urban interface area, applicable policies, procedures, codes, and standards, ~~generate a strategic plan with necessary procedural guidelines and mitigation treatments~~ so that the strategic plan meets AHJ requirements for adoption.

**(A) Requisite Knowledge.**

Applicability and effectiveness of various mitigation treatments and the application of pertinent policies, procedures, codes, and standards.

**(B) Requisite Skills.**

The ability to discern the local political and budgetary environment.

### Submitter Information Verification

**Submitter Full Name:** [ Not Specified ]

**Organization:** [ Not Specified ]

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**Submittal Date:** Thu Jan 09 07:14:46 EST 2014

### Committee Statement

**Committee Statement:** The technical committee recognizes the revisions as JPR format changes.

**Response Message:**



## First Revision No. 25-NFPA 1051-2014 [ Section No. 10.5.2 ]

### 9.5.2

~~Given~~ Provide leadership and supervision, ~~given~~ a strategic plan and procedural guidelines, ~~provide leadership and supervision~~ so that fuel modifications designed to reduce wildland/urban interface hazards are implemented.

#### (A) Requisite Knowledge.

Techniques pertinent to selective tree thinning, brush disposal, pruning, grazing, mowing, prescribed fire (including air quality and smoke management), and chemical treatments.

#### (B) Requisite Skills.

The ability to prepare clear written treatment prescriptions, to demonstrate the capability to communicate orally in a clear, concise, and effective manner, willingness to interact with diverse groups, and a capacity to initiate and sustain needed activities.

### Submitter Information Verification

**Submitter Full Name:** [ Not Specified ]

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**Submission Date:** Thu Jan 09 07:13:02 EST 2014

### Committee Statement

**Committee Statement:** The technical committee recognizes the revisions as JPR format changes.

**Response Message:**

**First Revision No. 27-NFPA 1051-2014 [ Section No. 10.5.4(B) ]****(B) Requisite Skills.**

The ability to recognize problems, communicate, and identify cost / and risk benefits.

**Submitter Information Verification**

**Submitter Full Name:** [ Not Specified ]

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**Submittal Date:** Thu Jan 09 07:17:18 EST 2014

**Committee Statement**

**Committee Statement:** The technical committee recognizes this revision as a manual of style change.

**Response Message:**





## First Revision No. 28-NFPA 1051-2014 [ Section No. 10.5.6 ]

### 9.5.6

~~Given an interface area, provide~~ Provide technical expertise to agency staff, developers, homebuilders, homeowners, landscapers, consultants, ~~or others~~ and others, ~~given an interface area,~~ so that the wildland/urban interface threat is reduced.

**(A) Requisite Knowledge.**

Understanding of the roles and responsibilities of other agencies, departments, and personnel whose involvement is crucial to address the threat.

**(B) Requisite Skills.**

Demonstrated ability to educate others to achieve goals specified in a strategic plan.

### Submitter Information Verification

**Submitter Full Name:** [ Not Specified ]

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**Submittal Date:** Thu Jan 09 07:18:27 EST 2014

### Committee Statement

**Committee Statement:** The technical committee recognizes the revisions as JPR format changes.

**Response Message:**

**First Revision No. 29-NFPA 1051-2014 [ Section No. 10.6.1(B) ]****(B) Requisite Skills.**

The ability to identify individual and/or collective fire education needs and to recognize effective communication tools necessary to implement and measure success of delivery strategies.

**Submitter Information Verification**

**Submitter Full Name:** [ Not Specified ]

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**Submittal Date:** Thu Jan 09 07:21:01 EST 2014

**Committee Statement**

**Committee Statement:** The technical committee recognizes the revision as a manual of style change.

**Response Message:**

**First Revision No. 40-NFPA 1051-2014 [ Section No. A.3.3.34 ]****A.3.3.34 NWCG.**

The fires in the early 1970s stimulated the formation of the National Wildfire Coordinating Group (NWCG). NWCG is currently made up of the Department of Agriculture Forest Service (FS); four Department of the Interior agencies — the Bureau of Land Management (BLM), the National Park Service (NPS), the Bureau of Indian Affairs (BIA), and the Fish and Wildlife Service (FWS); Federal Emergency Management Agency (FEMA); the United States Fire Administration (USFA); state forestry agencies through the National Association of State Foresters (NASF); and the Inter-Tribal Timber Council. The purpose of the NWCG is to coordinate programs of the participating wildfire management agencies to avoid duplication and to provide a means of constructively working together.

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**Submitter Full Name:** Thomas McGowan  
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**Submittal Date:** Fri Jan 17 08:23:43 EST 2014

**Committee Statement**

**Committee Statement:** The technical committee believes that the complete title to recognize USFA includes FEMA. Therefore the technical committee is adding the additional overhead agency name.

**Response Message:**

Public Input No. 7-NFPA 1051-2013 [Section No. A.3.3.34]



## First Revision No. 45-NFPA 1051-2014 [ Section No. A.5.5.3(A) ]

### A.4.5.3(A)

The safety and welfare of personnel is the first and foremost consideration in all incident operations and decisions. A wildland fire fighter must have a working knowledge of the following fire suppression safety standards and procedures:

- (1) Fire behavior (*see S-190, Introduction to Wildland Fire Behavior*)  
~~Ten standard fire orders (*see NFES 0065, Fireline Handbook*)~~  
~~Eighteen "Watch-out" situations (*see NFES 0065, Fireline Handbook*)~~
- (2) Downhill indirect line construction guidelines [*see NFES 1077, Incident Response Pocket Guide (IRPG)*]
- (3) LCES (lookouts, communications, escape routes, and safety zones), which include the following procedures:
  - (a) Adequate lookouts should be posted to observe potential changes in fuel, weather, topography, and fire behavior.
  - (b) Communication should be provided for and maintained with the supervisor at all times.
  - (c) Escape routes for emergency evacuation will be identified and clearly understood by all fire fighters.
  - (d) Safety zones in cleared or natural areas devoid of flammable material should be reconnoitered and/or provided for and known to all crew members.
- (4) NFES 2712, *New Generation Fire Shelter DVD*

### Submitter Information Verification

**Submitter Full Name:** Thomas McGowan  
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**Submittal Date:** Thu Jan 23 09:15:37 EST 2014

### Committee Statement

**Committee Statement:** The technical committee recognizes that the deleted is no longer in print or available.  
**Response Message:**



## First Revision No. 46-NFPA 1051-2014 [ Section No. A.6.2.2(A) ]

### A.5.2.2(A)

See NFES 0065, *Fireline Handbook*, and NFES 1077, *Incident Response Pocket Guide (IRPG)*, for additional information on briefing subordinates.

### Submitter Information Verification

**Submitter Full Name:** Thomas McGowan

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**Submittal Date:** Thu Jan 23 09:20:26 EST 2014

### Committee Statement

**Committee Statement:** The technical committee recognizes that the deleted is no longer in print or available.

**Response Message:**

**First Revision No. 47-NFPA 1051-2014 [ Section No. A.7.5.2(B) ]****A.6.5.2(B)**

Suppression priorities should consider values at risk such as life, property, natural resources, special interest areas, and so forth. Additional information about suppression resource capabilities is found in NFES 0065, *Fireline Handbook* 1077, *Incident Response Pocket Guide (IRPG)* .

**Submitter Information Verification**

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**Submittal Date:** Thu Jan 23 09:22:22 EST 2014

**Committee Statement**

**Committee Statement:** The technical committee recognizes that the deleted is no longer in print or available and a new publication is provided.

**Response Message:**



## First Revision No. 48-NFPA 1051-2014 [ Section No. A.8.5.2 ]

### A.7.5.2

The incident action plan is based on a size-up of the situation, including such things as the following:

- (1) Analysis of hazards to fire fighters
- (2) Estimated rates of spread
- (3) Actual and potential threat to values
- (4) Incident objectives in priority order
- (5) Strategies for protecting values and for suppressing the fire

The plan outlines the most appropriate method of attack with the resources available, including such things as the following:

- (1) Tactical directions to achieve incident objectives
- (2) A coordinated sequence of events
- (3) Resource assignments
- (4) Immediate support needs

The plan emphasizes safety information covering all hazards and relevant safety principles.

ICS Form 201 is the first written documentation for the incident and serves as a briefing document for incoming incident commanders. (See [Figure C.1\(a\)](#) for sample form.)

For more information, see NFES 0065, *Fireline Handbook 1077*, *Incident Response Pocket Guide (IRPG)*.

### Submitter Information Verification

**Submitter Full Name:** Thomas McGowan  
**Organization:** National Fire Protection Assoc  
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**State:**  
**Zip:**  
**Submission Date:** Thu Jan 23 09:25:07 EST 2014

### Committee Statement

**Committee Statement:** The technical committee recognizes that the deleted is no longer in print or available and a new publication is provided.  
**Response Message:**



## First Revision No. 49-NFPA 1051-2014 [ Section No. A.8.5.5 ]

### A.7.5.5

Early recognition that a wildland fire will not be controlled by the initial attack forces is important. As soon as the Wildland Fire Officer II recognizes that additional forces are needed or knows additional forces are en route, he or she must withdraw from direct fireline suppression and do the following:

- (1) Establish an ICP check-in point to receive, brief, and assign incoming forces.
- (2) Document incident status and resource information in writing (e.g., ICS Form 201).
- (3) Sketch a map of the fire and identify resource assignments.
- (4) Document the fire organization.
- (5) Keep track of all resources that are on the scene, en route, and ordered.
- (6) Document strategy, tactics, and current actions.
- (7) If available, assign a status check-in recorder to handle this documentation when the following occurs:
  - (a) The fire is expanding rapidly.
  - (b) Numerous resources are arriving or are being ordered.
  - (c) Radio contact is constant.
- (8) Keep the designated officer, dispatch, the incoming replacement incident commander, or other higher level officer informed of the following:
  - (a) Status of the fire
  - (b) Progress of the suppression forces
  - (c) Additional resources needed
  - (d) Weather conditions, especially changes
  - (e) Special situations such as values threatened
- (9) As additional forces arrive, do the following:
  - (a) Divide the fire into areas of responsibility such as right and left flank, or Division A and Division B.
  - (b) Assign individuals responsibility for these areas.

See NFES 0065, *Fireline Handbook*, 1077, *Incident Response Pocket Guide (IRPG)* for additional information on the transition of command.

### Submitter Information Verification

**Submitter Full Name:** Thomas McGowan  
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**Submission Date:** Thu Jan 23 09:27:17 EST 2014

### Committee Statement



<b>Committee Statement:</b>	The technical committee recognizes that the deleted is no longer in print or available and a new publication is provided.
<b>Response Message:</b>	



**First Revision No. 43-NFPA 1051-2014 [ Chapter B ]**

**Annex C** Incident Command System Briefing

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

**C.1**

Figure C.1(a) is an example of an ICS briefing form.  
 Figure C.1(a) ICS Form 201.

ICS Form 201			
INCIDENT BRIEFING	1. INCIDENT NAME	2. DATE PREPARED	3. TIME PREPARED
4. MAP SKETCH			
201 ICS 3-82	PAGE 1	5. PREPARED BY [NAME AND POSITION]	
		7540-130-0282 NFPA 1051 (p. 1 of 4)	

Figure C.1(a) Continued

5. RESOURCES SUMMARY				
RESOURCES ORDERED	RESOURCE IDENTIFICATION	ETA	ON SCENE +	LOCATION/ASSIGNMENT
201 ICS 3-82	PAGE 2	NFPA 1051 (p. 2 of 4)		

Figure C.1(a) Continued



### **Committee Statement**

**Committee Statement:** The technical committee recognizes the changes that the correlating committee is making through all pro-qual documents and in order to place the material for annex B in its proper place, materials from the current document will then be moved to Annex C.

**Response Message:**



## First Revision No. 52-NFPA 1051-2014 [ Chapter C ]

### **Annex B** Job Performance Requirements 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 ~~qualification~~ qualifications standards is to provide both public and private sectors with a framework of the job requirements for ~~the fire-service emergency services personnel~~ . Other benefits include enhancement of the profession, individual as well as organizational growth and development, and standardization of practices.

NFPA professional ~~qualification~~ qualifications standards identify the minimum job performance requirements ( JPRs) for specific ~~fire-service 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. ~~(Other applications are encouraged.)~~

Professional ~~qualification~~ qualifications standards for a specific ~~job~~ jobs 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, education, fire department communications, fireground operations, and preparedness and maintenance, and the public fire~~ whereas the fire and life safety educator's duties might include education, planning and development, and administration and implementation, planning and development, and evaluation . Duties are major functional areas of responsibility within a specific job.

The professional ~~qualification~~ 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 . 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 perform and achieve that duty. ~~Successfully. Together, the duties and their JPRs define the job parameters; that is, the professional qualification standard as a whole is a job description.~~

#### **B.2** Breaking Down the Components of a JPR. The Parts 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 complete the task successfully

Evaluation parameters and/or performance outcomes

Table B.2 Example of a JPR

Component	Example
(1) Task	(1) Construct a fireline
(2) Tools, equipment, or materials	(2) Given an ax, a shovel, and other wildland hand tools
(3) Evaluation parameters and performance outcomes	(3) So that a fireline was constructed according to agency guidelines

*The task to be performed.* The first component is a concise statement of what the person is supposed to do.

*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.

*Evaluation parameters and/or performance outcomes.* This component defines how well one must perform each task — for both the performer and evaluator. The JPRs guide performance towards 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.

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 JPRs might read as follows:

#### B.2.1 Example 1: Critical Components.

The JPR comprises three critical components, which are as follows:

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

Table B.2.1 Example of a JPR

Component	Example
(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>

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

~~Cut a fireline through wildland vegetation, given a shovel and a Pulaski, so that a fireline one and one-half times the height of the adjacent fuel is constructed down to mineral soil.~~

~~(A) **Requisite Knowledge.** Fireline construction techniques, use of hand tools, fireline safety.~~

~~(B) **Requisite Skills.** Ability to use hand tools safely and ability to remove wildland fuels.~~



**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 Example 2. Requisite Knowledge and Skills.**

Interpret burn patterns, given standard equipment and tools, so that each individual pattern is evaluated with respect to the burning characteristics of the material involved. 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.

**(A) Requisite Knowledge.** Knowledge of fire development and the interrelationship of wildland fuels.

**(B) Requisite Skills.** The ability to interpret the effect of burning characteristics on different wildland fuels.

**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 Examples of Potential Uses — Certification Potential Uses for JPRs .**

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. Verification 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, the performance outcomes, or both. 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 evaluated on how one completes the task (process-oriented) or on the task outcome (product-oriented).

Using Example 1 in [B.2.1](#), a practical performance-based evaluation would measure the ability to “ventilate a pitched roof.” The candidate passes this particular evaluation if the standard was met — that is, a 1.22 m x 1.22 m (4 ft x 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 in [B.2.2](#), when evaluating the task “interpret burn patterns,” the candidate might 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.

It is important to remember that when a candidate is being evaluated, he or she must be given the tools, equipment, or materials listed in the JPRs before he or she can be properly evaluated.

### **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 JPRs.

The evaluator would verify the attainment of requisite knowledge and skills prior to JPR 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 Curriculum Development/Training Design and Evaluation Other Uses for JPRs .**

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. 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.

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.4\(a\)](#) -]

**Figure B.4(a) Converting JPRs into Instructional Objectives.**

Using Example 1 in [B.2.1](#) , a terminal instructional objective might read as follows:

The candidate 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.4\(b\)](#) is a sample checklist for use in evaluating this objective.

**Figure B.4(b) Sample Skills Checklist (roof ventilation).**



Although the differences between JPRs 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 should include each of the requisite knowledge and skills. Using [Figure B.4\(b\)](#), the enabling objectives are pitched roof construction, safety considerations with roof ventilation, remove roof covering, proper initiation roof cuts, and so forth. These enabling objectives ensure 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.

**B.5** ~~Other Uses~~ Bibliography .

Annett, J., and N. E. Stanton, *Task Analysis* . London and New York: Taylor and Francis, 2000.

Brannick, M. T., and E. L. Levine, *Job Analysis: Methods, Research, and Applications for Human Resource Management in the New Millennium* . Thousand Oaks, CA: Sage Publications, 2002.

Dubois, D. D., *Competency-Based Performance Improvement: A Strategy for Organizational Change* . Amherst, MA: HRD Press, 1999.

Fine, S. A., and S. F. Cronshaw, *Functional Job Analysis: A Foundation for Human Resources Management (Applied Psychology Series)* . Mahwah, NJ: Lawrence Erlbaum Associates, 1999.

Gupta, K., C. M. Sleezer (editor), and D. F. Russ-Eft (editor), *A Practical Guide to Needs Assessment* . San Francisco: Jossey-Bass/Pfeiffer, 2007.

Hartley, D. E., *Job Analysis at the Speed of Reality* . Amherst, MA: HRD Press, 1999.

Hodell, C., *ISD from the Ground Up: A No-Nonsense Approach to Instructional Design* , 3rd edition. Alexandria, VA: American Society for Training & Development, 2011.

Jonassen, D. H., M. Tessmer, and W. H. Hannum, *Task Analysis Methods for Instructional Design* . Mahwah, NJ: Lawrence Erlbaum Associates, 1999.

McArdle, G., *Conducting a Needs Analysis* (Fifty-Minute Book). Boston: Crisp Learning, 1998.

McCain, D. V., *Creating Training Courses (When You're Not a Trainer)* . Alexandria, VA: American Society for Training & Development, 1999.

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

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

Phillips, J. J., *In Action: Performance Analysis and Consulting* . Alexandria, VA: American Society for Training & Development, 2000.

Phillips, J. J., and E. F. Holton III, *In Action: Conducting Needs Assessment* . Alexandria, VA: American Society for Training & Development, 1995.

Robinson, D. G., and J. C. Robinson (Eds.), *Moving from Training to Performance: A Practical Guidebook* . Alexandria, VA: American Society for Training & Development; San Francisco: Berett-Koehler, 1998.

Schippmann, J.S., *Strategic Job Modeling: Working at the Core of Integrated Human Resources* . Mahwah, NJ: Lawrence Erlbaum Associates, 1999.

Shepherd, A., *Hierarchical Task Analysis* . London and New York: Taylor and Francis, 2000.

Zemke, R., and T. Kramlinger, *Figuring Things Out: A Trainer's Guide to Needs and Task Analysis* . New York: Perseus Books, 1993.

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 they 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.*** 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 (e.g., 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 the 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 requisite 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

<u>File Name</u>	<u>Description</u>
1051_Annex_B_boilerplate.docx	Boilerplate text - please do not make any further editorial revisions

## Submitter Information Verification

**Submitter Full Name:** Michael Beady  
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## Committee Statement

**Committee Statement:** The technical committee recognizes the Correlating Committee commitment to a boilerplate for Annex B.  
**Response Message:**



## First Revision No. 50-NFPA 1051-2014 [ Section No. E.1 ]

### E.1

Figure E.1 is an example of a Wildland/Urban Interface Protection Specialist Kit Checklist, a needed resource material for the specialist.

#### Figure E.1 Wildland/Urban Interface Protection Specialist Kit Checklist.

Wildlife/Urban Interface Protection Specialist Kit Checklist	
<input type="checkbox"/> Maps covering the area(s) of responsibility	<input type="checkbox"/> Blank structural protection plans/triage checklists
<input type="checkbox"/> Incident Response Pocket Guide (IRPG) (NFES 1077)	<input type="checkbox"/> Camera (disposable or other) for documentation photographs
<input type="checkbox"/> Correspondence log	<input type="checkbox"/> Ribbon, flagging – various colors
<input type="checkbox"/> Time reports	<input type="checkbox"/> Flashlight
Regular employee	<input type="checkbox"/> Writing board or clipboard
Individual fire time (for casualties)	<input type="checkbox"/> Pens
Federal fire fighter time reports (FTRs)	<input type="checkbox"/> Pencils
Crew time reports (CTRs)	<input type="checkbox"/> Highlighting markers
<input type="checkbox"/> Unit log (ICS-214)	<input type="checkbox"/> Ruler
<input type="checkbox"/> Property loss/damage reports	<input type="checkbox"/> Paper clips
<input type="checkbox"/> Emergency Response Guide – Hazardous Materials (ERG)	<input type="checkbox"/> Pads (writing and pocket note pads)
<input type="checkbox"/> Risk management	<input type="checkbox"/> Blank/unlined or graph paper (for map creation)
Workman's compensation forms	<input type="checkbox"/> Staples/staples
Medical request form CA-1	<input type="checkbox"/> Calculator
Accident forms	<input type="checkbox"/> File folders
Damage claim forms	<input type="checkbox"/> Programmable radio
Wildland fire entrapment/fatality report forms	<input type="checkbox"/> Cellular phone (if not available, request via an (S) number)
	<input type="checkbox"/> Pager (if available)
	<input type="checkbox"/> Personal effects (PPE, clothing, toiletries, and so forth)

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### Committee Statement

**Committee Statement:** The technical committee recognizes the information in Figure E.1 needs revision. Specifically, Items: Fireline Handbook (NFES 0065) and Appendices B and C for the Fireline Handbook (NFES 0065) shall be deleted. The replacement will be as follows: Incident Pocket Response Guide (NFES 1077).

**Response Message:**



## First Revision No. 30-NFPA 1051-2014 [ Section No. H.1.1 ]

### H.1.1 NFPA Publications.

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

NFPA 1001, *Standard for Fire Fighter Professional Qualifications*, 2008 2013 edition.

NFPA 1021, *Standard for Fire Officer Professional Qualifications*, 2009 2014 edition.

NFPA 1033, *Standard for Professional Qualifications for Fire Investigator*, 2009 2014 edition.

NFPA 1143, *Standard for Wildland Fire Management*, 2009 2014 edition.

NFPA 1582, *Standard on Comprehensive Occupational Medical Program for Fire Departments*, 2007 2013 edition.

NFPA 1977, *Standard on Protective Clothing and Equipment for Wildland Fire Fighting*, 2011 2016 edition.

### Submitter Information Verification

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**Submittal Date:** Thu Jan 09 07:46:21 EST 2014

### Committee Statement

**Committee Statement:** The technical committee recognizes the reference edition updates.

**Response Message:**

**First Revision No. 37-NFPA 1051-2014 [ Section No. H.1.2.1 ]****H.1.2.1 NWCG Handbooks, Guides, and Pamphlets.**

National Wildfire Coordinating Group, National Fire Equipment System Catalog Part 2, National Interagency Fire Center, Attn: Supply, 3833 S. Development Avenue, Boise, ID 83705.

~~NFES 0065, *Fireline Handbook*~~

NFES 1077, *Incident Response Pocket Guide (IRPG)*.

NFES 1596, *Fitness and Work Capacity*.

NFES 1874, *Wildfire Origin and Cause Determination Handbook*.

NFES 2712, *New Generation Fire Shelter DVD*.

NFES 2865, *PMS 475 Basic Land Navigation*.

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**City:**

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**Submittal Date:** Thu Jan 09 14:26:36 EST 2014

**Committee Statement**

**Committee Statement:** The technical committee recognizes that the deleted is no longer in print or available.

**Response Message:**



## First Revision No. 38-NFPA 1051-2014 [ Section No. H.1.2.2 ]

### H.1.2.2 NWCG Training Packages.

National Wildfire Coordinating Group, National Fire Equipment System Catalog Part 2, National Interagency Fire Center, Attn: Supply, 3833 S. Development Avenue, Boise, ID 83705. See [nwcg.gov/pms/pms.htm](http://nwcg.gov/pms/pms.htm) for current information.

L-280, *Followership to Leadership*.

~~S-110, *Basic Wildland Fire Orientation*~~

S-130, *Firefighter Training*.

S-133, *Look Up, Look Down, Look Around*.

S-134, *Lookouts, Communications, Escape Routes, and Safety Zones (LCES)*.

S-190, *Introduction to Wildland Fire Behavior*.

S-203, *Introduction to Incident Information*.

S-211, *Portable Pumps and Water Use*.

S-212, *Wildland Fire Chain Saws*.

S-215, *Fire Operations in the Wildland/Urban Interface*.

S-230, *Crew Boss (Single Resource)*.

S-232, *Dozer Boss*.

S-234, *Ignition Operations*.

S-270, *Basic Air Operations*.

S-290, *Intermediate Wildland Fire Behavior*.

S-300, *Extended Attack Incident Commander*.

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**Submission Date:** Thu Jan 09 14:46:59 EST 2014

### Committee Statement

**Committee Statement:** The technical committee recognizes the update to informational material from NWCG.

**Response Message:**



## First Revision No. 31-NFPA 1051-2014 [ Section No. H.1.2.3 ]

### H.1.2.3 Other Publications.

- Annett, J. and N. E. Stanton. 2004. *Task Analysis*. London and New York: Taylor and Francis, 2001 .
- Brannick, M. T. and E. L. Levine. 2002. *Job Analysis: Methods, Research, and Applications for Human Resource Management in the New Millennium*. Thousand Oaks, CA: Sage Publications, 2002 .
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- Fine, S. A. and S. F. Cronshaw. 1999. *Functional Job Analysis: A Foundation for Human Resources Management (Applied Psychology Series)*. Mahwah, NJ: Lawrence Erlbaum Associates, 1999 .
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- Phillips, J. J. and E. F. Holton III. 1995 . *In Action: Conducting Needs Assessment*. Alexandria, VA: American Society for Training & Development, 1995 .
- Robinson, D. G. and J. C. Robinson. 1998 . *Moving from Training to Performance: A Practical Guidebook*. San Francisco, CA: Berrett-Koehler, 1998 .
- Schippmann, J. S. 1999 . *Strategic Job Modeling: Working at the Core of Integrated Human Resources*. Mahwah, NJ: Lawrence Erlbaum Associates, 1999 .
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**Submission Date:** Thu Jan 09 07:53:14 EST 2014

### Committee Statement

**Committee Statement:** The technical committee recognizes that some of the references required edition updates.

**Response Message:**

**First Revision No. 39-NFPA 1051-2014 [ Section No. H.2 ]****H.2 Informational References.**

The following documents or portions thereof are listed here as informational resources only. They are not a part of the requirements of this document.

~~S-216, *Driving for the Fire Service* .~~

~~S-261, *Applied Interagency Incident Business Management* .~~

[Global FR-39](#) [Hide Deleted](#)

**H.2.1 NWCG Training Packages.**

[National Wildfire Coordinating Group, National Fire Equipment System Catalog Part 2, National Interagency Fire Center, Attn: Supply, 3833 S Development Avenue, Boise, ID 83705. See \[nwcg.gov/pms/pms.htm\]\(http://nwcg.gov/pms/pms.htm\) for current information.](#)

~~L-180, *Human Factors in the Wildland Fire Service* .~~

~~S-200, *Initial Attack Incident Commander* .~~

~~S-216, *Driving for the Fire Service* .~~

~~S-231, *Engine Boss* .~~

~~S-233, *Tractor/Plow Boss (Single Revision)* .~~

~~S-261, *Applied Interagency Incident Business Management* .~~

~~S-330, *Task Force/Strike Team Leader* .~~

~~S-336, *Tactical Decision Making in Wildland Fire* .~~

**Submitter Information Verification**

**Submitter Full Name:** [ Not Specified ]

**Organization:** [ Not Specified ]

**Street Address:**

**City:**

**State:**

**Zip:**

**Submission Date:** Thu Jan 09 15:05:15 EST 2014

**Committee Statement**

**Committee Statement:** The technical committee recognizes the update to this section.

**Response Message:**



# ATTACHMENT H

NFPA 1037

The First Revisions are being prepared for TC Balloting.

Final Results will be forwarded to you as soon as they are available.

## **2.6\* Extracts.**

**2.6.1 General Extract Requirements.** To extract material from another NFPA document, all of the following items shall be required:

- (1) There shall be specific technical reasons for the extract.
- (2) There shall be clear indication, with the extracted text, of the number, title, and edition of the document from which the extracts are taken and that requests for interpretations or proposed revisions of the text shall be referred to the committee responsible for the source document.
- (3) Any editing of the extracted text shall be confined only to making the style consistent with that of the document containing the extract.
- (4) The extracted text shall be kept current with that of the source document in a timely, appropriate manner.

**2.6.1.1\*** Each paragraph, table, and figure extracted from another NFPA document shall be followed by a reference in brackets containing the document number in bold type followed by a colon and the reference section from the originating NFPA document, e.g., [**10:2.3.2.5**].

**2.6.1.2** A boilerplate paragraph shall be added at the beginning of the document to explain that material has been extracted from the document referenced in brackets at the end of a paragraph or section. [*See 1.5.2.5.2(7).*]

**2.6.1.3** Only mandatory text shall be extracted in mandatory sections of a code or standard, and the extracted material shall be taken from the current edition of the source document.

**2.6.1.4** When material is extracted from another document in the body of a code, standard, recommended practice, or guide, the complete title and the current edition of the source document shall be referenced in Chapter 2, Referenced Publications.

**2.6.1.5** A definition extracted from another NFPA document shall be cited as an extract, with the source document listed in the References for Extracts section of the Informational References annex. (*See 1.9.10 and 1.9.11.*)

**2.6.1.6** Source documents for extracts in annexes shall be listed in the References for Extracts section of the Informational References annex. (*See 1.9.10 and 1.9.11.*)

**2.6.1.7** Even when an entire annex consists of text extracted from another NFPA document, each paragraph, table, and figure shall carry the bracketed citation.

## **2.6.2 Extracted Material.**

**2.6.2.1** A section or paragraph being extracted from another document shall represent a specific thought and shall be entirely extracted.

**2.6.2.2** The context of the original extracted material shall not be compromised or violated. [*See 2.6.1(3).*]

## **2.6.2.3 Exception, Caution, and Warning Statements.**

**2.6.2.3.1** Text shall not be extracted without including any exception(s) associated with the extracted text.

**2.6.2.3.2** Similarly, caution and warning statements shall also be included.

#### **2.6.2.4 Related Notes and Annex Material.**

**2.6.2.4.1** Notes and annexes are intended as advisory, supplementary information, and thus they shall not be required to be included along with an extracted paragraph.

**2.6.2.4.2** If, in the originating document, the extracted text contains notes or is associated with annex material, the committee shall review the notes and annexes.

**2.6.2.4.3** If the committee chooses not to extract the note or related annex section, they shall ensure that the paragraph cannot be misinterpreted based on the absence of this supplemental information.

#### **2.6.3 Paragraph Numbering.**

**2.6.3.1\*** Committees shall not change the relationship of paragraphs to each other in renumbering extracted text.

**2.6.3.2** The committee taking the extract shall not take part of a section or paragraph and skip another part of this same section or paragraph without a valid technical reason.

**2.6.3.3** The family of paragraphs that state a set of requirements shall be kept together to ensure both documents are consistent in stated requirements.

**2.6.4 Cross-References.** Where extracted cross-material references another paragraph in the document from where the material is extracted, the committee shall try to extract the cross-referenced paragraph as well so its document is more complete and user-friendly.

**A.2.6** Extracting provides an advantage to using multiple references to requirements contained within other NFPA documents. Extracting has the disadvantage of creating a situation where the text of the source document and the user document are not identical due to the timing of each document's revision cycle.

**A.2.6.1.1** The following is an example of the proper reference used for an extract:

**8.4.1** The branch-circuit conductors supplying one or more units of a data processing system shall have an ampacity not less than 125 percent of the total connected load. [70:645.5]

In the rare cases where an extract is being taken from an old (non-current) edition of an NFPA document, the citation will need to include the year as well, e.g., [58, 1998:4-2].

**A.2.6.2.3** Exception and caution statements are part of the requirements of the associated paragraph.

**A.2.6.3.1** If a paragraph with two subparagraphs is renumbered as three separate and distinct paragraphs, does that change the relationship of paragraph two and three to the original paragraph one? Many times subparagraphs refine requirements in the host paragraph and renumbering changes that emphasis and possibly compromises that relationship.

Current 1037 Text (2012)	Extracted Materials from other Pro- Qual Documents	Revised, Deleted or New Text for NFPA 1037 Fall 2015
<p><b>5.2.2</b> Establish personnel assignments to maximize efficiency, given the knowledge, training, and experience of the members available, so that the organizational roles and responsibilities and legal requirements are met with the allocated resources and in accordance with jurisdictional requirements.</p> <p><b>(A) Requisite Knowledge.</b> Minimum staffing requirements, available human resources, and jurisdictional requirements.</p> <p><b>(B) Requisite Skills.</b> The ability to relate interpersonally and to communicate orally and in writing. [1021:6.2.1]</p>	<p><b>6.2.1</b> Establish personnel assignments to maximize efficiency, given knowledge, training, and experience of the members available in accordance with policies and procedures. (no “so that” statement)</p> <p><b>(A) Requisite Knowledge.</b> Minimum staffing requirements, available human resources, and policies and procedures.</p> <p><b>(B) Requisite Skills.</b> The ability to relate interpersonally and to communicate orally and in writing. <b>2009 ed.</b></p> <p><b>6.2.1</b> Establish personnel assignments to maximize efficiency, given knowledge, training, and experience of the members available in accordance with policies and procedures, so that human resources are used in an effective manner.</p> <p><b>(A) Requisite Knowledge.</b> Minimum staffing requirements, available human resources, and policies and procedures.</p> <p><b>(B) Requisite Skills.</b> The ability to relate interpersonally and to communicate orally and in writing. <b>NFPA 1021 (2014 edition)</b></p>	<p><b>5.2.2 (4.2.2 new)</b> Establish personnel assignments to maximize efficiency, given the knowledge, training, and experience of the members available, so that the organizational roles and responsibilities and legal requirements are met with the allocated resources and in accordance with jurisdictional requirements.</p> <p><b>(A) Requisite Knowledge.</b> Minimum staffing requirements, available human resources, and policies and procedures.</p> <p><b>(B) Requisite Skills.</b> The ability to use verbal and written communication skills and interpersonal skills.</p> <p>(No citation needed)</p>

Current 1037 Text (2012)	Extracted Materials from other Pro- Qual Documents	Revised, Deleted or New Text for NFPA 1037 Fall 2015
<p><b>5.2.6</b> Direct the development, maintenance, and evaluation of a department record and management system, given policies and procedures, so that completeness and accuracy are achieved. [1021:6.4.4]</p> <p><b>(A) Requisite Knowledge.</b> The principles involved in the acquisition, implementation, and retrieval of information by data processing as it applies to the record-keeping and budgetary processes, capabilities, and limitations of information management systems.</p> <p><b>(B) Requisite Skills.</b> The ability to use evaluative methods, to communicate orally and in writing, and to organize data.</p>	<p><b>6.4.4</b> Direct the development, maintenance, and evaluation of a department record and management system, given policies and procedures, so that completeness and accuracy are achieved.</p> <p><b>(A) Requisite Knowledge.</b> The principles involved in the acquisition, implementation, and retrieval of information by data processing as it applies to the record(-keeping) and budgetary processes, capabilities, and the capabilities and limitations of information management systems.</p> <p><b>(B) Requisite Skills.</b> The ability to use evaluative methods, to communicate orally and in writing, and to organize data.</p> <p><b>NFPA 1021 (2009 ed.)</b></p> <p><b>6.4.4</b> Direct the development, maintenance, and evaluation of a department record and management system, given policies and procedures, so that completeness and accuracy are achieved.</p> <p><b>(A) Requisite Knowledge.</b> The principles involved in the acquisition, implementation, and retrieval of information by data processing as it applies to the record and budgetary processes and the capabilities and limitations of information management systems.</p> <p><b>(B) Requisite Skills.</b> The ability to use evaluative methods, to communicate orally and in writing, and to organize data.</p> <p><b>NFPA 1021 2014 ed.</b></p>	<p><b>4.2.6</b></p> <p><b>(A) Requisite Knowledge.</b> The principles involved in the acquisition, implementation, and retrieval of information by data processing as it applies to the record-keeping and budgetary processes, capabilities, and limitations of information management systems.</p> <p><b>(B) Requisite Skills.</b> The ability to use evaluative methods, to use verbal and written communication skills and in writing, and to organize data. (No citation needed)</p>

Current 1037 Text (2012)	Extracted Materials from other Pro-Qual Documents	Revised, Deleted or New Text for NFPA 1037 Fall 2015
<p><b>5.3.10</b> Develop a plan, given an identified fire safety problem, so that the approval for a new program, piece of legislation, form of public education, or fire safety code is facilitated. [1021:6.5.2] <b>(A) Requisite Knowledge.</b> Applicable codes, standards, and jurisdictional requirements and their development process. <b>(B) Requisite Skills.</b> The ability to use evaluative methods, to use consensus-building techniques, to communicate orally and in writing, and to organize plans.</p>	<p><b>6.5.2</b> Develop a plan, given an identified fire safety problem, so that the approval for a new program, piece of legislation, form of public education, or fire safety code is facilitated. <b>(A) Requisite Knowledge.</b> Policies and procedures and applicable codes, ordinances, and standards and their development process. <b>(B) Requisite Skills.</b> The ability to use evaluative methods, to use consensus-building techniques, to communicate orally and in writing, and to organize plans. <b>NFPA 1021 2009 ed.</b></p> <p><b>6.5.2</b> Develop a plan, given an identified fire safety problem, so that the approval for a new program, piece of legislation, form of public education, or fire safety code is facilitated. <b>(A) Requisite Knowledge.</b> Policies and procedures and applicable codes, ordinances, and standards and their development process. <b>(B) Requisite Skills.</b> The ability to use evaluative methods, to use consensus-building techniques, to communicate orally and in writing, and to organize plans. <b>NFPA 1021 2014 ed.</b></p>	<p><b>5.3.10 (4.3.10 new)</b> Develop a plan, given an identified fire safety problem, so that the approval for a new program, piece of legislation, form of public education, or fire safety code is facilitated. <b>(A) Requisite Knowledge.</b> Applicable codes, standards, and jurisdictional requirements and their development process. <b>(B) Requisite Skills.</b> The ability to use evaluative methods, to use consensus-building techniques, to use <b>verbal and written communication skills</b>, and to organize plans.</p> <p>(No citation needed)</p>

Current 1037 Text (2012)	Extracted Materials from other Pro-Qual Documents	Revised, Deleted or New Text for NFPA 1037 Fall 2015
<p><b>5.7.2</b> Develop a comprehensive organizational fire and life safety education strategy, given a systematic planning process and relevant information, so that program goals, design, resources, implementation, and evaluation methods are included. [1035:7.3.1]</p> <p><b>(A) Requisite Knowledge.</b> Fire and life safety education issues, program administration issues, community concerns, available community resources, and cost/benefit analysis methods.</p> <p><b>(B) Requisite Skills.</b> The ability to design program strategy, select program components, and interact with community groups, partnerships, and collaborative efforts.</p>	<p><b>7.3.1</b> Develop a comprehensive organizational fire and life safety education strategy, given a systematic planning process and relevant information, so that program goals, design, resources, implementation, and evaluation methods are included.</p> <p><b>(A) Requisite Knowledge.</b> Fire and life safety education issues, program administration issues, community risks, available current community resources, and cost/benefit analysis methods.</p> <p><b>(B) Requisite Skills.</b> Design program strategy, select program components. <b>NFPA 1035 (2010 ed.)</b></p> <p><b>6.3.1</b> Develop a comprehensive organizational fire and life safety education strategy, given a systematic planning process and relevant information, so that program goals, design, resources, implementation, and evaluation methods are included.</p> <p><b>(A) Requisite Knowledge.</b> Fire and life safety education issues, program administration issues, community risks, available current community resources, and cost/benefit analysis methods.</p> <p><b>(B) Requisite Skills.</b> Design program strategy, select program components. <b>NFPA 1035 (2015 ed.)</b></p>	<p><b>5.7.2 (4.7.2 new)</b></p> <p><b>(A) Requisite Knowledge.</b></p> <p><b>(B) Requisite Skills.</b> The ability to design program strategy, select program components, and interact with community groups, partnerships, and collaborative efforts.</p> <p>(No citation needed or delete JPR as it is redundant to new Chapter 1 material and correlation issue to NFPA 1035)</p>

Current 1037 Text (2012)	Extracted Materials from other Pro-Qual Documents	Revised, Deleted or New Text for NFPA 1037 Fall 2015
<p><b>5.7.4</b> Create an awareness campaign within the organization, given identified fire and life safety education goals and policies, so that all members are informed of their role within the organization's fire and life safety education strategy. [1035:7.4.4]</p> <p><b>(A) Requisite Knowledge.</b> Organization mission statement, communication systems, goals, policies, and education strategy.</p> <p><b>(B) Requisite Skills.</b> The ability to create an awareness campaign, disseminate information internally, and implement market strategy.</p>	<p><b>6.4.4</b> Create an awareness campaign within the organization, given identified fire and life safety education goals and policies, so that all members are informed of their role within the organization's fire and life safety education strategy.</p> <p><b>(A) Requisite Knowledge.</b> Organization mission statement, communication, goals, policies, and education strategy.</p> <p><b>(B) Requisite Skills.</b> Create an awareness campaign, disseminate information internally, and implement market strategy.</p> <p><b>NFPA 1035 (2015 ed.)</b></p> <p><b>7.4.4</b> Create an awareness campaign within the organization, given identified fire and life safety education goals and policies, so that all members are informed of their role within the organization's fire and life safety education strategy.</p> <p><b>(A) Requisite Knowledge.</b> Organization mission statement, communication, goals, policies, and education strategy.</p> <p><b>(B) Requisite Skills.</b> Create an awareness campaign, disseminate information internally, implement market strategy.</p> <p><b>NFPA 1035 (2010 ed.)</b></p>	<p><b>5.7.4 (4.7.4 new)</b></p> <p><b>(A) Requisite Knowledge.</b></p> <p><b>(B) Requisite Skills.</b></p> <p>(No citation needed or delete JPR as it is redundant to new Chapter 1 material and correlation issue to NFPA 1035)</p>



Current 1037 Text (2012)	Extracted Materials from other Pro-Qual Documents	Revised, Deleted or New Text for NFPA 1037 Fall 2015
<p><b>5.7.5</b> Create comprehensive fire and life safety education report(s) for policy makers, given relevant information, so that educational strategies, goals, objectives, activities, impact, budgets, and outcomes are clearly described. [1035:7.4.5]</p> <p><b>(A) Requisite Knowledge.</b> Public policy process of the organization and educational activities and outcomes.</p> <p><b>(B) Requisite Skills.</b> The ability to generate reports and analyze data.</p>	<p><b>5.7.5</b> Create comprehensive fire and life safety education report(s) for policy makers, given relevant information, so that educational strategies, goals, objectives, activities, impact, budgets, and outcomes are clearly described.</p> <p><b>(A) Requisite Knowledge.</b> Public policy reporting including educational activities and outcomes.</p> <p><b>(B) Requisite Skills.</b> Generate reports and analyze data.</p> <p><b>NFPA 1035 (2015 ed.)</b></p> <p><b>7.4.5</b> Create comprehensive fire and life safety education report(s) for policy makers, given relevant information, so that educational strategies, goals, objectives, activities, impact, budgets, and outcomes are clearly described.</p> <p><b>(A) Requisite Knowledge.</b> Public policy reporting including educational activities and outcomes.</p> <p><b>(B) Requisite Skills.</b> Generate reports and analyze data.</p> <p><b>NFPA 1035 (2010 ed.)</b></p>	<p><b>5.7.5 (4.7.5 new)</b></p> <p><b>(A) Requisite Knowledge.</b></p> <p><b>(B) Requisite Skills.</b></p> <p>(No citation needed or delete JPR as it is redundant to new Chapter 1 material and correlation issue to NFPA 1035)</p>

**First Revision No. 10-NFPA 1037-2014 [ Global Input ]****The title of the document will be revised from**

Standard for Professional Qualifications for Fire Marshal  
to read as follows:  
Standard on Fire Marshal Professional Qualifications

**Submitter Information Verification**

**Submitter Full Name:** Thomas McGowan  
**Organization:** National Fire Protection Assoc  
**Street Address:**  
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**Zip:**  
**Submittal Date:** Mon Feb 24 13:10:31 EST 2014

**Committee Statement**

**Committee Statement:** The TC recognizes the Correlating Committee's work to standardize the titles to all pro-qual documents.  
**Response Message:**

**First Revision No. 37-NFPA 1037-2014 [ Global Input ]**

Insert "tribal" after "federal" in all situations where local, state, federal, and provincial are used within the document.

**Submitter Information Verification**

**Submitter Full Name:** [ Not Specified ]

**Organization:** [ Not Specified ]

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**Submittal Date:** Tue Mar 11 11:11:40 EDT 2014

**Committee Statement**

**Committee Statement:** The TC recognizes the use of the term "tribal" as inclusive to all government entities.

**Response Message:**



## First Revision No. 2-NFPA 1037-2014 [ Chapter 1 ]

### Chapter 1 Administration

#### 1.1\* Scope.

This standard identifies the professional level of performance required for Fire Marshal, specifically identifying the minimum job performance requirements (JPRs) necessary to perform as a Fire Marshal.

#### 1.2 – Purpose.

##### 1.2.1 –

The purpose of this standard is to specify in terms of JPRs the minimum qualifications for professional competence for Fire Marshals and equivalent positions.

##### 1.2.2 –

It is not the intent of the standard to restrict any jurisdiction from exceeding these requirements.

### Supplemental Information

<u>File Name</u>	<u>Description</u>
1037_Chapter_1_Final.docx	
1037_Annex_A_Final.docx	

### Submitter Information Verification

**Submitter Full Name:** Thomas McGowan  
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**Submission Date:** Mon Feb 24 09:52:58 EST 2014

### Committee Statement

**Committee Statement:** The TC recognizes the work of the Correlating Committee to boilerplate Chapter 1 and associated Annex A material for all pro-qual documents. Attached is the boilerplate for Chapter 1 and associated Annex A materials. The remaining text from Chapter 4 will be deleted or moved to the General section of Chapter 4 as prescribed by the TC. The TC also recognizes the intent of the submitter's public inputs. Because the TC is following the guidance established by the CC for boilerplate language, TC believes that PI 5 is associated to 1.3.2, PI 5 and 1.3.3, PI 4 and 1.2.6 and A.1.2.6, PI 9 and 1.3.8 (1) and PI 10 and 1.3.8 (4).

#### Response Message:

[Public Input No. 4-NFPA 1037-2013 \[New Section after 4.1.9\]](#)  
[Public Input No. 5-NFPA 1037-2013 \[New Section after 4.1.3\]](#)  
[Public Input No. 9-NFPA 1037-2013 \[New Section after 4.1.13\]](#)  
[Public Input No. 10-NFPA 1037-2013 \[New Section after 4.1.13\]](#)  
[Public Input No. 12-NFPA 1037-2013 \[Section No. 4.1.5\]](#)

**First Revision No. 3-NFPA 1037-2014 [ Section No. 2.2 ]****2.2 NFPA Publications.**

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

NFPA 1031, *Standard for Professional Qualifications for Fire Inspector and Plan Examiner*, 2009- 2014 edition.

NFPA 1035, *Standard for Professional Qualifications for on Fire and Life Safety Educator, Public Information Officer, and Juvenile Youth Firesetter Intervention Specialist, 2010- and Youth Firesetter Program Manager Professional Qualifications*, 2015 edition.

**Submitter Information Verification**

**Submitter Full Name:** Thomas McGowan

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**Submittal Date:** Mon Feb 24 10:27:12 EST 2014

**Committee Statement**

**Committee Statement:** The TC recognizes the reference sources edition updates.

**Response Message:**

**First Revision No. 8-NFPA 1037-2014 [ Section No. 2.4 ]****2.4** References for Extracts in Mandatory Sections.

NFPA 1000, *Standard for Fire Service Professional Qualifications Accreditation and Certification Systems*, 2011 edition.

NFPA 1002, *Standard for Fire Apparatus Driver/Operator Professional Qualifications*, 2009- 2014 edition.

NFPA 1021, *Standard for Fire Officer Professional Qualifications*, 2009- 2014 edition.

NFPA 1031, *Standard for Professional Qualifications for Fire Inspector and Plan Examiner*, 2009- 2014 edition.

NFPA 1033, *Standard for Professional Qualifications for Fire Investigator*, 2009- 2014 edition.

NFPA 1035 135, *Standard for Professional Qualifications for on Fire and Life Safety Educator, Public Information Officer, and Juvenile Youth Firesetter Intervention Specialist, 2010- and Youth Firesetter Program Manager Professional Qualifications*, 2015 edition.

NFPA 1451, *Standard for a Fire Service Vehicle Operations Training Program*, 2007- 2013 edition.

**Submitter Information Verification**

**Submitter Full Name:** Thomas McGowan

**Organization:** National Fire Protection Assoc

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**Submittal Date:** Mon Feb 24 13:02:02 EST 2014

**Committee Statement**

**Committee Statement:** The TC recognizes the need to update and delete references source editions.

**Response Message:**

**First Revision No. 9-NFPA 1037-2014 [ Section No. 3.3.8 ]****3.3.8 Investigation.**

A systematic inquiry or examination.- [ 1033, -2009]

**Submitter Information Verification****Submitter Full Name:** Thomas McGowan**Organization:** National Fire Protection Assoc**Street Address:****City:****State:****Zip:****Submittal Date:** Mon Feb 24 13:04:59 EST 2014**Committee Statement****Committee Statement:** The TC recognizes that there is no need to reference NFPA 1033 as it doesn't appear in the document.**Response Message:**

**First Revision No. 30-NFPA 1037-2014 [ New Section after 3.3.18.2 ]****3.3.18.3 Community Risk Reduction.**

A practice used by fire departments/fire stations to reduce and manage fire and life safety risk in a community. Effective community risk reduction identifies fire and life safety risks, prioritizes the risks, develops strategies to prevent or reduce the risk, focuses efforts, involves community partners, and engages the community. Community risk reduction practices enable the fire department to better protect the community from fire and other hazards. [1035 , 2015]

**Submitter Information Verification****Submitter Full Name:** [ Not Specified ]**Organization:** [ Not Specified ]**Street Address:****City:****State:****Zip:****Submittal Date:** Tue Mar 11 05:45:21 EDT 2014**Committee Statement****Committee Statement:** The TC recognizes the term Community Risk Reduction within Chapter 4 as a sub-section, therefore it wants to define the term.**Response Message:**





## First Revision No. 33-NFPA 1037-2014 [ Chapter 4 ]

### Chapter 4 – General Requirements – Fire Marshal

#### 4.1 General.

##### 4.1.1

The Fire Marshal shall meet all of the requirements defined in Sections 5.2 through 5.5 and meet, as a minimum, the qualifications of either a fire and life safety educator, a fire investigator, a fire inspector, or a plan examiner as determined by the AHJ.

##### 4.1.2

In addition to the core requirements, the Fire Marshal shall meet the JPRs found in Sections 5.6 through 5.8 as they apply to their jurisdiction.

##### 4.1.3 –

The JPRs shall be completed in accordance with recognized practices and procedures or as defined by law or the authority having jurisdiction (AHJ).

##### 4.1.4 \*

The local, state, provincial, or federal training programs shall establish the instructional priority and the training program content to prepare individuals to meet the JPRs of this standard.

##### 4.1.5 –

Evaluation of JPRs shall be by individuals approved by the AHJ.

##### 4.1.6 –

A Fire Marshal assigned regulatory program duties shall meet all of the requirements specified in Section 5.6 .

##### 4.1.7 –

A Fire Marshal assigned fire and life safety education duties shall meet all of the requirements specified in Section 5.7 .

##### 4.1.8 –

A Fire Marshal assigned investigation duties shall meet all of the requirements specified in Section 5.8 .

##### 4.1.9 \* – –

The Fire Marshal shall remain current with the origins and limits of their authority, and all aspects of their assigned duties and responsibilities.

##### 4.1.10 \* – –

The Fire Marshal shall perform duties in accordance with applicable safety standards.

##### 4.1.11 4 \*

The Fire Marshal shall have access to the applicable codes, standards, and jurisdictional requirements and the assignments.

##### 4.1.12 –

The Fire Marshal shall be able to develop written correspondence to communicate fire protection and life safety code requirements, so that the correspondence provides an accurate interpretation of applicable codes and standards and is tailored for the intended audience.

##### 4.1.13 –

The Fire Marshal shall maintain records and related documents, so that information can be retrieved and is filed in compliance with the record-keeping policies of the organization, associated with any assignments.

### Submitter Information Verification

**Submitter Full Name:** [ Not Specified ]

**Organization:** [ Not Specified ]

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**City:**

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**Submittal Date:** Tue Mar 11 10:40:15 EDT 2014

### Committee Statement

**Committee Statement:** The TC recognizes that some of the material found in the current document should be located to Chapter 1 per CC boilerplate. The remaining text is renumbered and clarification to 4.1.4.

**Response Message:**

FOR COMMITTEE USE ONLY  
SUBJECT TO REVISION ONLY  
NOT FOR PUBLICATION



First Revision No. 34-NFPA 1037-2014 [ Chapter 5 [Title Only] ]

Fire Marshal

### Submitter Information Verification

Submitter Full Name: [ Not Specified ]

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Submittal Date: Tue Mar 11 11:03:54 EDT 2014

### Committee Statement

Committee Statement: The TC is deleting this title because the information that follows will be forwarded to the current Chapter 4.

Response Message:

**First Revision No. 35-NFPA 1037-2014 [ Section No. 5.1 ]**

5.1 \* -- General.

5.1.1 –

The Fire Marshal shall meet the core JPRs specified in Sections 5.2 through 5.5 .

5.1.2 –

The Fire Marshal shall meet the JPRs specified in Sections 5.6 through 5.8 as applicable to his or her jurisdiction.

**Submitter Information Verification**

**Submitter Full Name:** [ Not Specified ]

**Organization:** [ Not Specified ]

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**Submission Date:** Tue Mar 11 11:05:38 EDT 2014

**Committee Statement**

**Committee Statement:** The TC recognizes that the information being deleted is already in Chapter 4 and would be redundant. Additionally the items in this chapter (Chapter 5) will now be moved to Chapter 4 behind (4.1.4). This Chapter will need to be renumbered.

**Response Message:**

**First Revision No. 11-NFPA 1037-2014 [ Section No. 5.2.1(B) ]****(B)**

**Requisite Skills.** The ability to ~~communicate in writing and orally~~ use verbal and written communication skills ; ability to consolidate information and data from a variety of sources for short- and long-term planning purposes; ability to forecast staffing, capital, and budgetary needs to support the roles and responsibilities of Fire Marshal; ability to establish an organizational structure, to include both existing and future staffing positions, to implement the roles and responsibilities of Fire Marshal consistent with the overall organizational structure; and ability to integrate relationships, functions, and needs of stakeholders.

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**Submittal Date:** Mon Feb 24 13:43:16 EST 2014

**Committee Statement**

**Committee Statement:** The TC recognizes a manual of style concern in using the terms ending in "-ly".  
**Response Message:**

**First Revision No. 12-NFPA 1037-2014 [ Section No. 5.2.2(B) ]**

(B)

**Requisite Skills.** The ability to ~~relate interpersonally~~ use interpersonal skills; and to ~~communicate orally and in writing.~~ [1021: 6.2.1] use verbal and written communications skills.

**Submitter Information Verification**

**Submitter Full Name:** Thomas McGowan  
**Organization:** National Fire Protection Assoc  
**Street Address:**  
**City:**  
**State:**  
**Zip:**  
**Submittal Date:** Mon Feb 24 14:03:57 EST 2014

**Committee Statement**

**Committee Statement:** The TC recognizes a manual of style concern in using the terms ending in "-ly". The TC recognizes that the extract citation is not needed because it doesn't include the complete JPR text.

**Response Message:**

**First Revision No. 13-NFPA 1037-2014 [ Section No. 5.2.3(B) ]****(B)**

**Requisite Skills.** The ability to ~~communicate in writing and orally~~ use verbal and written communication skills ; ability to consolidate information and data from a variety of sources for short- and long-term planning purposes; ability to forecast staffing, capital, and budgetary needs to support the roles and responsibilities of Fire Marshal; ability to establish an organizational structure, to include both existing and future staffing positions, to implement the roles and responsibilities of Fire Marshal consistent with the overall organizational structure; and ability to integrate relationships, functions, and needs of stakeholders.

**Submitter Information Verification**

**Submitter Full Name:** Thomas McGowan  
**Organization:** National Fire Protection Assoc  
**Street Address:**  
**City:**  
**State:**  
**Zip:**  
**Submittal Date:** Mon Feb 24 14:13:42 EST 2014

**Committee Statement**

**Committee Statement:** The TC recognizes a manual of style concern in using the terms ending in "-ly".  
**Response Message:**

**First Revision No. 28-NFPA 1037-2014 [ Section No. 5.2.6 [Excluding any Sub-Sections]**

]

Direct the development, maintenance, and evaluation of a department record and management system, given policies and procedures, so that completeness and accuracy are achieved. **[1021: 6.4.4]**

**Submitter Information Verification****Submitter Full Name:** [ Not Specified ]**Organization:** [ Not Specified ]**Street Address:****City:****State:****Zip:****Submittal Date:** Tue Mar 11 05:25:11 EDT 2014**Committee Statement****Committee Statement:** The TC recognizes that the extract citation is not needed because it doesn't include the complete JPR text.**Response Message:**



**First Revision No. 14-NFPA 1037-2014 [ Section No. 5.2.6(B) ]**

(B)

**Requisite Skills.** The ability to use evaluative methods, to ~~communicate orally and in writing~~ use verbal and written communication skills , and to organize data.

**Submitter Information Verification**

**Submitter Full Name:** Thomas McGowan

**Organization:** National Fire Protection Assoc

**Street Address:**

**City:**

**State:**

**Zip:**

**Submittal Date:** Mon Feb 24 14:16:10 EST 2014

**Committee Statement**

**Committee Statement:** The TC recognizes a manual of style concern in using the terms ending in "-ly".

**Response Message:**



## First Revision No. 29-NFPA 1037-2014 [ Section No. 5.3 ]

### 5.3\* – Community Risk Management Reduction .

This duty involves the recommendation, creation, and evaluation of jurisdictional requirements that reduce risks in and to the community.

#### 5.3.1 General Requisite Knowledge.

Community planning processes, emergency planning processes, strategic planning, and operational plans.

#### 5.3.2

Evaluate target risks and emergency incident data, given community profile levels of protection, occupancy types, percent of responses by occupancy type, perspectives of risk, and available data and information including loss, so that a community risk profile can be developed based on an acceptable level of risk.

##### (A)

**Requisite Knowledge.** Occupancy types, levels of protection, emergency response capability, loss history, and the unique hazards associated with the community.

##### (B)

**Requisite Skills.** The ability to compare hazards, probability of occurrence, and consequence to established risk and to rank those risks based on the effect to and in the community.

#### 5.3.3

Manage a data and information management program, given identified inputs and outputs, data collection system, and personnel, so that data and information are collected, processed, stored, and maintained.

##### (A)

**Requisite Knowledge.** Target risks, available input and output, available data management systems, available personnel, and related organizational policies.

##### (B)

**Requisite Skills.** The ability to establish the parameters for data and information collection, and maintain data management and storage systems.

#### 5.3.4

Interpret data and information, given output from a data/information management system, so that the data and information provide an adequate basis of knowledge to conduct risk analysis.

##### (A)

**Requisite Knowledge.** Facts, trends, and high-risk areas.

##### (B)

**Requisite Skills.** The ability to analyze and interpret data and information and identify trends.

#### 5.3.5

Conduct risk analysis, given data and information trends, target risks, community input, and available resources, so that a risk profile and management solutions are developed.

##### (A)

**Requisite Knowledge.** Data and information trends, community perceptions of risk, available resources, potential solutions, and constraints.

##### (B)

**Requisite Skills.** The ability to evaluate risk, compare risk to an established or perceived level of risk, and identify potential solutions.

#### 5.3.6

Evaluate risk management solutions, given the risk analysis, organizational and community constraints, regulatory requirements, available resources, and financial impacts, so that the most beneficial and cost-effective solution(s) can be established.

##### (A)

**Requisite Knowledge.** Effects of external and internal influences upon the risk management solutions, available resources, and costs.

##### (B)

**Requisite Skills.** The ability to identify and evaluate the effects of internal and external influences on the risk management solutions.

**5.3.7**

Integrate the risk management solutions with related organizational groups, given organizational structure and constraints, so that the analysis and solution(s) can be used for organizational planning, development, and implementation.

**(A)**

**Requisite Knowledge.** Roles and responsibilities of other organizational groups and how the proposed risk management solution(s) affect those other units.

**(B)**

**Requisite Skills.** The ability to recognize the applicability of the risk management solution(s) to the roles and responsibilities to the other organizational groups.

**5.3.8**

Integrate the risk management solution(s) with community stakeholders, given interface with community individuals and organizations, so that the risk management solution(s) can be used for community planning, development, and implementation.

**(A)**

**Requisite Knowledge.** Roles and responsibilities of community stakeholders and how the risk management solution(s) affect those stakeholders.

**(B)**

**Requisite Skills.** The ability to recognize the applicability of the risk management solution(s) to the roles and responsibilities to the other community stakeholders.

**5.3.9**

Evaluate the risk management program, given the existing risk analysis, implemented solution(s), and data and information applications, so that continued improvement of the program goals and objectives can be monitored and achieved.

**(A)**

**Requisite Knowledge.** The goals and objectives, available information, established level of risk, and evaluation methodologies.

**(B)**

**Requisite Skills.** The ability to interpret and analyze the data on the impact of the risk management program.

**5.3.10**

Develop a plan, given an identified fire safety problem, so that the approval for a new program, piece of legislation, form of public education, or fire safety code is facilitated. - [ 1021: 6.5.2]

**(A)**

**Requisite Knowledge.** Applicable codes, standards, and jurisdictional requirements and their development process.

**(B)**

**Requisite Skills.** The ability to use evaluative methods, to use consensus-building techniques, to communicate orally and in writing use verbal and written communication skills, and to organize plans.

**Submitter Information Verification**

**Submitter Full Name:** [ Not Specified ]

**Organization:** [ Not Specified ]

**Street Address:**

**City:**

**State:**

**Zip:**

**Submittal Date:** Tue Mar 11 05:27:21 EDT 2014

**Committee Statement**

**Committee Statement:** The TC recognizes the national theme for "Community Risk Reduction" and is revising the section heading. The TC recognizes that the extract citation is not needed because it doesn't include the complete JPR text. The TC recognizes a manual of style concern in using the terms ending in "-ly".

**Response**  
**Message:**

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SUBJECT TO REVISION  
NOT FOR PUBLICATION

**First Revision No. 15-NFPA 1037-2014 [ Section No. 5.3.10(B) ]****(B)**

**Requisite Skills.** The ability to use evaluative methods, to use consensus-building techniques, to communicate orally and in writing use verbal and written communication skills , and to organize plans.

**Submitter Information Verification****Submitter Full Name:** Thomas McGowan**Organization:** National Fire Protection Assoc**Street Address:****City:****State:****Zip:****Submittal Date:** Mon Feb 24 14:17:31 EST 2014**Committee Statement****Committee Statement:** The TC recognizes a manual of style concern in using the terms ending in "-ly".**Response Message:**

**First Revision No. 16-NFPA 1037-2014 [ Section No. 5.4.1(B) ]****(B)**

**Requisite Skills.** The ability to effectively communicate in writing and orally use verbal and written communications skills .

**Submitter Information Verification****Submitter Full Name:** Thomas McGowan**Organization:** National Fire Protection Assoc**Street Address:****City:****State:****Zip:****Submittal Date:** Mon Feb 24 14:18:28 EST 2014**Committee Statement****Committee Statement:** The TC recognizes a manual of style concern in using the terms ending in "-ly".**Response Message:**

**First Revision No. 17-NFPA 1037-2014 [ Section No. 5.4.2(B) ]****(B)**

**Requisite Skills.** The ability to effectively communicate in writing and orally us verbal and written communications skills .

**Submitter Information Verification****Submitter Full Name:** Thomas McGowan**Organization:** National Fire Protection Assoc**Street Address:****City:****State:****Zip:****Submittal Date:** Mon Feb 24 14:21:47 EST 2014**Committee Statement****Committee Statement:** The TC recognizes a manual of style concern in using the terms ending in "-ly".**Response Message:**

**First Revision No. 18-NFPA 1037-2014 [ Section No. 5.4.3(B) ]**

(B)

**Requisite Skills.** The ability to maintain a constructive relationship with media groups and provide written and oral ~~verbal~~ information.

**Submitter Information Verification**

**Submitter Full Name:** Thomas McGowan

**Organization:** National Fire Protection Assoc

**Street Address:**

**City:**

**State:**

**Zip:**

**Submittal Date:** Mon Feb 24 14:22:43 EST 2014

**Committee Statement**

**Committee Statement:** The TC changed the terminology for consistency within the document.

**Response Message:**



**First Revision No. 19-NFPA 1037-2014 [ Section No. 5.4.4(B) ]****(B)**

**Requisite Skills.** The ability to ~~communicate orally and~~ use verbal and written communication skills; and demonstrate proper interview techniques.

**Submitter Information Verification****Submitter Full Name:** Thomas McGowan**Organization:** National Fire Protection Assoc**Street Address:****City:****State:****Zip:****Submittal Date:** Mon Feb 24 14:24:58 EST 2014**Committee Statement****Committee Statement:** The TC recognizes a manual of style concern in using the terms ending in "-ly".**Response Message:**

**First Revision No. 20-NFPA 1037-2014 [ Section No. 5.5.4(B) ]****(B)**

**Requisite Skills.** The ability to assign responsibility, conduct research, facilitate committee meetings, organize information, ~~communicate orally and in writing~~ to use verbal and written communication skills , and interpret data.

**Submitter Information Verification****Submitter Full Name:** Thomas McGowan**Organization:** National Fire Protection Assoc**Street Address:****City:****State:****Zip:****Submittal Date:** Mon Feb 24 14:26:10 EST 2014**Committee Statement****Committee Statement:** The TC recognizes a manual of style concern in using the terms ending in "-ly".**Response Message:**

**First Revision No. 44-NFPA 1037-2014 [ Section No. 5.6.1 ]****5.6.1 General Requisite Knowledge.**

Codes, standards, and jurisdictional requirements applicable to the management of the regulatory environment including, but not limited to, NFPA 1031 and other fire, building, and life safety codes.

**Submitter Information Verification**

**Submitter Full Name:** [ Not Specified ]

**Organization:** [ Not Specified ]

**Street Address:**

**City:**

**State:**

**Zip:**

**Submittal Date:** Tue Mar 11 12:20:41 EDT 2014

**Committee Statement**

**Committee Statement:** The TC recognized with that with the removal of 4.1.13 that language needed to be clarified in 5.6.1 to complete the requirements for this JPR.

**Response Message:**

**First Revision No. 21-NFPA 1037-2014 [ Section No. 5.6.3(A) ]**

(A)

**Requisite Knowledge.** All applicable codes, standards, and jurisdictional requirements; administratively implementing documents and methods; and technological tools to aid compliance inspections.

**Submitter Information Verification**

**Submitter Full Name:** Thomas McGowan  
**Organization:** National Fire Protection Assoc  
**Street Address:**  
**City:**  
**State:**  
**Zip:**  
**Submittal Date:** Mon Feb 24 14:28:18 EST 2014

**Committee Statement**

**Committee Statement:** The TC recognizes a manual of style concern in using the terms ending in "-ly", therefore has deleted the text.  
**Response Message:**

**First Revision No. 22-NFPA 1037-2014 [ Section No. 5.6.5(B) ]**

(B)

**Requisite Skills.** The ability to ~~effectively~~ manage appeals in conformance with the applicable codes, standards, and jurisdictional requirements.

**Submitter Information Verification**

**Submitter Full Name:** Thomas McGowan

**Organization:** National Fire Protection Assoc

**Street Address:**

**City:**

**State:**

**Zip:**

**Submittal Date:** Mon Feb 24 14:29:25 EST 2014

**Committee Statement**

**Committee Statement:** The TC recognizes a manual of style concern in using the terms ending in "-ly", therefore has deleted the text.

**Response Message:**

**First Revision No. 45-NFPA 1037-2014 [ Section No. 5.6.8(B) ]**

(B)

**Requisite Skills.** The ability to evaluate prescriptive codes, standards, and jurisdictional requirements, and use verbal and written communication skills .

**Submitter Information Verification****Submitter Full Name:** [ Not Specified ]**Organization:** [ Not Specified ]**Street Address:****City:****State:****Zip:****Submittal Date:** Tue Mar 11 12:23:04 EDT 2014**Committee Statement**

**Committee Statement:** The TC recognized with that with the removal of 4.1.12 that language needed to be added to 5.6.8(B) to complete the requirements for this JPR.

**Response Message:**



**First Revision No. 23-NFPA 1037-2014 [ Section No. 5.6.11 [Excluding any Sub-Sections] ]**

Generate jurisdictional requirements for administering the regulatory management program, given management objectives, so that the requirements are clearly defined, concise, and in accordance with the legal obligations of the jurisdiction.

**Submitter Information Verification**

**Submitter Full Name:** Thomas McGowan  
**Organization:** National Fire Protection Assoc  
**Street Address:**  
**City:**  
**State:**  
**Zip:**  
**Submittal Date:** Mon Feb 24 14:30:17 EST 2014

**Committee Statement**

**Committee Statement:** The TC recognizes a manual of style concern in using the terms ending in "-ly", therefore has deleted the text.  
**Response Message:**

**First Revision No. 24-NFPA 1037-2014 [ Section No. 5.6.11(B) ]**

(B)

**Requisite Skills.** The ability to ~~effectively~~ interpret jurisdictional requirements and to write jurisdictional requirements in accordance with administrative and legal guidelines.

**Submitter Information Verification**

**Submitter Full Name:** Thomas McGowan  
**Organization:** National Fire Protection Assoc  
**Street Address:**  
**City:**  
**State:**  
**Zip:**  
**Submittal Date:** Mon Feb 24 14:31:42 EST 2014

**Committee Statement**

**Committee Statement:** The TC recognizes a manual of style concern in using the terms ending in "-ly", therefore has deleted the text.  
**Response Message:**



**First Revision No. 31-NFPA 1037-2014 [ Section No. 5.7.2 [Excluding any Sub-Sections]**

]

Develop a comprehensive organizational fire and life safety education strategy, given a systematic planning process and relevant information, so that program goals, design, resources, implementation, and evaluation methods are included.- [ 1035: 7.3.1]

**Submitter Information Verification****Submitter Full Name:** [ Not Specified ]**Organization:** [ Not Specified ]**Street Address:****City:****State:****Zip:****Submittal Date:** Tue Mar 11 07:31:35 EDT 2014**Committee Statement****Committee Statement:** The TC agreed that based on extract citation manual of style needing to be inclusive of all components of a JPR that there is no need for this citation.**Response Message:**

**First Revision No. 43-NFPA 1037-2014 [ Section No. 5.7.2(A) ]**

(A)

**Requisite Knowledge.** Fire and life safety education issues, program administration issues, community concerns risks, available community resources, and cost/benefit analysis methods.

**Submitter Information Verification**

**Submitter Full Name:** [ Not Specified ]

**Organization:** [ Not Specified ]

**Street Address:**

**City:**

**State:**

**Zip:**

**Submittal Date:** Tue Mar 11 11:28:14 EDT 2014

**Committee Statement**

**Committee Statement:** The TC recognizes a national change in terminology.

**Response Message:**

**First Revision No. 32-NFPA 1037-2014 [ Section No. 5.7.4 [Excluding any Sub-Sections]**

]

Create an awareness campaign within the organization, given identified fire and life safety education goals and policies, so that all members are informed of their role within the organization's fire and life safety education strategy.- [ 1035: 7.4.4]

**Submitter Information Verification****Submitter Full Name:** [ Not Specified ]**Organization:** [ Not Specified ]**Street Address:****City:****State:****Zip:****Submittal Date:** Tue Mar 11 07:36:53 EDT 2014**Committee Statement****Committee Statement:** The TC agreed that based on extract citation manual of style needing to be inclusive of all components of a JPR that there is no need for this citation.**Response****Message:**

**First Revision No. 42-NFPA 1037-2014 [ Section No. 5.7.4(B) ]****(B)**

**Requisite Skills.** The ability to create an awareness campaign, disseminate information internally within the organization , and implement market strategy.

**Submitter Information Verification****Submitter Full Name:** [ Not Specified ]**Organization:** [ Not Specified ]**Street Address:****City:****State:****Zip:****Submittal Date:** Tue Mar 11 11:26:43 EDT 2014**Committee Statement****Committee Statement:** The TC recognizes the need to use manual of style and deleted the "-ly" term.**Response Message:**

**First Revision No. 25-NFPA 1037-2014 [ Section No. 5.7.5 [Excluding any Sub-Sections]**

]

Create comprehensive fire and life safety education report(s) for policy makers, given relevant information, so that educational strategies, goals, objectives, activities, impact, budgets, and outcomes are clearly described.- [ 1035: 7.4.5]

**Submitter Information Verification**

**Submitter Full Name:** Thomas McGowan

**Organization:** National Fire Protection Assoc

**Street Address:**

**City:**

**State:**

**Zip:**

**Submittal Date:** Mon Feb 24 14:35:51 EST 2014

**Committee Statement**

**Committee Statement:** The TC recognizes a manual of style concern in using the terms ending in "-ly". The TC agreed that based on extract citation manual of style needing to be inclusive of all components of a JPR that there is no need for this citation.

**Response Message:**

**First Revision No. 41-NFPA 1037-2014 [ Section No. 5.8.4(A) ]**

(A)

**Requisite Knowledge.**- Oral- Verbal and written communication and statistical analysis.

**Submitter Information Verification**

**Submitter Full Name:** [ Not Specified ]

**Organization:** [ Not Specified ]

**Street Address:**

**City:**

**State:**

**Zip:**

**Submittal Date:** Tue Mar 11 11:25:04 EDT 2014

**Committee Statement**

**Committee Statement:** TC changed the term for consistency through out the document.

**Response Message:**

**First Revision No. 38-NFPA 1037-2014 [ Section No. 5.8.5 [Excluding any Sub-Sections]**

]

Manage technical resources needed to perform investigations, given personnel, protective equipment, jurisdictional requirements, and other necessary equipment, including investigation tools and resources for investigations so that investigators are adequately protected and equipped and investigations are conducted according to safety requirements.

**Submitter Information Verification****Submitter Full Name:** [ Not Specified ]**Organization:** [ Not Specified ]**Street Address:****City:****State:****Zip:****Submittal Date:** Tue Mar 11 11:20:58 EDT 2014**Committee Statement****Committee Statement:** The TC recognizes the manual of style and removed the "-ly".**Response Message:**

**First Revision No. 36-NFPA 1037-2014 [ Section No. 5.8.6(B) ]****(B)**

**Requisite Skills.** The ability to communicate both orally and in writing use verbal and written communication skills.

**Submitter Information Verification****Submitter Full Name:** [ Not Specified ]**Organization:** [ Not Specified ]**Street Address:****City:****State:****Zip:****Submittal Date:** Tue Mar 11 11:09:58 EDT 2014**Committee Statement****Committee Statement:** The TC recognizes the need for a manual of style change.**Response Message:**



**First Revision No. 40-NFPA 1037-2014 [ Section No. 5.8.7 [Excluding any Sub-Sections]**

]

Construct a resource plan for investigations with allied groups to adapt to incident needs, given knowledge of the capabilities of available groups and resources, so that response to various types of incidents can be completely investigated.

**Submitter Information Verification****Submitter Full Name:** [ Not Specified ]**Organization:** [ Not Specified ]**Street Address:****City:****State:****Zip:****Submittal Date:** Tue Mar 11 11:24:04 EDT 2014**Committee Statement****Committee Statement:** The TC recognizes the need to use manual of style and deleted the "-ly" term.**Response Message:**

**First Revision No. 39-NFPA 1037-2014 [ Section No. 5.8.7(B) ]****(B)**

**Requisite Skills.** The ability to use verbal and written communicate effectively skills , coordinate resources, and utilize those resources.

**Submitter Information Verification**

**Submitter Full Name:** [ Not Specified ]

**Organization:** [ Not Specified ]

**Street Address:**

**City:**

**State:**

**Zip:**

**Submittal Date:** Tue Mar 11 11:22:16 EDT 2014

**Committee Statement**

**Committee Statement:** The TC recognizes the need to use manual of style and deleted the "-ly" term.

**Response Message:**



## First Revision No. 26-NFPA 1037-2014 [ Chapter B ]

### Annex B – C – Alternate Evaluation Methods

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

#### **B C .1**– Qualitative Methods.

It is evident that, given the complex nature of the Fire Marshal standard, flexibility is needed when considering the qualifications of applicants. A variety of other methods of compliance with job performance requirements can be considered. 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 (1) through (4) below, is encouraged. By adopting a flexible approach to certification, accredited agencies or AHJs will promote the Fire Marshal Professional Qualifications Standard.

For purposes of clarification, an individual seeking Fire Marshal certification must meet the requirements of

5

4.2.4, in addition to other requirements.

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) Achievement of a passing grade for a higher education course that has objectives correlated to this section
- (3) Achievement of a passing grade for a continuing education course that has objectives correlated to this section
- (4) Submission, independent review, and approval of job-related experience that includes the following:
  - (5) Detailed schedule of the process
  - (6) Any statutory guidelines, laws, and procedures
  - (7) Detailed documentation of the applicant’s involvement in the process
  - (8) Final product

#### **C.2** Quantitative Methods.

Figure C.2.1 is an example of a quantitative method for evaluation of the qualifications presented in Chapter 4, summarizing requisite knowledge and skills in a spreadsheet or “rubric.” It should be noted that this form can be modified as necessary by each department to suit the needs of the office and community. This form can be used to evaluate qualification of applicants for available positions or as a yearly employee evaluation to gauge progress towards defined goals and professional development. Note the last line of the evaluation form “An acceptable level of performance is an average of 3 across all areas. This includes a minimal number of 1 and 2 ratings. An employee should consistently work towards achieving higher ratings through training classes, testing and certifications.”

### Submitter Information Verification

**Submitter Full Name:** [ Not Specified ]

**Organization:** [ Not Specified ]

**Street Address:**

**City:**

**State:**

**Zip:**

**Submittal Date:** Tue Mar 11 04:56:36 EDT 2014

### Committee Statement

**Committee Statement:** The TC agrees with the submitter that the standard presents the requisite knowledge and skills necessary for a fire marshal but does not provide an evaluation method that can be used by fire departments to assess employees performance, therefore this input will be included as a revision.

**Response Message:**

[Public Input No. 2-NFPA 1037-2013 \[Chapter B\]](#)

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NOT FOR PUBLICATION



## First Revision No. 1-NFPA 1037-2014 [ Chapter C ]

**Annex C – B** Explanation of the Standard 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.*

**C.B.1** Explanation of the Professional Qualifications Standards and Concepts of Job Performance Requirements (JPRs).

The primary benefit of establishing national professional qualification standards is to provide the public and private sectors with a framework of the job requirements for the fire emergency service personnel. Other benefits include enhancement of the profession, individual as well as organizational growth and development, and standardization of practices.

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

Professional qualification standards for a specific job jobs are organized by major areas of responsibility defined as "duties". For example, the fire marshal's firefighter's duties might include fire code development, fire code interpretation, and plan review; and the public 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 administration evaluation. Duties are major functional areas of responsibility within a specific job.

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

### C.2 – Breaking Down the Components

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

**B.2.1** The JPR is the assembly comprises of three critical components. (See Table C.2.) These components which are as follows:

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

Table C.2 Example of Table B.2.1 gives an example of the critical components of a JPR.

Table B.2.1 Example of a JPR

Component	Example
(1) Task to be performed	(1) Administer jurisdictional requirements Perform overhaul at a fire scene.
(2) Tools, equipment, or materials	(2) Given regulations and organizational goals and objectives pertaining to personnel and labor management given approved PPE, attack line, hand tools, flashlight, and an assignment,
(3) Evaluation parameters and performance outcomes	(3) So that the Fire Marshal functions in a manner consistent with the organizational mission and complies with applicable personnel management laws and regulations

### G

so that structural integrity is not compromised, all hidden fires are discovered, fire cause is preserved, and the fire is extinguished.

**B .2.1- .1 \_ The Task to Be Performed.**

The first component is a concise statement of what the person- individual is supposed- required to do.

C

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 to-Successfully-Complete- for Successful Completion of the Task.**

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

**C B .2.1. 3 Evaluation Parameters and /or- Performance Outcomes.**

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

**B.2.2 Examples.**

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

Once- With the components and requisites are put together combined , the- a JPR might read as follows similar to the following two examples .

**C B .2.3.1 Example- 1.**

Administer jurisdictional requirements related to the roles and responsibilities of the Fire Marshal, given regulations and organizational goals and objectives pertaining to personnel and labor management, so that the Fire Marshal functions in a manner consistent with the organizational mission and complies with applicable personnel management laws and regulations

**: 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.**- Organizational structure; organizational mission; fundamental strategic planning processes; staffing positions, roles, and responsibilities; and intra- and inter-organizational relationships 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.**- Ability to communicate both in writing and orally; The ability to consolidate information and data from a variety of sources for short- and long-term planning purposes; ability to forecast staffing, capital, and budgetary needs to support the roles and responsibilities of Fire Marshal; ability to establish an organizational structure, to include both existing and future staffing positions, and to implement the roles and responsibilities of Fire Marshal consistent with the overall organizational structure; and ability to integrate relationships, functions, and needs of stakeholders.

C

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- 2 : Fire and Life Safety Educator II .**

~~Establish budget, given the available resources, so that the roles and responsibilities of the Fire Marshal can be implemented within organizational goals and objectives~~  
~~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.**- ~~Understanding of the organizational budgeting process and basic accounting requirements . Knowledge of budgetary process; governmental accounting procedures; federal, tribal, state, and local laws; organizational bidding process; and organization purchase requests .~~

**(B)**

**Requisite Skills.**- ~~Ability to carry out the organizational budgeting process (i.e., forms, orders, etc.) as related to the roles and responsibilities of Fire Marshal and ability to communicate the budgetary needs to support the roles and responsibilities of the Fire Marshal.~~

~~C.3 – Examples of Potential Uses.~~

~~C~~

~~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 must should be based on the successful completion of JPRs.~~

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

~~Next, the candidate The individual seeking certification would be evaluated on completing completion of the JPRs. The candidate individual would perform the task and be evaluated based on the evaluation parameters ,the and performance outcomes, or both . This performance-based evaluation can be either practical (for psychomotor skills such as “administer jurisdictional requirements”) or written (for cognitive skills such as “establish budget”).Note that psychomotor 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 (or mental skills) cannot be observed but rather are evaluated on how one an individual completes the task (process- oriented) or on the task outcome (product- oriented).~~

~~Using Example 1, a practical performance-based evaluation would measure the ability to “manage a process for administering, evaluating, and issuing permits.” The candidate passes this particular evaluation if the standard was met, that is, if the organizational mission was achieved and complies with applicable personnel management laws and regulations.~~

~~For Example 2, when evaluating the task “establish budget,” the candidate might be given a written assessment in the form of a budget and then be asked to respond to specific written questions related to the JPR’s evaluation parameters.~~

~~Remember, when evaluating performance, candidates must be given the Performance evaluation requires that individuals be given the tools, equipment, or materials listed in the JPR before they can be correctly evaluated: for example, a budget sheet and necessary data.~~

~~C~~

~~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 a specific skill(s) skills on the job, as opposed to a learning situation. These statements should be converted into instructional objectives with behaviors, conditions, and standards that can degree to be measured within the teaching/learning environment. A JPR that requires a Fire Marshal to have the ability to administer, evaluate, and issue permits should be converted into a measurable instructional objective for use when teaching the skill. *[See Figure C.3.2(a) .]*

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

The Fire Marshal will be able to demonstrate, through oral or written means, knowledge of the laws, codes, standards, and other regulations applicable to his or her jurisdiction and indicate the methodology by which information is reviewed and permits issued. (At a minimum, the skills checklist should include each of the measurement criteria from the JPR.)

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

While the differences between job performance requirements educational environment.

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

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

### B.3.2

(b), the enabling objectives are demonstrating knowledge of the applicable codes, standards, and jurisdictional requirements and the methods and processes for administering, evaluating, and issuing permits.

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

### Figure C.3.2(a) Converting JPRs into Instructional Objectives.

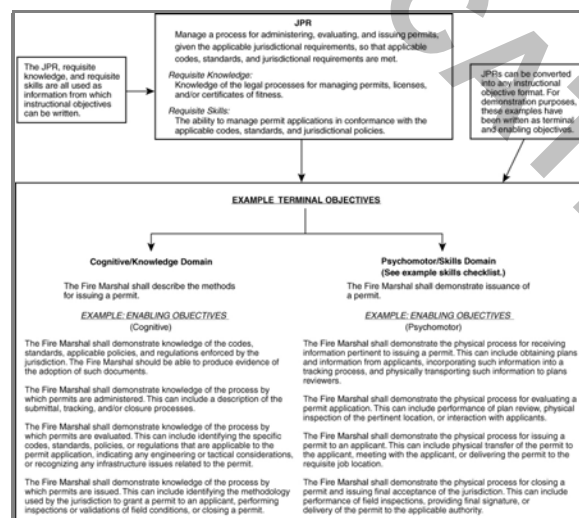


Figure C.3.2(b) Sample Skills Checklist.



**Objective:**

The Fire Marshal shall describe and demonstrate the methods for issuing a permit.

- |   |                              |                             |
|---|------------------------------|-----------------------------|
| 1. Applicable codes, standards, policies, and regulations were accurately described.                            | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2. The process for submission, evaluation, and issuance of permits was accurately described.                    | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3. The physical process for receiving, evaluating, issuing, and closing permits was described and demonstrated. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

## C.4 Other Uses

.1 Example: Converting a Fire Fighter I JPR into an Instructional Objective.

The instructional objectives that follow 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

principally to guide

to establish minimum JPRs for qualification, they have been recognized as guides for the development of training and certification programs,

there are

as well as a number of other potential uses

for these documents. Because they 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. Such

These areas might include the following.

- (1) Employee Evaluation/Performance Critiquing. ~~JPRs~~ 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 ~~when those tasks are completed~~ completion of the tasks .
- (2) Establishing Hiring Criteria. ~~Professional~~ The professional qualifications standards can be used 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 Marshal Fighter I . The JPRs could also be used as the basis for pre-employment screening by ~~establishing~~ 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 ~~useful to~~ practical for both the employee and the employer in developing a plan for the ~~individual's~~ employee's growth within the organization. The JPRs and the associated requisite ~~knowledge and skills and knowledge~~ 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 ~~, or career pathing,~~ addresses the efficient placement of ~~people~~ individuals 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 requisite knowledge and skills could then be used to develop an educational path to aid in the individual's advancement within the organization or profession.
- (5) Establishing Organizational Policies, Procedures, and Goals. ~~The JPRs~~ professional qualifications standards can be ~~incorporated into organizational~~ functional for incorporating policies, procedures, and goals ~~where employee performance is addressed.~~ into the organization or agency.

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### Committee Statement

**Committee Statement:** The technical committee recognizes the Correlating Committee and the effort to standardize the pro-qual documents in particular areas including Annex B material.  
**Response Message:**



## First Revision No. 27-NFPA 1037-2014 [ Chapter C ]

### Annex C – Explanation of the Standard and Concepts of JPRs

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

#### C.1 – Explanation of the Standards and Concepts of Job Performance Requirements (JPRs).

The primary benefit of establishing national professional qualification standards is to provide the 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 qualification standards identify the minimum JPRs for specific fire service positions. The standards can be used for implementing training design and evaluation; certifying, measuring, and critiquing on-the-job performance; defining hiring practices; and setting organizational policies, procedures, and goals. (Other applications are encouraged.)

Professional qualification standards for a specific job are organized by major areas of responsibility defined as duties. For example, the fire marshal's duties might include fire code development, fire code interpretation, and plan review; 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 qualification 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 professional qualification standard as a whole is a job description.

#### C.2 – Breaking Down the Components of a JPR.

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

- (1) Task that is to be performed
- (2) Tools, equipment, or materials that must be provided to successfully complete the task
- (3) Evaluation parameters and/or performance outcomes

#### Table C.2 Example of a JPR

Component Example (1) Task (1) Administer jurisdictional requirements (2) Tools, equipment, or materials (2) Given regulations and organizational goals and objectives pertaining to personnel and labor management (3) Evaluation parameters and performance outcomes (3) So that the Fire Marshal functions in a manner consistent with the organizational mission and complies with applicable personnel management laws and regulations

##### C.2.1 – The Task to Be Performed.

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

##### C.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.

##### C.2.3 – Evaluation Parameters and/or Performance Outcomes.

This component defines how well one must perform each task — for both the performer and evaluator. The JPR guides 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, they 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 JPR might read as follows.

##### C.2.3.1 – Example 1.

Administer jurisdictional requirements related to the roles and responsibilities of the Fire Marshal, given regulations and organizational goals and objectives pertaining to personnel and labor management, so that the Fire Marshal functions in a manner consistent with the organizational mission and complies with applicable personnel management laws and regulations.

(A) –

**Requisite Knowledge.** Organizational structure; organizational mission; fundamental strategic planning processes; staffing positions, roles, and responsibilities; and intra- and inter-organizational relationships.

(B) –

**Requisite Skills.** Ability to communicate both in writing and orally; ability to consolidate information and data from a variety of sources for short- and long-term planning purposes; ability to forecast staffing, capital, and budgetary needs to support the roles and responsibilities of Fire Marshal; ability to establish an organizational structure, to include both existing and future staffing positions, and to implement the roles and responsibilities of Fire Marshal consistent with the overall organizational structure; and ability to integrate relationships, functions, and needs of stakeholders.

C.2.3.2 – Example 2.

Establish budget, given the available resources, so that the roles and responsibilities of the Fire Marshal can be implemented within organizational goals and objectives.

(A) –

**Requisite Knowledge.** Understanding of the organizational budgeting process and basic accounting requirements.

(B) –

**Requisite Skills.** Ability to carry out the organizational budgeting process (i.e., forms, orders, etc.) as related to the roles and responsibilities of Fire Marshal and ability to communicate the budgetary needs to support the roles and responsibilities of the Fire Marshal.

C.3 – Examples of Potential Uses.

C.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 JPRs evaluation. Verification 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, the performance outcomes, or both. This performance-based evaluation can be either practical (for psychomotor skills such as “administer jurisdictional requirements”) or written (for cognitive skills such as “establish budget”).

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

Using Example 1, a practical performance-based evaluation would measure the ability to “manage a process for administering, evaluating, and issuing permits.” The candidate passes this particular evaluation if the standard was met, that is, if the organizational mission was achieved and complies with applicable personnel management laws and regulations.

For Example 2, when evaluating the task “establish budget,” the candidate might be given a written assessment in the form of a budget and then be asked to respond to specific written questions related to the JPR’s evaluation parameters.

Remember, when evaluating performance, candidates must be given the tools, equipment, or materials listed in the JPR before they can be correctly evaluated: for example, a budget sheet and necessary data.

C.3.2 – Curriculum Development/Training Design and Evaluation.

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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 a 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 Marshal to have the ability to administer, evaluate, and issue permits should be converted into a measurable instructional objective for use when teaching the skill. [See [Figure C.3.2\(a\)](#).]

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

The Fire Marshal will be able to demonstrate, through oral or written means, knowledge of the laws, codes, standards, and other regulations applicable to his or her jurisdiction and indicate the methodology by which information is reviewed and permits issued. (At a minimum, the skills checklist should include each of the measurement criteria from the JPR.)

[Figure C.3.2\(b\)](#) is a sample checklist for use in evaluating this objective.

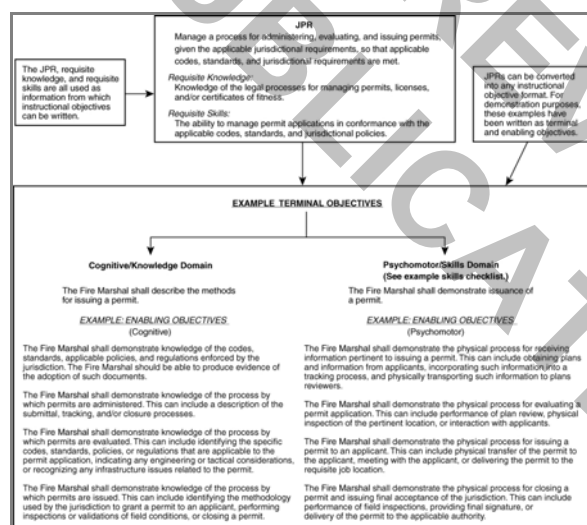
While the differences between job performance requirements and instructional objectives are subtle in appearance, the purpose of each statement differs greatly. JPRs state what is necessary to perform the job in the "real world." Instructional objectives, however, are used to identify what students must 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 objectives help to define the course content. The course content should include all of the requisite knowledge and skills. Using [Figure C.3.2\(b\)](#), the enabling objectives are demonstrating knowledge of the applicable codes, standards, and jurisdictional requirements and the methods and processes for administering, evaluating, and issuing permits.

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

**Figure C.3.2(a) Converting JPRs into Instructional Objectives.**



**Figure C.3.2(b) Sample Skills Checklist.**

**Objective:**

The Fire Marshal shall describe and demonstrate the methods for issuing a permit.

- |   |                              |                             |
|---|------------------------------|-----------------------------|
| 1. Applicable codes, standards, policies, and regulations were accurately described.                            | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2. The process for submission, evaluation, and issuance of permits was accurately described.                    | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3. The physical process for receiving, evaluating, issuing, and closing permits was described and demonstrated. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

**C.4 – Other Uses.**

While the professional qualifications standards are used principally to guide the development of training and certification programs, there are a number of other potential uses for these documents. Because they 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. Such areas might include the following.

- (1) - *Employee Evaluation/Performance Critiquing*. 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.
- (2) - *Establishing Hiring Criteria*. Professional qualifications standards can be used in a number of ways to further the establishment of hiring criteria. The authority having jurisdiction could simply require certification at a specific job level, for example, Fire Marshal. 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.
- (3) - *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 skills and knowledge 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, 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 requisite knowledge and skills could then be used to develop an educational path to aid in the individual's advancement within the organization or profession.
- (5) - *Establishing Organizational Policies, Procedures, and Goals*. The JPRs can be incorporated into organizational policies, procedures, and goals where employee performance is addressed.

[See Attachment.](#)

**Supplemental Information**

<u>File Name</u>	<u>Description</u>
JPR_document_Annex_B_boilerplate_updated_3-6-14.docx	Editors: no need to review. This Annex B material has been vetted.

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**Committee Statement**

**Committee Statement:** The TC recognizes the work of the Correlating Committee and is adding this revised Annex B material regarding Pro-Qual and JPR Concepts to this document.

**Response Message:**

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NOT FOR PUBLICATION

**First Revision No. 5-NFPA 1037-2014 [ Section No. D.1.1 ]****D.1.1 NFPA Publications.**

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

NFPA 551, *Guide for the Evaluation of Fire Risk Assessments*, 2010-2013 edition.

NFPA 921, *Guide for Fire and Explosion Investigations*, 2011-2014 edition.

NFPA 1021, *Standard for Fire Officer Professional Qualifications*, 2009-2014 edition.

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NFPA 1033, *Standard for Professional Qualifications for Fire Investigator*, 2009-2014 edition.

NFPA 1035, *Standard for Professional Qualifications for on Fire and Life Safety Educator, Public Information Officer, and Juvenile Youth Firesetter Intervention Specialist, 2010- and Youth Firesetter Program Manager Professional Qualifications*, 2015 edition.

NFPA 1500, *Standard on Fire Department Occupational Safety and Health Program*, 2007-2013 edition.

NFPA *Fire Protection Handbook*, 19th-20th edition.

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**Committee Statement**

**Committee Statement:** The TC recognizes the updates to the resources sources editions.

**Response Message:**

**First Revision No. 7-NFPA 1037-2014 [ Section No. D.1.2 ]****D.1.2 Other Publications.**

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**Committee Statement**

**Committee Statement:** The TC recognizes that need to update the reference sources editions and that the authors are no longer cited.

**Response Message:**



## First Revision No. 6-NFPA 1037-2014 [ Section No. D.2.1 ]

### D.2.1

The following is a bibliography for Annex G B .

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### Submitter Information Verification

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**Street Address:**

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**Submittal Date:** Mon Feb 24 10:53:36 EST 2014

**Committee Statement**

**Committee Statement:** The TC recognizes the references sources required updating and modified the citations.

**Response Message:**

FOR COMMITTEE USE ONLY  
SUBJECT TO REVISION  
NOT FOR PUBLICATION

# **ATTACHMENT I**

## Status Report - NFPA 1072

At the Pro-Qual Summit 2011, 20 recommendations established and of those, two were recognized as needing immediate attention

1. Development of a Pro-Qual doc for Haz Mat/WMD
2. Reorganization of all Pro-Qual docs with an emphasis on sequencing and coordination
  - a. It was recognized that NFPA 1072 would have at least 6 other Pro-Qual doc connections
  - b. It was important to realize that the draft needed to be in an early cycle relative to the other Pro-Qual documents

TC worked from October 2011 to May 2012 drafting NFPA 1072

With approval from the TC and CC, Standard Council accepted the recommendation to post draft to doc info page along with an early revision cycle in August 2012

TC continued work recognizing additional concerns from several organizations interested in NFPA 1072 including IAFF, NVFC, ProBoard, IFSAC, and NAFTD

Recently, TC and CC concluded that the draft had undergone significant changes and believed it would be in the best interest and fairness to the end-user to request that the draft be updated on the doc info page

TC and CC balloted the request with overwhelming support

Staff has worked with Standards Administration and respectively request that the Council remove the present draft from the doc info page at the SC March meeting and at the August meeting replace the updated revision still giving time for the public to review and offer public input

The TC would work on the draft until first week of March

At that time, the TC would suspend work on the draft until after the Public Input closing date of January 5, 2015

Technical Committee Chair submitted new draft 1072 to NFPA Staff

NFPA staff including editors and production staff are reviewing

Once reviewed the TC and CC will be balloted and CC will recommend new revised draft be sent to SC for approval and release to public for review under F 2016 cycle

PI Closing date is January 5, 2015

TC will have FDM before March 16, 2015

# **ATTACHMENT J**



# Supplemental Operating Procedures

**NFPA**  
**Supplemental Operating Procedures**  
**for the Professional Qualifications Project**  
**2013 Edition**



Correlating Committee on Professional Qualifications

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September 2013

Dear Professional Qualifications Committee Members:

The proper development of NFPA Professional Qualifications standards calls for the coordination of a great deal of process and technical material. Accordingly, the Correlating Committee on Professional Qualifications has prepared this manual on *Supplemental Operating Procedures for the Professional Qualifications Project* to help you achieve the best possible results and to use your valuable time effectively. This is the third edition and it will continue to be revised periodically, as procedures change.

The Correlating Committee on Professional Qualifications is extremely grateful for the time and effort given by the members of all National Fire Protection Association Technical Committees. We hope that you will find the information contained in the manual to be useful as we work together to develop high quality professional qualifications standards for the fire and emergency services.

Sincerely,

William Petersen, FIFireE  
Chair  
Correlating Committee on  
Professional Qualifications, 2013

## **INTRODUCTION**

Since its inception in the early 1970's the Professional Qualifications System has been an important step in the development of the Fire Service in North America. In particular, the National Fire Protection Association (NFPA) Professional Qualifications (Pro-Qual) standards have become the basis for qualifying a vast majority of firefighters and emergency services personnel. These documents are the product of many hours of work from a large number of dedicated volunteer committee members.

The NFPA Supplemental Operating Procedures for the Professional Qualifications Project (Pro-Qual SOP) is designed to assist the members of the Technical Committee on Professional Qualifications (TCPQ) and the Correlating Committee on Professional Qualifications (CCPQ) in developing quality documents that represent the consensus of those in the field of practice and in doing so in a highly participative manner characteristic of the NFPA standards making system.

## **ORIGIN AND DEVELOPMENT OF THE PRO-QUAL STANDARDS**

While the list of volunteers who have contributed to the development of today's Pro-Qual standards is long, it is appropriate to highlight some important early contributors whose work continues to influence these documents.

The inclusion of NFPA Pro-Qual standards in the Fire Service Professional Qualifications System was the result of the forward thinking of four key individuals in the early 1970's. Chief Martin Grimes, Assistant Vice President of the NFPA for many years, originally brought forth the concept from his position as Director of the Jamaican Fire Service and his years in the British Fire Services. He found key allies in Fire Chief David Gratz, Montgomery County, MD, who at the time was the President of the International Association of Fire Chiefs; Harold Mace, Executive Director of the International Fire Service Training Association at Oklahoma State University; and Ed McCormack, Executive Director of the International Society of Fire Service Instructors. The aforementioned leaders were instrumental in establishing the National Professional Qualifications Board (NPQB) that governed the entire system, under the auspices of the Joint Council of National Fire Service Organizations.

On December 14, 1972, the NPQB established four Technical Committees (TC) to develop standards using the NFPA system. These initial committees addressed the career areas of *fire fighter*, *fire officer*, *fire service instructor* and *fire investigator*. The TC on Fire Fighter Professional Qualifications met throughout 1973 and 1974. Their efforts culminated in the issuance of the first edition of NFPA 1001, *The Standard for Fire Fighter Professional Qualifications* in November of 1974.

In the early 1990's the standards making aspects of the National Professional Qualifications System were assumed by NFPA as the Joint Council of National Fire Service Organizations and the NPQB were dissolved on September 18, 1989. Around the same time Dr. David Hooton and Ms. Judy Hooton, both Vanderbilt University graduate students with fire service interests, developed the job performance requirement (JPR) concept. Using the JPR concept allowed the TC to move away from *competency* based to *knowledge*, *skills* and *abilities* based documents that could effectively measure outcomes with greater ease. The Hooton's, along with Gerald

Monigold, Director of the Illinois Fire Service Institute, and NFPA Staff Liaison Jon C. Jones, worked with each of the TCs to transition the Pro-Qual standards into the JPR format.

Another major change that took place in the late 1980's was a "self standing document" concept. This allowed individuals to seek qualification in a progressive chain of steps, for specific levels or positions, with minimal prerequisite qualification.

The Pro-Qual standards require the dedication and hard work of TCPQ members in order to develop and maintain the minimum JPRs for the specific levels and positions to which they apply.

### **CONCEPT OF NFPA PRO-QUAL STANDARDS**

Although the NFPA develops many other standards, the Pro-Qual documents are unique in their concept. Therefore, it is critical that the TCPQ members and the end users have an understanding of some basic terminology used throughout.

The CCPQ has defined the following terms:

- **Job** is the combination of duties and tasks that an individual performs.
- **Duty** is a major subdivision of work action performed by an individual and includes:
  - Reasonable amount of time spent accomplishing the work action
  - Clusters of closely related tasks
  - Accomplished with reasonable frequency
  - Work actions use similar knowledge, skills and abilities
- **Task** is an essential function required to complete the performance of a duty. Tasks are:
  - Observable
  - Distinct
  - Performed in a relatively short period of time
  - Paths to a specific outcome, service or decision
- **Task Statements:**
  - Are written in behavioral terms
  - Describe the action or activity to be performed by an individual
  - Begin with an action verb selected to help define the performance level of the task
  - Are measurable
  - Are precise
  - Are brief
  - Use consistent language without the use of qualifiers (e.g. accurately, correctly, safely, properly)
- **Competence** (or **competency**) is the combination of knowledge, skills, and ability of an individual to do a job in a proper manner. A competency is a set of defined behaviors that provide a structured guide enabling the identification, evaluation and continued professional development of the behaviors in individual employees that are required to be performed in an accurate and effective manner within an assigned or specific role.
- **Qualification** is work or job related knowledge, acquired through formal or informal education that is competency based, coupled with the developed skills and knowledge or abilities that are required to do a particular job in an accurate, efficient and effective manner. These qualifications are based on national Pro-Qual standards and are assessed

in the workplace to verify that an individual is able to perform the task or level of performance specified in the JPR.

The NFPA Pro-Qual standards are not considered training or operational documents. The original Pro-Qual standards at one time were considered training documents, however, these documents have been revised since the early 1990's and are now recognized as Pro-Qual standards that are used by a variety of fire and emergency services agencies, organizations and personnel.

In order to understand the purpose of a NFPA Pro-Qual standard it is important to distinguish the differences between a professional qualifications standard and a training document.

A **professional qualifications standard** is a document that identifies the minimum knowledge, skills, and abilities that are required to successfully carry out the JPRs of a prescribed level or position. A Pro-Qual standard may be particularly useful as a source of information:

- for curriculum developers to identify training program content and measurable instructional objectives
- for the evaluation of the ability of an individual to understanding the cognitive elements required to perform typical duties of a job
- for the evaluation of the psychomotor skills and abilities of an individual to successfully perform the typical duties of a job
- for an agency or organization to write a job description
- to establish the evaluation criteria on successful completion of JPRs for certification at a specific job level

While Pro-Qual 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. The documents are written using a JPR format which lends itself to many areas within the fire and emergency services profession where a level of performance or expertise must be measured and documented. These areas of additional use might include:

- Individual employee performance evaluation and performance critiquing
- Establishing hiring criteria
- Employee professional development
- Employee mentoring for career progression

TCPQs must develop performance standards in such a clear and concise manner so that any three individuals or evaluators could determine, without a question or doubt, by use of the Pro-Qual standards that the individual being measured or evaluated, possesses those skills necessary to successfully perform their assigned duties (Hooton, D. 1992). The TCPQs must consider the following key points:

- Pro-Qual documents are:
  - Developed to evaluate an individual's knowledge, skills and abilities to perform essential job tasks
  - Intended for the qualification of individuals for specific jobs
  - Not intended to be training outlines

- Pro-Qual standards contain minimum JPRs for professional qualifications required for successful job performance
- JPRs are used to describe what an individual must do to successfully perform on the job

A **training document** is a manual, book, booklet of instructions, teaching aid, or video designed to improve the quality of a prescribed task. Training documents are widely used in public safety, private business and the military to provide information and instruction on how to perform the duties and tasks assigned to a particular level or position. A training document may be particularly useful as:

- an introduction to subject matter prior to training
- an outline to be followed during training
- a reference to subject matter after training
- a general reference document

A training document may form an important part of a formalized training program. For example, it may help to insure consistency in the presentation of content. It may also insure that all training information regarding knowledge and the skills necessary to correctly and successfully perform tasks can be found in one place. Training documents can be designed to be used as:

- Work books used in training sessions to provide basic information, examples, and exercises
- Self-paced guides designed for trainees to work through on their own
- Reference manuals for containing detailed information on processes and procedures
- Handouts that provide general information to support training done during a session
- Job aids that provide step-by-step instructions to be used in the workplace

### **COMMITTEES, SCOPES AND DOCUMENTS**

The NFPA Pro-Qual standards are a family of documents that form the vast majority of knowledge, skills, and abilities required to function at the various levels and positions within the fire and emergency services fields. The work of the Pro-Qual project is conducted under the supervision of the NFPA Standards Council as well as the CCPQ. The latter consists of voting members as well as the chair of each TCPQ and designated as non-voting. The CCPQ develops policy and manages the correlation among the TCPQs and documents. It is the responsibility of the TCPQ to develop and draw consensus on the technical aspects of each Pro-Qual document.

Each TCPQ has a title designation, along with a committee scope approved by the Standards Council, and is responsible for the development and maintenance of a particular NFPA document or documents. The Pro-Qual Supplemental Annex may be used to reference the various Pro-Qual project committee scopes, document scopes and purposes.

### **NEW OR MODIFIED PROJECT OR PROPOSAL EVALUATION PROCESS AND PROCEDURE**

The advent of the new technology and specialization may indicate the need to develop a new Pro-Qual standard or modify an existing standard. For example, if the specialization is within the scope of an existing recognized level or position, the addition of JPRs to an existing standard could address the identified need. This is especially true when the new technology or specialization modifies previously learned and tested skills or knowledge that is part of an

existing standard. This section provides the framework for a fair and thorough analysis of a new proposed or a modification to Pro-Qual standards by the CCPQ. This analysis will test the proposal against the basic concepts of Pro-Qual standards.

The CCPQ should provide a timely and comprehensive evaluation of proposals for new or modified projects, regardless of the origin of the proposal. The CCPQ will ensure that each proposal is evaluated on technical merit, potential need in the industry, applicability within defined scopes, and feasibility within available resources. The CCPQ recommendation will be made to the NFPA Standards Council in a timely manner.

Proposals for new or modified projects or modifications to committee scope or document scope shall be forwarded to the CCPQ Chair. The Chair will assign the proposal to the Intake Task Group (ITG). The ITG will consist of:

- The Chair of the TC on Fire Service Certification and Accreditation Programs (NFPA 1000). He or she will chair the ITG.
- The CCPQ Chair
- The TCPQ Chair or a member of whose scope most closely fits the proposal
- CCPQ principal member(s) or TCPQ member(s)
- Interested/Affected TC(s) members when necessary
  - Interested/Affected refers to a non-Pro-Qual TC without a JPR statement in their scope but the committee scope is germane to the proposal

The submitter(s) of the proposal will be asked to furnish the following to the ITG:

- An explanation of how the proposal relates to the scope of the CCPQ and the specific TC
- A technical justification for the proposal
- An assessment of the need for the change within the field of practice, noting the categories and extent of potential users
- A recommendation and justification for assignment of the project to an existing TC (Pro-Qual project or Interested/Affected TC) or a recommendation for the project to be represented with a new TC

The ITG shall seek appropriate clarifications from the submitter and then test the proposal against the New Project Evaluation model in Figure 1. Finally, the ITG will make a recommendation to the CCPQ at, or in advance of, the next CCPQ meeting.

The CCPQ will review the recommendation of the ITG at its earliest convenience, seek clarifications and test the project against the New Project Evaluation model. The submitter may be invited to the meeting for discussion purposes, but their attendance will not be mandatory. The attending CCPQ membership will conduct a meeting vote on a recommendation. Any proposed CCPQ action taken on a project shall be submitted to a letter ballot of the CCPQ and sent to the NFPA Standards Council for action.



# NFPA Professional Qualifications System

## Proposed Project Worksheet

Type of Request:

New Project  Project Modification  New Scope  Scope Modification

Date Assigned:

Respond to CCPQ by:

Description of Request:

Intake Task Group (ITG) Assigned:

Chair: NFPA 1000 Chair:

CCPQ Chair:

TCPQ Chair/Representative:

CCPQ Principal:

Interested/Affected TC Rep:

The ITG will review the proposal and answer the following questions:

1. Does this proposal relate to the scope of the Pro-Qual Project? Explain response in detail.
2. Has the requestor provided a needs assessment that identifies the technical merit of the project and an identified the need in the field of practice?
3. Does this project have a body of potential users that would make it a viable Pro-Qual standard?
4. Based on the review conducted by the ITG, how should the request be addressed by the CCPQ?
  - a. Include new material as a chapter in an existing Pro-Qual document.
  - b. Include new material as annex material in an existing Pro-Qual document.
  - c. Include new material in a new Pro-Qual document assigned to an existing TC.
  - d. Include new material in a new Pro-Qual document assigned to a new TC established under the Pro-Qual project.
  - e. Based on this review, the proposed project or revision does not meet the criteria established by the CCPQ and the request should be referred back to the NFPA Standards Council for final action or assignment to another committee or project.

# NFPA Professional Qualifications System

## Proposed Project Worksheet

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Organization: \_\_\_\_\_

City: \_\_\_\_\_ State/Province: \_\_\_\_\_ Zip Code: \_\_\_\_\_

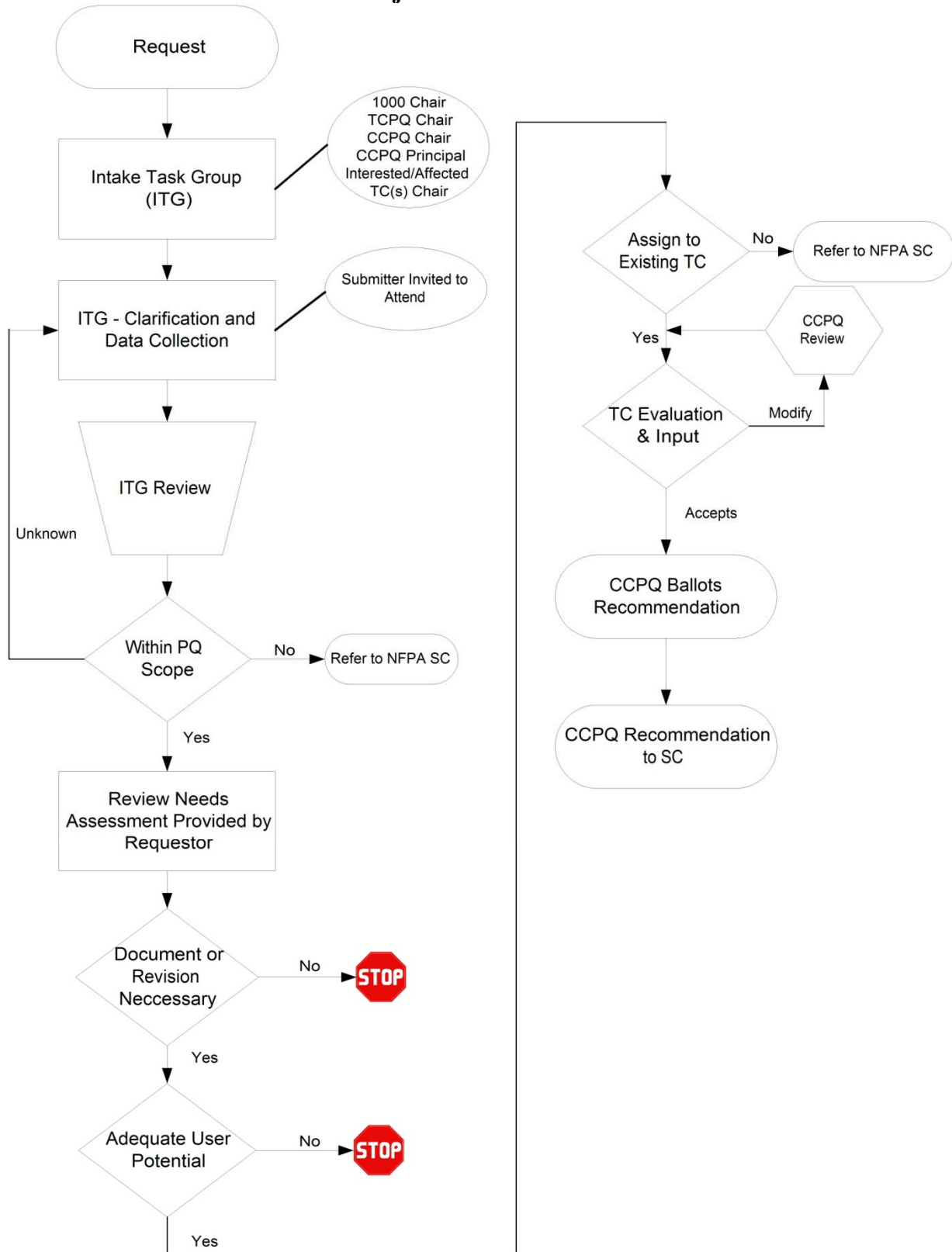
Telephone: \_\_\_\_\_ E-mail: \_\_\_\_\_

### *Instructions to Requestor*

1. A brief description of the proposed project or modification.
2. The technical justification for this proposal including a needs assessment for the proposed document that identifies the field of practice it will be applied to and the type and number of potential users.
3. A recommendation regarding the assignment of the proposed project to an existing TC in the Professional Qualifications System or the establishment of a new committee and the interests that should be represented on the committee.
4. A brief description of the interests represented by the individual or organization proposing this project.
5. Is the individual or organization proposing this project currently providing training and/or certification in this field of practice?

SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

**Figure 1 - NFPA Professional Qualifications Project  
New Project Evaluation Process**



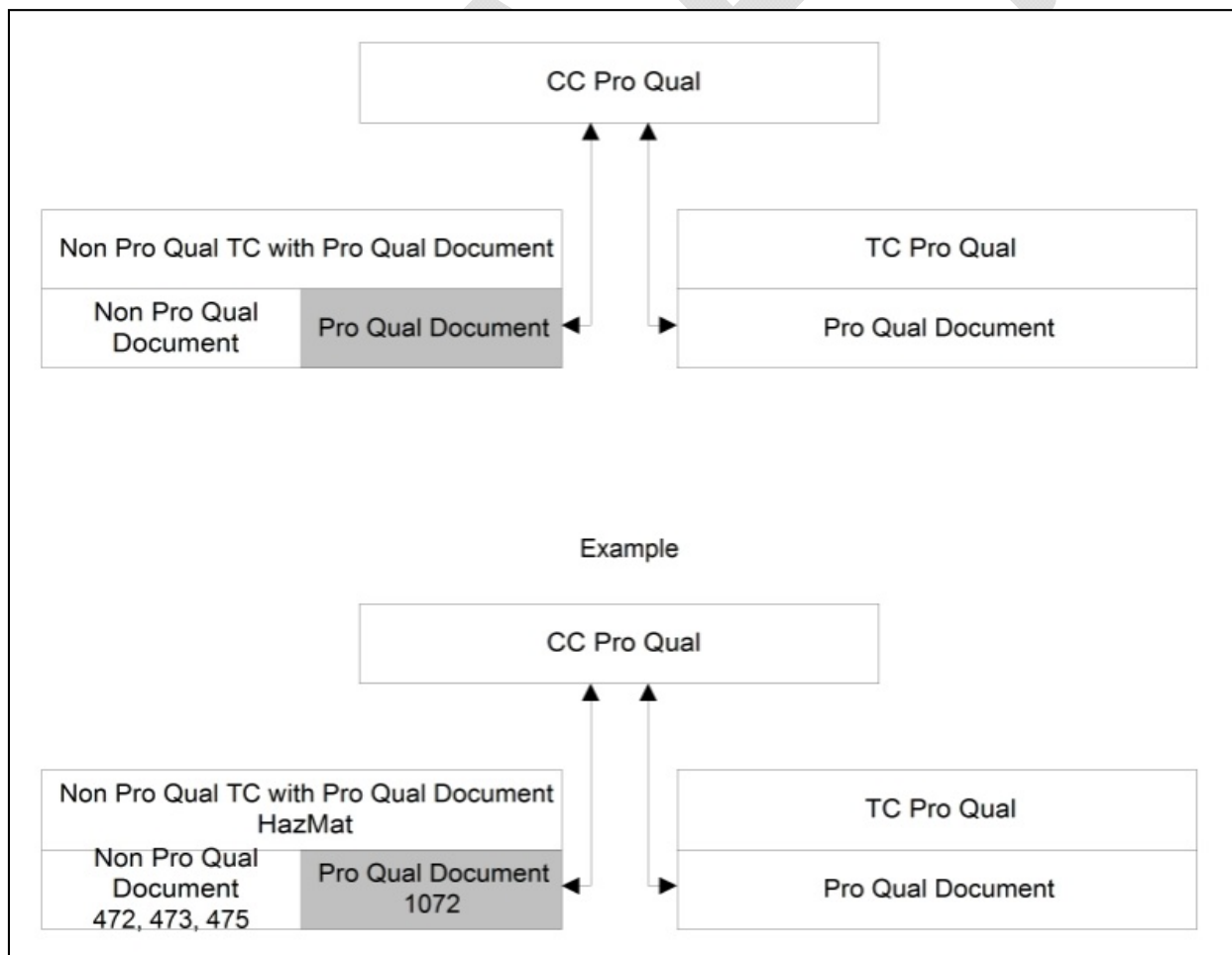
**TC PRO-QUAL DOCUMENTS ASSIGNED TO A NON-PRO-QUAL PROJECT**

Traditional to the Pro-Qual Project, TCPQs were formed with a specific committee scope that addressed professional qualifications.

Recently, non-Pro-Qual TCs have been recommended by the NFPA Standards Council and allowed to expand their scopes to include professional qualifications. These non-Pro-Qual TCs have converted a source document to a Pro-Qual standard or have developed a separate Pro-Qual standard within their project.

These non-Pro-Qual TCs are under the purview of the CCPQ, Regulations Governing the Development of NFPA Standards and the CCPQ SOP insofar as when they are developing a Pro-Qual document. The TC Chair will also be appointed as a non-voting member to the CCPQ. The CCPQ will be balloted for correlation on the Pro-Qual document during both the first and second draft phase. The other non-Pro-Qual documents under the TC scope will not be under the purview of the CCPQ as shown in Figure 2.

**Figure 2 - Basic Reporting Process for non-Pro-Qual and Pro-Qual documents to CCPQ**



Staff Liaisons from the TC and CCPQ will work together preparing recommendations for Standards Administration and NFPA Standards Council approval.

Once the CCPQ has recommended the new Pro-Qual scope and revision cycle consideration for the document project and the NFPA Standards Council has approved the recommendation, the designated TC shall receive Pro-Qual SOP and JPR development training before starting the project. The CCPQ will assign CCPQ or TC member(s) with experience in writing JPRs to assist with JPR development and formatting.

### **PRO-QUAL DOCUMENT FORMAT**

This section describes the format to be followed by all TCPQ as they develop and revise their assigned documents. In addition to this format, each TCPQ is responsible for compliance with current editions of the Regulations Governing the Development of NFPA Standards, NFPA Manual of Style (MOS), CCPQ SOP and the Committee Officers Guide.

The CCPQ has approved a common format, layout and text for specific chapters as follows:

- Origin and Development of the document
  - Developed by NFPA staff
  - A committee may include a dedication with the approval of the CCPQ and NFPA
- Table of Contents
  - Developed by NFPA staff
- Chapter 1 - Administration
  - This chapter must include any prerequisites and any policies to be associated to the document
- Chapter 2 - Referenced Publications
- Chapter 3 - Definitions
  - Refer to Pro-Qual Supplemental Annex for CCPQ recognized definitions
  - Definitions used must be those approved by the CCPQ
  - New definitions may be proposed to the CCPQ for approval during First or Second Draft revision depending upon when it is introduced into the document
- Chapters 4 - Pro-Qual level or position
  - Technical JPR material
  - Additional chapters in JPR format related to other levels or positions
- Annex A - Explanatory Material
  - Related to the actual provisions of the standard
  - Text relates to general material in the standard and governed by the NFPA MOS
- Annex B - Explanation of Professional Qualifications Standards and Concepts of JPRs
- Annex C - An Overview of JPRs for (specific level or position)
  - Matrix to assist user with consistency and progression
  - Progression levels (Level I, Level II, Level III)
  - Performance levels (action verb analysis)
- Annex "X" - Non specific title
  - Specific material not directly associated to the technical document but related to the overall concepts of the document based on committee consensus
  - There can be several related annex topics
- Annex "Y" - Informational References

- Final annex of document
- Index
  - Developed by NFPA staff

Refer to Pro-Qual Supplemental Annex for specific information on Pro-Qual document formatting and annex material.

## **CREATING A DOCUMENT USING THE JPR FORMAT**

The method for formatting of professional qualification standards is established by the CCPQ. The approach explains the steps necessary to complete a job task analysis, complete the Job Inventory Worksheet, and write the results of the analysis in the JPR format. The technique improves the consistency and readability of the Pro-Qual documents.

### **Start the Job Task Analysis**

The first and most critical step for determining job performance requirements is performing a job task analysis. Job task analysis is the process of determining precisely what an individual does in a specific job. The task analysis results in a detailed description of what activities must be performed on the job.

### **Purpose**

The purpose of inventorying job duties and tasks is to:

- Develop a list of relevant job duties and tasks
- Organize the tasks according to primary areas of responsibility
- Convert the tasks into job performance requirements

### **Outcome**

The outcome of a job task analysis is a list or inventory of the knowledge and skills required by a specific job. The TCPQ will conduct a complete task analysis, starting with the most general job description and then divide it into parts. As a result of this process, several items will be identified and accomplished:

- Identify job duties
- List several tasks for each duty
- Complete the Job Inventory Worksheet

### **Definitions**

The process will begin to highlight and separate levels to be distinguished. Several terms are defined below to assist with distinguishing between levels:

**Job:** *The combination of duties and tasks an individual performs.* There may be several jobs within any occupational field. The jobs in the fire and emergency services industry include but not limited fire fighter, fire officer, fire investigator, public fire and life safety educator, hazardous materials technician, and confined space technician.

**Duty:** *A major subdivision of the work performed by an individual.* Duties are related tasks with a broad functional area of responsibility. A job is made up of several duties. A duty has the following distinguishable characteristics:

- It is a major function or responsibility

- It consists of a cluster of closely related tasks
- It occurs with reasonable frequency during the work cycle
- It involves work actions that use similar skills, knowledge, and abilities

**Task:** *A task is an essential step of a work operation required to complete the performance of a duty.* A cluster of tasks constitute a task. Tasks are major work activities which achieve specific results. Tasks are stated in behavioral terms. It is a work activity that is:

- Observable
- Distinct
- Performed in a relatively short period of time
- Leads to a specific outcome, service or decision

**Element:** *An element is associated to learning objectives such as audience, behavior, condition and degree.* Elements are details related to methods, procedures, and techniques and not included in Pro-Qual standards.

### **Complete the Job Inventory**

The task analysis focuses on the duties and tasks required to perform a specific job. This can be accomplished by reviewing sources of information including experts in the field, existing documents for job descriptions, surveys and policies, and educational curriculum guides to assist in developing the job inventory. The various duties and tasks can be identified by using the Job Inventory Worksheet. The consolidation of duties and tasks results in a master list which is essential for completing the process. By consolidating, the TCPQ gains consensus on all pertinent job duties and tasks. It ensures that all relevant job duties and tasks are addressed and provides a complete list of duties and tasks from which to work. Figure 3 shows an example of a Job Inventory Worksheet for the job of Fire Fighter.

### **Levels and Positions**

Based on the TCPQs development of the Job Inventory Worksheet it may be determined that levels or positions for the job needs to be considered. Identifying the job levels and positions helps the TCPQ set performance requirements for a specific job. The purpose would be to evaluate the levels of progression inherent in the specific job, anticipate skills and knowledge requisites and indicate the increased responsibility for consideration when selecting levels and positions. Some characteristics could include:

- Supervision conditions
- Scope of the job demands
- Type and level of physical and mental performance
- Criticality of performing the duty or task with accuracy
- Frequency of duties and tasks performed
- Degree of difficulty in learning and performing the duties or tasks
- Percentage of work time required to perform the duties or tasks

**Figure 3 – An Example of a Job Inventory Worksheet for the Job of Fire Fighter**



A blank Job Inventory Worksheet is available on the following page.



# JOB INVENTORY WORKSHEET

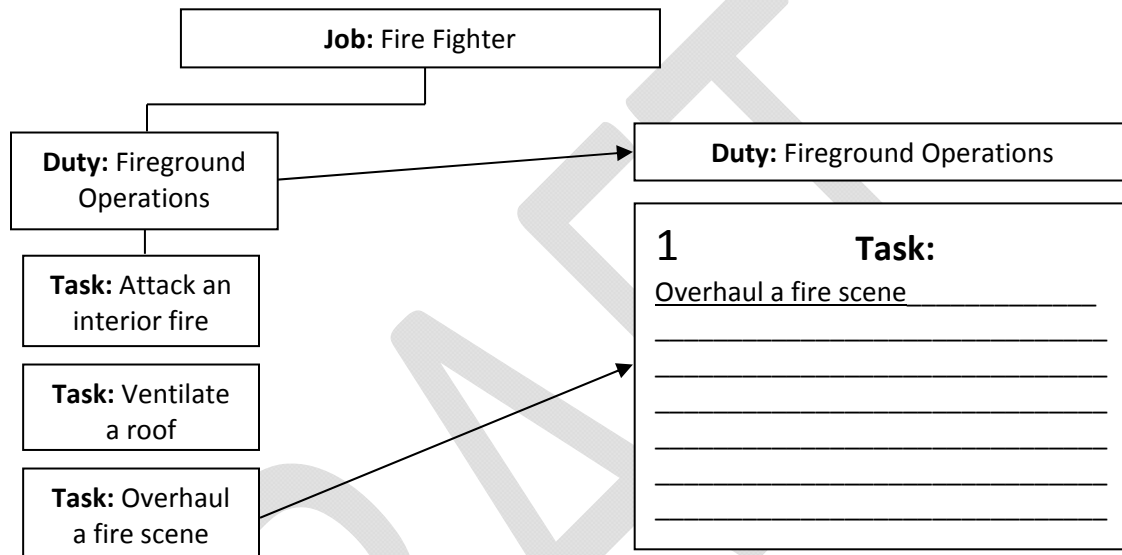
JOB: \_\_\_\_\_

DUTY:	DUTY:	DUTY:	DUTY:	DUTY:
TASKS	TASKS	TASKS	TASKS	TASKS

### Using the Task Analysis Worksheet

**Task.** The first component is a concise statement of what the individual is supposed to do. This is accomplished by converting the tasks from the established Job Inventory Worksheet into the detailed design and development of the Task Analysis Worksheet as shown in Figure 4. Use precise action verb, be brief, be concise, avoid qualifiers and references to knowledge and attitude needed.

**Figure 4 - An Example of the use of the Task Analysis Worksheet from Job Inventory Worksheet**



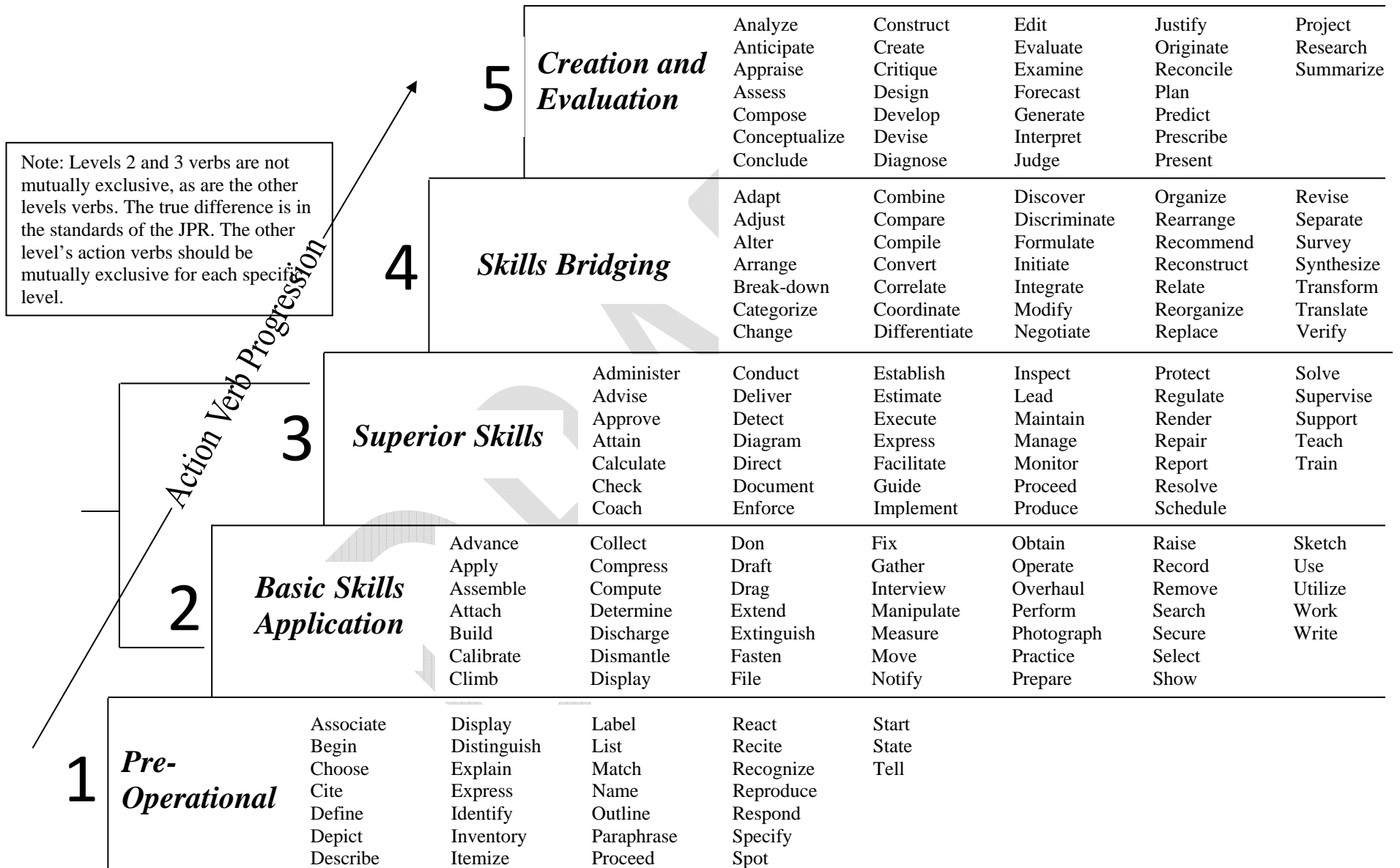
The TCPQ will be writing JPRs using action verbs that classify the level of performance required to achieve a desired behavior based on the level or position of performance required for the task listed. There are five recognized performance levels in the Pro-Qual project. The five performance levels integrate mental and physical skill levels used to prescribe performance requirements for any given task. Figure 5 shows the performance levels and samples of action verbs which could also be associated to progressing from one level to the next.

### Use Action Verbs to State the Task

The task statement must be written in behavioral terms. A behavior describes what the individual does, or must do, and is directly observable. The statement begins with an action verb and then describes an action, or activity, to be performed by an individual. The mental skills are primarily concerning intellectual outcomes, where as the physical skills address the abilities to perform certain motor or physical activities. All JPRs must be written using actions that classify them according to the level of performance required to achieve a desired behavior.

**Level 5 - Creation and Evaluation Verbs:** These verbs require that the individual be able to create new methods to fit changing situations. In addition, they are able to fully evaluate or judge the value of existing methods or processes. The individual must have strong mental processing and bridging skills.

**Figure 5 - Performance Levels with Action Verb Progression for Pro-Qual Documents**



\*Use the appropriate action verb or any other trade term that accurately describes the task.

**Level 4 - Skills Bridging Verbs:** These verbs require the individual to perform mental or physical skills with great expertise, but can additionally demonstrate the ability to adapt their skills--build a bridge, so to speak--to new situations or can combine their repertoire of skills to meet the demands of a specific situation.

**Level 3 - Superior Skills Verbs:** These verbs require the individual to perform mental or physical skills with great expertise. Few, if any, mistakes are made during their performance. They are effective and efficient. Peers often consider these individuals to be expert.

**Level 2 - Basic Skills Application Verbs:** These verbs require the individual to be able to perform the specified task at fundamental levels. That is, they can perform the task, but consistent performance accuracy is not expected.

**Level 1 - Pre-Operational Verbs:** These verbs require the individual to have the knowledge and comprehension to fully understand the components of a task or a process and possess a mindset which would enable them to perform a specific task.

### Identify the Task Standard

The Pro-Qual standards will define the qualities which represent successful task completion. The Pro-Qual standards provide an individual completing the tasks with the necessary data to determine when the task is finished and indicate how well the individual performed. A Pro-Qual standard is a statement of minimal level of performance which identifies which critical components are defined for successful accomplishment of the task.

The purpose of stating the task standard is to:

- Concisely indicate what successful task performance outputs look like
- Provide a means for the individual to know when the task is successfully completed
- Define the evaluation parameters for the completed task
- Reduce the variables used to gauge performance

**Given.** Tools, equipment, and materials are items or conditions that must be provided to successfully complete the task. The purpose of identifying tools, equipment, materials and conditions is to clearly describe the minimal provisions required in order for the individual to complete the task, to ensure the necessary supplies are available and meet safety requirements and to stipulate the unique job or task conditions. Figure 6 highlights the “Given” statement for Task Analysis Worksheet.

- **Tools:** An instrument used or for working with to perform a task
- **Equipment:** The set of articles or physical resources used in an operation or activity
- **Materials:** Physical items that are non-mechanical in nature used to make or do something
- **Conditions:** Specific conditions that affect the conduct of the task and cannot be assumed

**Figure 6 – An Example of a “Given” statement indicating tools and condition of PPE**

<b>2</b>	<b>Given:</b>
	<u>approved PPE, attack line, hand tools,</u>
	<u>flashlight, and an assignment</u>
	_____
	_____
	_____
	_____
	_____
	_____
	_____

**So That.** Also referred to as the task standard, this component defines how well an individual must perform each task. The task standard guides performance towards 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. The “So That” statement defines the success level of the task, defines the critical factors in the evaluation, reduces variables in gauging performance and identifies outcomes. Figure 7 identifies the evaluation parameters and performance outcomes.

**Figure 7 – An Example of a “So That” statement identifying the evaluation parameters and performance outcomes**

<b>3</b>	<b>So That:</b>
	<u>structural integrity is not</u>
	<u>compromised, all hidden fires are</u>
	<u>discovered, fire cause evidence is</u>
	<u>preserved, and the fire is</u>
	<u>extinguished</u>
	_____
	_____
	_____
	_____
	_____

**Job Performance Requirement.** The JPR is the combining of the task statement, the description of the tools, equipment and materials, conditions of the performance and the task standard. By gathering the three components, the TCPQ can edit the “Task”, “Given”, “So That” to verify the JPR is in the proper format, check consistency in wording and ensure the JPR is completed. Evaluate the number of JPRs under each duty to assure that the number is between two and fifteen. Figure 8 is an example of a completed JPR. Check each JPR to make sure that it is related to job performance and within the scope of the document.

**Figure 8 – An Example of a Completed JPR**

<p><b>4 Job Performance Requirement</b> (Do What? Given What? How Well?)</p> <p><b>Task:</b> <u>Overhaul a fire scene</u> _____ _____ _____ _____</p> <p><b>Given:</b> <u>approved PPE, attack line, hand tools,</u> <u>flashlight, and an assignment</u> _____ _____ _____ _____</p> <p><b>So That:</b> <u>structural integrity is not</u> <u>compromised, all hidden fires are</u> <u>discovered, fire cause evidence is</u> <u>preserved, and the fire is</u> <u>extinguished</u> _____</p>
--

**Requisite Knowledge and Skills.** These are the necessary knowledge and skills an individual must have in order to perform the task. Requisite knowledge and skills are the foundation for task performance. The purpose of stating the knowledge and skills is to identify what the individual must already know or be able to perform in order to complete a given task. Include complete requisite knowledge and skills that support the “So That” statements. Make sure that the requisite knowledge list complements the requisite skills list. The knowledge and skills components, which form the parameters of a given task, can then be used for curriculum design and training, evaluation development or safety guidelines. Figure 9 shows an example of the requisites knowledge and skills.

**Figure 9 – An Example of Knowledge and Skills Requisites**

<p><b>5 Requisites</b></p> <p><b>Knowledge (Know What?)</b></p> <p><u>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</u></p> <p><b>Skills (Do What?)</b></p> <p><u>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</u></p>
---

**Task Analysis Worksheet.** Each of the sections of the Task Analysis Worksheet provides the end user with critical background information about the task and its requirements. Figure 10 shows an example of a completed Task Analysis for “overhaul at a fire scene”. The task was introduced at the Job Inventory Worksheet and carried forward to the Task Analysis Worksheet. As each of the steps is completed in the Worksheet, the shaping of the JPR is executed. There are times when the TCPQ will need to clarify the intent of the content of the JPR. An asterisk (\*) will guide the individual to the annex section of the document for explanation of material. A properly formatted JPR cannot be produced without all of the components within the Task Analysis Worksheet completed.

Defining Pro-Qual standards remains a critical endeavor in qualifying individuals in the various levels and positions within the fire and emergency services community. Check the worksheet for similar task statements at different levels of progression to ensure continuity. Pro-Qual standards must be achievable and applicable to all individuals who use the standards. They must be specific to clearly indicate the attributes of successful performance on the job. Although the NFPA develops many standards, the Pro-Qual documents are unique in concept.

<b>Duty: Fireground Operations</b>		
<p><b>1 Task:</b> Overhaul a fire scene</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><b>4 Job Performance Requirement</b> (Do What? Given What? How Well?)</p> <p><b>Task:</b> Overhaul a fire scene</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p><b>Given:</b> approved PPE, attack line, hand tools, flashlight, and an assignment</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p><b>So That:</b> structural integrity is not compromised, all hidden fires are discovered, fire cause evidence is preserved, and the fire is extinguished</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><b>5 Requisites</b></p> <p><b>Knowledge (Know What?)</b> 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</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p><b>Skills (Do What?)</b> 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</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><b>2 Given:</b> approved PPE, attack line, hand tools, flashlight, and an assignment</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		
<p><b>3 So That:</b> structural integrity is not compromised, all hidden fires are discovered, fire cause evidence is preserved, and the fire is extinguished</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		

**Figure 10 – An Example of a Completed Task Analysis Worksheet**

A blank Task Analysis Worksheet is shown on the following page.





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# **Pro-Qual Supplemental Annex**

## **NFPA Pro-Qual SOP Supplemental Annex 2013 Edition**



**Correlating Committee on Professional Qualifications**

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## **INTRODUCTION**

The NFPA Supplemental Operating Procedures for the Professional Qualifications Project (Pro-Qual SOP) is designed to assist the members of the Technical Committee on Professional Qualifications (TCPQ) and the Correlating Committee on Professional Qualifications (CCPQ) in developing quality documents that represent the consensus of those in the field of practice and in doing so in a highly participative manner characteristic of the NFPA standards making system.

## **COMMITTEES, SCOPES AND DOCUMENTS**

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**NFPA Professional Qualifications Correlating Committee and Technical Committee  
Committee Titles, Committee Scopes, Document Numbers, Titles, Scopes, Purposes**

<b>Acronym</b>	<b>Committee Title</b>	<b>Committee Scope</b>	<b>Doc Num</b>	<b>Document Title</b>	<b>Document Scope</b>	<b>Document Purpose</b>
PQU-AAC	Correlating Committee on Professional Qualifications	This Committee shall have primary responsibility for the management of the NFPA Professional Qualifications Project and documents related to professional qualifications for the fire service, public safety and related personnel.	-----	-----	-----	-----
PQU-ACF	Technical Committee on Accreditation and Certification for Fire Service, Public Safety and Related Personnel to Professional Qualifications Standards	This Committee shall have primary responsibility for documents on (1) procedures for fire service, public safety and related personnel certification to NFPA Professional Fire Service Qualifications Standards or other standards adopted by the authority having jurisdiction, and (2) procedures for accrediting national, state, provincial, and local jurisdictions as certifying entities for NFPA Professional Fire Service Qualifications Standards or other standards adopted by the authority having jurisdiction.	NFPA 1000	Standard for Fire Service, Public Safety and Related Personnel to Professional Qualifications Accreditation and Certification Systems	This standard establishes the minimum criteria for accrediting bodies, assessment and validation of the process used to certify fire service, public safety, and related personnel to professional qualifications and non-engineering, fire-related, academic, degree-granting programs offered by institutions of higher education.	The purpose of this standard is to establish criteria and requirements applicable to the following: (1) Organizations providing accreditation to entities certifying fire and related emergency response personnel and institutions of higher education granting degrees for nonengineering, fire-related, academic programs (2) Entities certifying fire and related emergency response personnel as having met or complied with a recognized national standard (3) Nonengineering, fire-related, academic, degree-granting programs offered by institutions of higher education
PQU-FFQ	Technical Committee on Fire Fighter Professional Qualifications	This Committee shall have primary responsibility for documents on professional qualifications required of fire fighters.	NFPA 1001	Standard for Fire Fighter Professional Qualifications	This standard identifies the minimum job performance requirements (JPRs) for career and volunteer fire fighters whose duties are primarily structural in nature.	The purpose of this standard is to specify the minimum JPRs for service as a fire fighter.



<b>Acronym</b>	<b>Committee Title</b>	<b>Committee Scope</b>	<b>Doc Num</b>	<b>Document Title</b>	<b>Document Scope</b>	<b>Document Purpose</b>
PQU-FFQ	Technical Committee on Fire Fighter Professional Qualifications	This Committee shall have primary responsibility for documents on professional qualifications required of fire fighters.	NFPA 1002	Standard for Fire Apparatus Driver/Operator Professional Qualifications	This standard identifies the minimum job performance requirements (JPRs) for career and volunteer fire fighters and fire brigade personnel who drive and operate fire apparatus.	The purpose of this standard is to specify the minimum JPRs for service as a fire apparatus driver/operator.
PQU-FFQ	Technical Committee on Fire Fighter Professional Qualifications	This Committee shall have primary responsibility for documents on professional qualifications required of fire fighters.	NFPA 1003	Standard for Airport Fire Fighter Professional Qualifications	This standard identifies the minimum job performance requirements (JPRs) for airport fire fighters.	The purpose of this standard is to specify the minimum JPRs for service as an airport fire fighter.
PQU-FFQ	Technical Committee on Fire Fighter Professional Qualifications	This Committee shall have primary responsibility for documents on professional qualifications required of fire fighters.	NFPA 1005	Standard for Marine Fire Fighting for Land-Based Fire Fighters Professional Qualifications	This standard identifies the minimum job performance requirements (JPRs) for marine fire fighting for land-based fire fighters.	The purpose of this standard is to specify the minimum JPRs for service as a marine fire fighting for land-based fire fighters.
PQU-RES	Technical Committee on Rescue Technician Professional Qualifications	This Committee shall have primary responsibility for documents on professional qualifications for fire service and related personnel who will perform rescue operations.	NFPA 1006	Standard for Technical Rescuer Professional Qualifications	This standard identifies the minimum job performance requirements (JPRs) for fire service and other emergency response personnel who perform technical rescue operations.	The purpose of this standard is to specify the minimum JPRs for service as a technical rescuer.
PQU-FOF	Technical Committee on Fire Officer Professional Qualifications	This committee shall have primary responsibility for documents on professional qualifications required of fire officers.	NFPA 1021	Standard for Fire Officer Professional Qualifications	This standard identifies the minimum job performance requirements (JPRs) for fire officer.	The purpose of this standard shall be to specify the minimum JPRs for service as a fire officer.
PQU-ICM	Technical Committee on Incident Management Personnel Professional Qualifications	This Committee shall have primary responsibility for documents on professional qualifications required of personnel performing roles within an all-hazard incident management system.	NFPA 1026	Standard for Incident Management Personnel Professional Qualifications	This standard identifies the minimum job performance requirements (JPRs) for personnel performing roles within an all-hazards incident management system.	The purpose of this standard shall be to specify minimum JPRs for personnel performing roles within an all-hazard incident management system.
PQU-FIS	Technical Committee on Fire Inspector and Plan Examiner Professional	This Committee shall have primary responsibility for documents on professional qualifications required of fire	NFPA 1031	Standard for Fire Inspector and Plan Examiner Professional Qualifications	This standard identifies the minimum job performance requirements (JPRs) for fire inspectors and plan	The purpose of this standard is to specify the minimum JPRs for service as a fire inspector and plan examiner.

	Qualifications	inspectors and plan examiners.			examiners.	
Acronym	Committee Title	Committee Scope	Doc Num	Document Title	Document Scope	Document Purpose
PQU-FIV	Technical Committee on Fire Investigator Professional Qualifications	This Committee shall have primary responsibility for documents on professional qualifications required of fire investigators.	NFPA 1033	Standard for Fire Investigator Professional Qualifications	This standard identifies the minimum job performance requirements (JPRs) for fire investigators.	The purpose of this standard shall be to specify the minimum JPRs for service as a fire investigator in both the private and public sectors.
PQU-PFE	Technical Committee on Public Fire Educator, Public Information Officer, Youth Firesetter Intervention Specialist and Youth Firesetter Program Manager Professional Qualifications	This Committee shall have primary responsibility for documents on professional qualifications of public fire educators, public information officers, youth firesetter intervention specialists and youth firesetter program manager.	NFPA 1035	Standard for Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist and Youth Firesetter Program Manager Professional Qualifications	This standard identifies the minimum job performance requirements (JPRs) for public fire and life safety educators, public information officers, youth firesetter intervention specialists, and youth firesetter program managers.	The purpose of this standard shall be to specify the minimum JPRs for service as a fire and life safety educator, a public information officer, a youth firesetter intervention specialist and youth firesetter program manager.
PQU-FMA	Technical Committee on Fire Marshal Professional Qualifications	This Committee shall have primary responsibility for documents on professional qualifications required of fire marshals.	NFPA 1037	Standard for Fire Marshal Professional Qualifications	This standard identifies the minimum job performance requirements (JPRs) for fire marshal.	The purpose of this standard is to specify the minimum JPRs for service as a fire marshal.
PQU-FSI	Technical Committee on Fire and Emergency Services Instructor Professional Qualifications	This Committee shall have primary responsibility for documents on professional qualifications required of fire and emergency services instructors.	NFPA 1041	Standard for Fire Service Instructor Professional Qualifications	This standard identifies the minimum job performance requirements (JPRs) for fire and emergency service instructors.	The purpose of this standard is to specify the minimum JPRs for service as fire and emergency service instructors.
PQU-WSP	Technical Committee on Wildland Fire Fighting Personnel Professional Qualifications	This Committee shall have primary responsibility for documents on professional qualifications for personnel engaged in wildland fire management.	NFPA 1051	Standard for Wildland Fire Fighting Personnel Professional Qualifications	This standard identifies the minimum job performance requirements (JPRs) for wildland fire fighting personnel.	The purpose of this standard is to specify the minimum JPRs for service as a wildland fire fighter, wildland fire officer, wildland/urban interface coordinator, and wildland/urban interface protection specialist.
PQU-PST	Technical Committee on for Public Safety Telecommunications Personnel Professional Qualifications	This Committee shall have primary responsibility for documents related to professional qualifications for public safety telecommunications personnel.	NFPA 1061	Standard for Public Safety Telecommunications Personnel Professional Qualifications	This standard identifies the minimum job performance requirements (JPRs) for public safety telecommunications personnel.	The purpose of this standard is to specify the minimum JPRs for service as public safety telecommunications personnel.

<b>Acronym</b>	<b>Committee Title</b>	<b>Committee Scope</b>	<b>Doc Num</b>	<b>Document Title</b>	<b>Document Scope</b>	<b>Document Purpose</b>
PQU-EVM	Technical Committee on Emergency Vehicle Technicians Professional Qualifications	This Committee shall have primary responsibility for documents related to professional qualifications for emergency vehicle technician.	NFPA 1071	Standard for Emergency Vehicle Technician Professional Qualifications	This standard identifies the minimum job performance requirements (JPRs) emergency vehicle technicians.	The purpose of this standard is to specify the minimum JPRs for service as an emergency vehicle technician.
HCZ-AAA	Technical Committee on Hazardous Materials Response Personnel	This Committee shall have primary responsibility for documents on the requirements for professional qualifications, professional competence, training, procedures, and equipment for emergency responders to hazardous materials/weapons of mass destruction incidents.	NFPA 1072	Standard for Hazardous Materials/Weapons of Mass Destruction Emergency Response Professional Qualifications	This standard identifies the minimum job performance requirements (JPRs) for hazardous materials/weapons of mass destruction emergency response personnel.	The purpose of this standard is to specify the minimum JPRs for service as hazardous materials/weapons of mass destruction emergency response personnel.
PQU-IFB	Technical Committee on Industrial Fire Brigades Personnel Professional Qualifications	This Committee shall have primary responsibility for documents on professional qualifications required for personnel who participate as personnel of industrial fire brigades.	NFPA 1081	Standard for Industrial Fire Brigade Personnel Professional Qualifications	This standard identifies the minimum job performance requirements (JPRs) for industrial fire brigade personnel.	The purpose of this standard is to specify the minimum JPRs for industrial fire brigade personnel.
PQU-TCM	Technical Committee on Traffic Control Incident Management Personnel Professional Qualifications	This Committee shall have primary responsibility for documents on professional qualifications traffic control incident management personnel on roadways.	NFPA 1091	Standard for Traffic Control Incident Management Personnel Professional Qualifications	This standard identifies the minimum job performance requirements (JPRs) for traffic control incident management personnel.	The purpose of this standard is to specify JPRs for service as Traffic Control Incident Management Personnel.
FIX-AAA	Technical Committee on Fire Service Occupational Safety and Health	This Committee shall have primary responsibility for documents on occupational safety and health in the working environment of the fire service. The Committee shall also have responsibility for documents related to medical requirements for fire fighters, and the professional qualifications for Fire Department Safety Officer.	NFPA 1521	Standard on Fire Department Fire Safety Officer Professional Qualifications	This standard identifies the minimum job performance requirements (JPRs) necessary to perform the duties as a fire department health and safety officer and a fire department incident safety officer.	The purpose of this standard is to specify JPRs for service as a fire department health and safety officer and fire department incident safety officer.

## **CURRENT STANDARD DEFINITIONS IN USE FOR PRO-QUAL STANDARDS**

The following table indicates which Professional Qualifications standards use certain definitions and which particular document has the control of that definition. Notes in the comment section give guidance as to whether other documents using the definition have done so consistently or if there needs to be some consideration given to insuring consistency. This information was compiled as of January 2012 and will be updated periodically.

<b>Defined Term</b>	<b>Standards</b>	<b>Recommended Control</b>	<b>Comments</b>
Aerial Device	1002, 1071, 1901	NFPA 1901	Both pro qual documents are in compliance
Aircraft Accident	1003, 403	NFPA 403	1003 is in compliance
Aircraft Incident	1003, 402	NFPA 402	1003 is in compliance
Angle of Approach	1002, 1901	NFPA 1901	1002 is in compliance
Angle of Departure	1002, 1901	NFPA 1901	1002 is in compliance
Agency	1026, 1051	<b>NFPA 1026</b>	<b>1051 committee needs to revise</b>
Applicable Codes and Standards	1031, 1037	<b>NFPA 1031</b>	Both pro qual documents are in compliance
Approved	All	NFPA Standards	All are in compliance
Ascending (Line)	1006, 1670	NFPA 1670	1006 is in compliance
Ascent Device	1006, 1670	NFPA 1670	1006 is in compliance
Authority Having Jurisdiction	All	NFPA Standards	<b>All are in compliance with the exception of 1026. They need to add (AHJ) behind the defined term</b>
Belay	1006, 1670	NFPA 1670	1006 is in compliance
Bow	1005, 1405	NFPA 1405	1005 is in compliance
Breathing Air System	1071, 1901	NFPA 1901	1071 is in compliance
Cave-In	1006, 1670	NFPA 1670	1006 is in compliance
Certification	1000, 1081	<b>NFPA 1000</b>	Language is currently identical
Check-In	1026, 1051	<b>NFPA 1026</b>	Language is currently identical
Cold Zone	1003, 1005, 1081, 600, 472	<b>NFPA 472 or 600 with revisions</b>	<b>The NFPA 600 language is appropriately broad but refers only to fire situations</b>
Computer-Aided Dispatch	1061, 1221	NFPA 1221	1061 is in compliance
Confined Space Rescue Team	1006, 1670	NFPA 1670	1006 is in compliance
Confined Space	1006, 1500, 1670	NFPA 1500	1006 is in compliance
Critical Rescue and Fire-Fighting Area	1003, 402	NFPA 402	1003 is in compliance
Defect	1071, 1901	NFPA 1901	1071 is in compliance
Defensible Space	1051, 1144(2002)	<b>NFPA 1051</b>	<b>The definition is no longer used in NFPA 1144</b>

Defensive Fire Fighting	1081, 600	NFPA 600	1081 is in compliance
<b>Defined Term</b>	<b>Standards</b>	<b>Recommended Control</b>	<b>Comments</b>
Deficiency	1071, 1911	NFPA 1911	1071 is in compliance
Deformation	1071, 1911	NFPA 1911	1071 is in compliance
Deputy	1026, 1561	<b>NFPA 1561</b>	1026 is in compliance
Descent Control Device	1006, 1983	NFPA 1983	1006 is in compliance
Documentation	1071, 1911	NFPA 1911	1071 is in compliance
Drill	1081, 600	NFPA 600	1081 is in compliance
Due Process	1033, 1037	NFPA 1033	Both pro qual documents are in compliance
Duty	1041, 1071	NFPA 1041	Both pro qual documents are in compliance
Edge Protection	1006, 1670	NFPA 1670	<b>1006 is in compliance (Strange definition)</b>
Emergency Incident	1061, 1561	NFPA 1561	1061 is in compliance
Emergency Medical Care (Services)	1006, 1581	NFPA 1581	<b>The upcoming edition of NFPA1581 is substantially changing this definition and the 1006 committee will need to adapt</b>
Emergency	1006, 1	NFPA 1	1006 is in compliance
Enclosed Structure	1081, 600	NFPA 600	1081 is in compliance
Entry	1006, 1670	NFPA 1670	1006 is in compliance
Evacuation	1051, 1144	NFPA 1144	1051 is in compliance
Excavation	1006, 1670	NFPA 1670	1006 is in compliance
Face(s)	1006, 1670	NFPA 1670	1006 is in compliance
Failure	1006, 1670	NFPA 1670	1006 is in compliance
Fire Apparatus	1002, 1710, 1901	<b>NFPA 1901</b>	<b>1002 needs to revise</b>
Fire Department	1001, 1002, 1003, 1005, 1021, 1033, 1071	<b>NFPA 1001</b>	<b>1005 and 1033 need to revise</b>
Fire Fighter II	1001, 1005	NFPA 1001	<b>1005 needs to be sure that they are using the current language</b>
Fire Investigator	1033, 1037	<b>NFPA 1033</b>	<b>1037 needs to revise</b>
Fire Pump	1002, 1901	NFPA 1901	1002 is in compliance
Fire Science	1035, 921	NFPA 1035	Language is the same
Fixed Line System	1006, 1670	NFPA 1670	1006 is in compliance
Fuel Modification	1051, 1144	NFPA 1144	1051 is in compliance
Hardware	1006, 1670	NFPA 1670	1006 is in compliance
Hazard	1051, 1144, 472	<b>NFPA 472</b>	<b>1051 and 1144 should revise to call this "Fuel Hazard"</b>
High Angle	1006, 1670	NFPA 1670	1006 is in compliance
Hitch	1006, 1670	NFPA 1670	1006 is in compliance

Hot Zone	1003, 1005, 1081, 472, 600	<b>NFPA 472 or 600 with revisions</b>	<b>NFPA 472 or 600 should consider using the definition in NFPA 1005 or a more generic definition</b>
<b>Defined Term</b>	<b>Standards</b>	<b>Recommended Control</b>	<b>Comments</b>
Immediately Dangerous to Life and Health	1005, 1670	NFPA 1670	1005 is in compliance
Improved Property	1051, 1144	NFPA 1144	1051 is in compliance
Incident Action Plan	1005, 1026, 1051	<b>NFPA 1026</b>	<b>1005 and 1051 need to revise</b>
Incident Management System	1021, 1051, 1061, 1071, 1081, 1561	<b>NFPA 1561</b>	<b>1021, 1061, and 1081 need to revise</b>
Incident	1006, 1026, 1051, 1143	NFPA 1143	1006 (as proposed), 1026 and 1051 are in compliance
Industrial Fire Brigade Apparatus	1081, 600	NFPA 600	1081 is in compliance
Industrial Fire Brigade Management	1081. 600	NFPA 600	1081 is in compliance
Industrial Fire Brigade Training Coordinator	1081, 600	NFPA 600	1081 is in compliance
Industrial Fire Brigade	1081, 600	NFPA 600	1081 is in compliance
Inspect	1071, 1911	NFPA 1911	1071 is in compliance
Interior Structural Fire Fighting	1081, 600	NFPA 600	1081 is in compliance
Investigation	1033, 1037	NFPA 1033	1037 is in compliance
Job Performance Requirement	All Pro Qual Documents	<b>NFPA 1000</b>	<b>All must be in compliance with NFPA 1000</b>
Knot	1006, 1670	NFPA 1670	1006 is in compliance
Labeled	All Documents that require labeled equipment	NFPA Standard	<b>All standards must use this definition if equipment or processes that are labeled are referenced</b>
Laser Target	1006, 1670	NFPA 1670	1006 is in compliance
Line Voltage Circuit, Equipment or System	1071,1901	NFPA 1901	1071 is in compliance
Listed	All Documents that require listed equipment or processes	NFPA Standard	<b>All Standards must use this definition if equipment or processes that are listed are referenced</b>
Litter Tender	1006, 1670	NFPA 1670	<b>1006 needs to revise to make sure it is compliant with 1670</b>

Low Angle	1006, 1670	NFPA 1670	1006 is in compliance
Lowering System	1006, 1670	NFPA 1670	1006 is in compliance
Low Voltage Circuit, Equipment, or System	1071, 1901	NFPA 1901	1071 is in compliance
Master	1005, 1405	NFPA 1405	1005 is in compliance
Mate	1005, 1405	NFPA 1405	1005 is in compliance
<b>Defined Term</b>	<b>Standards</b>	<b>Recommended Control</b>	<b>Comments</b>
Means of Egress	1031, 101	NFPA 101	1031 is in compliance
Mechanical Advantage	1006, 1670	NFPA 1670	1006 is in compliance
Member	1006, 1021	<b>NFPA 1021</b>	<b>1006 needs to revise. Recommend that the functional position be substituted for “member”. (i.e. firefighter, rescuer, etc.)</b>
Mitigation	1051, 1144	NFPA 1144	1051 is in compliance
Mobile Water Supply Apparatus (Tanker, Tender)	1002, 1901	NFPA 1901	1002 is in compliance
Offensive Fire Fighting	1081, 600	NFPA 600	1081 is in compliance
One –Call Utility Location Service	1006, 1670	NFPA 1670	1006 is in compliance
Personal Protective Clothing	1001, 1005, 1031, 1037	<b>NFPA 1001</b>	<b>Language is different based upon the role of the personnel. Recommend that the definitions differ only to the extent that it defines the different occupational roles</b>
Personal Protective Equipment	1001, 1003, 1006, 1026, 1051, 1081	<b>NFPA 1001</b>	<b>SEE Comment above. We are suggesting that the actual defined terms need to be changed to clarify the purpose. (i.e, PPE-Firefighter, PPE- Rescuer, PPC-Inspector,)</b>
Portside	1005, 1405	NFPA 1405	1005 is in compliance
Practical Critical Fire Area	1003, 1402	NFPA 1402	1003 is in compliance
Pre-Incident Plan	1006, 1081, 1620	NFPA 1620	<b>1081 should revise to comply</b>
Procedure	1001, 1005, 1006, 1026, 1081	NFPA 1001	All are in compliance
Protective Signaling System	1061, 601	NFPA 601	1061 is in compliance
Protective System	1006, 1670	NFPA 1670	1006 is in compliance
Public Safety Diving	1006, 1670	NFPA 1670	1006 is in compliance
Qualification	1006, 1021, 1037	<b>NFPA 1000</b>	<b>This definition should be in NFPA</b>

			<b>1000 in place of or in addition to certification. This and the next two terms need to be reassessed by CCPQ to determine their appropriate use.</b>
Qualified Person	1071, 1451	<b>NFPA 1000</b>	<b>See note above</b>
Qualified	1031	<b>NFPA 1000</b>	<b>See note above</b>
Rapid Intervention Crew/Company (RIC)	1006, 1081, 1500, 1407,	<b>NFPA 1500</b>	<b>1006 will need to make a minor change. We recommend that 1407 and 1710 comply with NFPA 1500 as well</b>
<b>Defined Term</b>	<b>Standards</b>	<b>Recommended Control</b>	<b>Comments</b>
Registered Professional Engineer	1006, 1670	NFPA 1670	1006 as proposed is in compliance
Requisite Knowledge	All Pro Qual Standards	<b>NFPA 1000</b>	<b>NFPA 1000 should include this term as the standard language</b>
Requisite Skills	All Pro Qual Standards	<b>NFPA 1000</b>	<b>See Comment above</b>
Risk	1037, 1051, 1451	<b>NFPA 1451 is a very standard definition</b>	<b>1051 should revise. Why are we defining this term?</b>
Road Tunnel	1091, 502	NFPA 502	1091 is in compliance
Roadway	1091, 1141	NFPA 1141	1091 is in compliance
Rope Rescue Equipment	1006, 1670	NFPA 1670	1006 is in compliance
Rope Rescue System	1006, 1670	NFPA 1670	1006 is in compliance
Safely	1081, 472		<b>Recommend that this term be removed since it is not measurable</b>
Shall	All Documents	NFPA Standard	All Documents must use this definition
Shoring Team	1006, 1670	NFPA 1670	1006 is in compliance
Should	All Documents	NFPA Standard	All Documents must use this definition
Site Specific Hazard	1081, 600	NFPA 600	1081 is in compliance
Software	1006, 1670	NFPA 1670	<b>1006 is in compliance (strange term)</b>
Standard Operating Guideline	1006, 1521	NFPA 1521	<b>1006 is in compliance. This is a term that should be examined in consort with the next two items</b>
Standard Operating Procedure	1081, 1521	NFPA 1521	<b>See comment above</b>
Standard Operating	1071, 1404	NFPA 1404	<b>See comment above</b>



Procedures			
Standard	All Documents	NFPA Standard	All Documents must use this definition
Starboard Side	1005, 1405	NFPA 1405	1005 is in compliance
Stern	1005, 1405	NFPA 1405	1005 is in compliance
Strike Team	1051,1026	NFPA 1026	1051 is in compliance
Structural Fire Fighting	1001, 1005,1081,1710	NFPA 1710	1001, 1005 and 1081 are in compliance
Supervisor	1021,1037	<b>NFPA 1021</b>	<b>1037 is in compliance. Recommend that the word member be eliminated</b>
Support Member	1081, 600	NFPA 600	1081 is in compliance
Support System	1006, 1670	NFPA 1670	1006 is in compliance
Swift Water	1006, 1670	NFPA 1670	1006 is in compliance
Tabulated Data	1006, 1670	NFPA 1670	1006 is in compliance
Tactics	1026, 1051	NFPA 1026	1051 is in compliance
<b>Defined Term</b>	<b>Standards</b>	<b>Recommended Control</b>	<b>Comments</b>
Task	All Pro Qual Standards except 1000	<b>NFPA 1000</b>	<b>1026 needs to revise the term "Tasks". This language is standard and should be in NFPA 1000</b>
Technical Rescue	1006,1670	NFPA 1670	1006 is in compliance
Test	1071, 1911	NFPA 1911	1071 is in compliance
Theoretical Critical Fire Area	1003, 402	NFPA 402	1003 is in compliance
Thermal Protective Clothing	1081, 600	NFPA 600	1081 is in compliance
Traditional Sheeting and Shoring	1006, 1670	NFPA 1670	1006 is in compliance
Training	1000, 600	NFPA 1000	
Triage Tag	1006, 402	NFPA 402	1006 is in compliance
Triage	1006, 402	NFPA 402	1006 is in compliance
Warm Zone	1003, 1005, 1081, 472, 600	<b>NFPA 472 or 600 with revisions</b>	<b>NFPA 472 and 600 should redefine to more generic terms</b>
Watermanship Skills	1006, 1670	NFPA 1670	1006 is in compliance
Wildland Fire Apparatus	1002, 1906	NFPA 1906	1002 is in compliance

## **STANDARD ORIGIN AND DEVELOPMENT TEXT**

The following language, as adjusted for the particular document, must be included in each edition of each standard.

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

The Committee on Fire Fighter Professional Qualifications met through 1973 and 1974, producing the first edition of NFPA 1001, *Standard on Fire Fighter Professional Qualifications*. The first edition was adopted by NFPA in November of 1974 and published shortly thereafter.

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

In 1990, responsibility for the appointment of Professional Qualifications committees and the development of the standards was assumed by the NFPA.

The Correlating Committee on Professional Qualifications was appointed by the NFPA Standards Council in 1990 and assumed the responsibility for coordinating the requirements of all of the Pro-Qual documents.

In the mid 1990's, all of the Pro-Qual standards were converted to the JPR format to be consistent with each other. Each JPR consists of the task to be performed; the tools, equipment, or materials that must be provided to successfully complete the task; evaluation parameters and/or performance outcomes; and lists of the requisite knowledge and skills one must have to be able to perform the tasks.

The intent of the technical committee is to develop clear and concise JPRs that can be used to determine that an individual, when measured to the standard, possesses the skills and knowledge to perform as a (*insert position title(s) related to the particular standard*). The committee further contends that these JPRs can be used in any fire department or related organization in any community throughout North America.

*(Insert paragraphs regarding the specific history of a document and any dedication that may be desired and approved by the CCPQ)*

## **STANDARD FORMAT FOR DOCUMENT ORGANIZATION**

### **Chapter 1 Administration**

**1.1 Scope.** The text of a document shall be required to start with a statement of the document's scope, which shall be within the scope of the committee as approved by the Standards Council in accordance with the *Regulations Governing Committee Projects*. The document scope shall describe in general terms what the document covers and shall include sufficient details to indicate the range or limits of what is covered. The document scope shall be permitted to include subsections on application and nonapplication.

**1.2 Purpose.** The text of a document shall be required to contain a document purpose section that describes the goal of the document. The document purpose shall also describe the objective(s) of the document or what it was created to accomplish.

**1.3 Application.** The text of a document shall be permitted to contain an application section that shall indicate how and to what the requirements of the document shall apply and/or what limitations may apply to portions of this document.

**1.4 Units and Formulas.** An additional administrative section shall be permitted to be included and shall contain additional sections on units, formulas, and other specialized mathematical notations that apply to the document.

### **Chapter 2 Referenced Publications**

#### **2.1 General**

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

#### **2.2 NFPA Publications**

#### **2.3 Other Publications**

#### **2.4 References for Extracts in Mandatory Sections**

### **Chapter 3 Definitions**

**3.1 General.** The definitions contained in this chapter shall apply to the terms used in this standard. Where terms are not defined in this chapter or within another chapter, they shall be defined using their ordinarily accepted meanings within the context in which they are used. *Merriam-Webster's Collegiate Dictionary*, 11<sup>th</sup> edition, shall be the source for ordinarily accepted meaning.

#### **3.2 NFPA Official Definitions**

**3.2.1\* Approved.** *(See MOS for current definition)*

**3.2.2\* Authority Having Jurisdiction.** *(See MOS for current definition)*

**3.2.3 Shall.** *(See MOS for current definition)*

**3.2.4 Standard.** *(See MOS for current definition)*

### **3.3 General Definitions**

#### **Chapter 4 et al. - Pro-Qual Level(s) or Position(s)**

##### **Annex A Explanatory Materials**

**A.3.2.1 Approved.** *(See MOS for current definition)*

**A.3.2.2 Authority Having Jurisdiction (AHJ).** *(See MOS for current definition)*

#### **STANDARD MATERIAL ON JPR DEVELOPMENT AND USE**

Annex B in each of the Pro-Qual standards must contain the following information on the development and use of job performance requirements.

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

*This material is not a part of the requirements of the standard 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, while the public 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 three critical components, which are as follows:

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

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

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

**B.2.1.1 The Task to Be Performed.** The first component is a concise, brief statement of what the individual 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 individual and the evaluator — how well the individual must 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 the three critical components, the JPR describes requisite knowledge and skills. As the term *requisite* suggests, these items are the necessary knowledge and skills the individual must 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.**

Overhaul 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 if 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: Public 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, 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 must be based on the successful completion of JPRs.

The evaluator would verify the attainment of requisite knowledge and skills prior to JPR evaluation. Verification could be accomplished 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 based 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 skill on the job, as opposed to a learning situation. The statements could 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 local, state, provincial, and regional 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 the skills, ensuring that the course content supports the terminal objective.

**B.3.2.1 Example Converting Fire Fighter I JPR into 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:* Overhaul 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 Fire and Life Safety Educator II JPR into 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 procedure, program needs, and delivery expense projections.

#### **B.4 Other Uses for JPRs.**

While professional qualifications standards are used to establish minimum job performance requirements 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*. A professional qualifications standard can be used as a guide for 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 to a specific 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 a job or profession.
- (4) *Succession Planning*. Succession planning addresses the efficient placement of individuals into jobs in response to current and anticipated 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 an 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.

#### **B.5 Bibliography.**

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**AN OVERVIEW OF JPRs FOR LEVELS OR POSITIONS**

The CCPQ recognizes the importance of consistency and progression in the Pro-Qual documents to better utilize the JPRs for qualification, training, or certification and other potential uses for a Pro-Qual document. In order to fulfill that commitment the CCPQ has designed a matrix to discern the levels of progression (Level I, Level II, Level III) as well as the performance levels (action verb analysis). The construct for the matrix would be to cite the JPR based on the position in the proper column and then associate the next level to the action verb progression. Refer to the example for Fire Inspector and Plan Examiner:

**Annex C An Overview of JPRs for Fire Inspector and Plan Examiner**

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

**C.1 Fire Inspector and Plan Examiner.** The matrices shown in Table C.1(a) and Table C.1(b) are included to provide the user of the standard with an overview of the JPRs and the progression of the various levels found in the document. They are intended to assist the user of the document with the implementation of the requirements and the development of training programs using the JPRs.

**Table C.1(a) Overview of JPRs for Fire Inspector**

JPR	Fire Inspector I	Fire Inspector II	Fire Inspector III
<b>Administration</b>			
Written correspondence	<b>1.3.14</b> Prepare written correspondence to communicate fire protection and prevention practices, given a common fire safety issue, so that the correspondence is concise, accurately reflects applicable codes and standards, and is appropriate for the intended audience.		<b>6.2.1</b> Generate written correspondence related to the issuance of appeals, given a request for an appeal, so that the resulting document clearly addresses the issue and is appropriate for the intended audience.
Reports, forms, checklists	<b>4.2.1</b> Prepare inspection reports, given agency policy and procedures and observations from an assigned field inspection, so that the report is clear and concise and reflects the findings of the inspection in accordance		<b>6.2.9</b> Evaluate inspection reports and completed forms and checklists, given applicable codes, standards, policies, and procedures of the jurisdiction, so that the information is correct, clear, and concise.

	with the applicable codes and standards and the policies of the jurisdiction.		
Permits	<b>4.2.2</b> Recognize the need for a permit, given a situation or condition, so that requirements for permits are communicated in accordance with the applicable codes and standards and the policies of the jurisdiction.	<b>5.2.1</b> Process a permit application, given a specific request, so that the application is evaluated and a permit is issued or denied in accordance with the applicable codes, standards, policies, and procedures of the jurisdiction.	<b>6.2.6</b> Enforce permit regulations, given a permit application or report of a violation and applicable codes and standards and policies of the jurisdiction, so that enforcement actions are taken in accordance with the applicable codes and standards and the policies of the jurisdiction and the violation is mitigated.
Plan review	<b>4.2.3</b> Recognize the need for plan review, given a situation or condition, so that requirements for plan reviews are communicated in accordance with the policies of the jurisdiction.	<b>5.2.2</b> Process a plan review application, given a specific request, so that the application is evaluated and processed in accordance with the applicable codes and standards and the policies of the jurisdiction.	
Complaints	<b>4.2.4</b> Investigate common complaints, given a reported situation or condition, so that complaint information is recorded, the AHJ-approved process is initiated, and the complaint is resolved.	<b>5.2.3</b> Investigate complex complaints, given a reported situation or condition, so that complaint information is recorded, the investigation process is initiated, and the complaint is resolved in accordance with the applicable codes and standards and the policies of the jurisdiction.	
Codes and standards	<b>4.2.5</b> Identify the applicable code or standard, given a fire protection, fire	<b>5.2.4</b> Recommend modifications to the adopted codes and standards of the	<b>6.2.2</b> Facilitate code adoption and modification processes, given fire loss data and a

	prevention, or life safety issue, so that the applicable document, edition, and section are referenced.	jurisdiction, given a fire safety issue, so that the proposed modifications address the problem, need, or deficiency.	demonstrated need or deficiency, so that the modification is written to address the identified need or deficiency. <b>6.2.3</b> Evaluate the impact of proposed codes, ordinances, and other legislation, given draft documents, so that the impact of the proposal on fire safety and code enforcement activities is documented. <b>6.2.5</b> Propose technical reference material acquisition, given a scope of responsibility, budget limitations, and specific code-related issues, so that resources matching specific needs are acquired.
Legal	<b>4.2.6</b> Participate in legal proceedings, given the findings of a field inspection or a complaint and consultation with legal counsel, so that all information is presented and the inspector's demeanor is professional.		<b>6.2.7</b> Initiate legal action related to a fire code violation, given a description of a violation and a legal opinion, so that the action taken is in accordance with the policies of the jurisdiction and due process of law is followed.
Policies and procedures		<b>5.2.5</b> Recommend policies and procedures for the delivery of inspection services, given management objectives, so that inspections are conducted in accordance with the policies of the jurisdiction and due process of the law is followed.	<b>6.2.4</b> Develop policies and procedures for the administration of inspection functions, given management objectives, so that the policies are in accordance with the legal obligations of the jurisdiction.
Budget			<b>6.2.8</b> Recommend a program budget, given

organizational goals and needs, budget guidelines, and organizational needs, so that overall program needs are addressed.

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**Field Inspection**

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Occupancy classification	<b>4.3.1</b> Identify the occupancy classification of a single-use occupancy, given a description of the occupancy and its use, so that the classification is made according to the applicable codes and standards.	<b>5.3.2</b> Identify the occupancy classifications of a mixed-use building, given a description of the uses, so that each area is classified in accordance with applicable codes and standards.	
Occupant load	<b>4.3.2</b> Compute the allowable occupant load of a single-use occupancy or portion thereof, given a detailed description of the occupancy, so that the calculated allowable occupant load is established in accordance with applicable codes and standards.	<b>5.3.1</b> Compute the maximum allowable occupant load of a multi-use building, given field observations or a description of its uses, so that the maximum allowable occupant load calculation is in accordance with applicable codes and standards.	<b>6.3.1</b> Assess alternative methods to adjust occupant loads, given a description of an area, building, or portion of a building and its intended use, so that the occupant load is in accordance with applicable codes and standards.
Means of egress	<b>4.3.3</b> Inspect means of egress elements, given observations made during a field inspection of an existing building, so that means of egress elements are maintained in compliance with applicable codes and standards and deficiencies are identified, documented, and reported in accordance with the applicable codes and standards and the policies of the jurisdiction.	<b>5.3.5</b> Analyze the egress elements of a building or portion of a building, given observations made during a field inspection, so that means of egress elements are provided and located in accordance with applicable codes and standards and deficiencies are identified, documented, and reported in accordance with the policies of the jurisdiction.	<b>6.3.2</b> Evaluate corrective measures, given a list of means of egress deficiencies in a building and the proposed correction, so that each deficiency and its proposed correction are evaluated for compliance with applicable codes and standards and deficiencies are identified, documented, and reported in accordance with the policies of the jurisdiction.

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Construction types	<p><b>4.3.4</b> Verify the type of construction for an addition or remodeling project, given field observations or a description of the project and the materials being used, so that the construction type is identified and recorded in accordance with the applicable codes and standards and the policies of the jurisdiction.</p>	<p><b>5.3.3</b> Evaluate a building's area, height, occupancy classification, and construction type, given an approved set of plans and construction features, so that it is verified that the building is in accordance with applicable codes and standards.</p>	<p><b>6.3.3</b> Evaluate the construction type required for an addition or remodeling project, given a description of the building and its use, so that the construction type is evaluated based on applicable codes and standards and deficiencies are identified, documented, and reported in accordance with the policies of the jurisdiction.</p>
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Fire protection systems	<p><b>4.3.5</b> Determine the operational readiness of existing fixed fire suppression systems, given test documentation and field observations, so that the systems are in an operational state, maintenance is documented, and deficiencies are identified, documented, and reported in accordance with the applicable codes and standards and the policies of the jurisdiction.</p> <p><b>4.3.6</b> Determine the operational readiness of existing fire detection and alarm systems, given test documentation and field observations, so that the systems are in an operational state, maintenance is documented, and deficiencies are identified, documented, and reported in</p>	<p><b>5.3.4</b> Evaluate fire protection systems and equipment provided for the protection of life, a building, or a facility, given field observations of the facility and documentation, the hazards protected, and the system specifications, so that the fire protection systems provided are approved for the occupancy or hazard being protected.</p>	<p><b>6.3.10</b> Witness an acceptance test for an integrated fire protection system, given approved shop drawings, test protocols, and an installed system, so that system performance can be evaluated for compliance, and deficiencies are identified, documented, and reported in accordance with the applicable codes and standards and the policies of the jurisdiction.</p>
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accordance with the policies of the jurisdiction.

**4.3.7** Determine the operational readiness of existing portable fire extinguishers, given field observations and test documentation, so that the equipment is in an operational state, maintenance is documented, and deficiencies are identified, documented, and reported in accordance with the policies of the jurisdiction.

**4.3.9** Compare an approved plan to an existing fire protection system, given approved plans and field observations, so that any modifications to the system are identified, documented, and reported in accordance with the policies of the jurisdiction.

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Equipment, process, and operations

**4.3.8** Verify code compliance for storage, handling, and use of flammable and combustible liquids and gases, given field observations and inspection guidelines from the authority having jurisdiction, so that deficiencies are identified, documented, and reported in accordance with the applicable codes and standards and the

**5.3.6** Evaluate hazardous conditions involving equipment, processes, and operations, given field observations and documentation, so that the equipment, processes, or operations are installed in accordance with applicable codes and standards and deficiencies are identified, documented, and reported in accordance with the

**6.3.4** Evaluate alternative protection measures of equipment, operations, and processes, given deficiencies noted during a field inspection of a facility and proposed alternative methods, so that the equipment, process, or operation is provided with a level of protection that is in compliance with the intent of applicable codes and standards.

	policies of the jurisdiction.	policies of the jurisdiction.	
Interior finish, contents, and so forth	<b>4.3.14</b> Recognize a hazardous fire growth potential in a building or space, given field observations, so that the hazardous conditions are identified, documented, and reported in accordance with the applicable codes and standards and the policies of the jurisdiction.	<b>5.3.10</b> Determine fire growth potential in a building or space, given field observations or plans, so that the contents, interior finish, and construction elements are evaluated for compliance, and deficiencies are identified, documented, and corrected in accordance with the applicable codes and standards and the policies of the jurisdiction.	<b>6.3.5</b> Evaluate fire protection plans and practices, given a field report describing a facility housing a complex process or operation, so that the fire growth potential for all areas is determined, and the level of protection is appropriate to the hazard and in accordance with the applicable codes and standards and the policies of the jurisdiction.
Emergency planning	<b>4.3.10</b> Verify that emergency planning and preparedness measures are in place and have been practiced, given field observations, copies of emergency plans, and records of exercises, so that plans are prepared and exercises have been performed in accordance with applicable codes and standards and deficiencies are identified, documented, and reported in accordance with the applicable codes and standards and the policies of the jurisdiction.	<b>5.3.7</b> Evaluate emergency planning and preparedness procedures, given existing or proposed plans and procedures and applicable codes and standards, so that compliance is determined.	<b>6.3.6</b> Recommend criteria for the development of emergency planning and procedures, given a description of a building and its use, so that plans and procedures are in accordance with the applicable codes and standards and the policies of the jurisdiction.
Emergency access	<b>4.3.11</b> Inspect emergency access for an existing site, given field observations, so that the required access for emergency responders is		<b>6.3.11</b> Develop emergency access criteria, given the jurisdiction's emergency fire apparatus and fire suppression practices, so



	maintained and deficiencies are identified, documented, and corrected in accordance with the applicable codes, standards, and policies of the jurisdiction.		that fire suppression services can be delivered in accordance with the policies of the jurisdiction.
Fire flow	<b>4.3.16</b> Verify fire flows for a site, given fire flow test results and water supply data, so that required fire flows are in accordance with applicable codes and standards and deficiencies are identified, documented, and reported in accordance with the applicable codes and standards and the policies of the jurisdiction.		
Storage, handling, and use of flammable and combustible liquids and gases	<b>4.3.12</b> Verify code compliance for incidental storage, handling, and use of flammable and combustible liquids and gases, given field observations and inspection guidelines from the authority having jurisdiction, so that applicable codes and standards are addressed and deficiencies are identified and documented in accordance with the applicable codes and standards and the policies of the jurisdiction.	<b>5.3.8</b> Verify code compliance for storage, handling, and use of flammable and combustible liquids and gases, given field observations and inspection guidelines from the authority having jurisdiction, so that deficiencies are identified, documented, and reported in accordance with the applicable codes and standards and the policies of the jurisdiction.	<b>6.3.8</b> Evaluate compliance alternatives for the storage, handling, and use of flammable or combustible liquids and gases, given field inspection reports and proposed compliance alternatives, so that the storage, handling, and use are provided with a level of safety that is in accordance with the intent of applicable codes and standards and the policies of the jurisdiction.
Storage, handling, and use of hazardous	<b>4.3.13</b> Verify code compliance for incidental	<b>5.3.9</b> Evaluate code compliance for the	<b>6.3.7</b> Evaluate compliance alternatives

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substances or materials	storage, handling, and use of hazardous materials, given field observations, so that applicable codes and standards for each hazardous material encountered are addressed and deficiencies are identified, documented, and reported in accordance with the applicable codes and standards and the policies of the jurisdiction.	storage, handling, and use of hazardous materials, given field observations, so that deficiencies are identified, documented, and reported in accordance with the applicable codes and standards and the policies of the jurisdiction.	for the storage, handling, and use of hazardous materials, given field inspection reports and proposed compliance alternatives, so that the hazardous materials are provided with a level of safety that is in accordance with the intent of applicable codes and standards and the policies of the jurisdiction.
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HVAC, building services

**5.3.12** Verify code compliance of heating, ventilation, air conditioning, and other building service equipment and operations, given field observations, so that the systems and other equipment are maintained in accordance with applicable codes and standards and deficiencies are identified, documented, and reported in accordance with the policies of the jurisdiction.

Inspection

**4.3.15** Determine code compliance, given the codes, standards, and policies of the jurisdiction and a fire protection issue, so that the applicable codes, standards, and policies are identified and

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	compliance is determined.	
Performance-based design	<b>5.3.11</b> Verify compliance with construction documents, given a performance-based design, so that life safety systems and building services equipment are installed, inspected, and tested to perform as described in the engineering documents and the operations and maintenance manual that accompanies the design, so that deficiencies are identified, documented, and reported in accordance with the applicable codes and standards and the policies of the jurisdiction.	<b>6.3.12</b> Evaluate compliance with construction documents, given a performance-based design, so that life safety systems and building services equipment are installed, inspected, and tested to perform as described in the engineering documents and the operations and maintenance manual that accompany the design, and deficiencies are identified, documented, and reported in accordance with the policies of the jurisdiction.
Plan review	See Plan Examiner matrix in Table C.1(b).	

**Table C.1(b) Overview of JPRs for Plan Examiner**

<b>JPR</b>	<b>Fire Inspector II</b>	<b>Plan Examiner I</b>	<b>Plan Examiner II</b>
<b>Administration</b>			
Reports, forms, checklists		<b>7.2.1</b> Prepare reports, given observations from a plan review, so that the report is clear, concise, and reflects the findings of the plan review in accordance with applicable codes and standards and the policies and procedures of the jurisdiction.	<b>8.2.1</b> Create plan review checklists and forms, given applicable codes, standards, and departmental policies and procedures, so that the materials developed address key issues and clearly express the code requirements of the jurisdiction.
Permits	<b>5.2.1</b> Process a permit	<b>7.2.3</b> Process plan review	

	application, given a specific request, so that the application is evaluated and a permit is issued or denied in accordance with the applicable codes, standards, policies, and procedures of the jurisdiction.	documents, given a set of plans and specifications, so that required permits are issued in accordance with the policies of the jurisdiction.	
Policies and procedures	<b>5.2.5</b> Recommend policies and procedures for the delivery of inspection services, given management objectives, so that inspections are conducted in accordance with the policies of the jurisdiction and due process of the law is followed.	<b>7.3.8</b> Recommend policies and procedures for the delivery of plan review services, given management objectives, so that plan reviews are conducted in accordance with the policies of the jurisdiction and due process of the law is followed.	<b>8.2.2</b> Develop policies and procedures for the administration of plan review functions, given management objectives, so that the policies are defined and are in accordance with the legal obligations of the jurisdiction.
Codes and standards	<b>5.2.4</b> Recommend modifications to the adopted codes and standards of the jurisdiction, given a fire safety issue, so that the proposed modifications address the problem, need, or deficiency.	<b>7.2.4</b> Determine the applicable code or standard, given a fire protection issue, so that the proper document, edition, and section are referenced.	<b>8.3.6</b> Evaluate a proposed alternative method for compliance with applicable codes and standards, given supporting documentation of a design that does not meet prescriptive code requirements, so that the design meets the intent of applicable codes and standards.
Legal		<b>7.3.9</b> Participate at legal proceedings, given the findings of a plan review and consultation with legal counsel, so that testimony is accurate and the plan reviewer's demeanor is appropriate to the proceeding.	
<b>Plans Review</b>			
Occupancy type	<b>5.3.2</b> Identify the	<b>7.3.2</b> Verify the	

	<p>occupancy classification of a mixed-use building, given a description of the uses, so that each area is classified in accordance with applicable codes and standards.</p> <p><b>5.4.1</b> Classify the occupancy, given a set of plans, specifications, and a description of a building, so that the classification is made in accordance with the applicable codes and standards and the policies of the jurisdiction.</p>	<p>occupancy classification, given a set of plans, specifications, and a description of a building and its intended use, so that the classification is made in accordance with the applicable codes and standards and the policies of the jurisdiction.</p>	
Occupant load	<p><b>5.4.2</b> Compute the maximum allowable occupant load, given a floor plan of a building or portion of the building, so that the calculated occupant load is in accordance with the applicable codes and standards and the policies of the jurisdiction.</p>	<p><b>7.3.4</b> Verify the occupant load, given a set of plans, so that the maximum allowable occupant load is in accordance with applicable codes and standards.</p>	
Fire protection systems	<p><b>5.4.3</b> Review the proposed installation of fire protection systems, given shop drawings and system specifications for a process or operation, so that the system is reviewed for code compliance and installed in accordance with the approved drawings, and deficiencies are identified, documented, and reported in accordance with the applicable codes and</p>	<p><b>7.3.10</b> Evaluate plans for the installation of fire protection and life safety systems, given a plan submittal, so that the fire protection systems, including pre-engineered systems and equipment, are reviewed and deficiencies are identified, documented, and reported in accordance with the policies and procedures of the jurisdiction.</p>	<p><b>8.3.5</b> Evaluate plans for the installation of fire protection and life safety systems, given a plan submittal, so that the systems and equipment are reviewed and deficiencies are identified, documented, and reported in accordance with the applicable codes and standards, and the policies and procedures of the jurisdiction.</p>

	standards and the policies of the jurisdiction.		
Means of egress	<b>5.4.5</b> Verify that means of egress elements are provided, given a floor plan of a building or portion of a building, so that all elements are identified and checked against applicable codes and standards, and deficiencies are discovered and communicated in accordance with the policies of the jurisdiction.	<b>7.3.5</b> Verify that required egress is provided, given a set of plans and an occupant load, so that all required egress elements are provided and deficiencies are identified, documented, and reported in accordance with the policies of the jurisdiction.	<b>8.3.9</b> Verify that egress elements are provided, given a plan of a building or portion of a building, so that all egress elements are identified and deficiencies are identified, documented, and reported in accordance with applicable codes and standards, and the policies of the jurisdiction.
Construction type	<b>5.4.6</b> Verify the construction type of a building or portion thereof, given a set of approved plans and specifications, so that the construction type complies with the approved plans and applicable codes and standards.	<b>7.3.3</b> Verify the construction type, given a set of plans, including the occupancy classification area, height, number of stories, and location, so that the building is in accordance with applicable codes and standards and deficiencies are identified, documented, and reported.	
Fire flow, hydrant locations		<b>7.3.6</b> Evaluate code compliance for required fire flow and hydrant location and spacing, given a plan, codes and standards, and fire flow test results, so that hydrants are correctly located, required fire flow is determined, and deficiencies are identified, documented, and reported in accordance with the	

	policies and procedures of the jurisdiction.
Emergency access	<b>7.3.7</b> Evaluate emergency vehicle access, given a plan, so that emergency access is provided in accordance with applicable codes and standards and deficiencies are identified, documented, and reported in accordance with the policies of the jurisdiction.
<b>Codes and Standards</b>	
Building services	<b>8.3.11</b> Evaluate heating, ventilation, air conditioning, and other building service equipment and operations, given plans and specifications, so that the systems and other equipment are designed in accordance with applicable codes and standards and deficiencies are identified, documented, and reported in accordance with the policies of the jurisdiction.
Construction, fire protection elements	<b>8.3.2</b> Evaluate proposed passive fire protection elements of a building or portion of a building, given a set of plans and specifications for a building or facility, so that the protection provided for the facility is in accordance with applicable codes and standards and

		deficiencies are identified, documented, and reported in accordance with the policies of the jurisdiction.
Process or operation		<b>8.3.3</b> Evaluate plans for a process or operation, given plans and specifications, so that the process or operation is reviewed for code and standard compliance and all deficiencies are identified, documented, and reported in accordance with the policies and procedures of the jurisdiction.
Design concept	<b>7.3.1</b> Identify the requirements for fire protection or a life safety system, given a set of plans, so that deficiencies are identified, documented, and reported in accordance with the policies and procedures of the jurisdiction.	<b>8.3.1</b> Evaluate a design concept, given a preliminary design presentation, so that the proposed concept meets the intent of applicable codes and standards in accordance with the policies and procedures of the jurisdiction.
<b>Plan Review Process</b>		
Resolution	<b>7.2.2</b> Facilitate the resolution of deficiencies identified during the plan review, given a submittal and the established policies and procedures of the jurisdiction, so that deficiencies are identified, documented, and reported to the plan submitter with applicable references to codes and standards.	
Flammable and		<b>8.3.4</b> Evaluate plans for



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combustible liquids

storage, handling, and use of flammable and combustible liquids and gases, given plans and specifications, so that the plans are reviewed and deficiencies are identified, documented, and reported in accordance with the applicable codes, standards, policies, and procedures of the jurisdiction.

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Hazardous materials and substances

**8.3.8** Evaluate plans for storage, handling, and use of hazardous materials, given plans and specifications, so that the plans are reviewed for compliance with applicable codes and standards and deficiencies are identified, documented, and reported in accordance with the applicable codes, standards, policies, and procedures of the jurisdiction.

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Special storage arrangements

**8.3.10** Evaluate plans for storage, handling, and use of hazardous materials, given plans and specifications, so that the plans are reviewed for compliance and deficiencies are identified, documented, and reported in accordance with the applicable codes, standards, policies, and procedures of the jurisdiction.

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Performance-based design

**8.3.12** Evaluate a performance-based design concept, given a preliminary design presentation, so that the agreed-upon concept meets the intent of applicable codes and standards in accordance with the policies and procedures of the jurisdiction.

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Integration of design elements

**8.3.7** Evaluate the integration of life safety, fire protection, security, and building service systems, given a plan submittal, a life safety report, a sequence of operations report, and testing criteria, so that the integration of proposed systems meets the requirements or intent of the applicable codes and standards and meets the fire and life safety objectives of the jurisdiction, and any deficiencies are identified, documented, and reported in accordance with the policies of the jurisdiction.

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### **STANDARD FORMAT FOR INFORMATIONAL REFERENCES**

The final annex of the Pro-Qual document will be Informational References. It should be noted that the TCs may include additional annexes that are specific to a particular document. If the TC recognizes information that assists the end user of the document that information shall appear before the Informational References annex. This annex material must include the following information specific to the particular standard subject area.

#### **Annex “X” Informational References**

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

### **X.1.1 NFPA Publications**

### **X.1.2 Other Publications**

## **X.2 Informational References**

### **X.3 References for Extracts in Information Sections**

#### **REORGANIZATION CYCLE CHANGES FROM CCPO**

The reorganization cycle changes from Correlating Committee on Professional Qualifications were approved by NFPA Standards Council in August 2012.

DRAFT

**Reorganization Cycle Changes from Correlating Committee on Professional Qualifications  
and Approved by NFPA Standards Council in August 2012**

Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
<p align="center"><b>1000</b> Fire Service, Public Safety and Related Personnel to Professional Qualifications Accreditation and Certification Systems A2015</p>	<p align="center"><b>1001</b> Fire Fighter Professional Qualifications A2012</p>	<p align="center"><b>1041</b> Fire Service Instructor and Emergency Services Professional Qualifications F2016</p>	<p align="center"><b>1021</b> Fire Officer Professional Qualifications A2013</p>	<p align="center"><b>1031</b> Fire Inspector and Plan Examiner Professional Qualifications A2013</p>
<p align="center"><b>1072</b> Haz-Mat/WMD Emergency Response Personnel Professional Qualifications F2016</p>	<p align="center"><b>1081</b> Industrial Fire Brigade Personnel Professional Qualifications A2016</p>	<p align="center"><b>1003</b> Airport Fire Fighter Professional Qualifications F2014</p>	<p align="center"><b>1521</b> Fire Department Safety Officer Professional Qualifications F2013</p>	<p align="center"><b>1033</b> Fire Investigator Professional Qualifications A2013</p>
<p align="center"><b>1006</b> Technical Rescuer Professional Qualifications F2012</p>	<p align="center"><b>1026</b> Incident Management Personnel Professional Qualifications A2013</p>	<p align="center"><b>1005</b> Marine Fire Fighting for Land-Based Fire Fighters Professional Qualifications F2013</p>	<p align="center"><b>1051</b> Wildland Fire Fighting Personnel Professional Qualifications F2016</p>	<p align="center"><b>1035</b> F&amp;LSE, PIO, and JFSIS Professional Qualifications F2014</p>
<p align="center"><b>1002</b> Fire Apparatus Driver/Operator Professional Qualifications A2013</p>	<p align="center"><b>1061</b> Public Safety Telecommunicator Personnel Professional Qualifications F2012</p>	<p align="center"><b>1091</b> Traffic Control Incident Management Personnel Professional Qualifications F2014</p>	<p align="center"><b>1071</b> Emergency Vehicle Technician Professional Qualifications A2015</p>	<p align="center"><b>1037</b> Fire Marshal Professional Qualifications F2016</p>

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# **ATTACHMENT K**

## Use of the term “Officer” and its definition

### NFPA 1021

**Fire Officer I.** The fire officer, at the supervisory level, who has met the job performance requirements specified in this standard for Level I.

**Fire Officer II.** The fire officer, at the supervisory/managerial level, who has met the job performance requirements specified in this standard for Level II.

**Fire Officer III.** The fire officer, at the managerial/administrative level, who has met the job performance requirements specified in this standard for Level III.

**Fire Officer IV.** The fire officer, at the administrative level, who has met the job performance requirements specified in this standard for Level IV.

### NFPA 472

**Hazardous Materials Officer.** (NIMS: Hazardous Materials Branch Director/Group Supervisor.) The person who is responsible for directing and coordinating all operations involving hazardous materials/weapons of mass destruction (WMD) as assigned by the incident commander.

**\*Hazardous Materials Officer.** This individual might also serve as a technical specialist for incidents that involve hazardous materials/WMD.

**Hazardous Materials Safety Officer.** (NIMS: Assistant Safety Officer — Hazardous Material.) The person who works within an incident management system (IMS) (specifically, the hazardous materials branch/group) to ensure that recognized hazardous materials/WMD safe practices are followed at hazardous materials/weapons of mass destruction (WMD) incidents.

**\*Hazardous Materials Safety Officer.** The hazardous materials safety officer will be called on to provide technical advice or assistance regarding safety issues to the hazardous materials officer and incident safety officer at a hazardous materials/WMD incident.

### NFPA 1521

**Assistant.** Title for subordinates of the command staff positions; this title indicates a level of technical capability, qualifications, and responsibility subordinate to the primary functions.

**Safety Officer.** A generic title given to a member within a fire department or emergency service organization who performs the functions of a health and safety, an incident safety officer, or who serves as an assistant to a person in either of those positions.

**Health and Safety Officer.** The individual assigned and authorized by the fire chief as the manager of the health and safety program.

**\*The Health and Safety Officer.** HSO position can be staffed by an individual who is appointed by the fire chief and meets the qualifications of this position as determined by this standard. For this standard, the term *officer* does not reference rank. Examples of an officer include a fire department member, certified safety professional (CSP), an industrial hygienist, or an occupational safety and health specialist. It is important that the individual has the requisite knowledge and requisite skills to function effectively in this position. If qualified, this individual can also be the incident safety officer (ISO), or that role can be assigned to another individual as a separate function.

**Assistant Health and Safety Officer.** The individual assigned and authorized by the AHJ to assist the fire department HSO in the performance of the duties and responsibilities of the HSO.

**Incident Safety Officer.** A member of the command staff responsible for monitoring and assessing safety hazards or unsafe situations and for developing measures for ensuring personnel safety.

**\*Incident Safety Officer.** The incident safety officer can have “assistants”.

**Assistant Incident Safety Officer.** A member of the fire department appointed to respond or assigned at an incident scene by the IC to assist the ISO in the performance of the ISO functions.

### **NFPA 1035**

**Public Information Officer.** The individual who has demonstrated the ability to conduct media interviews and prepare news releases and media advisories.

### **NFPA 1026**

**Liaison Officer.** A member of the command staff, the point of contact for assisting or coordinating agencies.

**Public Information Officer.** A member of the command staff responsible for interfacing with the public and media or with other agencies with incident-related information requirements.

**Safety Officer.** A member of the command staff responsible for monitoring and assessing safety hazards or unsafe situations and for developing measures for ensuring personnel safety.

### **NFPA 1051**

**Wildland Fire Officer I.** The person responsible for supervising and directing a single wildland fire suppression resource, such as a hand crew or an engine.

**Wildland Fire Officer II.** The person responsible for commanding and managing resources in the suppression of all aspects of an extended attack wildland for or an initial attack exceeding the capability of the Wildland Fire Officer I.

### **NFPA Glossary of Terms**

**Officer.** The Command Staff positions of safety, liaison, and public information. [1026: 2014]



# **ATTACHMENT L**

## Pro-Qual Definition: Community Risk Reduction

**Community Risk Reduction (1035).** A practice used by fire department/fire stations to reduce and manage fire and life safety risk in a community. Effective community risk reduction identifies fire and life safety risks, prioritizes the risks, develops strategies to prevent or reduce the risk, focuses efforts, involves community partners, and engages the community. Community risk reduction practices enable the fire department to better protect the community from fire and other hazards.

**Community Risk Reduction (CRR) (1452/1037).** A practice or approach for providing all hazards protection to a community. CRR integrates emergency response with prevention.

**\*Community Risk Reduction.** CRR involves identifying and prioritizing risks, selecting and implementing strategies, monitoring and evaluating activities, and involving community partners - all in an effort to better protect residents and firefighters.

**Fire and Life Safety Initiatives (1001).** Programs, actions, and services that prevent or reduce the loss of life and property associated with fire and other risks to the community.

**Community Risk (1037).** Risk that pertains to the overall community, as opposed to individual properties, locales, stakeholders, or other community elements.

# **ATTACHMENT M**

## Fire Officer and NFPA 1081/Fire Fighter II Requisites

Mr. McGowan,

I appreciate you taking the time to reply back to me. It at least gives me another avenue to take to change the language in the NFPA 1021. I will make a couple more inquires to NFPA for the language in the prerequisites and also to TCFP for more of a clarification and to see if the 1081 qualifications might match up for Fire Fighter II.

Thank You,  
XXXX  
Fire Chief  
XXXX VFD

**From:** McGowan, Thomas [<mailto:TMcGowan@nfpa.org>]  
**Sent:** Monday, March 24, 2014 6:53 AM  
**To:** XXXXX  
**Subject:** RE: Prerequisites NFPA 1021

Chief XXXX:

Thank you for your question regarding recognition for Industrial Fire Brigade certifications in lieu of Fire Fighter II certification.

The language in NFPA 1021 1.3.3 states that “the Fire Fighter II shall meet all the objectives for Fire Officer I before being qualified at the Fire Officer I level...”

Presently, NFPA 1021 does not address compliance to NFPA 1081 as an option available for substitution of Fire Fighter II.

Perhaps the case could be made that the job performance requirements (JPRs) found in NFPA 1081 could be correlated to the JPRs found in NFPA 1001 for Fire Fighter II. It would be the authority having jurisdiction, in this instance the Texas Commission for Fire Protection and ProBoard, to determine if they would draw that conclusion and offer an alternative approach for meeting the qualifications for Fire Fighter II.

It might be a benefit for you to offer your case as an example for TCFP to consider. It might require some effort on your part to design a matrix comparing the qualifications for NFPA 1081 against those of NFPA 1001 FF II and request consideration on their part.

Additionally, if I may suggest to you that you submit a Public Input to the Technical Committee for NFPA 1021 to consider modifying the prerequisite language in NFPA 1021 to include consideration of NFPA 1081 relevant sections when addressing Fire Fighter II alternative approaches.

I know this doesn't address your immediate need, but I hope it helps with this explanation.

Thank you for your support of NFPA.

Regards Tom

**From:** XXXX  
**Sent:** Sunday, March 23, 2014 4:26 PM  
**To:** McGowan, Thomas  
**Subject:** Prerequisites NFPA 1021

Mr. McGowan,

My name is XXXXX and I am the Fire Chief of the XXXX Volunteer Fire Department in XXXX, Texas. I attended training for Fire Officer 1 (NFPA 1021) and wanted to take my Pro Board Certification test and get my certification through Pro Board. I was allowed to test but I am not allowed to get certified because I do not have the Texas Commission for Fire Protection Fire Fighter II Certification. I do have the Pro Board Certification for the Pro Board Instructor I (NFPA 1041) along with several other Pro Board Certifications in the NFPA 1081 classification. I have included a list of the Pro Board Certification that I have and would like an opinion if one of these would count as the Fire Fighter Level II.

Hazardous Materials: Technician - NFPA 472, 2002 edition  
Industrial Fire Brigade: Leader – NFPA 1081, 2007 edition  
Industrial Fire Brigade: Advance Exterior – NFPA 1081, 2007 edition  
Industrial Fire Brigade: Incipient – NFPA 1081, 2007 edition  
Industrial Fire Brigade: Interior Structural – NFPA 1081, 2007 edition

I also have a Certificate for “Incident Safety Officer” from the National Fire Academy.

I know it is too late to get the certification for the training that I just took and finished on 03/23/2014, but I would like to appeal and get an opinion that the NFPA 1081 does count or is the same as the Fire Fighter Level II. If it does count the same can I get my certification for the class I just took?

Thank You,  
XXXX  
Fire Chief  
XXXX Volunteer Fire Department

P.O. Box 118  
XXXX, TX XXXXX

# **ATTACHMENT N**

## IAFC Request for Rules of Engagement Inclusion

Chief Morris,

The latest edition of the Fire Officer Standard was published last fall therefore, it will be a few years until the next edition is published. Mr. Tom McGowan is the NFPA Staff Liaison to the Technical Committee for Fire Officer Professional Qualifications. He will be your best resource to talk you through the process of submitting a proposal for the next edition of the standard. As you can see, I have copied him on this correspondence so you may either email him or call him in his office at 617-984-7480. Thank you for your interest in the Fire Officer document and please let me know if there is anything I can do to assist you.

Lawrence Preston  
Assistant Director, Field Operations  
Maryland Fire and Rescue Institute  
University of Maryland, College Park 20742

301-226-9924

**From:** Gary Morris [<mailto:mercurymorris@hotmail.com>]  
**Sent:** Wednesday, March 19, 2014 3:54 PM  
**To:** Preston, Larry  
**Subject:** NFPA 1021 - Rules of Engagement

I serve as a Director with the IAFC Safety, Health and Survival Section and was the project manager for the IAFC Rules of Engagement. Since the completion of that project, followed by the official endorsement of the Rules by the IAFC 2 years ago, the Rules have been widely published and many organizations have adopted them.

Additionally, an entire chapter on the Rules were included in the 3rd edition of "Fire Officer - Principles and Practice"

The Safety, Health and survival Section desires to have the Rules integrated into the NFPA 1021 standard, where appropriate, as part of the next revision cycle.

I've attached a copy of the Rules, with their assigned objectives, for your review. The entire 250 package of the Rules and lesson plans are posted on the iafc.org website for additional background.

Please advise me of the next steps for this proposal.

Best Regards;

Gary P. Morris, Fire Chief, retired  
602-803-7366

**From:** Gary Morris [<mailto:mercurymorris@hotmail.com>]  
**Sent:** Wednesday, March 19, 2014 3:50 PM

To: Marlatt, F. Pat

Subject: Rules of Engagement for NFPA 1001

Pat;

I serve as a Director with the IAFC Safety, Health and Survival Section and was the project manager for the IAFC Rules of Engagement. Since the completion of that project, followed by the official endorsement of the Rules by the IAFC 2 years ago, the Rules have been widely published and many organizations have adopted them.

Additionally, an entire chapter on the Rules were included in the 3rd edition of "Fire Officer - Principles and Practice"

The Safety, Health and survival Section desires to have the Rules integrated into the NFPA 1001 standard, where appropriate, as part of the next revision cycle.

I've attached a copy of the Rules, with their assigned objectives, for your review. The entire 250 package of the Rules and lesson plans are posted on the iafc.org website for additional background.

Please advise me of the next steps for this proposal.

Best Regards;

Gary P. Morris, Fire Chief, retired  
602-803-7366

### **Rules of Engagement for Firefighter Survival**

#### **Size-Up Your Tactical Area of Operation.**

**Objective:** To cause the company officer and firefighters to pause for a moment and look over their area of operation and evaluate their *individual* risk exposure and determine a safe approach to completing their assigned tactical objectives.

#### **Determine the Occupant Survival Profile.**

**Objective:** To cause the company officer and firefighter to consider fire conditions in relation to possible occupant survival of a rescue *event* as part of their initial and ongoing *individual risk assessment* and action plan development.

#### **DO NOT Risk Your Life for Lives or Property That Cannot Be Saved.**

**Objective:** To prevent firefighters from engaging in high risk search and rescue and firefighting operations which may harm them when fire conditions prevent occupant survival and significant or total destruction of the building is inevitable.

#### **Extend LIMITED Risk to Protect SAVABLE Property.**

**Objective:** To cause firefighters to limit risk exposure to a reasonable, cautious and conservative level when trying to save a building.

#### **Extend VIGILANT and MEASURED Risk to Protect and Rescue SAVABLE Lives.**

**Objective:** To cause firefighters to manage search and rescue and supporting firefighting operations in a calculated, controlled and safe manner, *while remaining alert to changing conditions*, during high risk primary search and rescue operations where lives can be saved.

#### **Go in Together, Stay Together, Come Out Together**



**Objective:** To ensure that firefighters always enter a burning building as a team of two or more members and *no firefighter is allowed to be alone at any time* while entering, operating in or exiting a building.

**Maintain Continuous Awareness of Your Air Supply, Situation, Location and Fire Conditions**

**Objective:** To cause all firefighters and company officers to maintain constant situational awareness their SCBA air supply, where they are in the building and all that is happening in their area of operations and elsewhere on the fireground that may affect their risk and safety.

**Constantly Monitor Fireground Communications for Critical Radio Reports.**

**Objective:** To cause all firefighters and company officers to maintain constant awareness of *all* fireground radio communications on their assigned channel for progress reports, critical messages or other information that may affect their risk and safety.

**You Are Required to Report Unsafe Practices or Conditions That Can Harm You. Stop, Evaluate, and Decide.**

**Objective:** To prevent company officers and firefighters from engaging in unsafe practices or exposure to unsafe conditions that can harm them and *allowing any member to raise an alert about a safety concern without penalty* and mandating the supervisor address the question to ensure safe operations.

**You Are Required to Abandon Your Position and Retreat Before Deteriorating Conditions Can Harm You.**

**Objective:** To cause firefighters and company officers to be aware of fire conditions and cause an early exit to a safe area when they are exposed to deteriorating conditions, unacceptable risk and a life threatening situation.

**Declare a May-Day As Soon As You THINK You Are in Danger**

**Objective:** To ensure the firefighter is comfortable with, and there is no delay in, declaring a May Day when a firefighter is faced with a life threatening situation and the May Day is declared as soon as they THINK they are in trouble.

**The Incident Commanders Rules of Engagement for Firefighter Safety**

**Rapidly Conduct, or Obtain, a 360 Degree Situational Size Up of the Incident**

**Objective:** To cause the incident commander to obtain an early 360 degree survey and risk assessment of the fireground in order to determine the safest approach to tactical operations as part the risk assessment and action plan development *and before firefighters are placed at substantial risk.*

**Determine the Occupant Survival Profile.**

**Objective:** To cause the incident commander to consider fire conditions in relation to possible occupant survival of a *rescue event* before committing firefighters to high risk search and rescue operations as part of the initial and ongoing *risk assessment* and action plan development.

**Conduct an Initial Risk Assessment and Implement a SAFE ACTION PLAN**

**Objective:** To cause the incident commander to develop a safe action plan by conducting a size-up, assess the occupant survival profile and completing a risk assessment *before* firefighters are placed in high risk positions on the fireground.

**If You Do Not Have the Resources to Safely Support and Protect Firefighters, Seriously Consider a Defensive Strategy**

**Objective:** To prevent the commitment of firefighters to high risk tactical objectives that cannot be accomplished safely due to inadequate resources on the scene.

**DO NOT Risk Firefighter Lives for Lives or Property That Cannot Be Saved. Seriously Consider a Defensive Strategy.**

**Objective:** To prevent the commitment of firefighters to high risk search and rescue and firefighting operations that may harm them when fire conditions prevent occupant survival and significant or total destruction of the building is inevitable.

**Extend LIMITED Risk to Protect SAVABLE Property.**

**Objective:** To cause the incident commander to limit risk exposure to a reasonable, cautious and conservative level when trying to save a building that is believed, following a thorough size up, to be savable.

**Extend VIGILANT and MEASURED Risk to Protect and Rescue SAVABLE Lives.**

**Objective:** To cause the incident commander to manage search and rescue, and supporting firefighting operations, in a highly calculated, controlled, and cautious manner, *while remaining alert to changing conditions*, during high risk search and rescue operations where lives can be saved.

**Act Upon Reported Unsafe Practices and Conditions That Can Harm Firefighters. Stop, Evaluate and Decide.**

**Objective:** To prevent firefighters and supervisors from engaging in unsafe practices or exposure to unsafe conditions that will harm them and *allowing any member to raise an alert about a safety concern without penalty* and mandating the incident commander and command organization officers promptly address the question to insure safe operations.

**Maintain Frequent Two-Way Communications and Keep Interior Crews Informed of Changing Conditions**

**Objective:** To ensure that the incident commander is obtaining frequent progress reports and all interior crews are kept informed of changing fire conditions observed from the exterior by the incident commander, or other command officers, that may affect crew safety.

**Obtain Frequent Progress Reports and Revise the Action Plan**

**Objective:** To cause the incident commander, as well as all command organization officers, to obtain frequent progress reports, to continually assess fire conditions and any risk to firefighters, and to regularly adjust and revise the action plan to maintain safe operations.

**Ensure Accurate Accountability of Every Firefighter Location and Status**

**Objective:** To cause the incident commander, and command organization officers, to maintain a constant and accurate accountability of the location and status of all firefighters within a small geographic area of accuracy within the hazard zone and aware of who is presently in or out of the building.

**If After Completion of the Primary Search, Little or No Progress Towards Fire Control Has Been Achieved, Seriously Consider a Defensive Strategy.**

**Objective:** To cause a benchmark decision point, following completion of the primary search, requiring the incident commander to consciously determine if it's safe to continue offensive interior operations where progress in controlling the fire is not being achieved and there are no lives to be saved.

**Always Have a Rapid Intervention Team in Place at All Working Fires.**

**Objective:** To cause the incident commander to have a rapid intervention team in place ready to rescue firefighters at all working fires.

**Always Have Firefighter Rehab Services in Place at All Working Fires.**

**Objective:** To ensure all firefighters who endured strenuous physical activity at a working fire are rehabilitated and medically evaluated for continued duty and before being released from the scene.

# **ATTACHMENT O**

**Annex C An Overview of JPRs for Fire Inspector and Plan Examiner**

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

**C.1 Fire Inspector and Plan Examiner.** The matrices shown in Table C.1(a) and Table C.1(b) are included to provide the user of the standard with an overview of the JPRs and the progression of the various levels found in the document. They are intended to assist the user of the document with the implementation of the requirements and the development of training programs using the JPRs.

**Table C.1(a) Overview of JPRs for Fire Inspector**

JPR	Fire Inspector I	Fire Inspector II	Fire Inspector III
Administration			
Written correspondence	<b>1.3.14</b> Prepare written correspondence to communicate fire protection and prevention practices, given a common fire safety issue, so that the correspondence is concise, accurately reflects applicable codes and standards, and is appropriate for the intended audience.		<b>6.2.1</b> Generate written correspondence related to the issuance of appeals, given a request for an appeal, so that the resulting document clearly addresses the issue and is appropriate for the intended audience.
Reports, forms, checklists	<b>4.2.1</b> Prepare inspection reports, given agency policy and procedures and observations from an assigned field inspection, so that the report is clear and concise and reflects the findings of the inspection in accordance with the applicable codes and standards and the policies of the jurisdiction.		<b>6.2.9</b> Evaluate inspection reports and completed forms and checklists, given applicable codes, standards, policies, and procedures of the jurisdiction, so that the information is correct, clear, and concise.
Permits	<b>4.2.2</b> Recognize the need for a permit, given a situation or condition, so that requirements for permits are communicated in	<b>5.2.1</b> Process a permit application, given a specific request, so that the application is evaluated and a permit is issued or denied in	<b>6.2.6</b> Enforce permit regulations, given a permit application or report of a violation and applicable codes and standards and policies of

	accordance with the applicable codes and standards and the policies of the jurisdiction.	accordance with the applicable codes, standards, policies, and procedures of the jurisdiction.	the jurisdiction, so that enforcement actions are taken in accordance with the applicable codes and standards and the policies of the jurisdiction and the violation is mitigated.
Plan review	<b>4.2.3</b> Recognize the need for plan review, given a situation or condition, so that requirements for plan reviews are communicated in accordance with the policies of the jurisdiction.	<b>5.2.2</b> Process a plan review application, given a specific request, so that the application is evaluated and processed in accordance with the applicable codes and standards and the policies of the jurisdiction.	
Complaints	<b>4.2.4</b> Investigate common complaints, given a reported situation or condition, so that complaint information is recorded, the AHJ-approved process is initiated, and the complaint is resolved.	<b>5.2.3</b> Investigate complex complaints, given a reported situation or condition, so that complaint information is recorded, the investigation process is initiated, and the complaint is resolved in accordance with the applicable codes and standards and the policies of the jurisdiction.	
Codes and standards	<b>4.2.5</b> Identify the applicable code or standard, given a fire protection, fire prevention, or life safety issue, so that the applicable document, edition, and section are referenced.	<b>5.2.4</b> Recommend modifications to the adopted codes and standards of the jurisdiction, given a fire safety issue, so that the proposed modifications address the problem, need, or deficiency.	<b>6.2.2</b> Facilitate code adoption and modification processes, given fire loss data and a demonstrated need or deficiency, so that the modification is written to address the identified need or deficiency. <b>6.2.3</b> Evaluate the impact of proposed codes, ordinances, and other legislation, given draft documents, so that the impact of the proposal on fire safety and code enforcement activities is documented. <b>6.2.5</b> Propose technical reference material

		acquisition, given a scope of responsibility, budget limitations, and specific code-related issues, so that resources matching specific needs are acquired.
Legal	<b>4.2.6</b> Participate in legal proceedings, given the findings of a field inspection or a complaint and consultation with legal counsel, so that all information is presented and the inspector's demeanor is professional.	<b>6.2.7</b> Initiate legal action related to a fire code violation, given a description of a violation and a legal opinion, so that the action taken is in accordance with the policies of the jurisdiction and due process of law is followed.
Policies and procedures	<b>5.2.5</b> Recommend policies and procedures for the delivery of inspection services, given management objectives, so that inspections are conducted in accordance with the policies of the jurisdiction and due process of the law is followed.	<b>6.2.4</b> Develop policies and procedures for the administration of inspection functions, given management objectives, so that the policies are in accordance with the legal obligations of the jurisdiction.
Budget		<b>6.2.8</b> Recommend a program budget, given organizational goals and needs, budget guidelines, and organizational needs, so that overall program needs are addressed.
<b>Field Inspection</b>		
Occupancy classification	<b>4.3.1</b> Identify the occupancy classification of a single-use occupancy, given a description of the occupancy and its use, so that the classification is made according to the applicable codes and standards.	<b>5.3.2</b> Identify the occupancy classifications of a mixed-use building, given a description of the uses, so that each area is classified in accordance with applicable codes and standards.

Occupant load	<b>4.3.2</b> Compute the allowable occupant load of a single-use occupancy or portion thereof, given a detailed description of the occupancy, so that the calculated allowable occupant load is established in accordance with applicable codes and standards.	<b>5.3.1</b> Compute the maximum allowable occupant load of a multi-use building, given field observations or a description of its uses, so that the maximum allowable occupant load calculation is in accordance with applicable codes and standards.	<b>6.3.1</b> Assess alternative methods to adjust occupant loads, given a description of an area, building, or portion of a building and its intended use, so that the occupant load is in accordance with applicable codes and standards.
Means of egress	<b>4.3.3</b> Inspect means of egress elements, given observations made during a field inspection of an existing building, so that means of egress elements are maintained in compliance with applicable codes and standards and deficiencies are identified, documented, and reported in accordance with the applicable codes and standards and the policies of the jurisdiction.	<b>5.3.5</b> Analyze the egress elements of a building or portion of a building, given observations made during a field inspection, so that means of egress elements are provided and located in accordance with applicable codes and standards and deficiencies are identified, documented, and reported in accordance with the policies of the jurisdiction.	<b>6.3.2</b> Evaluate corrective measures, given a list of means of egress deficiencies in a building and the proposed correction, so that each deficiency and its proposed correction are evaluated for compliance with applicable codes and standards and deficiencies are identified, documented, and reported in accordance with the policies of the jurisdiction.
Construction types	<b>4.3.4</b> Verify the type of construction for an addition or remodeling project, given field observations or a description of the project and the materials being used, so that the construction type is identified and recorded in accordance with the applicable codes and standards and the policies of the jurisdiction.	<b>5.3.3</b> Evaluate a building's area, height, occupancy classification, and construction type, given an approved set of plans and construction features, so that it is verified that the building is in accordance with applicable codes and standards.	<b>6.3.3</b> Evaluate the construction type required for an addition or remodeling project, given a description of the building and its use, so that the construction type is evaluated based on applicable codes and standards and deficiencies are identified, documented, and reported in accordance with the policies of the jurisdiction.
Fire protection systems	<b>4.3.5</b> Determine the operational readiness of existing fixed fire suppression systems,	<b>5.3.4</b> Evaluate fire protection systems and equipment provided for the protection of life, a	<b>6.3.10</b> Witness an acceptance test for an integrated fire protection system, given approved

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given test documentation and field observations, so that the systems are in an operational state, maintenance is documented, and deficiencies are identified, documented, and reported in accordance with the applicable codes and standards and the policies of the jurisdiction.

**4.3.6** Determine the operational readiness of existing fire detection and alarm systems, given test documentation and field observations, so that the systems are in an operational state, maintenance is documented, and deficiencies are identified, documented, and reported in accordance with the policies of the jurisdiction.

**4.3.7** Determine the operational readiness of existing portable fire extinguishers, given field observations and test documentation, so that the equipment is in an operational state, maintenance is documented, and deficiencies are identified, documented, and reported in accordance with the policies of the jurisdiction.

**4.3.9** Compare an approved plan to an existing fire protection system, given approved plans and field

building, or a facility, given field observations of the facility and documentation, the hazards protected, and the system specifications, so that the fire protection systems provided are approved for the occupancy or hazard being protected.

shop drawings, test protocols, and an installed system, so that system performance can be evaluated for compliance, and deficiencies are identified, documented, and reported in accordance with the applicable codes and standards and the policies of the jurisdiction.



	observations, so that any modifications to the system are identified, documented, and reported in accordance with the policies of the jurisdiction.		
Equipment, process, and operations	<b>4.3.8</b> Verify code compliance for storage, handling, and use of flammable and combustible liquids and gases, given field observations and inspection guidelines from the authority having jurisdiction, so that deficiencies are identified, documented, and reported in accordance with the applicable codes and standards and the policies of the jurisdiction.	<b>5.3.6</b> Evaluate hazardous conditions involving equipment, processes, and operations, given field observations and documentation, so that the equipment, processes, or operations are installed in accordance with applicable codes and standards and deficiencies are identified, documented, and reported in accordance with the policies of the jurisdiction.	<b>6.3.4</b> Evaluate alternative protection measures of equipment, operations, and processes, given deficiencies noted during a field inspection of a facility and proposed alternative methods, so that the equipment, process, or operation is provided with a level of protection that is in compliance with the intent of applicable codes and standards.
Interior finish, contents, and so forth	<b>4.3.14</b> Recognize a hazardous fire growth potential in a building or space, given field observations, so that the hazardous conditions are identified, documented, and reported in accordance with the applicable codes and standards and the policies of the jurisdiction.	<b>5.3.10</b> Determine fire growth potential in a building or space, given field observations or plans, so that the contents, interior finish, and construction elements are evaluated for compliance, and deficiencies are identified, documented, and corrected in accordance with the applicable codes and standards and the policies of the jurisdiction.	<b>6.3.5</b> Evaluate fire protection plans and practices, given a field report describing a facility housing a complex process or operation, so that the fire growth potential for all areas is determined, and the level of protection is appropriate to the hazard and in accordance with the applicable codes and standards and the policies of the jurisdiction.
Emergency planning	<b>4.3.10</b> Verify that emergency planning and preparedness measures are in place and have been practiced, given field observations, copies of emergency plans, and records of exercises, so that plans are prepared	<b>5.3.7</b> Evaluate emergency planning and preparedness procedures, given existing or proposed plans and procedures and applicable codes and standards, so that	<b>6.3.6</b> Recommend criteria for the development of emergency planning and procedures, given a description of a building and its use, so that plans and procedures are in accordance with the

	and exercises have been performed in accordance with applicable codes and standards and deficiencies are identified, documented, and reported in accordance with the applicable codes and standards and the policies of the jurisdiction.	compliance is determined.	applicable codes and standards and the policies of the jurisdiction.
Emergency access	<b>4.3.11</b> Inspect emergency access for an existing site, given field observations, so that the required access for emergency responders is maintained and deficiencies are identified, documented, and corrected in accordance with the applicable codes, standards, and policies of the jurisdiction.		<b>6.3.11</b> Develop emergency access criteria, given the jurisdiction's emergency fire apparatus and fire suppression practices, so that fire suppression services can be delivered in accordance with the policies of the jurisdiction.
Fire flow	<b>4.3.16</b> Verify fire flows for a site, given fire flow test results and water supply data, so that required fire flows are in accordance with applicable codes and standards and deficiencies are identified, documented, and reported in accordance with the applicable codes and standards and the policies of the jurisdiction.		
Storage, handling, and use of flammable and combustible liquids and gases	<b>4.3.12</b> Verify code compliance for incidental storage, handling, and use of flammable and combustible liquids and gases, given field observations and inspection guidelines from the authority having	<b>5.3.8</b> Verify code compliance for storage, handling, and use of flammable and combustible liquids and gases, given field observations and inspection guidelines from the authority having	<b>6.3.8</b> Evaluate compliance alternatives for the storage, handling, and use of flammable or combustible liquids and gases, given field inspection reports and proposed compliance alternatives, so that the

	jurisdiction, so that applicable codes and standards are addressed and deficiencies are identified and documented in accordance with the applicable codes and standards and the policies of the jurisdiction.	jurisdiction, so that deficiencies are identified, documented, and reported in accordance with the applicable codes and standards and the policies of the jurisdiction.	storage, handling, and use are provided with a level of safety that is in accordance with the intent of applicable codes and standards and the policies of the jurisdiction.
Storage, handling, and use of hazardous substances or materials	<b>4.3.13</b> Verify code compliance for incidental storage, handling, and use of hazardous materials, given field observations, so that applicable codes and standards for each hazardous material encountered are addressed and deficiencies are identified, documented, and reported in accordance with the applicable codes and standards and the policies of the jurisdiction.	<b>5.3.9</b> Evaluate code compliance for the storage, handling, and use of hazardous materials, given field observations, so that deficiencies are identified, documented, and reported in accordance with the applicable codes and standards and the policies of the jurisdiction.	<b>6.3.7</b> Evaluate compliance alternatives for the storage, handling, and use of hazardous materials, given field inspection reports and proposed compliance alternatives, so that the hazardous materials are provided with a level of safety that is in accordance with the intent of applicable codes and standards and the policies of the jurisdiction.
HVAC, building services		<b>5.3.12</b> Verify code compliance of heating, ventilation, air conditioning, and other building service equipment and operations, given field observations, so that the systems and other equipment are maintained in accordance with applicable codes and standards and deficiencies are identified, documented, and reported in accordance with the policies of the jurisdiction.	
Inspection	<b>4.3.15</b> Determine code compliance, given the		

	codes, standards, and policies of the jurisdiction and a fire protection issue, so that the applicable codes, standards, and policies are identified and compliance is determined.	
Performance-based design	<b>5.3.11</b> Verify compliance with construction documents, given a performance-based design, so that life safety systems and building services equipment are installed, inspected, and tested to perform as described in the engineering documents and the operations and maintenance manual that accompanies the design, so that deficiencies are identified, documented, and reported in accordance with the applicable codes and standards and the policies of the jurisdiction.	<b>6.3.12</b> Evaluate compliance with construction documents, given a performance-based design, so that life safety systems and building services equipment are installed, inspected, and tested to perform as described in the engineering documents and the operations and maintenance manual that accompany the design, and deficiencies are identified, documented, and reported in accordance with the policies of the jurisdiction.
Plan review	See Plan Examiner matrix in Table C.1(b).	

**Table C.1(b) Overview of JPRs for Plan Examiner**

<b>JPR</b>	<b>Fire Inspector II</b>	<b>Plan Examiner I</b>	<b>Plan Examiner II</b>
Administration			
Reports, forms, checklists		<b>7.2.1</b> Prepare reports, given observations from a plan review, so that the report is clear, concise, and reflects the findings of the plan review in accordance with applicable codes and standards and the	<b>8.2.1</b> Create plan review checklists and forms, given applicable codes, standards, and departmental policies and procedures, so that the materials developed address key issues and clearly express the code

		policies and procedures of the jurisdiction.	requirements of the jurisdiction.
Permits	<b>5.2.1</b> Process a permit application, given a specific request, so that the application is evaluated and a permit is issued or denied in accordance with the applicable codes, standards, policies, and procedures of the jurisdiction.	<b>7.2.3</b> Process plan review documents, given a set of plans and specifications, so that required permits are issued in accordance with the policies of the jurisdiction.	
Policies and procedures	<b>5.2.5</b> Recommend policies and procedures for the delivery of inspection services, given management objectives, so that inspections are conducted in accordance with the policies of the jurisdiction and due process of the law is followed.	<b>7.3.8</b> Recommend policies and procedures for the delivery of plan review services, given management objectives, so that plan reviews are conducted in accordance with the policies of the jurisdiction and due process of the law is followed.	<b>8.2.2</b> Develop policies and procedures for the administration of plan review functions, given management objectives, so that the policies are defined and are in accordance with the legal obligations of the jurisdiction.
Codes and standards	<b>5.2.4</b> Recommend modifications to the adopted codes and standards of the jurisdiction, given a fire safety issue, so that the proposed modifications address the problem, need, or deficiency.	<b>7.2.4</b> Determine the applicable code or standard, given a fire protection issue, so that the proper document, edition, and section are referenced.	<b>8.3.6</b> Evaluate a proposed alternative method for compliance with applicable codes and standards, given supporting documentation of a design that does not meet prescriptive code requirements, so that the design meets the intent of applicable codes and standards.
Legal		<b>7.3.9</b> Participate at legal proceedings, given the findings of a plan review and consultation with legal counsel, so that testimony is accurate and the plan reviewer's demeanor is appropriate to the proceeding.	

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Plans Review

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Occupancy type	<p><b>5.3.2</b> Identify the occupancy classification of a mixed-use building, given a description of the uses, so that each area is classified in accordance with applicable codes and standards.</p> <p><b>5.4.1</b> Classify the occupancy, given a set of plans, specifications, and a description of a building, so that the classification is made in accordance with the applicable codes and standards and the policies of the jurisdiction.</p>	<p><b>7.3.2</b> Verify the occupancy classification, given a set of plans, specifications, and a description of a building and its intended use, so that the classification is made in accordance with the applicable codes and standards and the policies of the jurisdiction.</p>	
Occupant load	<p><b>5.4.2</b> Compute the maximum allowable occupant load, given a floor plan of a building or portion of the building, so that the calculated occupant load is in accordance with the applicable codes and standards and the policies of the jurisdiction.</p>	<p><b>7.3.4</b> Verify the occupant load, given a set of plans, so that the maximum allowable occupant load is in accordance with applicable codes and standards.</p>	
Fire protection systems	<p><b>5.4.3</b> Review the proposed installation of fire protection systems, given shop drawings and system specifications for a process or operation, so that the system is reviewed for code compliance and installed in accordance with the approved drawings, and deficiencies are identified, documented, and reported in accordance with the applicable codes and standards and the</p>	<p><b>7.3.10</b> Evaluate plans for the installation of fire protection and life safety systems, given a plan submittal, so that the fire protection systems, including pre-engineered systems and equipment, are reviewed and deficiencies are identified, documented, and reported in accordance with the policies and procedures of the jurisdiction.</p>	<p><b>8.3.5</b> Evaluate plans for the installation of fire protection and life safety systems, given a plan submittal, so that the systems and equipment are reviewed and deficiencies are identified, documented, and reported in accordance with the applicable codes and standards, and the policies and procedures of the jurisdiction.</p>

	policies of the jurisdiction.	
Means of egress	<b>5.4.5</b> Verify that means of egress elements are provided, given a floor plan of a building or portion of a building, so that all elements are identified and checked against applicable codes and standards, and deficiencies are discovered and communicated in accordance with the policies of the jurisdiction.	<b>7.3.5</b> Verify that required egress is provided, given a set of plans and an occupant load, so that all required egress elements are provided and deficiencies are identified, documented, and reported in accordance with the policies of the jurisdiction.
		<b>8.3.9</b> Verify that egress elements are provided, given a plan of a building or portion of a building, so that all egress elements are identified and deficiencies are identified, documented, and reported in accordance with applicable codes and standards, and the policies of the jurisdiction.
Construction type	<b>5.4.6</b> Verify the construction type of a building or portion thereof, given a set of approved plans and specifications, so that the construction type complies with the approved plans and applicable codes and standards.	<b>7.3.3</b> Verify the construction type, given a set of plans, including the occupancy classification area, height, number of stories, and location, so that the building is in accordance with applicable codes and standards and deficiencies are identified, documented, and reported.
Fire flow, hydrant locations		<b>7.3.6</b> Evaluate code compliance for required fire flow and hydrant location and spacing, given a plan, codes and standards, and fire flow test results, so that hydrants are correctly located, required fire flow is determined, and deficiencies are identified, documented, and reported in accordance with the policies and procedures of the jurisdiction.
Emergency access		<b>7.3.7</b> Evaluate emergency vehicle

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access, given a plan, so that emergency access is provided in accordance with applicable codes and standards and deficiencies are identified, documented, and reported in accordance with the policies of the jurisdiction.

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Codes and Standards

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Building services

**8.3.11** Evaluate heating, ventilation, air conditioning, and other building service equipment and operations, given plans and specifications, so that the systems and other equipment are designed in accordance with applicable codes and standards and deficiencies are identified, documented, and reported in accordance with the policies of the jurisdiction.

Construction, fire protection elements

**8.3.2** Evaluate proposed passive fire protection elements of a building or portion of a building, given a set of plans and specifications for a building or facility, so that the protection provided for the facility is in accordance with applicable codes and standards and deficiencies are identified, documented, and reported in accordance with the policies of the jurisdiction.

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Process or operation		<b>8.3.3</b> Evaluate plans for a process or operation, given plans and specifications, so that the process or operation is reviewed for code and standard compliance and all deficiencies are identified, documented, and reported in accordance with the policies and procedures of the jurisdiction.
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Design concept	<b>7.3.1</b> Identify the requirements for fire protection or a life safety system, given a set of plans, so that deficiencies are identified, documented, and reported in accordance with the policies and procedures of the jurisdiction.	<b>8.3.1</b> Evaluate a design concept, given a preliminary design presentation, so that the proposed concept meets the intent of applicable codes and standards in accordance with the policies and procedures of the jurisdiction.
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**Plan Review Process**

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Resolution	<b>7.2.2</b> Facilitate the resolution of deficiencies identified during the plan review, given a submittal and the established policies and procedures of the jurisdiction, so that deficiencies are identified, documented, and reported to the plan submitter with applicable references to codes and standards.
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Flammable and combustible liquids	<b>8.3.4</b> Evaluate plans for storage, handling, and use of flammable and combustible liquids and gases, given plans and specifications, so that the plans are reviewed and deficiencies are identified, documented, and reported in
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	accordance with the applicable codes, standards, policies, and procedures of the jurisdiction.
Hazardous materials and substances	<b>8.3.8</b> Evaluate plans for storage, handling, and use of hazardous materials, given plans and specifications, so that the plans are reviewed for compliance with applicable codes and standards and deficiencies are identified, documented, and reported in accordance with the applicable codes, standards, policies, and procedures of the jurisdiction.
Special storage arrangements	<b>8.3.10</b> Evaluate plans for storage, handling, and use of hazardous materials, given plans and specifications, so that the plans are reviewed for compliance and deficiencies are identified, documented, and reported in accordance with the applicable codes, standards, policies, and procedures of the jurisdiction.
Performance-based design	<b>8.3.12</b> Evaluate a performance-based design concept, given a preliminary design presentation, so that the agreed-upon concept meets the intent of applicable codes and standards in accordance with the policies and procedures of the jurisdiction.

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Integration of design elements

**8.3.7** Evaluate the integration of life safety, fire protection, security, and building service systems, given a plan submittal, a life safety report, a sequence of operations report, and testing criteria, so that the integration of proposed systems meets the requirements or intent of the applicable codes and standards and meets the fire and life safety objectives of the jurisdiction, and any deficiencies are identified, documented, and reported in accordance with the policies of the jurisdiction.

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# **ATTACHMENT P**



## Strategic Objectives & Initiatives

### More Adoption & Use

**Objective:** Build new strategic relationships with authorities having jurisdiction to adopt and use NFPA standards.

**Metrics:**

- Complete two (2) customized outreach programs per year with potential strategic partners including states/federal agencies/international governments and private organizations.
- Establish new strategic relationship with key influencers in a minimum of ten (10) states and four (4) nations (over 3 years).

**Initiatives:**

- Identify key influencers who are responsible for the adoption or use of NFPA codes and standards or can promote or propose their adoption or use.
  - Identify at least two (2) or more individuals, boards, commissions or other entity in each state that is a key influencer.
  - In four (4) nations, identify at least two (2) or more individuals, boards, commissions, certifying bodies or other entity that is a key influencer.
  - By means of an in-person meeting or presentation, encourage the establishment and/or continuation of a strategic relationship to promote the adoption and/or use of NFPA standards.
- Develop models or templates for outreach programs that can be customized for the specific audience or need.
- Conduct customized outreach programs (including forums).
  - Perform a strategic review of existing AHJ forums and consider the establishment of additional forums, including regionally focused efforts.
  - Develop customized outreach programs

**Objective:** Promote the use of NFPA standards as a risk management tool.

**Metrics:**

- Establish new strategic relationships that promote the use of NFPA codes and standards as a risk management tool with two (2) governmental (federal, regional or state) and two (2) non-governmental entities.

**Initiatives:**

- Identify key influencers in risk management, emergency preparedness and disaster resilience and establish new strategic relationships.
  - Identify three (3) or more individuals or organizations that are key influencers.
  - Establish new strategic relationships and promote the use of NFPA codes and standards as a risk management tool with activities that include in-person meetings, presentations, articles and research.

**Initiatives (cont'd):**

- Develop technical committee guidance for revising NFPA standards to include, where appropriate, requirements for mitigating risk and/or providing for disaster resilience.
  - Recommend to the Standards Council that a process be established to review and update standards to include risk mitigation and/or disaster resilience criteria.



## Strategic Objectives & Initiatives

### Better Tools

**Objective:** Align NFPA's portfolio of products and services (revenue and non-revenue) to better serve our constituents and optimize financial contribution.

**Metrics:**

- Segment revenue growth (%).
- Product line profitability (%).
- Number of downloads of non-revenue publications.

**Initiatives:**

- Implement segment specific product/marketing plans.
  - Update revenue data to define baseline for 7 market segments. Update segment dashboard to define current market share and growth opportunities.
  - Create shared tactical plan between marketing and product which will focus on the growth opportunities in each market segment.
- Consolidate products and services to achieve efficient utilization of resources.
  - Conduct product line audit to identify best performing products and services to meet the needs of our customers.
- Align organization structure to achieve transition to segment focused business model.
  - Recruit Product Marketing Managers (PMM's)
  - Develop metrics for PMM's which represent growth in segments
  - Structure sales and services to support segment focused business model.
  - Develop an organizational awareness plan to help educate and inform employees about market segment business models.

**Objective:** Enhance usability of content through use of technology tools and platforms.

**Metrics:**

- % of mobile devices that access our products and services by product line.
- % of our printed product lines with enhanced content available via digital products.
- Reduce search abandonment by x%.
- Reduce clicks to second page of search results by x%.
- Increase customer satisfaction with search experience by x%.

**Initiatives:**

- Implement Taxonomy within web-site and NFPA standards to increase “findability.”
  - Conduct thorough tagging of NFPA.org content pages.
  - Implement facets (filters) on NFPA.org to allow users to refine search results.
  - Create and implement an integrated taxonomy on the NFPA online catalog.
  - Conduct thorough tagging of NFPA codes and standards.
  
- Enable customers to access NFPA content “anytime, anywhere, any device.”
  - Provide mobile accessibility for all products and services.
  - Launch new publishing platform (Wrycan) to allow NFPA to disseminate XML and enriched content for all delivery platforms.
  - Develop a mobile marketing strategy to provide one click access to NFPA content.
  
- Monitor user experience
  - Develop Foresee reporting to measure customer’s views and content usage.





## Strategic Objectives & Initiatives

### Better Standards

**Objective:** Enhance the quality of decision making in the NFPA Standards Process by increasing the availability of supporting data/research to Technical Committees.

**Metrics:**

- Number of inputs generated from the information collected from users of NFPA's electronic products.
- Number of decisions made by the Technical Committees based on the information provided to them.
- Number of proposed code changes that cite distributed research, analysis, or reports provided.
- Quantity of information provided for Technical Committee use.
- Number of requests from Technical Committees for supporting information.

**Initiatives:**

- Analyze and collect information about emerging industry trends from external sources and Technical Committees.
  - Analyze current information sources and determine gaps
  - Build and test appropriate systems/processes to formally collect appropriate information
  - Implement pilot to test new processes
- Analyze and collect internal NFPA information (e.g. technical research, data analysis, sales analysis, and Advisory Services reports etc.) for Technical Committees.
  - Analyze current information sources and determine gaps
  - Build and test appropriate systems/processes/reports to formally collect appropriate information
  - Implement pilot to test new processes
- Collect information from users of NFPA's electronic products to gauge the ease of use and understanding of published Codes and Standards from a user's perspective and make this information available to the Engineering Department and Technical Committees.
  - Analyze current products for appropriate ways to solicit customer feedback
  - Build and test appropriate systems/processes to formally collect appropriate information
  - Implement pilot to test new processes
- Promote and make available to the Technical Committees technical research, data analysis, sales analysis, and Advisory Services reports, from NFPA and other institutions.
  - Evaluate/measure/assess how many emerging industry trends submissions translated into decisions made by NFPA regarding current or future projects and any changes to the code development process.
  - Evaluate/measure/assess the quantity of information that is provided for Technical Committee use.
  - Evaluate/measure/assess how many requests from Technical Committees are made for supporting information.



## Strategic Objectives & Initiatives

### Better Education and Advocacy

**Objective:** Align NFPA's advocacy and public education programs to major and emerging issues associated with fire deaths, injuries and property loss.

#### **Metrics:**

- Percent of the networks/taskforces engaged in delivering a cooking related and smoke alarm NFPA program (2014 – 30%, 2015 – 40%, 2016 - 50%).
- Increase visits to the smoke alarm page on NFPA.org by 30% annually. (Currently at 36,000 annual visits.)
- # of smoke alarm video views
- # of downloads of smoke alarm tip sheets

#### **Initiatives:**

- Increase acceptance of the importance of home fire sprinklers among decision makers and advocates.
  - Implement six (6) state customized campaigns annually, targeted at decision makers that includes pre and post research to gauge success and can be replicated.
- Expand impact of NFPA's education and advocacy programs in the area of Wildland Urban Interface, including supporting research.
  - Identify gaps in current WUI research as it relates to the fire service.
  - Analyze previous needs assessments of the fire service as it relates to WUI capabilities in 2014.
  - Enhance the WUI component of the next needs assessment in 2015.
  - Conduct one additional research report on future impact of wildfires.
- Implement a strategy towards adoption of technology solution to cooking fires (through manufacturers or regulatory requirements).
  - Develop a 3-year research agenda towards successful technology solutions for cooking fires.
- Develop and implement a targeted strategy to increase use of working smoke alarms.
  - Make smoke alarms the focus of 2014 FPW campaign and key messages during 2015 and 2016.
  - Employ content marketing strategies to the smoke alarm issue.

# **ATTACHMENT Q**

National Fire Protection Association  
And  
National Fallen Firefighters Foundation

Integrating the 16 Firefighter Life Safety Initiatives in the NFPA Codes and Standards

<b>CODE/STANDARD:</b>  1001 – 2013 Standard for Fire Fighter Professional Qualifications
<b>INITIATIVES RELEVANT:</b>  Overview of all 16 Initiatives
<b>INTENT OF LISTED INITIATIVES:</b>  
<b>METHODOLOGY OF INTEGRATION:</b>  

National Fire Protection Association  
And  
National Fallen Firefighters Foundation

Integrating the 16 Firefighter Life Safety Initiatives in the NFPA Codes and Standards

<b>CODE/STANDARD:</b>  1002 – 2014 Standard for Fire Apparatus Driver/Operator Professional Qualifications
<b>INITIATIVES RELEVANT:</b>  <ol style="list-style-type: none"><li>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.</li><li>4. All firefighters must be empowered to stop unsafe practices.</li><li>9. Thoroughly investigate all firefighter fatalities, injuries, and near misses.</li><li>11. National standards for emergency response policies and procedures should be developed and championed.</li><li>16. Safety must be a primary consideration in the design of apparatus and equipment.</li></ol>
<b>INTENT OF LISTED INITIATIVES:</b>  
<b>METHODOLOGY OF INTEGRATION:</b>  

National Fire Protection Association  
And  
National Fallen Firefighters Foundation

Integrating the 16 Firefighter Life Safety Initiatives in the NFPA Codes and Standards

<b>CODE/STANDARD:</b>  1021 Standard for Fire Officer Professional Qualifications
<b>INITIATIVES RELEVANT:</b>  <ol style="list-style-type: none"><li>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.</li><li>2. Enhance the personal and organizational accountability for health and safety throughout the fire service.</li><li>3. Focus greater attention on the integration of risk management with incident management at all levels, including strategic, tactical, and planning responsibilities.</li><li>4. All firefighters must be empowered to stop unsafe practices.</li><li>6. Develop and implement national medical and physical fitness standards that are equally applicable to all firefighters, based on the duties they are expected to perform.</li><li>7. Create a national research agenda and data collection system that relates to the initiatives.</li><li>8. Utilize available technology wherever it can produce higher levels of health and safety.</li><li>9. Thoroughly investigate all firefighter fatalities, injuries, and near misses.</li><li>11. National standards for emergency response policies and procedures should be developed and championed.</li><li>12. National protocols for response to violent incidents should be developed and championed.</li><li>14. Public education must receive more resources and be championed as a critical fire and life safety program.</li><li>15. Advocacy must be strengthened for the enforcement of codes and the installation of home fire sprinklers.</li><li>16. Safety must be a primary consideration in the design of apparatus and equipment.</li></ol>
<b>INTENT OF LISTED INITIATIVES:</b>
<b>METHODOLOGY OF INTEGRATION:</b>

National Fire Protection Association  
And  
National Fallen Firefighters Foundation

Integrating the 16 Firefighter Life Safety Initiatives in the NFPA Codes and Standards

<p><b>CODE/STANDARD:</b></p> <p>1041 Standard for Fire Service Instructor Professional Qualifications</p>
<p><b>INITIATIVES RELEVANT:</b></p> <ol style="list-style-type: none"><li>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.</li><li>2. Enhance the personal and organizational accountability for health and safety throughout the fire service.</li><li>3. Focus greater attention on the integration of risk management with incident management at all levels, including strategic, tactical, and planning responsibilities.</li><li>4. All firefighters must be empowered to stop unsafe practices.</li><li>5. Develop and implement national standards for training, qualifications, and certification (including regular recertification) that are equally applicable to all firefighters based on the duties they are expected to perform.</li><li>6. Develop and implement national medical and physical fitness standards that are equally applicable to all firefighters, based on the duties they are expected to perform.</li><li>7. Create a national research agenda and data collection system that relates to the initiatives.</li><li>8. Utilize available technology wherever it can produce higher levels of health and safety.</li><li>9. Thoroughly investigate all firefighter fatalities, injuries, and near misses.</li><li>10. Grant programs should support the implementation of safe practices and/or mandate safe practices as an eligibility requirement.</li><li>11. National standards for emergency response policies and procedures should be developed and championed.</li><li>12. National protocols for response to violent incidents should be developed and championed.</li><li>14. Public education must receive more resources and be championed as a critical fire and life safety program.</li><li>15. Advocacy must be strengthened for the enforcement of codes and the installation of home fire sprinklers.</li></ol>
<p><b>INTENT OF LISTED INITIATIVES:</b></p>
<p><b>METHODOLOGY OF INTEGRATION:</b></p>

National Fire Protection Association  
And  
National Fallen Firefighters Foundation

Integrating the 16 Firefighter Life Safety Initiatives in the NFPA Codes and Standards

<b>CODE/STANDARD:</b>  1071 Standard for Emergency Vehicle Technician Professional Qualifications
<b>INITIATIVES RELEVANT:</b>  <ol style="list-style-type: none"><li>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.</li><li>4. All firefighters must be empowered to stop unsafe practices.</li><li>8. Utilize available technology wherever it can produce higher levels of health and safety.</li><li>9. Thoroughly investigate all firefighter fatalities, injuries, and near misses.</li><li>16. Safety must be a primary consideration in the design of apparatus and equipment.</li></ol>
<b>INTENT OF LISTED INITIATIVES:</b>
<b>METHODOLOGY OF INTEGRATION:</b>



# **ATTACHMENT R**



# THE FIRE PROTECTION RESEARCH FOUNDATION

## PROJECT SUMMARY

### Analysis of Recruit or Initial Fire Fighter Training Curricula

12 March 2014

**Background:** Fire service training institutions and associated organizations representing fire personnel, training, and curriculum development are varied in curricula and the number of hours that recruit or initial fire fighter candidates formally attend training programs. While NFPA professional qualifications standards are not intended as training documents, many training institutions refer to the standards when designing and implementing a curriculum.

**Research Goal:** The purpose of this project is to identify state and provincial fire service training institutions and survey them about curricula and number of formal training hours of recruit or initial fire service fire fighter training including awareness and operations level hazardous materials. This information will be compared to the certification numbers for each program in order to determine which programs are more successful.

#### **Project Tasks:**

1. **Task 1: Literature Review.** Identification of the institutions that use NFPA standards through information from the National Board on Fire Service Professional Qualifications (ProBoard) and International Fire Service Accreditation Congress (IFSAC).
2. **Task 2: Survey & Analysis.** Design, dissemination and analysis of a survey of the various state and provincial fire service academies who deliver recruit or initial fire fighter training including awareness and operations level hazardous materials. This survey should ask about the curricula and the number of formal training hours for the years 2009-2011. The number of certifications awarded by each program should also be collected in order to measure the successfulness of each program and this information should be compared to the actual curricula and training hours.
3. **Task 3: Final Report.**

**Implementation:** This research program will be conducted under the auspices of the Fire Protection Research Foundation in accordance with Foundation Policies and will be guided by a Project Technical Panel who will provide input to the project, recommend contractor selection, review periodic reports of progress and research results, and review the final project report.

# **ATTACHMENT S**

## Reorganization Cycle Changes from Correlating Committee on Professional Qualifications

Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
<p>1000 Fire Service, Public Safety and Related Personnel to Professional Qualifications Accreditation and Certification Systems A2015</p>	<p>1001 Fire Fighter Professional Qualifications A2012</p>	<p>1041 Fire Service Instructor and Emergency Services Professional Qualifications F2016</p>	<p>1021 Fire Officer Professional Qualifications A2013</p>	<p>1031 Fire Inspector and Plan Examiner Professional Qualifications A2013</p>
<p>1072 Haz-Mat/WMD Emergency Response Personnel Professional Qualifications F2016</p>	<p>1081 Industrial Fire Brigade Personnel Professional Qualifications A2016</p>	<p>1003 Airport Fire Fighter Professional Qualifications F2014</p>	<p>1521 Fire Department Safety Officer Professional Qualifications F2013</p>	<p>1033 Fire Investigator Professional Qualifications A2013</p>
<p>1006 Technical Rescuer Professional Qualifications F2012</p>	<p>1026 Incident Management Personnel Professional Qualifications A2013</p>	<p>1005 Marine Fire Fighting for Land-Based Fire Fighters Professional Qualifications F2013</p>	<p>1051 Wildland Fire Fighting Personnel Professional Qualifications F2015</p>	<p>1035 F&amp;LSE, PIO, and JFSIS Professional Qualifications F2014</p>
<p>1002 Fire Apparatus Driver/Operator Professional Qualifications A2013</p>	<p>1061 Public Safety Telecommunicator Personnel Professional Qualifications F2013</p>	<p>1091 Traffic Control Incident Management Personnel Professional Qualifications F2014</p>	<p>1071 Emergency Vehicle Technician Professional Qualifications A2015</p>	<p>1037 Fire Marshal Professional Qualifications F2015</p>

