ACCREDITATION

COMMITTEE ON ACCREDITATION POLICY OPINIONS

These Committee on Accreditation (COA) Policy Opinions are a companion to the Self-Assessment for compliance with Accreditation Criteria. COA Policy Opinions are decisions published by the COA that indicate how the COA determines compliance in specific situations.

Development Process

The COA creates Policy Opinions when accredited agencies, COA members, or changes to the National Fire Protection Association (NFPA) standards reveal the potential need for changes to certain Pro Board compliance standards. The COA members consider the issues presented and come to a decision by a majority vote. The COA's decision applies to all agencies, or all similarly situated agencies, if the opinion is not universal in nature.

The COA publishes Policy Opinions along with the date of the opinion and the related criteria from the Self-Assessment for compliance. The COA periodically reviews these opinions to ensure the latest NFPA standards and annex material are reflected and any issues presented by accredited agencies are resolved.

Opinion Utilization by COA and Agencies

Agencies are encouraged to be familiar with COA Policy Opinions and use them as guidance when developing local policy, assessing compliance with accreditation criteria, and completing the Self-Assessment document. The COA will use these opinions to determine whether an agency's policies adhere to Pro Board accreditation criteria and can cite these as reasons for non-compliance during a site visit.

Document Format

The first portion of this document contains general COA Policy Opinions that apply to specific aspects of the accreditation process. The second portion consists of opinions that relate to specific NFPA standards. The last portion depicts a matrix that relates each opinion to its corresponding self-assessment criteria.

Updated September 1, 2025

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SECTION ONE — GENERAL

1.1 Testing of Job Performance Requirements (JPRs)

The purpose of this opinion is to align the language used in Pro Board requirements for testing JPRs with the current language in NFPA 1000, *Standard for Fire Service Professional Qualifications Accreditation and Certification Systems* (2022 edition). Accredited agencies must have the capability to assess or test each objective or JPR for a given level. The NFPA critical components of the JPR are as follows:

- Task: Partially described using an action verb
- Condition: Tools, equipment, and other materials to be provided "…given…"
- Standard: Evaluation parameters and performance outcomes "…so that..."

The *task* component indicates what the candidate must perform and be assessed. The *condition* component(s) describes what will be provided to the candidate by the agency. The *standard* component details the parameters used to assess the candidate and determine successful completion.

Accredited agencies must ensure the Requisite Knowledge (RK) and Requisite Skills (RS) for each JPR have been verified by document review or tested in an accreditable manner. The testing of a candidate's RK and RS can be conducted before or simultaneously with the testing of the critical components of the JPR. Document review, however, must be conducted before testing. Accredited agencies must detail this practice in the Self-Assessment document and adhere to the components for each JPR of each level and standard to which the agency is accredited.

Approved: July 22, 2005
Effective 2/1/2022
Reviewed: August 2025
Revised: July 15, 2013, October 5, 2017, September 28, 2018, January 2019, August 2025
Applicable to criteria: TD2

1.2 Proper Identification of Assessment Methodologies

The purpose of this opinion is to define the practice by which an agency must adhere to ensure each objective or JPR has been reviewed in the agency's local validation process and the appropriate testing methodology for each objective or JPR has been determined. It also provides a mechanism for easy identification and the conventional evaluation methodology of action verbs within NFPA standards. This opinion is not mandating the use of any specific, correlated methodology to action verbs as presented in the Appendices of this document. A goal is to assist agencies with inter-rater reliability and inter-agency consistency.

The local validation process must take place before initial accreditation, reaccreditation, requests for extensions of accreditation, or requests for changes of accredited practices. When implementing a new edition of a standard, the agency should conduct an internal review to ensure it is appropriately identifying the testing methodologies. The available methodologies identified by the NFPA are cognitive, product, psychomotor, process, and portfolio. The COA must review other justifiable methodologies.

When agencies need assistance in determining a methodology, the tables in Appendices 1, 2, and 3 can provide guidance. The action verbs were derived from a review of the NFPA standards. In many cases, the verb identified in the job performance requirement (JPR), requisite knowledge, and requisite skill was interpreted further as a result of the contextual outcomes the JPR is set to achieve. The "Examples of Assessment Methodology Matrices (AMMs)" provided by the COA on its website may provide further guidance.

Approved: October 2016
Revised: January 2019, December 2020, August 2025
Applicable to criteria: TD

1.3 Completion of Assessment Methodology Matrices

The purpose of this opinion is to ensure all the test items that can be selected for use in certification exams for each methodology are included within the online Assessment Methodology Matrix (AMM). This enables the agency to determine if there is complete coverage of the standard's level. A combination of methodologies may be used to ensure full coverage. This applies to the Job Performance Requirement (JPR), Requisite Knowledge (RK), and Requisite Skill (RK) rows of the AMM.

Job Performance Requirement row: If using cognitive exam items, agencies shall list the question numbers and not the total number of questions. Each question should have a unique identifier on each AMM. For product, psychomotor and process test items, agencies shall indicate the identifier for the specific item(s) that will be used. This requires the actual identifier, whether it be numbers, letters, or a combination of both, (e.g., SS 2-1, or Sheet 5, or 6.4, or G, etc.) be entered.

Requisite Knowledge row: Agencies shall list the question numbers and not the total number of questions. Agencies accredited to utilize Document Review to fulfill these requirements shall enter "DR" in the Other column.

Requisite Skill row: For product, psychomotor, and process, test items, agencies shall indicate the identifier for the specific item(s) that will be used. This requires the actual identifier, whether it be numbers, letters, or a combination of both, (e.g., SS 2-1, or Sheet 5, or 6.4, or G, etc.) be entered. Agencies accredited to utilize Document Review to fulfill these requirements shall enter "DR" in the "Other" column.

Submission of scoring tools with the following applications shall be uploaded into the online application system under "Supplemental Documentation".

a. Accreditation/Reaccreditation: Upload all scoring tools with materials needed for context such as scenarios, scoring rubrics, etc.

b. Updating to an unchanged standard/level: No scoring tools are required.

c. Updating to a standard/level with minor changes, new JPRs, or new formatting:
    i. 25% of the scoring tools
    ii. Any scoring tool that covers more than 4 JPRs.

d. Scoring tools requested by the COA for Technical Review or for COA Review.

e. Agencies should not submit cognitive test item banks (test questions) unless requested by the COA.

f. For portfolio methodology, agencies shall indicate acceptable items for each JPR, RK, and RS. This will usually be included as a separate document provided as an attachment to the online AMM. If an entire standard is assessed using only the portfolio method, all JPRs, RKs, and RSs must be evaluated.

g. Leave the "Other" column empty unless you are approved for a methodology not previously listed. Use of the "Other" column without prior approval will result in the AMM being returned for correction prior to Technical Review.

Approved: July 2008, May 2018
Revised: July 15, 2013, January 2019, September 2020, August 2025
Effective 2/1/2022
Applicable to criteria: TD2

1.4 Change in Accredited Practices

The purpose of this opinion is to ensure the COA is aware of all methods an agency is using to administer accredited testing.

Agencies must apply for a Change in Accredited Practices document to the COA that outlines the proposed changes. The COA must approve this before agencies can initiate any changes to any accreditation criteria.

Changes include, but are not limited to, the following:

a. Combining two levels into one examination and certification.

b. Changing accredited practices in program administration, test development, or test administration.

c. Delivering accredited testing in a different method or location (e.g., using computers or tablets to test or testing at new or additional locations).

d. Changing to incremental testing.

e. Requesting "Retroactive Accredited Certification," when piloting a new program.

Approved: January 23, 2009
Revised: July 15, 2013, January 2014, January 2019
Applicable to criteria: All

1.5 Multiple Test Administration Practices

The purpose of this opinion is to ensure the COA has reviewed all test administration practices that are used by an accredited agency to certify candidates.

Most agencies have one primary test administration practice that is utilized for the majority of their certification testing sessions; however, several agencies use additional modified testing practices to facilitate specific program and client needs. The COA requires agencies to identify all of their test administration practices during their self-assessment. This opinion does not supersede Agency Classifications or Overseas Testing Restrictions.

The following examples, definitions, and relevant criteria are provided to assist agencies in determining the number and types of test administration practices they should use to describe those practices in the agency documents and on their Self-Assessment document.

Examples:

- Testing onsite, using agency staff, using agency facilities and equipment
- Testing onsite, using non-agency staff, using agency facilities and equipment
- Testing offsite, using agency staff, using non-agency facilities and agency equipment
- Testing offsite, using agency staff, using non-agency facilities and non-agency equipment
- Testing offsite, using non-agency staff, using non-agency facilities and equipment
- Third party cognitive (written) testing.
- Other

Definitions:

Onsite: These locations are completely in the control of the agency. Testing is conducted at a location that is either owned or leased by the agency with one of the primary uses being the operation of the certification program. Typically, the agency's administrative staff is co-located onsite to enhance adherence to agency policies and procedures further. (e.g., testing is conducted at the agency's main campus)

Offsite: These locations are not the agency's home location for administration of the certification program. Testing is conducted away from the home location, either regularly or only when necessary, and typically no agency administrative staff is working onsite. (e.g., testing conducted at a local fire station or community college not under the direct control of the agency)

Full-time agency staff: This staff member is a full-time employee of the agency. (Ultimately, this is about defining the strength of the relationship between the agency and the evaluator and evaluator loyalty)

Adjunct agency staff: This staff member is a regular (not ad hoc) part-time employee of the agency who, when working for the agency, has a primary relationship with the agency.

Non-agency staff: This staff member is a contractor, volunteer, or borrowed evaluator from another accredited agency. There is not a primary relationship with the agency. (e.g., a contracted evaluator working primarily for a fire department who evaluates members of another fire department)

Agency facilities: These facilities act as the physical site where testing is conducted and are owned or leased (long-term) by the agency. The agency is responsible for operating and maintaining them.

Agency equipment: This equipment is used for testing and is owned or leased (long-term) by the agency. The agency is responsible for operating and maintaining them.

Non-agency facilities and equipment: The agency uses local facilities and equipment at a regular or ad hoc location that has a primary purpose other than operating the agency's certification program (e.g., a local fire department's burn building that is used periodically by the agency for live fire testing)

Third party cognitive (written) testing: This category of cognitive testing is conducted at arm's length by a separate agency under contract with the accredited agency. (e.g., Pearson VUE)

Approved: July 2017
Revised: January 2019, August 2025
Reviewed: August 2025
Applicable to criteria: TA3, TA4, TA5, TA6

1.6 Computer-Based Cognitive Testing

The purpose of this opinion is to ensure an agency makes the COA aware of any use of technology in their testing Practices.

A cognitive (written) examination administered through a secured computer or tablet (computer-based testing) requires the presence of a trained proctor to be physically in the same room. For an agency to conduct computer-based testing for any standard or level, the agency must submit an application for a Change in Accredited Practices to the COA for approval before conducting such testing.

Approved: January 23, 2009
Revised: July 15, 2013, March 30, 2015, January 2019, May 2022
Reviewed: August 2025
Applicable to criteria: TD4, TA5, TA6, TA7, and TA8 (applicable sections)

1.7 Conducting Performance Evaluations Through Live (real-time) or Recorded Video

The purpose of this opinion is to address how agencies can utilize technology to conduct performance evaluations by either live (real-time) or recorded video where the evaluator and test candidate are in different locations.

- For both live and recorded videos, a testing environment must be established and maintained.
- The facilitator must be present in the space where the performance is being captured.
- The facilitator is to ensure that testing is conducted following the Pro Board criteria to which the agency is accredited.
- The facilitator must ensure there are no differences in the testing environment between video and in-person evaluation and alleviate the limitations of what the camera can capture.

To use either live or recorded video for accredited certification, agencies must apply for a Change in Accredited Practices.

Approved: October 11, 2024
Reviewed: April 2025
Applicable to criteria: PA6, TD3, TA3, TA4, TA5, TA6, and TA7 (applicable sections)

1.8 Use of Simulation/Simulators for Testing

The purpose of this opinion is to utilize the use of technology without affecting the integrity of the examination process.

The primary objective is to ensure the candidates are not certified based solely on the simulation. They must also have performed the skills as indicated in the respective JPR.

Simulation may be used to assess the Critical Components -- or portions -- of a JPR in the testing environment, provided the requisite skills have been assessed with performance of the skill in a real-world environment. Examples of approved uses include:

- Simulation may be used to test live-fire and live-fire instructor objectives, provided the Requisite Skill(s) was(were) assessed in a live-fire environment prior to the simulation.
- Simulation may be used to test pump operations, provided the Requisite Skill(s) was(were) assessed using a physical pump.
- Simulation may be used to evaluate driver-operators, provided the Requisite Skill(s) was(were) assessed using a physical vehicle on a driving course.

1.9 Performance Testing of Individuals Working as a Member of a Team

The purpose of this opinion is to ensure each member of a team is evaluated individually during testing.

When an agency is conducting performance testing, JPRs that include the language "operating as a member of a team" or "as part of a team," or if an agency is testing any skill with multiple candidates participating in the performance of the skill, each participant shall be evaluated independently and individually scored on their role.

Approved: April 10, 2013
Reviewed: August 2025
Applicable to criteria: TD2, TA6

1.10 Testing of Combination Levels

The purpose of this opinion is to define the acceptable combinations to which agencies may certify.

There are cases when an agency may be permitted to test more than one level in a single examination, provided that specific criteria are met. Entities accredited to multiple levels within the current edition of a standard shall be permitted to make an application for a Change in Accredited Practices to combine those levels into a single designation (e.g., Firefighter I/II) without the need to resubmit the AMMs for those levels. Such combinations shall comply with the opinion for "Multiple Levels in a Single Examination". The following certification combinations are approved for entry into the Pro Board Certification Registry:

Under NFPA 1010, *Standard on Professional Qualifications for Firefighters* (2024 edition) chapters 6 & 7

- Firefighter I
- Firefighter II

Under NFPA 470*, Hazardous Materials/Weapons of Mass Destruction (WMD) Standard for Responders* (2022 edition), chapters 5, 7, 9.2, & 9.6

- Hazardous Materials (HazMat) Awareness
- HazMat Operations
- HazMat Operations Mission Specific Personal Protective Equipment (PPE)
- HazMat Operations Mission Specific Product Control

Under NFPA 470, *Hazardous Materials/Weapons of Mass Destruction (WMD) Standard for Responders* (2022 edition), chapters 7, 9.2, & 9.6.

- HazMat Operations
- HazMat Operations Mission Specific PPE
- HazMat Operations Mission Specific Product Control

Under NFPA 470, *Hazardous Materials/Weapons of Mass Destruction (WMD) Standard for Responders* (2022 edition), chapters 7 & 9.2.

- HazMat Operations
- HazMat Operations Mission Specific PPE

Under NFPA 1006, *Standard for Technical Rescue Personnel Professional Qualifications* (2021 editions), levels within the same chapter:

- Technical Rescuer Awareness
- Technical Rescuer Operations
- Technical Rescuer Technician

OR

- Technical Rescuer Awareness
- Technical Rescuer Operations

Under NFPA 1081, *Standard for Facility Fire Brigade Member Professional Qualifications* (2024 edition), chapters 6 & 7:

- Advanced Exterior Facility Fire Brigade Member
- Interior Structural Facility Fire Brigade Member

The following certification combinations are allowed provided the testing is conducted with the same levels of training.

Under NFPA 1020, *Standard for Fire and Emergency Services Instructor, Fire Officer, and Emergency Medical Services Officer Professional Qualifications* (2025 edition), chapters 4 & 5:

- Fire Instructor I
- Fire Instructor II

Under NFPA 1020, *Standard for Fire and Emergency Services Instructor, Fire Officer, and Emergency Medical Services Officer Professional Qualifications* (2025 edition), chapters 9 & 10:

- Fire Officer I
- Fire Officer II

Under NFPA 1020, *Standard for Fire and Emergency Services Instructor, Fire Officer, and Emergency Medical Services Officer Professional Qualifications* (2025 edition), chapters 11 & 12:

- Fire Officer III
- Fire Officer IV

Under NFPA 1030, *Standard for Professional Qualifications for Fire Prevention Program Positions* (2024 edition)

- Fire and Life Safety Educator I
- Fire and Life Safety Educator II

(This section will sunset when the next edition of NFPA 470 is published.)

Exceptions:

Test instruments for certification to NFPA 470 (2022 edition) are permitted to be scored as a single test result in the following circumstances:

- NFPA 470- Chapter 7, chapter 9.2, and chapter 9.6 (to comply with the requirements of NFPA 1001 (2013 & 2019 editions) can be administered in a combined test instrument with a single test score.
- NFPA 470- Chapter 7 and chapter 9.2 can be administered in a combined test instrument with a single test score.

In all cases, the candidate's Pro Board certification must reflect the levels to which the candidate is certified. Agencies may continue to issue other combinations at the local level without entering them into the registry.

The above combinations may be added to an agency's certification options during an accreditation or reaccreditation site visit or by submitting the Application for a Change in Accredited Practices.

The above combinations may be added to an agency's certification options after submission and approval of the application for a Change in Accredited Practices.

Approved: July 19, 2011
Revised: August 14, 2012, July 15, 2013, March 31, 2015, January 2019, March 2020, October 2022, January 2023, August 2025
Applicable to criteria: PA3, TD2, TD3

1.11 Testing Multiple Levels in a Single Examination

The purpose of this opinion is to identify the requirements agencies must meet if they will be testing more than one level in a single test instrument.

If a single test instrument is used to test more than one certification level of a standard, regardless of the test methodology used, the scoring of that instrument must be segregated so that the score for each certification level is ascertained.

Example: Firefighter I & Firefighter II are both tested on the same written exam. The cognitive test items associated with Firefighter I must be graded and a pass/fail determined independently of the questions associated with Firefighter II.

Example II: A performance test day is scheduled to test both Firefighter I and Firefighter II. The performance skills associated with Firefighter I must be graded and a pass/fail determined independently of the performance skills associated with Firefighter II.

Example III: A package of product-based assessments on a single scenario is assigned for an examination for Fire Officer III and IV. The products associated with Fire Officer III must be graded and a pass/fail determined independently of the products associated with Fire Officer IV.

If a test instrument for a certification level includes any test items that are not correlated to the level being tested, such as local regulations or agency-specific practices, the scoring of that instrument must be segregated

so that the score for the certification level is ascertained exclusively of any test items that are not correlated to that level of certification.

Candidates must successfully complete all prerequisite levels before being awarded certification. (i.e., HazMat Awareness must be successfully completed before being awarded HazMat Operations.)

Approved: March 2015
Updated: April 2021
Reviewed: August 2025
Applicable to criteria: PA3, TD2

1.12 Identification of Sections of Standards to be Tested for each Level of Accreditation

The purpose of this opinion is to define the sections of a standard that an agency must demonstrate the ability to test fully.

An important criterion for accreditation is the ability to test the level completely. This would include the critical components of the JPR, the RK, and the RS if the agency chooses to test the RK and RS together with the JPR. If the agency chooses to use Document Review to verify the RK and the RS before certification testing, then the agency would only need to have the ability to test the critical components of all JPRs. To identify what section of each level is required to be tested to meet this criterion, the COA will make available a current listing of the sections of the associated NFPA standard required to be tested for each level of certification. This document is available on the Pro Board's website entitled "Standard and Levels: Prerequisites and Testable Sections."

Approved: October 20, 2014
Reviewed August 2025
Revised: January 2019
Applicable to criteria: TD2

1.13 Issuing Pro Board Accredited Certifications

The purpose of this opinion is to ensure individuals have been tested for each certification issued with the Pro Board logo and to ensure only accredited agencies use the Pro Board logo in their marketing materials or on their certificates.

The Pro Board logo may only be used on certificates issued by a Pro Board accredited agency to candidates who have successfully passed an assessment administered by the accredited agency using the accredited agency's Pro Board approved Practices.

Approved: July 14, 2015
Reviewed: August 2025
Revised: January 2019
Applicable to criteria: TD2, TA6

1.14 Incremental Testing of Certification Candidates

The purpose of this opinion is to ensure when testing is conducted as part of a training program, the integrity of the testing process is maintained.

Certification testing may be done incrementally during a training program. This is often done with performance testing where the resources needed to test are extensive and are already deployed during the training of that performance (e.g., live fire evolutions). This incremental testing may be used for Pro Board accredited certification with the following constraints:

General:

- There must be a clearly defined changeover from the training environment to the testing environment which is part of their certification test to include appropriate notifications for the candidates.
- The agency shall have in place a method to ensure the total of any incremental tests and end of course tests cover the entire level of the standard for which certification is being offered and a method to ensure the approved scoring criteria are appropriately applied.

Performance (Psychomotor and/or Process) Skills testing—all the accredited policies and procedures for testing must be followed including the following:

- The instructor of a given skill does not act as the evaluator of the same skill.
- Instructors must be notified that they cannot coach or assist the candidates during the evaluation.
- Candidates must be notified that they are participating in an evaluation that is part of their certification test.
- Candidates must be segregated from the test area.

Cognitive (written) examinations—all the accredited policies and procedures for cognitive (written) testing must be followed including the following:

- Agencies must use only approved proctors and test security procedures.
- Candidates must be notified that they are participating in an evaluation that is part of their certification test.

Product evaluations—all the accredited policies and procedures for product evaluations must be followed, including notifying candidates that they are participating in an evaluation that is part of their certification test.

An application for a Change in Accredited Practices is required if an agency adds incremental testing to their practices.

Approved: July 15, 2013
Reviewed: August 2025
Revised: January 2019, August 2025
Applicable to criteria: TA5, TA6

1.15 Retroactive Accredited Certification

The purpose of this opinion is to guide agencies who choose to conduct certification testing to a standard or level to which they are not currently approved to certify.

Retroactive accredited certification will not be considered for a date before the agency's initial site visit.

Retroactive certification may not be considered while an agency was suspended if there were any requirements levied for the time when testing occurred.

Retroactive accredited certification may not be allowed when an agency has pending requirements from the COA for a particular level or methodology.

It is the responsibility of agencies to ensure they deliver testing in a manner consistent with their approval from the COA and to submit requests for changes before implementing. The COA will consider requests for retroactive accredited certification on a case-by-case basis.

Agencies who choose to administer certification testing while in a suspended status or while a program is in pilot status must inform test-takers that they are not guaranteed to be granted retroactive accredited certification.

In cases where retroactive accredited certification is granted, it will be limited to a maximum of 12 months.

Approved: September 28, 2018
Reviewed: August 2025
Revised: January 2019
Applicable to criteria: All

1.16 Use of Another Agency's Trained Proctor

The purpose of this opinion is to ensure the accredited procedures of the certifying agency are followed when another agency administers an exam or retest on their behalf.

A Pro Board accredited agency shall have the ability to use an approved proctor from another Pro Board accredited agency, provided that the procedures of the agency which will issue the certificate are followed.

Approved: July 14, 2015
Reviewed: August 2025
Revised: January 2019
Applicable to criteria: TA5

SECTION TWO – OPINIONS RELATIVE TO NFPA STANDARDS

2.1 NFPA 1010 and 1020: Testing of Live Fire Objectives

While the COA does not direct agencies on how to conduct testing and evaluations, given the number of serious injuries and fatalities each year associated with live fire training, it is the opinion of the COA that agencies have policies and procedures in place to meet or exceed the requirements of the current edition of NFPA 1403, *Standard on Live Fire Training Evolutions* as they relate to the evaluation of live fire skills.

- Approved: October 22, 2010
- Reviewed: August 2025
- Revised: July 15, 2013, October 5, 2015, July 19, 2018, January 2019
- Applicable to criteria: TA4

2.2 NFPA 1010 and NFPA 1020: Use of Simulation/Simulators for Live Fire Testing

Candidate assessments of JPRs that require extinguishment of a fire are typically, and preferred to be, assessed in an environment with live fire and in compliance with NFPA 1403. The COA also recognizes that many performance-focused JPRs that do not require extinguishment are assessed using a simulation of parts of the tasks and props in those assessments. This may be done if the following conditions are met:

NFPA 1010

- The certifying agency requires verifiable documentation that the candidate has successfully trained in a live fire environment or successfully passed an assessment (a local, non-accredited assessment practice) in a live fire environment.
- The simulation is of a nature that includes a demonstration of all the actual physical tasks of the associated JPR such as stretching hose, advancing to the seat of the simulated fire, operating the nozzle properly, and wearing all the appropriate PPE (e.g., respiratory protection).
- The assessment checklist requires the candidate to verbalize actions that would be taken in a real emergency but are not acted upon because of the simulation or describe the scenarios that cause the candidate to change tasks in the assessment.
- Examples are as follows:
  - "Due to the extreme heat, I am going to open the nozzle in a straight stream, on the ceiling, in short bursts."
  - "I am directing the stream at the seat of the fire."
  - "I have knocked down the main body of the fire, and I am shutting down the nozzle to watch, listen, and wait."

NFPA 1020: Chapters 7 and 8

- The certifying agency requires verified documentation that the candidate has successfully served or functioned as a Live Fire Instructor or Live Fire Instructor in Charge during training in a live fire environment or successfully passed an assessment (a local, non-accredited assessment practice) of the JPRs of NFPA Standard 1020, Chapter 7 or 8 (as applicable) in a live fire environment consisting of, as a minimum, an interior structure fire attack. (Ref: NFPA 1010, 2024 ed, sections 6.3.10 and 7.3.2)

- The simulation is of a nature that includes a demonstration of all the actual tasks of the associated JPR such as supervising a group, ensuring crew integrity is maintained, simulated fire conditions are monitored, conducting a personnel accountability report (PAR) upon exiting the simulated fire environment and maintaining a safe training environment.

- Approved: January 16, 2014
- Reviewed: August 2025
- Applicable to criteria: TD2

2.3 NFPA 1010, (2024 Edition): Prerequisite Chapter Testing & Stand-alone Certification Levels- Ch. 11

The assessment of chapter 11 is both a certification level for department vehicles and a required part of a certification level when combined with a successful assessment of another chapter in the standard (11-17). The appropriate parts of chapter 11 must be assessed for <u>each</u> type of apparatus. Chapter 11 shall be included in an agency's applications for extension, accreditation, or reaccreditation.

The COA has also identified five (5) certification levels within annex section of 4.4.7.1.

1. Driver/Operator- Staff and Command Vehicles
2. Driver/Operator- Rescue and Utility Vehicles
3. Driver/Operator- Ambulances
4. Driver/Operator- Buses
5. Driver/Operator- Tow Vehicle with a Trailer

Agencies desiring to become accredited to these levels will require approval through an Accreditation, Reaccreditation, or Extension of Accreditation application that must include the submission of score sheets/rubrics that assess the specific vehicle's fixed systems and equipment.

- Approved: October 2016
- Reviewed: August 2025
- Revised: September 28, 2018, January 2019, August 2020, August 2025
- Applicable to criteria: PA2. PA3, TD2

2.4 NFPA 1030, (2024 Edition)- Fire Marshal

The COA has determined that certification to the requirements of *"Fire Marshal"* may be awarded in levels as defined below:

- Fire Marshal: Defined as a person who meets all requirements defined in chapters 4 and 5.
  - Fire Marshal—Core: Defined as a person who meets all requirements defined in chapter 4.
  - Fire Marshal—Regulatory Programs: Defined as a person who meets all requirements defined in chapter 4 and sections 5.2.1 through 5.2.13.
  - Fire Marshal—Fire & Life Safety Education: Defined as a person who meets all requirements defined in chapter 4 and sections 5.3.1 through 5.3.7.
  - Fire Marshal—Investigation: Defined as a person who meets all requirements defined in chapter 4 and sections 5.4.1 through 5.4.7.

- Approved: July 15, 2013
- Reviewed: August 2025
- Revised: January 2019, August 2025
- Applicable to criteria: PA3, TD2

2.5 NFPA 1081 (2024 Edition): Standard for Facility Fire Brigade Member Professional Qualifications

Accredited agencies desiring to certify personnel for the following positions must test candidates to both the core set of JPRs as well as the listed site-specific requirements for each defined level of NFPA 1081 (2024 edition):

Support Person
Incipient Facility Fire Brigade Member
Advanced Exterior Facility Fire Brigade Member
Interior Structural Facility Fire Brigade Member
Facility Fire Brigade Leader
Facility Fire Brigade Apparatus Driver/Operator

- Approved: March 25, 2002
- Reviewed: July 15, 2013, August 2025
- Revised: August 2025
- Applicable to criteria: PA3, TD2

2.6 NFPA 1550 (2024 edition) Defining Safety Officer Certification Levels

NFPA 1550 defines the minimum requirements for the Health and Safety Officer and Incident Safety Officer.

Within the Incident Safety Officer position are requirements for Fire Suppression Operations, (5.3); Technical Search and Rescue Operations, (5.4); and Hazardous Materials Operations, (5.5).

Therefore, accredited agencies may, upon approval of the COA, choose to certify individuals to the following levels by testing candidates to the sections identified after each level:

Health and Safety Officer	4.3 through 4.13
Incident Safety Officer	5.2 through 5.7
Incident Safety Officer for Fire Suppression Operations	5.2, 5.3, 5.6, and 5.7
Incident Safety Officer for Technical Search and Rescue Operations	5.2, 5.4, 5.6, and 5.7
Incident Safety Officer for Hazardous Materials Operations	5.2, 5.5, 5.6, and 5.7

- Approved: July 14, 2015
- Reviewed August 2025
- Revised:
  - October 22, 2010, July 15, 2013, November 2020, August 2025.
- Applicable to criteria: PA3, TD2

SECTION THREE- Appendices

Appendix 1- Actions Verbs- NFPA

Action Verbs – NFPA®

Action Verb Progression

5	***Creation & Evaluation***	Analyze	Conclude	Devise	Generate	Predict			
		Anticipate	Construct	Diagnose	Interpret	Prescribe			
		Appraise	Create	Edit	Judge	Prevent			
		Assess	Critique	Evaluate	Justify	Project			
		Compose	Design	Examine	Reconcile	Research			
		Conceptualize	Develop	Forecast	Plan	Summerize			
4	***Skills Bridging***	Adapt	Change	Coordinate	Integrate	Relate	Synthesize		
		Adjust	Combine	Differentiate	Modify	Reorganize	Transform		
		Alter	Compare	Discover	Negotiate	Replace	Translate		
		Arrange	Compile	Discriminate	Organize	Revise	Verify		
		Breakdown	Convert	Formulate	Rearrange	Separate			
		Categorize	Correlate	Initiate	Recommend	Survey			
3	***Superior Skills***	Administer	Coach	Document	Facilitate	Manage	Render	Supervise	
		Advise	Conduct	Enforce	Guide	Monitor	Repair	Support	
		Approve	Deliver	Establish	Implement	Proceed	Report	Teach	
		Attain	Detect	Estimate	Impact	Produce	Resolve	Train	
		Calculate	Diagram	Execute	Lead	Protect	Schedule		
		Check	Direct	Express	Maintain	Regulate	Solve		
2	***Basic Skills Application***	Advance	Climb	Dismantle	Extinguish	Manipulate	Overhaul	Record	Sketch
		Apply	Collect	Display	Fasten	Measure	Perform	Remove	Use
		Assemble	Compress	Don	File	Move	Photograph	Search	Utilize
		Attach	Compute	Doff	Fix	Notify	Practice	Secure	Work
		Build	Determine	Drag	Gather	Obtain	Prepare	Select	Write
		Calibrate	Discharge	Extend	Interview	Operate	Raise	Show	
1	***Pre-Operational***	Associate	Display	Itemize	Paraphrase	Respond			
		Begin	Distinguish	Label	Proceed	Specify			
		Cite	Explain	List	React	Spot			
		Define	Express	Match	Recite	Start			
		Depict	Identify	Name	Recognize	State			
		Describe	Inventory	Outline	Reproduce	Tell			

Source: McGowan, T. (n.d.). Awareness: Describing the Concept of JPRs and Revising Text [PowerPoint slides]. Retrieved December 14, 2018, from https://www.nfpa.org/Assets/files/AboutTheCodes/1005/Concepts_JPRs_ReviseText.pdf

Appendix 2- Action Verbs Contained in NFPA Standards that Agencies May Certify

Methodology	***Action Verb***					
Product/Process	Acquire Adapt Address Adjust Administer Allocate Analyze Apply (process) Appraise Approve Assemble (process) Assess Assign Assume Attend Calculate Categorize Classify	Coach Construct Convey Coordinate Correlate Create Collect (process) Communicate Compare Compile Complete Compose Compute Condense Conduct (process) Configure Decide Deliver	Describe Design Determine Develop Diagram Direct Discriminate Dispose (process) Disseminate Distribute Document Enforce Establish Estimate Evaluate Evaluation Examine Explain	Express Facilitate Format Formulate Gather Generate Grade Identify Implement Inspect Interpret Investigate Issue Learning Maintain Manage Measure Mitigate Modify	Monitor (process) Motivate Negotiate Observe Organize Participate Plan Predict Prepare Present Prioritize Produce Project Propose Read Recognize Recommend Reconstruct Record	Relate Report Resolve Respond Retrieve (process) Review Schedule Score Supervise Transfer (process) Verify Witness Write
Manipulative	Activate Apply (action) Ascend Assemble (action) Assist Attack Back Cap Carry Check Clean Climb Cluster	Collect (action) Combat Connect Contact Control Demonstrate Deploy Descend Detect Dismount Dispose (action) Doff Don	Drive Energize Enter Execute Exit Expose Extend Extinguish Extricate Force Hoist Initiate Isolate	Lay Load Locate Maneuver Monitor (action) Mount Notify Off-Load Operate Overhaul Pack Patch Perform	Plug Position Prevent Protect Raise Receive Remove Retrieve (action) Rotate Sample Secure Select Setup	Stabilize Terminate Tie Transfer (action) Transition Transmit Transport Turn Turn off Turn on Use Utilize
Cognitive	Choose Compare Define Describe	Identify Label List Name	Recall Recognize Select State			

Appendix 3- Selecting Assessment Methodologies Guidance Tool

Purpose: to assist an agency in classifying the assessments they are using for certification testing and to ensure inter-agency consistency with terminology. The agency remains in control of the type of assessment they are going to utilize.

Assessment of…	How Assessed ?	How Scored?	Methodology is likely…
Knowledge/Facts *Action verb examples*- identify, define, list, cite, state, choose, name…	A written test in which the candidate is required to provide specific answers to specific questions related to the JPRs. Examples – Multiple choice, Sequencing, True/False, Fill-in-the-Blank, etc.	Responses are scored in relation to the answer that has been determined to be correct.	**Cognitive**
A manipulative skill in real time. *Action verb examples*- climb, build, perform, raise, haul, don…	A skills test to evaluate a candidate's ability to perform physical tasks in real-time. Examples – donning SCBA, raising ladders, tying rescue knots, etc.	The directly observed performance with the correct performance outcome of the skill is normally indicated as part of the yes/no or pass/fail scoring checklist.	**Psychomotor (Skills)**
A cognitive skill which <u>cannot</u> be directly observed. The application of knowledge to yield a product. *Action verb examples*- develop, create, write…	A work product created by the candidate usually outside of the classroom setting. Examples – creating a budget, report, proposal, lesson plan, incident action plan…	Scoring rubric for expected responses evaluating how a candidate completes the task outcome after submission. Used to differentiate consistently between different degrees of candidate performance.	**Product**
A mental activity to perform a cognitive skill in real time which cannot be directly observed. *Action verb examples*- inspect, investigate…	Candidate performs the activity in the presence of the evaluator. The verbalization of mental thought. "first I…, then I…, etc." Examples- performing an inspection, conducting an investigation, etc.	Scoring rubric with questions and expected verbal responses. Used to differentiate consistently between different degrees of candidate performance.	**Process**
Documentation of the candidate's experience, training, and education against all JPRs. Action verb examples - attend, participate, testify...	A list of acceptable documents or items for each and every JPR. Examples – coursework at training or college, participation in a certain number of investigations, testifying at court	The assessment tool is evaluated using criteria which have been identified by the agency and approved by the COA.	**Portfolio**