



Second Revision No. 1-NFPA 1082-2021 [Section No. A.1.2.6]

A.1.2.6 

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

Remaining current is important for any practitioner in a field. In the rapidly changing and developing field of the fire service this is particularly important. The AHJ can consider establishing a path by which members can demonstrate currency and competency through continuing education or practice within the field consistent with current duties. It is recommended that any such program consider the following factors:

- (1) Demonstrated and documented knowledge and competence of additions or revisions to the latest edition of the standards
- (2) Documented training and education (including online) related to the standards since the last certification
- (3) Documented experience in the field (i.e., emergency operational experience for firefighters, fire officers, instructors, etc.)
- (4) Demonstrated and documented successful performance of duties, which can include skills assessment
- (5) Annual performance appraisals
- (6) Documented teaching and instruction related to the field
- (7) Commendations, awards, or recognition for the performance of related duties

Other items for consideration can include:

- (1) Memberships in professional organizations, including any positions held or special activities involved in the organization membership
- (2) Published articles in trade journals, web-based publications, and other information distribution avenues
- (3) Research and development activities related to the field
- (4) Documented attendance at relevant conferences and training events

The above list is not all-inclusive, and other factors specific to the field should be considered for inclusion.

Table A.1.2.6 shows a hypothetical example of continuing education and demonstrated competency considerations for the Fire Officer I. Technical committees and AHJs are encouraged to exercise maximum flexibility in providing opportunities for certified personnel to demonstrate competence through actual experience since the last certification or education and training related to the standard.

Table A.1.2.6 Hypothetical Example of Continuing Education and Demonstrated Competency for Fire Officer 1

<u>Currency and Competence Factor</u>	<u>Example Demonstration</u>
<u>Demonstrated and documented knowledge and competence of additions or revisions to the latest edition of the standards</u>	<u>Documented successful experience in human resource management, community and government relations, administration, inspection and investigation, emergency service delivery, and health and safety as appropriate to cover additions/revisions to the standard since the previous standard edition</u>
<u>Documented training and education (including online) related to the standards since the last certification</u>	<u>Documented evidence of education or training in human resource management, community and government relations, administration, inspection and investigation, emergency service delivery, and health and safety.</u>

<u>Currency and Competence Factor</u>	<u>Example Demonstration</u>
<u>Documented experience in the field (i.e., emergency operational experience for firefighters, fire officers, instructors, etc.)</u>	<u>Documentation of service, either in the role of a Fire Officer I (first line supervisor) or in an acting role</u>
<u>Demonstrated and documented successful performance of duties, which can include skills assessment</u>	<u>Evaluation of serving in the role of a Fire Officer I (both nonemergency and emergency operations)</u>
<u>Annual performance appraisals</u>	<u>Converting performance appraisals into actionable goals and objectives for improvement as a Fire Officer I</u>
<u>Documented teaching and instruction related to the field</u>	<u>Teaching at the local, regional, state, or national level in the area of fire officer development</u>
<u>Commendations, award, or recognition for the performance of related duties</u>	<u>Commendations, awards, and/or recognition of the performance of the duties of a Fire Officer I (first line supervisor)</u>

Supplemental Information

<u>File Name</u>	<u>Description</u>	<u>Approved</u>
FR-1.docx	For staff use.	

Submitter Information Verification

Committee: BLF-AAA
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Committee Statement

Committee Statement: Maintaining proficiency is important. The committee wishes to maintain the current language in the standard and add the new language proposed by the CC for additional clarity. The new language does not entail a change to the existing requirements, but add clarity to the enforcement of existing requirements.

The Following CC Note No. 5 appeared in the First Draft Report.

The Correlating Committee for Professional Qualifications is directing each Professional Qualification Technical Committee to incorporate the concept of maintaining proficiency as outlined in the attachment. The Technical Committee should customize the factors associated with maintaining proficiency specific to each of the positions being considered in the standard.

Response Message: SR-1-NFPA 1082-2021

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