



# Saskatchewan Fire Service



## Evaluation and Certification Guide

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## **Introduction**

Saskatchewan follows the National Fire Protection Association (NFPA) Standards for the professional qualification of fire fighters. The Office of the Fire Commissioner is accredited under the International Fire Service Accreditation Congress (IFSAC) to certify fire fighters under the following NFPA standards

- 472 *Professional Competence of Responders to Hazardous Materials Incidents Awareness and Operations Levels*
- 1001 *Fire Fighting Professional Qualifications Levels I and II*
- 1002 *Fire Apparatus Driver/Operator Professional Qualifications Apparatus Equipped with an Attack or Fire Pump*
- 1031 *Professional Qualifications for Fire Inspector and Plan Examiner Level I*
- 1033 *Professional Qualifications for Fire Investigator*
- 1035 *Professional Qualifications for Public Fire and Life Safety Educator Level I and II*
- 1041 *Fire Service Instructor Professional Qualifications Level I and II*

The Office of the Fire Commissioner offers a comprehensive evaluation and certification program to the Saskatchewan fire service that is designed to meet the need of full-time, paid-on-call and volunteer fire fighters and provide for uniform evaluation of their knowledge, skills and abilities.

Certification benefits everyone in the fire service and involvement with the program gives much needed recognition to those fire fighters working to improve their skills and abilities.

A key part of the program is to meet the varying levels of demand for certification from both volunteer and career fire departments. There is enough flexibility to ensure testing and certification is conducted on a fair and equal basis in any community in the Province. We encourage regular comment and suggestions from everyone who takes part in fire fighter evaluations.

If you have questions about Fire Service Certification Programs, contact the Office of the Fire Commissioner at:

310-1855 Victoria Avenue  
Regina, Saskatchewan  
S4P 3V7  
(306) 787-3774 Phone  
(306) 787-9273 Fax

or visit our web site at: <http://www.cps.gov.sk.ca/Safety/fire/certification.shtml>

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## **Using the Evaluation and Certification Guide**

This guide provides detailed information about the system of certification in Saskatchewan. The Appendices provide information on certification under a specific NFPA Standard and detail all requirements to gain certification. The Guide also includes information on organizing a certification program.

## **Certification & Recognition**

The Office of the Fire Commissioner offers two types of recognition to those fire fighters who complete training, **International Certification** and **Provincial Recognition of Training**.

A certificate of achievement or recognition identifies a skilled fire fighter to anyone in the fire service in Saskatchewan, Canada and internationally. A certificate can also be the passport to employment within the fire service. A certificate is a persuasive demonstration to peers as well as the community of their department's commitment to providing the best possible fire protection. In addition, and most importantly, individual fire fighters develop a new confidence and pride in their skills, knowledge and abilities.

## **International Certification**

The Office of the Fire Commissioner issues certificates under the International Fire Service Accreditation Congress (IFSAC) to fire fighters who have proven their competency in meeting the requirements of NFPA standards. International Certification identifies that an individual has attained a professional qualification.

Instructions on gaining international certification are included within this document, with detailed information on each Standard within the appendices.

## **Provincial Recognition**

The Office of the Fire Commissioner also offers certificates in recognition of training to all serving fire department members in Saskatchewan. The Fire Commissioner issues provincial recognition certificates based on the recommendation of a registered Fire Service Instructor or Fire Chief. Detailed information may be found in Appendix A, *Provincial Recognition of Training*.

## **Certification**

Certification is a beginning, not an ending. Certification identifies that the individual has demonstrated they are ready to advance to the next level of training or ready for additional or advanced training.

Normally, a fire fighter has to gain certification in a NFPA standard only once. Most NFPA standards are updated every three to five years and the Office of the Fire Commissioner provides certification according to the most current edition of NFPA Standards. However, because standards constantly change, an individual may be required to upgrade their certification in a standard as a prerequisite to achieve certification in an advanced standard. Upgrading may be complete or in just those parts which have changed within the standard. In most cases, on-going training programs at the department level will keep fire fighters up to date with changes made to NFPA standards and eliminates the need to upgrade or re-certify fire fighters under a standard they have already met.

The certification process does not allow for "grandfathering", a means where certification is gained through past experience or training alone. Experienced fire fighters may choose to

challenge any given Standard, based on their level of experience, knowledge and training. The only means to certification is through the successful completion of evaluation of the individual.

### **Recognition of Out-of-Province Certifications**

Recognition of qualifications held by fire fighters coming to Saskatchewan from other jurisdictions are subject to review by the Office of the Fire Commissioner to determine applicability within the Saskatchewan certification system. Certain NFPA standards require prerequisite training or certification. Individuals trained or certified by other jurisdictions may challenge certification in Saskatchewan, subject to review of eligibility by the Office of the Fire Commissioner. Persons who have qualification from outside of Saskatchewan should contact the Office of the Fire Commissioner before participating in a certification program to ensure they have met all requirements of eligibility.

### **Certification Programs**

The Office of the Fire Commissioner conducts certification programs in strict compliance with the procedures established by the International Fire Service Accreditation Congress and following accepted evaluation practices and procedures. Certification programs are conducted to ensure that all participants are evaluated fairly. All certification programs conducted in Saskatchewan are open to participation by all qualified fire fighters.

### **Safety First**

Safety, before success, is essential. Each evaluation exercise is designed and executed with personnel safety as the highest priority. Each participant has not only the authority, but the duty and obligation to ensure a safe evaluation. Fire fighters will not be penalized for interrupting an exercise to deal with safety issues. When you have a safety concern or see a problem developing tell the evaluation staff immediately.

### **Personal Protective Equipment**

Everyone taking an active role in practical skills evaluation must use the correct personal protective clothing and equipment. All personal protective equipment, including Self Contained Breathing Apparatus (SCBA) and Personal Alert Safety System (PASS) devices, must meet the requirements set out in the Saskatchewan Occupational Health and Safety regulations and accepted standards. Evaluators will conduct an inspection of all personal protective clothing and equipment as well as all other equipment and tools required prior to an evaluation exercise.

### **SCBA**

If any facial hair extends into the area covered by the seal of a SCBA facemask, the individual may not participate in any practical evaluation exercise where SCBA may be required. This limitation extends to any participant that cannot obtain a safe seal between the mask and their face. All persons participating in drills requiring the use of SCBA must be able to demonstrate they have been adequately fit tested with the mask they are using during the evaluation.

### **Who qualifies to take part in a Certification Program?**

Any person participating in a certification program must be a serving member of a Saskatchewan fire department. All certification programs are open to any qualified fire fighter to participate. All persons participating must be available to complete the entire evaluation process within the time frames allocated (see the appropriate appendix for each standard). Each standard has prerequisites and requirements that must be completed by persons who wish to participate.



## Prerequisites

There are three types of prerequisites.

1. Confirmation of membership in a fire department or eligibility must come in writing from the Fire Chief of the department (see appropriate appendices). For a Fire Chief, a letter from a municipal mayor/reeve or administrator is acceptable.
2. Copies of certificates or documentation showing completion of required prerequisite qualification or training.
3. Completed Job Performance Requirements forms from the appropriate appendix.

NFPA STANDARD	PREREQUISITE QUALIFICATION	REQUIRED DOCUMENTATION
<b>HazMat Responder</b>		Letter of recommendation from Fire Chief
472 Awareness		Completed JPR forms (from appendix)
472 Operational	Certification NFPA 472 Awareness	Certificate NFPA 472 Awareness
		Completed JPR forms (from appendix)
<b>Fire Fighter</b>		Letter of recommendation from Fire Chief
1001	Certification NFPA 472 Awareness	Certificate NFPA 472 Awareness Level
	Certification NFPA 472 Operational	Certificate NFPA 472 Operations Level
	First Aid and CPR	Current First Aid/CPR (C Level) Certificate
		Completed JPR forms (from appendix)
<b>Driver/Operator</b>		Letter of recommendation from Fire Chief
1002	Certification NFPA 1001	Certificate NFPA 1001 Level 1
		Completed JPR forms (from appendix)
<b>Fire Inspector</b>		Letter of recommendation from Fire Chief
1031	Certification NFPA 472 Awareness	Certificate NFPA 472 Awareness
	Fire Fighter skills (basic)	Certificate NFPA 1001 Level 1*
		Completed JPR forms (from appendix)
<b>Investigator</b>		Letter of application
1033		Letter of recommendation from Fire Chief
		2 letters of reference
	Certification NFPA 472 Awareness	Certificate NFPA 472 Awareness
	Fire fighting knowledge	Certificate NFPA 1001 Level 2*
	Extensive fire prevention knowledge	Certificate NFPA 1031 Level 1*
	Fire safety skills (advanced)	Certificate NFPA 1035 Level 2*
	Instructional skills (advanced)	Certificate NFPA 1041 Level 2*
		Completed JPR forms (from appendix)
<b>Life Safety Educator</b>		
1035 Level 1		Letter of recommendation from Fire Chief
	Fire Fighter skills (basic)	Certificate NFPA 1001 Level 1*
	Instructional skills (basic)	Certificate NFPA 1041 Level 1*
		Completed JPR forms (from appendix)
1035 Level 2	Certification NFPA 1035 Level 1	Certificate NFPA 1035 Level 1
	Instructional skills (advanced)	Certificate for NFPA 1041 Level 2*
		Completed JPR forms (from appendix)
	Media relation skills	Public Information Officer Qualification*
<b>Instructor</b>		Letter of recommendation from Fire Chief
1041 Level 1		Completed JPR forms (from appendix)
1041 Level 2	Certification NFPA 1041 Level 1	Certificate NFPA 1041 Level 1
		Completed JPR forms (from appendix)

\* Identifies that an alternative means of documentation or qualification may be accepted for certification requirements. Refer to the appropriate appendix.

## **Preparing for a Certification Program**

Preparation is left to the individual's choice. Some persons choose to participate based on their qualifications and experience. Others after self-study or formal training, either through their department or training institution. Each appendix identifies recommended training materials and the Job Performance Requirements that a person will be required to perform during a certification program.

## **Evaluation Process**

Evaluations take three forms. Review of required documentation, written evaluations and practical evaluation exercises. Participants must complete written and practical evaluations within 30 days of each other. This allows a 60-day period to successfully complete certification where a practical evaluation is part of the process (ie: written evaluation attempts can be conducted any time 30 days before and 30 days after the practical evaluation). If the certification process does not include a practical component (NFPA 472 Awareness), the evaluation attempts must be completed within a 30-day period.

### **Review of Documentation**

Participants must submit required documentation to the Program Sponsor prior to attempting certification. If the required documentation is not submitted, you will not be permitted to attempt certification. Documentation is used to identify three criteria participants must meet prior to attempting certification.

1. The participant must be eligible to be involved in the certification process. This is normally met by a letter confirming membership in the fire service and recommending the participant as prepared for the certification attempt.
2. Certain NFPA Standards require the individual to maintain records or documents as part of the JPRs (ie: activity reports – NFPA 1035, training records – NFPA 1041, investigation reports – NFPA 1033, etc.). These documents are part of the certification process and the participant is evaluated on meeting these JPRs as well. Individuals participating in a certification program in these standards must be prepared to produce the documents for review by an evaluator to determine if the JPR has been successfully completed.
3. Each appendix lists the JPRs a participant will be evaluated against. These forms are a training record that must be submitted to identify the participant has received training or instruction in the JPR. Fire fighting is a hazardous occupation and untrained or unprepared individuals are an unacceptable risk, even during controlled exercises.

Written evaluations may be held at a different time or location than practical evaluations or individuals may choose to have the written evaluation proctored. Please check the certification program schedule at the Office of the Fire Commissioner web site or Newsletter for certification program schedules.

### **Written Evaluations**

Written evaluations consist of instruction pages, a question booklet, and an answer sheet. Individuals needing help because of language or literacy issues should identify themselves to the certification program sponsor well in advance. Verbal evaluations are available. The Appendix for each standard details which study guides and/or reference materials are allowed in the room during written evaluations.

Written evaluations may consist of multiple choice, matching and/or true/false questions. The time allowed for written evaluations are included in the appendix for each certification program.

Question Examples:

Multiple Choice

1. The capital of Saskatchewan is:
  - A. Regina
  - B. Saskatoon
  - C. Winnipeg
  - D. Melfort

Matching

2. Match the following tools with their common use:

A. Axe	1. To force a car door
B. Pike pole	2. To ventilate a roof or force a door
C. Hydraulic rescue tool	3. To pull down a ceiling

True/False

3. NFPA 1001 is the standard for the professional qualifications of a fire fighter.

True                      False

All written evaluations must be completed within the time provided. A maximum of 30 minutes to finish 25 questions is allocated (a 100-question exam is limited to 2 hours). Participants are permitted two attempts to successfully complete written evaluations. It is the participants responsibility to arrange for the second attempt, either through Proctor or by other arrangement with the Office of the Fire Commissioner within the time frame permitted to complete the certification program.

Persons who do not complete an evaluation within the permitted time frame or fail in their second attempt at a written evaluation must reapply and challenge the entire standard again.

Practical Evaluation Exercises

Practical evaluation exercises begin with a safety briefing and explanation of what tasks are to be completed during the exercise. All participants will be given opportunity to ask questions. Evaluators will announce clearly when the exercise is starting and when it finishes. At the conclusion of the exercise, each participant will have an opportunity for discussion with the evaluator.

During practical evaluation exercises participants will be permitted two attempts to complete an assigned task. Persons who do not complete a practical evaluation within the permitted time frame or fail in their second attempt must challenge the entire standard again.

**Passing Grade**

The evaluation process is designed strictly to measure performance against an established standard. You must satisfactorily complete all requirements of the certification process (eligibility documentation, written and practical evaluation) in order to PASS. A minimum score of 70% must be achieved in each written and practical evaluation.

Participants are informed they have either **Passed** or **Failed** after a certification program. Marks from evaluations are not provided to participants. An individual may obtain their mark through a written request sent to the Office of the Fire Commissioner and received within 30 days of the certification program.

### **Evaluation Conduct**

All participants are expected to partake fully and honestly in the certification process. Should questions of honesty, interference or unauthorized assistance come up during an evaluation, the individual in question will meet with evaluator(s) and sponsoring entity for the certification program. Persons who have deliberately behaved in an unprofessional or dishonest manner during evaluation will be failed.

All participants are evaluated continuously during an evaluation exercise, including those who may not be actively engaged in performing a task.

### **Participants**

Each individual is evaluated individually. However, fire fighting depends on safe and effective teamwork. Individuals will also be evaluated on their individual performance as part of a team. With the exception of safety issues, participants are strongly cautioned to avoid interfering in any way with the performance of another person during evaluations. Individuals who ignore this requirement will be FAILED.

### **Certification Program Duration**

The duration of a certification program depends on the standard being tested and the facilities available to evaluators.

A schedule of certification programs is advertised well in advance. Make sure you are available for all scheduled evaluations. If you miss any part of the certification program, you will receive a failing mark.

### **Disputes and Appeals**

If you feel any practical or written exercise have been conducted unfairly, speak to an evaluator at the end of the exercise. Do not interrupt an exercise in progress unless you have a concern about safety. The evaluation team will consider your concerns and determine an appropriate action.

Any candidate who feels a decision made by the evaluators is unfair may appeal, in writing, to the Office of the Fire Commissioner within 30 days of the certification program. The appeal must provide details outlining the circumstance surrounding the issue. The appeal will be investigated and a decision provided within 30 days. The decision of the Fire Commissioner is final.

### **Proctored Evaluations**

Certification programs normally have written and practical evaluations conducted during a single program. However, in some circumstances, written and practical evaluations may be held at different times and/or locations. Persons wishing to gain certification may find it impractical or costly to travel to different locations at different times to complete a certification program. To address this problem, persons eligible to participate in a certification program may arrange for written evaluations to be proctored.

A proctored evaluation is a written evaluation that is sent to a third party identified by the certification participant. The participant may then write the evaluation at a time and place that is convenient to their schedule.

Proctored evaluations must be arranged through the Office of the Fire Commissioner.

**Acceptable Proctors**

Acceptable proctors are persons who hold a position of trust. Municipal Administrators, Teachers, Fire Prevention Officers, Pastors, Royal Canadian Mounted Police and any person approved by the Office of the Fire Commissioner may act as proctors.

**Arranging a Proctored Evaluation**

The certification participant, Proctor or Sponsor must identify to the Office of the Fire Commissioner:

- the name of the proctor,
- a telephone number to contact the proctor,
- the address of the proctor or address where the evaluation is to be sent,
- the NFPA Standard by Number, Title and Level (ie: NFPA 1041, Fire Service Instructor Level 1) that the evaluation is to cover,
- the date the written evaluation is required by\*, and
- the names (first and last) of those persons who are writing the evaluation.

\*Notification must be at least two weeks prior to the desired evaluation date.

The Office of the Fire Commissioner will contact the proctor to arrange to have all required documents and information on proctoring the evaluation sent to the proctor.

## **Instructions to Proctors**

All papers and related documents for the evaluation are in the package. Upon receipt of the evaluation package, the proctor is asked to check the following.

1. In the package will be a list identifying those eligible to write the evaluation. Only those people whose names are listed are permitted to write the evaluation.
2. There will be enough copies of the evaluation for those persons identified on the list noted in 1. above.  
Please do not make copies of either the evaluation booklet or answer page.
3. Evaluation question booklets and answer sheets have an identification number printed in the lower right-hand corner. Make sure these numbers are the same so persons writing the evaluation have a matching question booklet and answer sheet.

If any of the three items listed above are incorrect, contact the Office of the Fire Commissioner at (306) 787-3774.

## **Conducting an Evaluation**

The evaluation should be conducted in an acceptable manner that allows for fair and honest evaluation of the person writing the evaluation. Should the evaluation be interrupted, the participant may complete the evaluation at the discretion of the proctor.

1. Participants should have a quiet location and an appropriate table and chair to write the evaluation. Where more than 1 participant is involved, seating should be arranged to reduce the potential for interaction between participants.
2. The proctor is asked to explain and ensure participants understand the instructions for the evaluation. Additional instructions may be required, such as washroom location and use during the evaluation and procedure in case of fire.
3. Ensure that the candidate's name is clearly marked on their answer page.
4. Persons writing an evaluation are not permitted to bring books, notes or reference material (resources) into the examination room except as noted below.
5. Unless otherwise indicated, candidates have a maximum of 30 minutes to finish 25 questions. For example, a 100-question exam is limited to 2 hours.
6. If a person has arranged for the evaluation to be given verbally by the proctor:
  - The evaluation should be conducted separately from those writing the evaluation (as applicable).
  - The proctor should read only the question and listed answers.
7. The proctor may explain words or phrases that clarify a question to a person taking an evaluation, but may not offer assistance that would directly aid the person in answering the question.
8. At the end of the test period all evaluation material (both used and unused) should be placed in the return envelope provided. The envelope should be mailed to the Office of the Fire Commissioner the next business day.

**Permitted Resources**

During certain evaluations, participants will require or are permitted to use certain resources or aids. Each standard is listed below with permitted resources. Where participants are permitted to bring books or manuals, it is requested the Proctor ensure the books do not contain other reference materials or notes.

472 *Professional Competence of Responders to Hazardous Materials Incidents*  
The North American Emergency Response Guidebook is required.

1001 *Fire Fighting Professional Qualifications*  
No resources permitted

1002 *Fire Apparatus Driver/Operator Professional Qualifications*  
A calculator, slide rule or other method for solving mathematical problems is permitted.

1031 *Professional Qualifications for Fire Inspector and Plan Examiner*  
The National Fire Code and National Building Code are required.

1033 *Professional Qualifications for Fire Investigator*  
No resources permitted

1035 *Professional Qualifications for Public Fire and Life Safety Educator*  
No resources permitted

1041 *Fire Service Instructor Professional Qualifications*  
No resources permitted

**Evaluation Security**

With accreditation requirements, there can be no question about the fairness and honesty of written evaluations. The proctor is asked to administer the evaluation so that any question of the validity of the evaluation can be defended. The proctor should ensure that evaluations are conducted in a manner that ensures that the integrity of the participant or the evaluation tool will not be compromised.

**Declaration**

The undersigned affirms that the enclosed evaluation(s) have been conducted in accordance to the instructions provided.

Proctor Name (Print): \_\_\_\_\_

Signature: \_\_\_\_\_

Title/Position: \_\_\_\_\_

Date: \_\_\_\_\_

**Return to:** Office of the Fire Commissioner  
Suite 310-1855 Victoria Avenue  
Regina, Saskatchewan  
S4P 3V7



## Evaluation & Certification

### A Guide to Terms Used in the ECG

*Certain terms used in the Evaluation & Certification Guide, on the OFC web site and in related documents have very specific meanings. Use this guide to help clearly understand how these terms are used.*

#### ➤ **Certification:**

Certification is gained by a participant who successfully challenges the requirements of a recognized standard. Certificates are issued by the International Fire Service Accreditation Congress (IFSAC).

#### ➤ **Challenge:**

The steps followed by a participant to gain recognition of their qualifications in a given standard. Challenging a standard involves successfully completing both practical skills testing and written evaluations. In some cases certification in prerequisite standards is also required. The specific requirements for gaining certification in the standards offered by the OFC are listed in the *Evaluation and Certification Guide*.

#### ➤ **ECG:**

These letters identify the *Evaluation and Certification Guide*. When used alone the letters "ECG" mean both the Guide and Appendices.

#### ➤ **Evaluations:**

The written and manual tests used to measure participants knowledge and practical skills.

#### ➤ **Knowledge:**

Information a participant must know and be able to apply in order to successfully challenge a standard. Being able to calculate friction loss in a given hose layout is an example of knowledge.

#### ➤ **Participant:**

A fire fighter who meets all the requirements to challenge a specific standard and, when successful, to receive certification.

#### ➤ **Practical skills:**

The manual and motor skills which must be successfully demonstrated during an evaluation. Safely and correctly raising a ground ladder is an example of a practical skill.

#### ➤ **Prerequisites:**

Those certifications or qualifications which a participant must have before they may challenge a particular standard. For example, a participant must have IFSAC certification in NFPA Standard 472 - *Professional Competence of Responders to Hazardous Materials Incidents* before they may be certified in NFPA Standard 1001- *Fire Fighter Professional Qualifications*. Specific prerequisites for each standard offered by the OFC are listed in the *Evaluation and Certification Guide*.

#### ➤ **Recognition:**

Provincial recognition of

training is available to all Saskatchewan fire fighters. Certificates are issued for training done to established standards recognized by the local Fire Department and Community. Details are available in Appendix A of the ECG.

#### ➤ **Standard:**

A set of related practical skills and theoretical knowledge used to identify the requirements of a specific job function and/or duties. Standards are issued by recognized agencies independently of any training or evaluation process. For example, the National Fire Protection Association (NFPA) Standard 1001 - *Fire Fighter Professional Qualifications* identifies the skills and knowledge a fire fighter should possess to safely and competently perform basic fire fighting duties.

#### ➤ **Sponsor:**

A fire department or training organization that is hosting an evaluation session. Sponsors provide facilities, equipment and administration services. Details are available in the *ECG Sponsors Guide*.

#### ➤ **Venue:**

A location for testing and evaluating the knowledge and practical skills required by one or more standards. Venues must be arranged, evaluated and approved in advance by the OFC.





# EVALUATION MANUAL

This document is a part of the Evaluation and Certification Guide published by the Saskatchewan Office of the Fire Commissioner.



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## **Introduction**

Evaluators are the heart of the Office of the Fire Commissioner's Fire Service Certification program. Successful dealings with participants, sponsors and other evaluators are key to maintaining confidence in the certification system. Honesty, accountability and professionalism are the tools for gaining and keeping that confidence. In the final analysis, it is the trust in the certification system by the fire service community that makes certification valuable. Each evaluator has the responsibility of ensuring that this essential trust is not broken.

## **Evaluator Qualifications and Eligibility**

Evaluators must be individuals with knowledge, skills and experience in the fire fighting profession. The process of evaluation requires the Evaluator to be fully conversant with the skills and knowledge required to properly and safely complete a job performance requirement. Individuals accepted within this program as an Evaluator will require the following qualifications:

- Certification, at minimum, as a Level 1 Fire Service Instructor NFPA 1041.
- Certification in the NFPA Standards the individual will evaluate, or have a combination of knowledge, skills and experience acceptable to the Office of the Fire Commissioner (OFC).
- Successful completion of the Evaluator Program.

Acceptance as an Evaluator may be restricted to specific NFPA Standards, based on qualification, skills and experience of the individual. Evaluators must have the necessary knowledge and experience to make competent and accurate judgements.

NFPA Standards are revised on a 3 to 5 year schedule. Written and practical skills evaluation tools are changed to reflect NFPA revisions as the standards change. Once a standard change is adopted and included in the Certification System, Evaluators must use the updated standard. Depending on the scope of revisions, the OFC will distribute information about the changes or conduct workshops. To be able to continue acting as an Evaluator, individuals in the Evaluator Program must participate in this updating process.

## **Conflict of Interest**

Evaluators may not evaluate a participant whom they have instructed to prepare them for the Certification program. Evaluators with a professional or personal connection to a participant taking part in a Certification program must declare their potential conflict of interest. Failure to declare a conflict of interest may lead to the suspension of the Evaluator and will result in the failure of the participant(s) to gain certification.

## **Evaluators Role and Responsibility**

Participants will see the conduct of an Evaluator as setting the standard for what is acceptable during a certification program. Evaluators must behave in a professional manner during all contacts with sponsors and participants.

### **Fairness**

Each evaluator must strive to develop and implement an evaluation process that is fair to every participant regardless of gender, ethnic origin, fire fighting background or departmental membership.

### **Consistency**

Each evaluator must strive to develop and implement an evaluation process that is consistent, regardless of the standard being evaluated, the department membership of the participant or the location of the exercise.

## Equality

Each evaluator must strive to ensure all evaluation exercises are, despite the differences in personnel and apparatus from department to department, equal in the assessment of performance against the standard being evaluated.

Most fire ground skills can be performed safely and efficiently by more than one method. Persons often tend to view the method they were taught as "right" and other methods as "wrong". Firefighters should be encouraged to perform a task in a way that is most efficient for them and gets the job done safely. Different techniques should be evaluated equally, without implying that one method is somehow inferior or should only be used if the fire fighter is having trouble with the "normal" or "regular" method.

In an evolution that requires several firefighters' coordinated efforts, some standardization of technique will be necessary for efficient operation. But it is efficiency, effectiveness and safety that should be the guiding criteria, not "how we've always done it."

Each evaluator must recognize the importance of certification to the participants and their departments. Jobs, professional advancement and self-esteem depend on the outcome of the evaluation process. Evaluators must create an environment that is favourable to successful completion of the evaluation.

## Conduct During Evaluations

Participants are expected to behave in a professional manner during evaluations. Simply put, a participant may not deliberately behave in a manner that will endanger anyone or compromise the integrity of the certification process.

Participants may not interfere with (with the exception of actions taken to ensure safety) nor coach other participants during written or practical evaluations. Participants can assist and encourage one another during an exercise - that is a normal occurrence in the fire service, and it is considered the sign of a good "team" player. Participants must not coach or take over another participants assigned task if the participant assigned is unable to complete the task, unless directed to do so by an evaluator or command and control personnel.

Evaluators must ensure not only the safety of all participants, they must strive to create conditions that ensure a fair and equitable environment. In case of participant misconduct, evaluators must take the following appropriate action.

1. In cases when misconduct does not affect the evaluation of others or present a safety risk, wait for the completion of the exercise. Take the offending participant aside and inform them of their unacceptable conduct and what they must do (or not do) to correct the problem. Stress to the participant that a repetition of unacceptable conduct will result in their failure and/or ejection from the certification program.
2. In cases when misconduct is repeated, but does not affect the evaluation of others or present a safety risk, wait for the completion of the exercise. Report the incident immediately to the lead evaluator. The lead evaluator of the certification program will investigate the incident and determine if the participant in question should receive a failing mark on the exercise or be ejected from the remainder of the Certification program.  
**The decision of the lead evaluator is final during the certification program.**

3. In cases when misconduct does affect the evaluation of others but does not present a safety risk, wait for the completion of the exercise. Typically, this misconduct is due to one participant coaching another. The evaluator must decide:
  - a) If the coaching was actually coaching or simply encouragement.
  - b) Did the coaching occur because of some other reason?
  - c) Was the coaching necessary because a participant was having difficulty and was being assisted by the coaching?
  - a) If the misconduct was encouragement or occurred for some other reason, the person doing so must be taken aside, informed of their unacceptable conduct, and warned not to repeat it.
  - b) If the coaching was to assist another participant complete an assigned task, the person coaching must be taken aside and informed of their unacceptable conduct and warned not to repeat it. Additionally, the person being coached must be taken aside and informed that they have failed the attempt, as they required coaching to complete it.

If a coaching offence is repeated, report the incident immediately to the lead evaluator. The lead evaluator of the certification program will investigate the incident and determine if the participant in question should receive a failing mark on the exercise or be ejected from the remainder of the Certification program.

**The decision of the lead evaluator is final during the certification program.**

4. In cases where the misconduct of a participant puts others at risk, the evaluation exercise must be terminated safely and quickly. The offending individual must be ejected from the exercise and failed.

Participants who are failed or ejected must be informed of their rights to appeal, as detailed in the ECG.

### **Certification Programs**

Evaluators will be contacted and invited to assist at a certification program by the OFC or certification program Sponsor who will identify Evaluators to the Lead Evaluator.

A Lead Evaluator will be assigned by the OFC to each certification program. Their responsibility is:

- a) To ensure all participants are eligible for certification. (Review of information gathered by Sponsor).
- b) To obtain appropriate types and numbers of evaluation tools from the OFC.
- c) To establish a certification program schedule with the Sponsor and to assign command, control and safety personnel (provided by Sponsor) and evaluators to each part of the schedule. The schedule must also be provided to the Sponsor to ensure personnel, equipment and facilities are available when required.
- d) To arrange and hold the site visit and evaluator meeting before the certification program.
- e) To deliver the Orientation Program to the participants before the certification program begins.
- f) To conduct the certification program.
- g) To collect and file all necessary paperwork with the OFC.

Evaluators will be contacted by the Lead Evaluator and notified of the time and location of the certification program and site visit meeting. This is typically conducted the first day of the certification program.

#### Site Visit

The evaluation team will conduct an inspection of the evaluation site(s) in advance of the certification program. During this inspection the safety pre-plan is finalized. Inspections are made to ensure all required facilities, equipment and materials are available.

#### Facilities

Correct facilities are essential for proper evaluation. This point must be stressed to sponsors. Sponsors may have trouble securing buildings for practical skills or live fire exercises cars for vehicle extrication and fires or safe areas for flammable liquid suppression. However, Evaluators must not be swayed by the insistence of a Sponsor that the facilities they have secured are adequate. If adequate facilities have not been secured, are not safe or are not available for inspection during the site visit, *the evaluation session must be delayed*. Facilities can only be considered adequate when they have been inspected and approved by the evaluation team.

#### Equipment

Adequate equipment is as essential as the facilities. All equipment, from personal protective clothing and equipment to vehicles and tools must be inspected by the evaluation team. The Sponsor must be able to demonstrate that equipment has been properly maintained and is serviceable.

#### Safety Plan

A safety plan complying with the Sponsors Guide must be completed by the Sponsor for each practical exercise site to be used during a certification program. Evaluators assigned to the certification program must be satisfied that safety plans are complete before a certification program may proceed.

#### Evaluation Materials

Written evaluation materials are supplied by the OFC. These materials must remain under control at all times. Written evaluations may not be copied except by permission of the OFC. The Lead Evaluator should contact the OFC at least **two weeks** before the certification program and identify;

- The NFPA Standard(s).
- The number of participants attempting certification under the NFPA Standard(s)..

Marking and grading tools are not provided with written evaluation tools unless the Lead Evaluator has made prior arrangements with the OFC. Sponsors and participants may wish to know if they were successful in their attempt at certification during the certification program. Marking and grading tools can be provided if the Lead Evaluator requests them when requesting the evaluation tools.

Where marking and grading is not conducted during the certification program, marking and grading will be conducted by the OFC and each participant will be informed of their results (Pass or Fail).

**Evaluators should note that Certificates are sent to participants by the OFC and it is critical that the certification program Participant List be completed by the Sponsor.**



## Certification Program Schedule

The Lead Evaluator will develop an evaluation schedule with the Sponsor for each certification program and assign evaluators as appropriate. Schedules are laid out based on the evaluator's experience, the number of candidate's involved and staffing requirements of the sponsoring organization.

It must be stressed that the majority of practical evaluations are not run on a fixed timetable. Progress is measured, instead, by the number of JPR's completed. The amount of time required to achieve this will vary from group to group. Sponsors and other participants tend to think of evaluation sessions as being governed by the number of hours or days required. Sponsors must understand that the evaluation process is not necessarily governed by the clock. With this in mind, adequate arrangements must be included in pre-plans to allow for sessions that run longer, or shorter, than detailed in the original schedule.

## Orientation

All participants must be provided the orientation program provided by the OFC covering certification, evaluation process and safety. This orientation package is provided to all evaluators by the OFC.

## Evaluation

### Written Evaluations

- Ensure no papers, books or other materials are available except as permitted by the Evaluation and Certification Guide (ECG) for the evaluation
- Distribute evaluations randomly, ensuring participants sitting beside each other do not have matching evaluations and that participants have matching question booklet and answer sheet (each are coded on the bottom corner).
- Inform participants
  - The name of the evaluation (ie: for certification under NFPA 1001 Level 1 and 2 professional qualifications for fire fighter)
  - The number of questions
  - The time permitted
  - How to mark answers on the answer sheet  
(fill the circle with the letter on the answer sheet that corresponds to the letter by the answer selected)
  - How to change an answer on the answer sheet  
(X through the previously selected answer (do not erase) and select the new answer as described above)
  - What to do if they have a question
    - Assistance in understanding the question is permitted and available from the evaluator proctoring the evaluation.
  - To write their name in block letters on the answer sheet
  - To not mark on the question booklet
  - In taking the evaluation they should;
    - Read the entire question
    - Read all the possible answers completely
    - Select the best answer to the question

The evaluations ask for the best answer, not necessarily a single correct answer.

- What to do when finished writing the evaluation (ie: place answer and evaluation booklet on desk – leave the room)
- When they can expect to receive notification of PASS/FAIL

- Talking to other participants is not permitted during the evaluation
- Answer any questions participants may have
- Start the evaluation.

During a written evaluation the evaluator proctoring the evaluation is responsible to ensure the integrity of the evaluation so that any question of cheating or misconduct can be defended against. At no time are participants to be left alone during the course of the evaluation.

Any participant(s) suspected of cheating is to be noted by the Evaluator. Do not interrupt the evaluation. After the evaluation is completed, report to the Lead Evaluator any persons suspected of having cheated during the evaluation. The Lead Evaluator will investigate and determine if the participant in question should receive a failing mark.

**The decision of the lead evaluator is final during the certification program.**

Once all participants have completed the written evaluation or the time allowed for the evaluation has passed.

- Stop the evaluation
- Collect all evaluation materials
- Place them in the envelope provided
- Pass the envelope to the Lead Evaluator

#### Practical Skills Evaluations

1. Ensure all participants assigned to the evaluation site are present.
2. Ensure you have the practical skill evaluation sheet(s)
3. Inform participants;
  - a) The name of the evaluation (ie: for certification under NFPA 1001 Level 1 and 2 professional qualifications for fire fighter)
  - b) Explain to participants exactly what they are required to do to complete the evaluation and the standard (written on evaluation sheet).
  - c) The time permitted (as appropriate)
  - d) That they are permitted two attempts to complete the evaluation
  - e) That they are evaluated not only as individuals, but on their work as a member of a team (as appropriate).
  - f) That they are evaluated on all aspects of the assigned task (ie: a participant may fail even though they have completed the task properly, but failed to wear protective clothing properly).
  - g) That the exercise will not be stopped until it is completed, the participant is unable to complete a task or a safety issue occurs.
  - h) That all participants are expected to work safely and if they note an activity that is unsafe to bring it to the evaluators attention immediately or to call a stop to the exercise if the situation requires.
  - i) What to do if the exercise is halted for:
    - Safety concerns (participants must leave exercise site to safe area – identify safe area)
    - Injury (as per safety plan developed by Sponsor)
    - Loss of control of fire or equipment failure (as per safety plan developed by Sponsor)
    - Other emergencies (as per safety plan developed by Sponsor)
    - For any other reason by the evaluator.
4. Not to coach other participants
5. Introduce Command and Control and Safety Officer(s) to the participants

6. Conduct Pre-burn Safety briefing (see NFPA 1403)
7. Ask if participant have any questions and answer any questions participants may have
8. Start the evaluation.

Evaluators must treat all participants with respect and dignity in conducting an evaluation or when discussing evaluation results. Evaluators are to evaluate and ensure safe practices are followed. Evaluators must not coach or instruct during the evaluation.

Once all participants have completed the evaluation or the time allowed for the evaluation has passed.

- Stop the evaluation
- Have participant(s) move out of the exercise area to a safe location.
- A group discussion and critique must be conducted pointing out both strong and any weak areas.
- Where a participant(s) are unsuccessful, all discussion about skill evaluations and scoring must be conducted in a location that is separated from other participants and will provide privacy and ensure confidentiality.
- Complete the practical evaluation sheet for each participant who fails. Comments concerning the unsuccessful attempt by the participant(s) must be included and then sign the sheet.
- Have the participant sign acknowledging they were unsuccessful and have discussed the grade with the evaluator
- Place all the evaluation sheet(s) in the envelope provided
- Pass the envelope to the Lead Evaluator

After all evaluations are completed

- Refer any problems or questions that develop during the evaluation process to the lead evaluator.
- Attend the debriefing session with the lead evaluator to discuss the certification program and any issues or problems that developed.

### **Lead Evaluator**

All evaluation materials (used or not) and program documentation must be returned to the OFC, including:

- The certification program participant list and all prerequisite documentation for each participant collected by and from the Sponsor.
- If the written evaluation was marked and graded during the certification program, the participant list should be marked as **PASSED** or **FAILED** in the appropriate column.
- All practical evaluation sheets where a participant was unsuccessful in completing the evaluation.

**Evaluator Application**



Send to:

Office of the Fire Commissioner  
Suite 310-1855 Victoria Avenue  
Regina, Saskatchewan  
S4P 3V7

Or Email to: [FIRS@cps.gov.sk.ca](mailto:FIRS@cps.gov.sk.ca)

Name: \_\_\_\_\_

Fire Department: \_\_\_\_\_

Address: \_\_\_\_\_

Municipality: \_\_\_\_\_ Postal Code: \_\_\_\_\_

**Contact Information:**

Home Phone: \_\_\_\_\_

Work Phone: \_\_\_\_\_

Cell Phone: \_\_\_\_\_

E-Mail: \_\_\_\_\_

IFSAC Seal Number for Certification under 1041 (Level 1 minimum): \_\_\_\_\_

If the applicant is not IFSAC certified to at least NFPA 1041 Level 1, please provide;

- a) a letter of recommendation signed by your fire chief/immediate supervisor identifying knowledge, skills and experience appropriate to being an evaluator.
- b) A resume identifying training and experience.

## Example of a Certification Program Schedule

Anytown 1001, Evaluation Schedule

Friday, June 7, 200x 1800 – 2200 Written Examination
Saturday, June 8, 200x 0800 – 0900 IFSAC Orientation Program
0900 – 1000 Drills Station 1 – <b>Bob Evaluating</b> 1. SCBA & PPE Donning/Doffing/Inspection/Serviceing 2. Hose Testing Station 2 – <b>Len evaluating</b> 1. Burst Hose Replace (supply) 2. Hydrant Flow Test
1000 – 1200 Vehicles Station 1 – <b>Bob evaluating (Tom and Rick set up, Bill safety)</b> Auto Extrication Station 2 – <b>Chuck evaluating (Len set up, Paul; safety)</b> Vehicle Fires
1300 – 1500 Flammable Liquid Fires Station 1 – <b>Chuck evaluating (Len set up, Paul; safety)</b> Portable Fire Extinguisher Application Station 2 – <b>Bob evaluating (Tom and Rick set up, Bill safety)</b> Foam Application
1500 – 1700 Forcible Entry/ Ventilation/Rescue (Live Fire House) <b>Bob, Len, Chuck - evaluating</b> <b>Bill - Safety</b> <b>Tom, Rick - set up</b> <b>Allan - command</b>
Sunday, June 9, 200x 0800 – 1200 Live Structure Fires (3 scenarios) <b>Bob, Len, Chuck – evaluating</b> <b>Bill - Safety</b> <b>Tom and Rick - set up</b> <b>Allan - command</b>

## Prerequisites

There are three types of prerequisites.

1. Confirmation of membership in a fire department or eligibility must come in writing from the Fire Chief of the department (see appropriate appendices). For a Fire Chief, a letter from a municipal mayor/reeve or administrator is acceptable.
2. Copies of certificates or documentation showing completion of required prerequisite qualification or training.
3. Completed Job Performance Requirements forms from the appropriate appendix.

NFPA STANDARD	PREREQUISITE QUALIFICATION	REQUIRED DOCUMENTATION
<b>HazMat Responder</b>		Letter of recommendation from Fire Chief
472 Awareness		Completed JPR forms (from appendix)
472 Operational	Certification NFPA 472 Awareness	Certificate NFPA 472 Awareness
		Completed JPR forms (from appendix)
<b>Fire Fighter</b>		Letter of recommendation from Fire Chief
1001	Certification NFPA 472 Awareness	Certificate NFPA 472 Awareness Level
	Certification NFPA 472 Operational	Certificate NFPA 472 Operations Level
	First Aid and CPR	Current First Aid/CPR (C Level) Certificate
		Completed JPR forms (from appendix)
<b>Driver/Operator</b>		Letter of recommendation from Fire Chief
1002	Certification NFPA 1001	Certificate NFPA 1001 Level 1
		Completed JPR forms (from appendix)
<b>Fire Inspector</b>		Letter of recommendation from Fire Chief
1031	Certification NFPA 472 Awareness	Certificate NFPA 472 Awareness
	Fire Fighter skills (basic)	Certificate NFPA 1001 Level 1*
		Completed JPR forms (from appendix)
<b>Investigator</b>		Letter of application
1033		Letter of recommendation from Fire Chief
		2 letters of reference
	Certification NFPA 472 Awareness	Certificate NFPA 472 Awareness
	Fire fighting knowledge	Certificate NFPA 1001 Level 2*
	Extensive fire prevention knowledge	Certificate NFPA 1031 Level 1*
	Fire safety skills (advanced)	Certificate NFPA 1035 Level 2*
	Instructional skills (advanced)	Certificate NFPA 1041 Level 2*
		Completed JPR forms (from appendix)
<b>Life Safety Educator</b>		
1035 Level 1		Letter of recommendation from Fire Chief
	Fire Fighter skills (basic)	Certificate NFPA 1001 Level 1*
	Instructional skills (basic)	Certificate NFPA 1041 Level 1*
		Completed JPR forms (from appendix)
1035 Level 2	Certification NFPA 1035 Level 1	Certificate NFPA 1035 Level 1
	Instructional skills (advanced)	Certificate for NFPA 1041 Level 2*
		Completed JPR forms (from appendix)
	Media relation skills	Public Information Officer Qualification*
<b>Instructor</b>		Letter of recommendation from Fire Chief
1041 Level 1		Completed JPR forms (from appendix)
1041 Level 2	Certification NFPA 1041 Level 1	Certificate NFPA 1041 Level 1
		Completed JPR forms (from appendix)

\* Identifies that an alternative means of documentation or qualification may be accepted for certification requirements. Refer to the appropriate appendix.

## Lead Evaluator Certification Program Nomenclature

Assigned to Certification Program – NFPA: \_\_\_\_\_

Date of Program: \_\_\_\_\_ Location: \_\_\_\_\_

OFC Liaison: \_\_\_\_\_

OFC Liaison Phone #: \_\_\_\_\_

OFC Liaison Email: \_\_\_\_\_

Sponsor: \_\_\_\_\_ Organization: \_\_\_\_\_

Address: \_\_\_\_\_

Phone #(s): (w) \_\_\_\_\_ (h) \_\_\_\_\_ (c) \_\_\_\_\_

E-mail: \_\_\_\_\_

1. Contact Sponsor
  - Initial discussion on program
  - Identify number of expected participants
2. Contact OFC for evaluation tools (minimum 2 weeks prior to program)
3. Create Program Schedule
  - Identify evaluator, safety and command/control personnel needs to Sponsor
  - Identify equipment/material needs to Sponsor
4. Prepare for Certification Program
  - Prepare copies of evaluation tools for evaluator use
  - Contact and discuss assignments with evaluators
5. Conduct Certification Program
  - Review participant list for eligibility and required documentation
  - Conduct Evaluator meeting/assignments
  - Conduct Site Visit
  - Inspect equipment and materials
  - Conduct Participant Orientation
  - Conduct Evaluations (as applicable)
    - Written
    - Practical
6. Gather documentation and submit to OFC
  - Participants list (complete)
  - Eligibility documentation for each participant
  - Written evaluation tools (used and unused)
  - Practical Evaluation Sheet (where participant was unsuccessful)



# Sponsors Guide

This document is a part of the Evaluation and Certification Guide published by the Saskatchewan Office of the Fire Commissioner.



# Evaluation and Certification Guide



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## **Introduction**

The evaluation of Saskatchewan fire fighters to internationally recognized standards is a partnership involving fire departments, training institutions and the Office of the Fire Commissioner (OFC). Although the OFC is the body accredited to evaluate and issue International Fire Service Accreditation Congress (IFSAC) certification, without the essential involvement of our partners it would be difficult to provide certification programs.

This partnership functions through a system of sponsors. Sponsors undertake to organize the certification programs. This guide is designed to help individuals and organizations that want to sponsor a certification program to organize and prepare for a certification program.

## **Applying for a Certification Program**

Each year, by April 1<sup>st</sup>, the OFC develops a schedule for certification programs that will take place in the next 12 months. This schedule gives fire fighters who want to challenge certification enough advanced notice so they can plan their training and study schedule. Individuals and organizations wanting to sponsor a certification program must identify their interest in sponsoring a certification program to the OFC, in writing, by December 31<sup>st</sup> of the year preceding the intended certification program.

Once a certification program request is confirmed, a member of the OFC staff will be assigned as a liaison to the Sponsor. The OFC liaison will identify basic needs to the Sponsor. Regular communication between the Sponsor and the OFC is an essential part of preparing the certification program. The OFC Liaison will also identify the Lead Evaluator, who is responsible to supervise the certification program, to the Sponsor.

This document identifies the minimum number of participants required to conduct a certification program. The numbers are specified because they provide for sufficient personnel to conduct a certification program that realistically measures participants performance. Where a Sponsor is unable to register the minimum number of participants, this should be identified to the OFC liaison as each request is considered on its merits.

Sponsors are advised that all practical evaluations are conducted in conformance with provincial Occupational Health and Safety regulations and NFPA 1403 for live fire exercises.

## **Costs Associated with Certification Programs**

Sponsors are responsible for all costs associated with the certification program. Sponsors are also responsible for all risk management issues associated with the certification program. The OFC is not responsible for, nor will it assume responsibility or liability for associated costs, loss of or damage to equipment, or any other cost associated with a certification program.

## **Certification Program Duration**

Depending on the standard being challenged, the number of participants and other factors, evaluation programs are usually conducted within the time frames identified below. It is key that the sponsor is prepared before the certification program is scheduled to begin. The Sponsor and Lead Evaluator must develop a schedule of events for the certification program to determine actual time frames.

NFPA 472 Haz-Mat Operations	8 hours (1 day)	2 Evaluators
NFPA 1001 Fire Fighter	24 hours (3 days)	2 Evaluators
NFPA 1002 Apparatus Driver/Operator	16 hours (2 days)	2 Evaluators
NFPA 1041 Fire Service Instructor	8 hours (1 day)	1 Evaluator

It should be noted that:

- a) The time frames and evaluators needed are based upon the minimum number of participants identified for each standard. A larger number of participants may require additional evaluators.
- b) There must be a deadline set for registering participants for evaluation venues. This will allow sponsors the time to prepare for certification.
- c) NFPA 472 Awareness consists of a written evaluation only. The OFC does not schedule certification programs for NFPA 472 Awareness Level and all evaluations must be proctored.
- d) NFPA 1041, 1031, 1033 and 1035 are conducted regionally by the OFC in conjunction with other training programs. Evaluation locations, date and times will be identified on the web site - <http://www.cps.gov.sk.ca/Safety/fire/certification.shtml>. **Individual evaluations in these Standards are not conducted.**

### **General Requirements**

The Sponsor is responsible to:

- ◆ Advertise the certification program and to register all persons participating. **Certification programs must be open to all eligible fire fighters to attend without restriction.** The participants list (example included in this guide) must be fully completed. The list must be provided to the Lead Evaluator before the certification program starts. The Lead Evaluator is responsible to determine who is eligible and who is not. Where a question of eligibility arises, contact the OFC liaison.
- ◆ Gather all required prerequisite and other documentation as identified in the Evaluation and Certification Guide (prerequisite table is in this and the ECG Main document) from all participants. Documentation must be retained in a secure location until it is provided to the Lead Evaluator (before the certification program starts) assigned to the certification program for examination. Only eligible persons may participate in the certification program.
- ◆ Arrange for evaluators, as required. The need for evaluators will be identified by the OFC liaison when the certification program is confirmed.
- ◆ Arrange for adequate safety, command and control personnel. Evaluators evaluate only. The Sponsor must arrange to have personnel on site to ensure practical exercises are set up and initiated under the evaluators instructions (example; the evaluator will not be able to set up water, diesel and then ignite a fire in a pan for fire extinguisher evaluations under 1001). Participants may be used to “reset” an exercise area (disconnect and replace hose on vehicles, etc.) but the Sponsor must have personnel on site to set up exercises and to assist the evaluator on safety. The Sponsor and Lead Evaluator must determine personnel needs for each certification program and activity.
- ◆ Arrange a suitable location for the written evaluation(s). Persons will require a quiet room with a suitable table and chair to write the evaluation. The room must be large enough for the expected attendance to ensure each participant has adequate space to comfortably write the evaluation. If the written evaluation is to be held at a different time and location than the practical evaluation exercise, persons who are unable to attend the scheduled written evaluation should be advised to arrange for a proctored written evaluation. Information on proctored evaluations is contained within the Evaluation and Certification Guide.

## **Safety Plan**

During a certification program involving a practical evaluation (NFPA 472, 1001, 1002, 1033 and potentially under 1041), evaluators will be evaluating participants and not able to perform command and control functions or specifically monitor overall safety. The sponsor is responsible to ensure that sufficient personnel (not participants) are available to serve as command and control for practical exercises and that sufficient safety personnel are available on site during practical evaluation exercises.

**Practical evaluations will not proceed unless the safety plan is fully completed.**

The safety plan must be submitted to the Lead Evaluator **not less than 24 hours** prior to a certification Program. Sponsors should communicate with the Lead Evaluator to ensure the safety plan is developed to meet all needs and issues.

### **Information that must be included in the Safety Plan:**

- Department or Sponsoring Organization Name
- Safety Personnel identified and assigned to the program
- Command and Control Personnel identified and assigned to the program
- Contact Person(s)
- Phone Numbers (work, cell) for Contact Person(s)

### **Site Plan**

Diagram of the evaluation site(s), including information on critical features such as, entry/exit routes, water supply, exercise areas/equipment and apparatus staging positions.

### **Considerations to be identified (as appropriate to the Evaluation Exercise)**

- Area for persons waiting to be evaluated (away from traffic and exposure)
- Site vehicle access, vehicle maneuvering space and adequate support of weight of vehicles
- Drainage for water used during exercises
- Exposures minimal or steps to reduce exposures
- How control of access during exercises is achieved (ie: public is limited on entry)
- Live fire building suitably prepared for live burns?
- Pre-burn Briefing
- Buildings suitable for use?
- Sufficient water supply available?
- Fire Extinguisher evaluation area suitable?
- Foam application area suitable?
- Burn and extrication prop vehicles have batteries removed and fuel tanks removed or emptied.

### **Procedures in the event of an emergency**

The safety plan must specify procedures should one of the following situations occur;

- Injury during the evaluation.
- Fire or other emergency call during the evaluation.  
How will back-up protection be provided if the sponsoring department is called away
- Equipment failure (Pumping Apparatus) or loss of fire control (Live Fire) during the evaluation.
- How will back-up protection be provided.

### **Site Clean Up Plan**

The safety plan must include information on how the evaluation site will be made “safe” after the certification program is completed. Information should include procedures for removal or demolition of;

- Buildings
- Vehicles
- Combustible Materials
- Props
- Spills and Waste Materials
- Other

### **Accountability System**

The sponsor must ensure that there is an accountability system in place and used for:

- Identification of fire fighters.
- Identification of fire fighters entering and leaving hazardous areas.
- Tracking of fire fighters and other personnel by both location and function.

### **Documents for Live Fire Exercises**

The contracts for release and risk management documents that are included in this Guide must be completed and available to the Lead Evaluator prior to the certification program.

### **Required Materials Equipment and Facilities**

The materials and equipment identified for written and practical evaluation exercises must be available. Sponsors are responsible to either supply or to ensure participants bring appropriate equipment to the certification program.

- Records for all inspection, testing and maintenance for equipment to be used during the certification program must be up to date with records available for the Lead Evaluator upon request.
- A safe area for persons waiting to be evaluated that prevents them from observing evaluation exercises underway must be available at the evaluation site.

### **Program Specific Equipment and Facilities**

The following materials, equipment and facilities are typically required for certification programs covering specific NFPA Standards. Depending on evaluation exercises to be conducted, less or additional equipment or facilities may be required. Specific equipment or materials will be identified by the Lead Evaluator prior to the certification program.

### **472 Professional Competence of Responders to Hazardous Materials Incidents**

Awareness Level: (Requires a written evaluation only)

- A suitable classroom to write the evaluation.
- Latest addition of the North American Emergency Response Guidebook for each participant.

Operations Level:

- A minimum of 12 persons.
- A suitable classroom to write the evaluation.
- Latest addition of the North American Emergency Response Guidebook for each participant.
- One set of field glasses or binoculars.
- Telephones, two-way radios and manual or automated dispatch system.
- Full set of structural firefighter’s personal protective clothing for each participant (helmet, balaclava, coat, pants, boots, and gloves).

- PASS device for each participant.
- A minimum of 2 NIOSH certified open-circuit SCBA units operating in positive pressure mode for each 4 participants plus 2 dedicated units for use by rescue team, plus spare cylinders or filling station.
- Examples of shipping documents, MSDS and placards.
- Equipment and supplies to set up a decontamination area appropriate to the criteria of the authority having jurisdiction.
- Suitable evaluation site, including access to bulk shipping facility such as a bulk fuel plant, rail yard or transport truck facility.
- Protective clothing, apparatus, equipment, tools and supplies for absorbing, damming, diking, dilution, diversion, retention, vapour dispersal and vapour suppression of hazardous materials, appropriate to the response criteria of the authority having jurisdiction.
- Pumping apparatus and Class B foam concentrate with appropriate eductors and nozzles.
- Water resistant tarps to contain contaminants.
- Traffic and scene control devices, (safety signs, pylons and fire line tape to cordon off safe work area for emergency workers).

**Note:** all PPE, SCBA's, Fire Apparatus must meet appropriate standards.

### **1001 Fire Fighting Professional Qualifications**

- A minimum of 12 persons.
- A suitable classroom to write the evaluation.
- Traffic and scene control devices, (safety signs, pylons and fire line tape to cordon off safe work area for emergency workers).
- Full set of structural firefighter's personal protective clothing for each person (helmet, balaclava, coat, pants, boots, and gloves).
- PASS device for each participant entering a hazardous area.
- A minimum of 2 NIOSH certified open-circuit SCBA units operating in positive pressure mode for each 4 participants plus 2 dedicated units for use by rescue team, plus spare cylinders or filling station.
- Telephones, two-way radios and manual or automated dispatch system (PA system or loud speaker).
- A selection of Class A, B & C type fire extinguishers. At least one extinguisher should be available for each candidate.
- Sufficient quantities of combustible liquids (gas & diesel) for fire extinguisher fires.
- Pans to ignite combustible liquids.
- Suitable structure(s) and training ground for practical skills exercises and live fire exercises.
- Suitable furnishing to burn in structure (furnishings or fire loading materials, straw, etc...).
- Sufficient quantities of class A combustible material must be readily available ( straw, wood, pallets).
- Mock gas and electrical connections at the live fire building. These connections must be inspected and made safe.
- Suitable evaluation site for auto extrication and vehicle fires.
- Suitable auto-extrication tools and equipment (Hydraulic, Hand or Power tools). There must be a minimum of 1 vehicle for each 4 participants for extrication and vehicle fire suppression. Vehicles must have doors, windows, interior furnishings and tires intact.
- Fully equipped and operational fire department pump apparatus (min.500 gpm imperial, 1892 liters per-minute). Truck(s) must be equipped for structural fire attack, forcible entry, ventilation, salvage and overhaul operations (see appendix C).



- Apparatus, equipment, tools and supplies for demonstrating foam attack of Class B combustible liquid fires.
- At least two operating hydrants at the site. This requirement may be waived if a suitable tanker relay or on-site drafting arrangement can be made.

NOTE: Separate sources shall be utilized for the supply of attack lines and backup lines in order to preclude the loss of both water supply sources at the same time at all evaluations requiring live burns.

- A propane cylinder purged of all combustible vapors.
- An occupied dwelling available for a fire prevention inspection by participants.
- A commercial occupancy with standpipe, sprinklers and alarm systems available for inspection by participants.

**NOTE:** all PPE, SCBA's, Fire Apparatus must meet appropriate standards.

### **1002 Fire Apparatus Driver/Operator Professional Qualifications**

- A minimum of 4 persons.
- A suitable classroom to write the evaluation.
- Traffic and scene control devices, (safety signs, pylons and fire line tape to cordon off safe work area for emergency workers).
- A set of Department SOG's/SOP's for maintenance, pump staging and operations.
- Apparatus inspection check sheet appropriate to the apparatus and the authority having jurisdiction.
- A suitable exercise area, with 20 traffic cones, for apparatus driving requirements.
- Full set of structural firefighter's personal protective clothing for each person (helmet, balaclava, coat, pants, boots, and gloves).
- A minimum of 2 fire service pumpers (min.500 gpm imperial, 1892 liters per-minute).

**NOTE:** Participants will only be tested on those types of apparatus they will be expected to operate.

- The following types of water source must be available:
  - Internal (booster) tank on apparatus,
  - Pressurized supply (hydrant or second pumper),
  - Static supply (drop tank or natural).
- On board or portable foam eductor, appropriate nozzles and suitable foam concentrate.

### **1041 Fire Service Instructor Professional Qualifications**

#### Level I

- Teaching areas including, classrooms, apparatus bays or training grounds as required.
- A suitable classroom to write the evaluation.
- Participants are required to instruct a prepared lesson plan of a minimum 2-hour duration (ie: an Essentials module). The Sponsor and participant must communicate so appropriate equipment and facilities for instructing the lesson are available.

#### Level II

- Teaching areas including, classrooms, apparatus bays or training grounds as required.
- A suitable classroom to write the evaluation.
- Participants are required to instruct a lesson plan they have prepared of a minimum 4-hour duration. The Sponsor and participant must communicate so appropriate equipment and facilities for instructing the lesson are available.

Certification programs for the following NFPA standards are conducted by the OFC at regional or specific times. Sponsors may be contacted to assist in organizing these programs.

**1031 Professional Qualifications for Fire Inspector (level 1)**

- Copies of the current National Fire of Canada and National Building Code of Canada for each person.
- A suitable classroom to write the evaluation.
- Unlimited access to a variety of structures containing a sprinkler system, fire alarm system, fire extinguisher system and a place of public assembly.
- Tools and equipment essential to carry out an inspection ( ie: paper, pencil, tape measure)

**1033 Professional Qualifications for Fire Investigator**

- Unlimited access to fire scene.
- A suitable classroom to write the evaluation.
- Suitable protective clothing and equipment including SCBA, respiratory protection and PASS device (helmet, balaclava, coat, pants, boots, gloves)
- Tools and equipment (including camera and film, paper, pencil, tape measure, gas monitor) for fire scene examination.
- Assistance, equipment and materials, when required, to make fire scenes safe for entry.

**1035 Professional Qualifications for Public Fire and Life Safety Educator**

Level I & II

- Teaching areas including, classrooms, apparatus bays or training grounds as required.
- A suitable classroom to write the evaluation.



Fire Fighter Evaluation & Certification Program

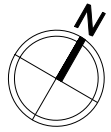
# Example Certification Site Plan

Department Name:

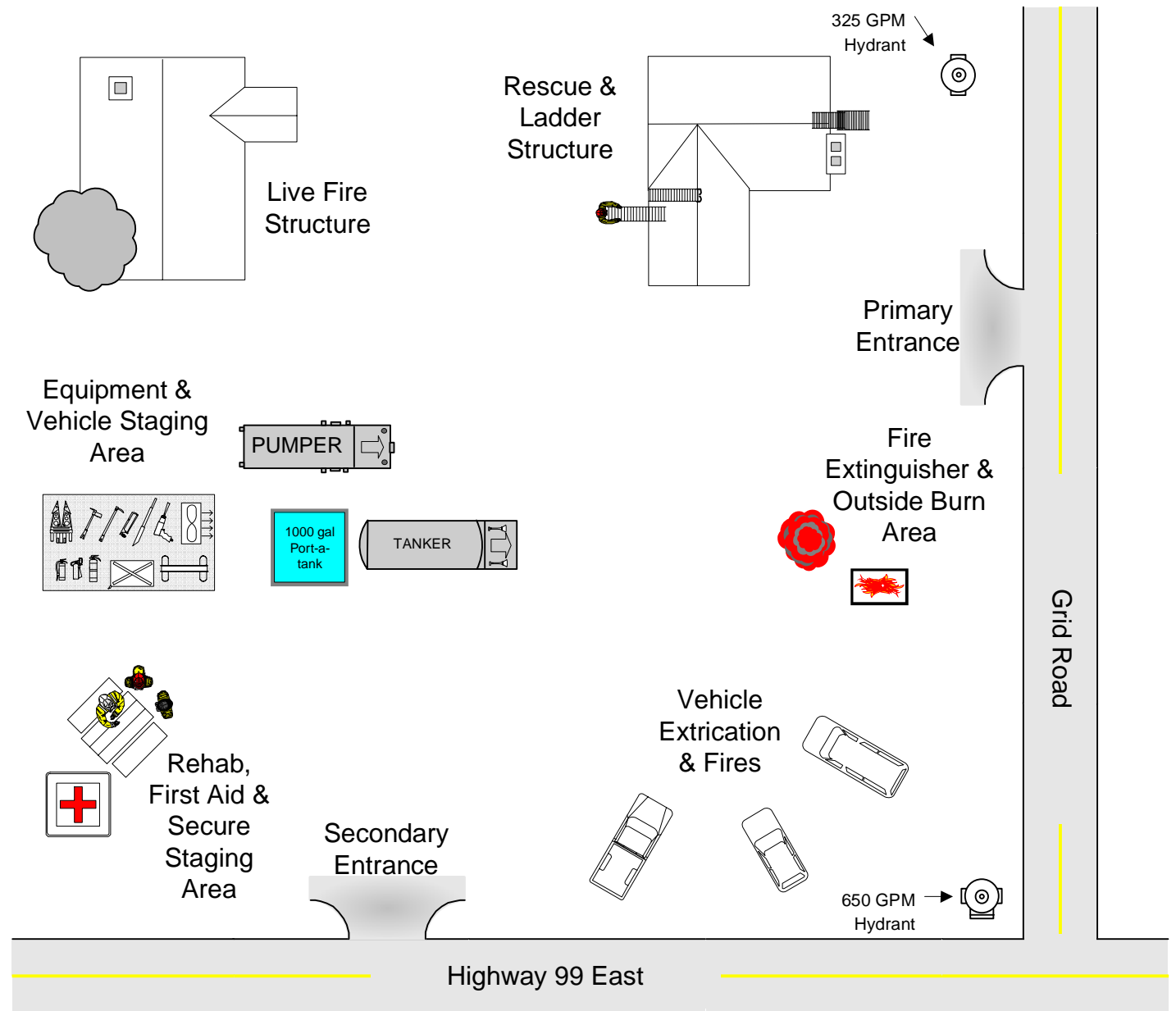
Contact Name:

Phone: (306)

Fax: (306)



Indicate North



Exercise Date:	Safety Officer:
Location:	EMS Contact:
Special Instructions:	Mutual Aid Department:



Fire Fighter Evaluation &  
Certification Program

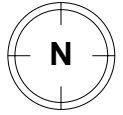
## Certification Site Plan

Department Name:

Contact Name:

Phone: (306)

Fax: (306)



Indicate North

Exercise Date:

Safety Officer:

Location:

EMS Contact:

Special Instructions:

Mutual Aid Department:

**Application Information for a Certification Program**



Send to:

Office of the Fire Commissioner  
Suite 310-1855 Victoria Avenue  
Regina, Saskatchewan  
S4P 3V7

Or Email to: [FIRS@cps.gov.sk.ca](mailto:FIRS@cps.gov.sk.ca)

**Sponsors must notify the OFC prior to Dec 31<sup>st</sup> of their intent to sponsor a certification program in the coming fiscal year. (Apr 1 – Mar 31)**

Department Name: \_\_\_\_\_

NFPA Standard(s) to be attempted: \_\_\_\_\_

Date of Certification Program: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Contact Person Mailing address: \_\_\_\_\_

Municipality: \_\_\_\_\_ Postal Code \_\_\_\_\_

Contact Person Telephone numbers:

Home: \_\_\_\_\_

Work: \_\_\_\_\_

Cell: \_\_\_\_\_

E-Mail: \_\_\_\_\_

## Minimum Equipment

This is a recommended list for live fire exercises, for certification programs involving fires or exercises requiring apparatus. Sponsors should consult with the OFC if they do not have this equipment.

- 1 - 4m, fire department type metal ladder with folding roof hooks (roof ladder)
- 1 - fire department type metal extension ladder to extend at least 7 m (24 foot extension)
- 1 - 3m folding ladder (attic ladder 10 feet)
- Hard suction hoses (diameter and minimum 4.6m (15 ft) length for pump)
- 1 - strainer of adequate capacity for pump suction hose
- 1 - gated swivel adapter with suction hose threads on one end and local large hydrant thread on the other end
- At least 120 m (400 ft) of 38 mm, 44mm or 51mm (1-1/2", 1-3/4" or 2") attack hose
- At least 360 m (1200 ft) of 65 mm (2-1/2") or larger supply/master stream hose
- If apparatus is equipped with hose reel, 60 m of 25 mm booster hose with shut-off nozzle of combination solid stream and variable cone spray type, capable of delivering at least 360L/min (95gpm)
- 1 - 65 mm shut-off play-pipes (master stream nozzle) of at least 757L/min (200gpm) with 25mm, 29mm, and 32mm (1", 1-1/8" and 1-1/4") tips
- 2 - combination nozzles capable of at least 757L/min (200gpm) for 65 mm play-pipes or master streams
- 2 - shut-off combination nozzles capable at least 400L/min (100gpm) for attack lines
- 1 - 3 kg pick-head axe
- 1 - 3 kg flat head axe
- 2 - pike-pole or plaster hook, minimum 2m (6 ft) and 2.4m (8 ft)
- 2 - electric hand lights, 6 V dry cell or 4 V wet cell minimum
- 2 - approved hand portable fire extinguishers such that Class A, B and C fires may be handled Minimum sizes shall be 20BC rating for dry chemicals (vehicle should have 80BC total), and 2A rating for water types
- 1 - first aid kit
- 2 - hydrant wrenches
- 4 - hose spanners for use on hose
- 2 - 65 mm double female coupling
- 2 - 65 mm double male coupling
- 1 - rubber mallet
- 2 - salvage covers, 350 by 550 cm
- 2 - wheel chocks
- 2 - hose straps or belts
- 1 - hose clamp
- 1 - pair bolt cutters
- 1 - 125 cm crowbar
- 1 - gated wye 65 to 2- 38 mm
- 1 - 65 mm Siamese
- 1 - 38 m of 16 mm rope
- 2 - self-contained breathing apparatus
- 1 - spare air cylinders per SCBA

- Additional self-contained breathing apparatus sufficient that each fire fighter fighting interior fires may be equipped, with one spare bottle per SCBA

Additional Equipment (may be required)

- 1 - portable pump with gasoline-driven engine (c/w minimum 3m (10 ft) hard suction hose and strainer/float dock)
- 6 - back-pack type pump tank extinguishers
- 2 - hay forks, 3-tine
- 3 - sprinkler stoppers or wedges
- 2 - brooms
- 1 - scoop shovel
- 1 - pail
- 4 - fire brooms
- 2 - metal rakes
- 2 - long handle, pointed shovels (spade)
- Additional 38 mm hose and nozzles for wild land fire fighting service
- Additional longer extension ladder (10.7m or 35ft) in lieu of ladder truck support where buildings of 3 stories are protected)

Where Water Tank Trucks are used for water supply

- 61 m of 65 mm (2-1/2") or larger hose
- 1 - 3 kg pick-head or flat head axe
- 1 - pike-pole or plaster hook, minimum 2.4m (8 ft)
- 2 - electric hand lights, 6 V dry cell or 4 V wet cell minimum.
- 2 - approved hand portable fire extinguishers such that Class A, B and C fires may be handled. Minimum sizes shall be 20BC rating for dry chemicals (minimum capability 80BC), and 2A rating for water types.
- 2 - self-contained breathing apparatus
- 1 - spare air cylinders per SCBA
- 1 - first aid kit (24 unit fire department assortment)
- 1 - hydrant wrenches
- 2 - hose spanners for use on hose
- 2 - 65 mm double female coupling
- 2 - 65 mm double male coupling
- 2 - wheel chocks
- portable collapsible water tank of at least 3600L (700gal) capacity
- 1 - portable pump with gasoline-driven engine
- If equipped with a pump, additional equipment includes;
- 4.6m (15 ft) of soft suction and/or 6m (20ft) hard suction hose of size appropriate to the pump or pumps carried and with strainer/float dock
- 61m of 38 mm, 44mm or 51mm (1-1/2", 1-3/4" or 2") attack hose
- 2 - shut-off combination nozzles capable at least 400L/min (100gpm) for attack lines
- 61 m of 65 mm (2-1/2") or larger hose
- rubber mallet
- 1 - gated swivel adapter with suction hose threads on one end and local large hydrant thread on the other end

## Permits, Documents, Notifications, Insurance

1. Written documentation received from owner:
  - permission to burn structure
  - proof of clear title
  - declaration of insurance cancellation
  - acknowledgement of post burn property condition
2. Local burn permit received
3. Permission obtained to utilize fire hydrants
4. Notification made to appropriate dispatch office of date
5. Notification made to all affected police agencies
  - received authority to block off roads
  - received assistance in traffic control
6. Notification made to owners and users of adjacent property of date, time, and location of burn
7. Liability insurance or release obtained covering damage to other property

## Suggested Release Form Wording

For property located at: \_\_\_\_\_ Full legal address/description \_\_\_\_\_

I, \_\_\_\_\_ owners complete name \_\_\_\_\_ having agreed with the municipality of \_\_\_\_\_ that a structure owned by me and located at the above address may be demolished. In order that demolition may be accomplished, I give my consent to demolish, by burning or other means, the said structure. I certify that I am the legal owner of the property and recognize that I remain responsible for any claims/liens that may be held against the property. I also certify that any insurance held on the property, buildings and building contents has been cancelled. I further release the municipality from any claim for loss resulting from such demolition.

The Fire Department agrees to demolish the named structure to provide the following services: (identify items such as site clean-up or other responsibilities)

The owner of the property shall be held responsible to ensure the property is maintained in a safe and acceptable condition after the building is demolished. The owner shall be responsible to: (identify specific responsibilities, such as fill in/remove foundation).

Document should have a place for the owners name, address (complete) and telephone number and signature blocks for the owner, the municipal representative and witnesses.



## **Building Preparation**

(prior to certification program)

- Building inspected to determine structural integrity
- All utilities disconnected
- Highly combustible interior wall and ceiling coverings removed
- All holes in walls, floors and ceilings patched or areas blocked/sealed from access
- Materials of exceptional weight removed from above training area
- Ventilation openings of adequate size precut for each separate roof area
- Windows checked and operated, openings closed
- Doors checked and operated, opened and closed as needed
- Building components checked and operated:
  - roof scuttles
  - automatic ventilators
  - mechanical equipment
  - lighting equipment
  - manual or automatic sprinklers
  - standpipes
- Stairways made safe with railings in place
- Chimney checked for stability
- Fuel tanks and closed vessels removed or adequately purged and vented
- Unnecessary inside and outside debris removed
- Porches and outside steps made safe
- Cisterns, wells, cesspools, and other ground openings fenced or filled
- Hazards from toxic weeds, hives, and vermin eliminated
- Hazardous trees, brush, and surrounding vegetation removed from exposures
- Exposures such as buildings, trees, and utilities removed or protected
- All extraordinary exterior and interior hazards remedied
- Fire “sets” prepared:
  - Class A materials only (furniture, straw, pallets)
  - no flammable or combustible liquids
  - no contaminated materials

## Pre-burn Planning

(must be available for Lead Evaluator )

Preburn plans made, showing the following:

- site plan drawing, including all exposures
- building plan, including overall dimensions
- floor plan detailing all rooms, hallways and exterior openings
- location of command post
- position of all apparatus
- position of all hoses, including backup lines
- location of emergency escape routes
- location of emergency evacuation assembly area
- location of rehab area
- location of ingress and egress routes for emergency vehicles
  
- Available water supply determined \_\_\_\_\_ L/min (gpm)
- Required fire flow determined for the burn building and exposure buildings  
\_\_\_\_\_ L/min (gpm)
- Required reserve flow determined (50 percent of fire flow)
- Apparatus pumps obtained that meet or exceed the required fire flow for the building and exposures
- Separate water sources established for attack and backup hoselines
- Periodic weather reports obtained

Parking areas designated and marked (as required):

- apparatus staging
- ambulances
- police vehicles
- press vehicles
- private vehicles
  
- Operations area established and perimeter marked
- Communications frequencies established, equipment obtained

## Program Prerequisites and Required Documentation

NFPA STANDARD	PREREQUISITE QUALIFICATION	REQUIRED DOCUMENTATION
<b>HazMat Responder</b>		Letter of recommendation from Fire Chief
472 Awareness		Completed JPR forms (from appendix)
472 Operational	Certification NFPA 472 Awareness	Certificate NFPA 472 Awareness
		Completed JPR forms (from appendix)
<b>Fire Fighter</b>		Letter of recommendation from Fire Chief
1001	Certification NFPA 472 Awareness	Certificate NFPA 472 Awareness Level
	Certification NFPA 472 Operational	Certificate NFPA 472 Operations Level
	First Aid and CPR	Current First Aid/CPR (C Level) Certificate
		Completed JPR forms (from appendix)
<b>Driver/Operator</b>		Letter of recommendation from Fire Chief
1002 Apparatus Equipped with Pump	Certification NFPA 1001	Certificate NFPA 1001 Level 1
		Completed JPR forms (from appendix)
1002 Apparatus Equipped with Aerial Device.		Letter of recommendation from Fire Chief
	Certification NFPA 1002 Apparatus Equipped with Fire Pump	Certificate NFPA 1002 Apparatus Equipped with Fire Pump
		Completed JPR forms (from appendix)
<b>Fire Inspector</b>		Letter of recommendation from Fire Chief
1031	Certification NFPA 472 Awareness	Certificate NFPA 472 Awareness
	Fire Fighter skills (basic)	Certificate NFPA 1001 Level 1*
		Completed JPR forms (from appendix)
<b>Investigator</b>		Letter of application
1033		Letter of recommendation from Fire Chief
		2 letters of reference
	Certification NFPA 472 Awareness	Certificate NFPA 472 Awareness
	Fire fighting knowledge	Certificate NFPA 1001 Level 2*
	Extensive fire prevention knowledge	Certificate NFPA 1031 Level 1*
	Fire safety skills (advanced)	Certificate NFPA 1035 Level 2*
	Instructional skills (advanced)	Certificate NFPA 1041 Level 2*
		Completed JPR forms (from appendix)
<b>Life Safety Educator</b>		
1035 Level 1		Letter of recommendation from Fire Chief
	Fire Fighter skills (basic)	Certificate NFPA 1001 Level 1*
	Instructional skills (basic)	Certificate NFPA 1041 Level 1*
		Completed JPR forms (from appendix)
1035 Level 2	Certification NFPA 1035 Level 1	Certificate NFPA 1035 Level 1
	Instructional skills (advanced)	Certificate for NFPA 1041 Level 2*
		Completed JPR forms (from appendix)
	Media relation skills	Public Information Officer Qualification*
<b>Instructor</b>		Letter of recommendation from Fire Chief
1041 Level 1		Completed JPR forms (from appendix)
1041 Level 2	Certification NFPA 1041 Level 1	Certificate NFPA 1041 Level 1
		Completed JPR forms (from appendix)

\* other qualifications may be accepted. Refer to the Evaluation and Certification Guide appendices for additional details or contact the Office of the Fire Commissioner.

**Certification Program Participant List**

Sponsor: \_\_\_\_\_  
Name, address, postal code, telephone #s

Date: \_\_\_\_\_

NFPA Standard \_\_\_\_\_  
use separate sheet(s) per standard

#	Name (first - last) PRINT NEATLY FOR CERTIFICATE	Address <u>COMPLETE WITH POSTAL CODE</u>	Last 3 Numbers from SIN	Phone #	Prereqs Provided Yes/No	PassFail
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						



# Appendix A

## Provincial Recognition of Training

This document is an appendix to the Evaluation and Certification Guide published by the Saskatchewan Office of the Fire Commissioner. Use this appendix in conjunction with the Guide.



# Saskatchewan Fire Service Evaluation and Certification Guide

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## Introduction

Fire departments and fire fighters across Saskatchewan provide a wide variety of emergency services and at varying levels of technical expertise geared to meet the needs and risks identified within the community. In some communities, training, certification and professional designation under a NFPA Standard is a requirement for all fire fighters. In others, training and qualification of fire fighters is geared towards meeting the tasks they are required to perform and not necessarily to meeting all of the requirements of NFPA Standards.

Training is critical to ensuring the health and safety of the fire fighter and to ensuring the fire fighter and fire department can provide an adequate level of protective services to the community. It is strongly believed that individuals should receive recognition for their accomplishments and for their efforts to provide a valuable service to their community. However, International Certification is based upon a standard that may not be applicable for every fire fighter in every community. It is believed that asking the fire fighter to train to meet a standard that may not be entirely applicable to them is a waste of resources that could be better allocated.

In light of these facts, the Office of the Fire Commissioner offers two different types of certificates that recognize the accomplishments of the individual fire fighter - **International Certification** and **Provincial Recognition of Training**. The first identifying that a fire fighter has meet the requirements of a standard, the second identifying the fire fighter has met the requirements of the fire protection service for the community.

## Provincial Recognition of Training

Recognition of training is available to every fire fighter in Saskatchewan and is based upon the fire fighter accomplishing a satisfactory level of training to enable them to perform the tasks they are expected to perform as a member of their fire department. Certificates are issued from the Office of the Fire Commissioner based upon the recommendation of a Fire Department Chief, Fire Service Instructor or other recognized municipal authority.

To gain a Certificate for Provincial Recognition of Training:

1. The fire fighter should have received training based upon the standards established by the fire department and community.
2. The fire fighter should be able to perform expected tasks in a manner that is satisfactory to the standard established by the fire department.
3. The fire department should maintain records of training for the individual fire fighter to demonstrate their participation and successful completion of the training program.
4. The Fire Chief, Fire Service Instructor or recognized municipal authority must complete a list of persons who meet the criteria and submit it to the Office of the Fire Commissioner to receive certificates.

The Office of the Fire Commissioner reserves the right to review an application under the Provincial Recognition of Training Certificate program to the criteria identified above.

The last page of this appendix may be duplicated and submitted to gain certificates.

## **Industrial Fire Fighters**

Industrial fire fighter training groups requested a system of certification that identified an individual had received training covering a number of fundamental objectives. The certificate would allow for recognition of a uniform training curriculum by industrial fire protection brigades within Saskatchewan.

The Basic Industrial Fire Fighting Skills certificate identifies that the individual has received adequate training in the following subject areas:

- a) Fire Fighter Orientation and Safety
- b) Fire Behaviour
- c) Personal Protective Equipment
- d) Portable Fire Extinguishers
- e) Rescue and Extrication
- f) Ground Ladders
- g) Ventilation
- h) Water Supply
- i) Fire Hose
- j) Fire Streams
- k) Fire Control

To gain a Certificate for Basic Industrial Fire Fighting Skills:

1. The individual should have received training based upon the fundamental objectives identified above.
2. The individual should be able to perform expected tasks in a manner that is satisfactory to the employer and the industrial fire brigade.
3. The employer should maintain records of training for the individual to demonstrate their participation and successful completion of the training program.
4. The Fire Brigade Chief, Instructor or recognized authority must complete a list of persons who meet the criteria and submit it to the Office of the Fire Commissioner to receive certificates.

The last page of this appendix may be duplicated and submitted to gain certificates.



## RECOGNITION OF TRAINING CERTIFICATE PROGRAM

Fire Department Name: \_\_\_\_\_

<b>Name</b> <small>(print name clearly and neatly as you wish it to appear on the certificate)</small>	<b>Address</b> <small>Complete street/box# - municipality – postal code</small>	<b>Phone Number</b>	<b>E-Mail Address</b>

The above named fire fighters have successfully completed training as per Appendix A of the Evaluation and Certification Guide in:

\_\_\_\_\_

(Briefly describe program ie: fire fighting skills, basic industrial fire fighting skills, etc.)

\_\_\_\_\_  
Fire Chief, Fire Service Instructor (print name)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



## Appendix B

### NFPA 472

# *Professional Competence of Responders to Hazardous Materials Incidents*

This document is an appendix to the Evaluation and Certification Guide published by the Saskatchewan Office of the Fire Commissioner. Use this appendix in conjunction with the Guide.



## **Saskatchewan Fire Service Evaluation and Certification Guide**

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## Introduction

NFPA Standard 472 Professional Competence of Responders to Hazardous Materials Incidents identifies the Job Performance Requirements (JPR's) that must be completed to gain qualifications as a Responder to Hazardous Materials Incidents.

This appendix contains information on completing the certification process. It also contains a record keeping system participants must use to record their progress within this program towards certification under the International Fire Service Accreditation Congress (IFSAC).

First responders at the Awareness level are those who, in the course of their normal duties, could be the first on the scene of an emergency involving hazardous materials. First responders at the awareness level are expected to recognize the presence of hazardous materials, protect themselves, call for trained personnel, and secure the area.

First responders at the Operations level are those who respond to releases, or potential releases, of hazardous materials as part of the initial response to the incident. Those qualified at the operations level will protect nearby persons, the environment and property from the effects of the release. First responders at the operational level are expected to respond in a defensive fashion to control the release from a safe distance and keep the hazard from spreading.

### Qualifications and Certification Steps:

To gain certification at the **Awareness Level** the individual must:

1. Produce a letter of recommendation from their Fire Chief indicating they are a member of a fire department, have received training and are adequately prepared for evaluation.
2. Complete NFPA 472 JPR's through self-study, training on the job and/or through courses and seminar.
3. Successfully pass a 50 question written evaluation based upon the North American Emergency Response Guidebook and IFSTA's Hazardous Materials for First Responders manual and the Managing the Incident manual within 1 hour and attain a minimum 70% mark.

To gain certification at the **Operational Level** the individual must:

1. Produce a letter of recommendation from their Fire Chief indicating they are a member of a fire department, have received training and are adequately prepared for evaluation.
2. Be certified to the Awareness Level under NFPA Standard 472 Professional Competence of Responders to Hazardous Materials Incidents.
3. Complete NFPA 472 JPR's through self-study, training on the job and/or through courses and seminars.
4. Successfully pass a 50 question written evaluation based upon the North American Emergency Response Guidebook, IFSTA Hazardous Materials for First Responders, Managing the Incident and the IFSTA Self Contained Breathing Apparatus within 1 hour and attain a minimum 70% mark.
5. Successfully pass a practical evaluation based on the Job Performance Requirements outlined in this Appendix and NFPA 472 Hazardous Materials – Operations Level.

JPR's for Awareness Level

Name: \_\_\_\_\_

Page 1 of 5	472 Ref.	Date	Initials
<p>Detecting the Presence of Hazardous Materials.</p> <p>Given various facility or transportation situations, or both, with and without hazardous materials present, the first responder at the awareness level shall identify those situations where hazardous materials are present and also meet the following requirements:</p> <ol style="list-style-type: none"> <li>(1) Identify the definition of hazardous materials (or dangerous goods, in Canada).</li> <li>(2) Identify the UN/DOT hazard classes and divisions of hazardous materials and identify common examples of materials in each hazard class or division.</li> <li>(3) Identify the primary hazards associated with each of the UN/DOT hazard classes and divisions of hazardous materials by hazard class or division.</li> <li>(4) Identify the difference between hazardous materials incidents and other emergencies.</li> <li>(5) Identify typical occupancies and locations in the community where hazardous materials are manufactured, transported, stored, used, or disposed of.</li> <li>(6) Identify typical container shapes that can indicate the presence of hazardous materials.</li> <li>(7) Identify facility and transportation markings and colors that indicate hazardous materials, including the following:               <ol style="list-style-type: none"> <li>a) Transportation markings, including UN/NA identification number marks, marine pollutant mark, elevated temperature (HOT) mark, commodity marking, and inhalation hazard mark</li> <li>b) NFPA 704, <i>Standard System for the Identification of the Hazards of Materials for Emergency Response</i>, markings</li> <li>c) Military hazardous materials markings</li> <li>d) Special hazard communication markings for each hazard class</li> <li>e) Pipeline markings</li> <li>f) Container markings</li> </ol> </li> <li>(8) Given an NFPA 704 marking, describe the significance of the colors, numbers, and special symbols.</li> <li>(9) Identify U.S. and Canadian placards and labels that indicate hazardous materials.</li> </ol>	4.2.1		

Page 2 of 5	472 Ref.	Date	Initials
<p>(10) Identify the following basic information on material safety data sheets (MSDS) and shipping papers that indicates hazardous materials:</p> <ul style="list-style-type: none"> <li>a) Identify where to find MSDS.</li> <li>b) Identify entries on an MSDS that indicate the presence of hazardous materials.</li> <li>c) Identify the entries on shipping papers that indicate the presence of hazardous materials.</li> <li>d) Match the name of the shipping papers found in transportation (air, highway, rail, and water) with the mode of transportation.</li> <li>e) Identify the person responsible for having the shipping papers in each mode of transportation.</li> <li>f) Identify where the shipping papers are found in each mode of transportation.</li> <li>g) Identify where the papers can be found in an emergency in each mode of transportation.</li> </ul> <p>(11) Identify examples of clues (other than occupancy/location, container shape, markings/color, placards/labels, MSDS, and shipping papers) that use the senses of sight, sound, and odor to indicate hazardous materials.</p> <p>(12) Describe the limitations of using the senses in determining the presence or absence of hazardous materials.</p> <p>(13) Identify at least four types of locations that could become targets for criminal or terrorist activity using hazardous materials.</p> <p>(14) Describe the difference between a chemical and a biological incident.</p> <p>(15) Identify at least four indicators of possible criminal or terrorist activity involving chemical agents.</p> <p>(16) Identify at least four indicators of possible criminal or terrorist activity involving biological agents.</p>	4.2.1.cont		
<p>Surveying the Hazardous Materials Incident from a Safe Location.</p> <p>Given examples of facility and transportation situations involving hazardous materials, the first responder at the awareness level shall identify the hazardous material (s) in each situation by name. UN/NA identification number, or type placard applied, and also shall meet the following requirements:</p> <ul style="list-style-type: none"> <li>(1) Identify difficulties encountered in determining the specific names of hazardous materials in both facilities and transportation.</li> <li>(2) Identify sources for obtaining the names of, UN/NA identification numbers for, or types of placard associated with hazardous materials in transportation.</li> <li>(3) Identify sources for obtaining the names of hazardous materials in a facility.</li> </ul>	4.2.2.		

Page 3 of 5	472 Ref.	Date	Initials
<p>Collecting Hazard Information.                      Given the Identity of various hazardous materials (name, UN/NA identification number, or type placard), the first responder at the awareness level shall identify the fire, explosion, and health hazard information for each material by using the current edition of the <i>Emergency Response Guidebook</i> and also shall meet the following requirements:                      (1) Identify the three methods for determining the guide page for a hazardous material.                      (2) Identify the two general types of hazards found on each guide page.</p>	4.2.3		
<p>Initiating Protective Actions.                      Given examples of facility and transportation hazardous materials incidents, the local emergency response plan, the organization's standard operating procedures, and the current edition of the <i>Emergency Response Guidebook</i>, first responders at the awareness level shall be able to identify the actions to be taken to protect themselves and others and to control access to the scene and shall also meet the following requirements:                      (1) Identify the location of both, the local emergency response plan and the organization's standard operating procedures.                      (2) Identify the role of the first responder at the awareness level during a hazardous materials incident.                      (3) Identify the following basic precautions to be taken to protect themselves and others in a hazardous materials incident:                          a) Identify the precautions necessary when providing emergency medical care to victims of hazardous materials incidents.                          b) Identify typical ignition sources found at the scenes of hazardous materials incidents.                          c) Identify the ways hazardous materials are harmful to people, the environment, and property at hazardous materials incidents.                          d) Identify the general routes of entry for human exposure to hazardous materials for each hazard class.                      (4) Given the identity of various hazardous materials (name, UN/NA identification number, or type placard), identify the following response information:                          a) Emergency action (fire, spill, or leak and first aid)                          b) Personal protective equipment necessary                          c) Initial isolation and protective action distances</p>	4.4.1		

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<p>(5) Given the name of a hazardous material, identify the recommended personal protective equipment from the following list:</p> <ul style="list-style-type: none"> <li>a) Street clothing and work uniforms</li> <li>b) Structural fire-fighting protective clothing</li> <li>c) Positive pressure and self-contained breathing apparatus</li> <li>d) Chemical-protective clothing and equipment</li> </ul> <p>(6) First responders at the awareness level shall identify the definitions for each of the following protective actions:</p> <ul style="list-style-type: none"> <li>a) Isolation of hazard area and denial of entry</li> <li>b) Evacuation</li> <li>c) Sheltering in place protection</li> </ul> <p>(7) First responders at the awareness level shall identify the shapes of recommended initial isolation and protective action zones.</p> <p>(8) First responders at the awareness level shall describe the difference between small and large spills as found in the table of initial isolation and protective action distances in the <i>Emergency Response Guidebook</i>.</p> <p>(9) First responders at the awareness level shall identify the circumstances under which the following distances are used at a hazardous materials incident:</p> <ul style="list-style-type: none"> <li>a) Table of initial isolation and protective action distances</li> <li>b) Isolation distances in the numbered guides</li> </ul> <p>(10) First responders at the awareness level shall describe the difference between the isolation distances in the orange-bordered guide pages and the protective action distances in the green-bordered pages in the document.</p> <p>(11) First responders at the awareness level shall identify the techniques used to isolate the hazard area and deny entry to unauthorized persons at hazardous materials incidents.</p> <p>(12) Identify at least four specific actions necessary when an incident is suspected to involve criminal or terrorist activity.</p>	<p>4.4.1 cont.</p>		



JPR's for Awareness Level

Name: \_\_\_\_\_

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Initiating the Notification Process Given either a facility or transportation scenario involving hazardous materials, regardless of the presence of criminal or terrorist activities, the first responder at the awareness level shall identify the initial notifications to be made and how to make them, consistent with the local emergency response plan or the organization's standard operating procedures.	4.4.2		

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Date JPRs Completed

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Fire Chief, Fire Service Instructor, Supervisor signature

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<p>Competencies for the First Responder at the Operational Level</p> <p>The first responder at the operational level shall be able to perform the following tasks:</p> <p>(1) Analyze a hazardous materials incident to determine the magnitude of the problem in terms of outcomes by completing the following tasks:</p> <ul style="list-style-type: none"> <li>a) Survey the hazardous materials incident to identify the containers and materials involved, determine whether hazardous material have been released, and evaluate the surrounding conditions</li> <li>b) Collect hazard and response information from MSDS; CHEMTREC/CANUTEC/SETIQ; local, state, and federal authorities, and shipper/manufacturer contacts</li> <li>c) Predict the likely behavior of a material as well as its container</li> <li>d) Estimate the potential harm at a hazardous materials incident</li> </ul> <p>(2) Plan an initial response within the capabilities and competencies of available personnel, personal protective equipment, and control equipment by completing the following tasks:</p> <ul style="list-style-type: none"> <li>a) Describe the response objectives for hazardous materials incidents</li> <li>b) Describe the defensive options available for a given response objective</li> <li>c) Determine whether the personal protective equipment provided is appropriate for implementing each defensive option</li> <li>d) Identify the emergency decontamination procedures</li> </ul> <p>(3) Implement the planned response to favorably change the outcomes consistent with the local emergency response plan and the organization's standard operating procedures by completing the following tasks:</p> <ul style="list-style-type: none"> <li>a) Establish and enforce scene control procedures including control zones, emergency decontamination, and communications</li> <li>b) Initiate an incident management system (IMS) for hazardous materials incidents</li> <li>c) Don, work in, and doff personal protective equipment provided by the authority having jurisdiction</li> <li>d) Perform defensive control functions identified in the plan of action</li> <li>e) Evaluate the progress of the actions taken to ensure that the response objectives are being met safely, effectively, and efficiently by completing the following tasks:</li> <li>f) Evaluate the status of the defensive actions taken in accomplishing the response objectives</li> </ul> <p>(4) Communicate the status of the planned response</p>	<p>5.1.2.1</p>		

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<p>Surveying the Hazardous Materials Incident</p> <p>Given the examples of both facility and transportation scenarios involving hazardous materials, the first responder at the operational level shall survey the incident to identify the containers and materials involved, determine the whether hazardous materials have been released and evaluate the surrounding conditions and also shall meet the requirements in 5.2.1 1 through 5.2.1.6.</p>	5.2.1		
<p>Given three examples each of liquid, gas, and solid hazardous materials, including various hazardous classes, the first responder at the operational level shall identify the general shapes of containers in which the hazardous materials are typically found.</p> <p>(1) Given examples of the following tank cars, the first responder at the operational level shall identify each tank car by type as follows:</p> <ul style="list-style-type: none"> <li>a) Cryogenic liquid tank cars</li> <li>b) High-pressure tube cars</li> <li>c) Nonpressure tank cars</li> <li>d) Pneumatically unloaded hopper cars</li> <li>e) Pressure tank cars</li> </ul> <p>(2) Given examples of the following intermodal tanks, the first responder at the operational level shall identify each intermodal tank by type and identify at least one material and its hazard class that is typically found in each tank as follows:</p> <ul style="list-style-type: none"> <li>a) Nonpressure intermodal tanks, such as the following:               <ul style="list-style-type: none"> <li>i) IM-101 (IMO Type 1 internationally) portable tank</li> <li>ii) IM-102 (IMO Type 2 internationally) portable tank</li> </ul> </li> <li>b) Pressure intermodal tanks</li> <li>c) Specialized intermodal tanks, such as the following:               <ul style="list-style-type: none"> <li>i) Cryogenic intermodal tanks</li> <li>ii) Tube modules</li> </ul> </li> </ul>	5.2.1.1		

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<p>(3) Given examples of the following cargo tanks, the first responder at the operational level shall identify each cargo tank by type as follows:</p> <ul style="list-style-type: none"> <li>a) Nonpressure liquid tanks</li> <li>b) Low pressure chemical tanks</li> <li>c) Corrosive liquid tanks</li> <li>d) High pressure tanks</li> <li>e) Cryogenic liquid tanks</li> <li>f) Dry bulk cargo tanks</li> <li>g) Compressed gas tube trailers</li> </ul> <p>(4) Given examples of the following tanks, the first responder at the operational level shall identify at least one material, and its hazard, that is typically found in each tank as follows:</p> <ul style="list-style-type: none"> <li>a) Nonpressure tank</li> <li>b) Pressure tank</li> <li>c) Cryogenic liquid tank</li> </ul> <p>(5) Given examples of the following nonbulk packages, the first responder at the operational level shall identify each package by type as follows:</p> <ul style="list-style-type: none"> <li>a) Bags</li> <li>b) Carboys</li> <li>c) Cylinder</li> <li>d) Drums</li> </ul> <p>(6) Given examples of the following radioactive material containers, the first responder at the operational level shall identify each container/package by type as follows:</p> <ul style="list-style-type: none"> <li>a) Type A</li> <li>b) Type B</li> <li>c) Industrial</li> <li>d) Excepted</li> <li>e) Strong, tight containers</li> </ul>	<p>5.2.1.1 cont.</p>		

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<p>(1) Given examples of facility and transportation containers, the first responder at the operational level shall identify the markings that differentiate one container from another.</p> <p>(2) Given examples of the following marked transport vehicles and their corresponding shipping papers, the first responder at the operational level shall identify the vehicle or tank identification marking as follows:</p> <ul style="list-style-type: none"> <li>a) Rail transport vehicles, including tank cars</li> <li>b) Intermodal equipment including tank containers</li> <li>c) Highway transport vehicles, including cargo tanks</li> </ul> <p>(3) Given examples of facility containers, the first responder at the operational level shall identify the markings indicating container size; product contained, and/or site identification numbers.</p>	5.2.1.2		
<p>(1) Given examples of facility and transportation situation involving hazardous materials, the first responder at the operational level shall identify the name (s) of the hazardous material (s) in each situation.</p> <p>(2) The first responder at the operational level shall identify the following information on a pipeline marker:</p> <ul style="list-style-type: none"> <li>a) Product</li> <li>b) Owner</li> <li>c) Emergency telephone number</li> </ul> <p>(3) Given a pesticide label, the first responder at the operating level shall identify each of the following pieces of information, then match the piece of information to its significance in surveying the hazardous materials incident:</p> <ul style="list-style-type: none"> <li>a) Name of pesticide</li> <li>b) Signal word</li> <li>c) Pest control product (PCP) number (in Canada)</li> <li>d) Precautionary statement</li> <li>e) Hazard statement</li> <li>f) Active ingredient</li> </ul> <p>(4) Given a label for a radioactive material, the first responder at the operational level shall identify vertical bars, contents, activity, and transport index.</p>	5.2.1.3		

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The first responder at the operational level shall identify and list the surrounding conditions that should be noted by the first responders when surveying hazardous materials incidents.	5.2.1.4		
The first responder at the operational level shall give examples of ways to verify information obtained from the survey of a hazardous materials incident.	5.2.1.5		
The first responder at the operational level shall identify at least three additional hazards that could be associated with an incident involving criminal or terrorist activity.	5.2.1.6.		
<p>Collecting Hazard and Response Information</p> <p>(1) Given known hazardous materials, the first responder at the operational level shall collect hazard and response information using MSDS; CHEMTREC/CANUTEC/SETIQ; local, state, and federal authorities; and contacts with the shipper/manufacturer and also shall meet the following requirements:</p> <p>(2) Match the definitions associated with the UN/DOT hazard classes and divisions of hazardous materials, including refrigerated liquefied gases and cryogenic liquids, with the class or division.</p> <p>(3) Identify two ways to obtain an MSDS in an emergency.</p> <p>(4) Using an MSDS for a specified material, identify the following hazard and response information:</p> <ul style="list-style-type: none"> <li>a) Physical and chemical characteristics</li> <li>b) Physical hazards of the material</li> <li>c) Health hazards of the material</li> <li>d) Signs and symptoms of exposure</li> <li>e) Routes of entry</li> <li>f) Permissible exposure limits</li> <li>g) Responsible party contact</li> <li>h) Precautions for safe handling (including hygiene practices, protective measures, procedures for cleanup of spills or leaks)</li> <li>i) Applicable control measures including personal protective equipment</li> <li>j) Emergency and first-aid procedures</li> </ul>	5.2.2		

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<p>(5) Identify the following:</p> <ul style="list-style-type: none"> <li>a) Type of assistance provided by CHEMTREC/CANUTEC/SETIQ and local, state, and federal authorities</li> <li>b) Procedure for contacting CHEMTREC/CANUTEC/SETIQ and local, state and federal authorities</li> <li>c) Information of be furnished to CHEMTREC/CANUTEC/SETIQ and local, state, and federal authorities</li> </ul> <p>(6) Identify two methods of contacting the manufacturer or shipper to obtain hazardous and response information.</p> <p>(7) Identify the type of assistance provided by local, state, and federal authorities with respect to criminal or terrorist activities involving hazardous materials.</p> <p>(8) Identify the procedure for contacting local, state, and federal authorities as specified in the local emergency response plan (ERP) or the organization's standard operating procedures.</p> <p>(9) Describe the properties and characteristics of the following:</p> <ul style="list-style-type: none"> <li>a) Alpha particles</li> <li>b) Beta particles</li> <li>c) Gamma rays</li> <li>d) Neutrons</li> </ul>	5.2.2 cont.		
<p>Predicting the Behavior of a Material and its Container</p> <p>Given an incident involving a single hazardous material, the first responder at the operational level shall predict the likely behavior of the material and its container and also shall meet the following requirements:</p>	5.2.3		

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<p>(1) Given two examples of scenarios involving known hazardous materials, interpret the hazard and response information obtained from the current edition of the <i>Emergency Response Guidebook</i>; MSDS; CHEMTREC/CANUTEC/SETIQ; local, state, and federal authorities; and shipper/manufacturer contacts as follows:</p> <p>a) Match the following chemical and physical properties with their significance and impact on the behavior of the container and/or its contents:</p> <ul style="list-style-type: none"> <li>i) Boiling point</li> <li>ii) Chemical reactivity</li> <li>iii) Corrosivity (pH)</li> <li>iv) Flammable (explosive) range (LEL and UEL)</li> <li>v) Flash point</li> <li>vi) Ignition (autoignition) temperature</li> <li>vii) Physical state (solid, liquid, gas)</li> <li>viii) Specific gravity</li> <li>ix) Toxic products of combustion</li> <li>x) Vapor density</li> <li>xi) Vapor pressure</li> <li>xii) Water solubility</li> <li>xiii) Radiation (ionizing and non-ionizing)</li> </ul> <p>(2) Identify the differences between the following pairs of terms:</p> <ul style="list-style-type: none"> <li>a) Exposure and hazard</li> <li>b) Exposure and contamination</li> <li>c) Contamination and secondary contamination</li> <li>d) Radioactive material exposure (internal and external) and radioactive contamination</li> </ul> <p>(3) Identify three types of stress that could cause a container system to release its contents.</p> <p>(4) Identify five ways in which containers can breach.</p> <p>(5) Identify four ways in which containers can release their contents.</p> <p>(6) Identify at least four dispersion patterns that can be created upon release of a hazardous material.</p> <p>(7) Identify the three general time frames for predicting the length of time that exposures can be in contact with hazardous materials in an endangered area.</p> <p>(8) Identify the health and physical hazards that could cause harm.</p>	<p>5.2.3 cont.</p>		



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<p>(9) Identify the health hazards associated with the following terms:</p> <ul style="list-style-type: none"> <li>a) Asphyxiant</li> <li>b) Chronic health hazard</li> <li>c) Convulsant</li> <li>d) Irritant/corrosive</li> <li>e) Sensitizer/allergen</li> <li>f) Alpha, beta, gamma, and neutron radiation</li> </ul> <p>(10) Given the following types of warfare agents, identify the corresponding UN/DOT hazard class and division:</p> <ul style="list-style-type: none"> <li>a) Nerve agents</li> <li>b) Vesicants (blister agents)</li> <li>c) Blood agents</li> <li>d) Choking agents</li> <li>e) Irritants (riot control agents)</li> <li>f) Biological agents and toxins</li> </ul>	5.2.3 cont.		
<p>Estimating the Potential Harm</p> <p>(1) The first responder at the operational level shall estimate the potential harm within the endangered area at a hazardous material incident and also shall meet the following requirements:</p> <p>(2) Identify a resource for determining the size of an endangered area of a hazardous materials incident.</p> <p>(3) Given the dimensions of the endangered area and the surrounding conditions at a hazardous materials incident, estimate the number and type of exposures within that endangered area.</p> <p>(4) Identify resources available for determining the concentrations of a released hazardous material within an endangered area.</p> <p>(5) Given the concentrations of the released material, identify the factors for determining the extent of physical, health, and safety hazards within the endangered area of a hazardous materials incident.</p> <p>(6) Describe the impact that time, distance, and shielding have on exposure to radioactive materials specific to the expected dose rate.</p> <p>(7) Describe the prioritization of emergency medical care and removal of victims from the hazard area relative to exposure and contamination concerns.</p>	5.2.4		

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Competencies – Planning the Response	5.3		
<p>Describing Response Objectives for Hazardous Materials Incidents</p> <p>(1) Given at least two scenarios involving hazardous materials incidents (one facility and one transportation), the first responder at the operational level shall describe the first responder's response objectives for each problem and also shall meet the following requirements:</p> <p>(2) Given an analysis of a hazardous materials problem and the exposures already lost, identify the steps for determining the number of exposures that could be saved by the first responder with the resources provided by the authority having jurisdiction and operating in a defensive fashion.</p> <p>(3) Given an analysis of a hazardous materials incident, describe the steps for determining defensive response objectives.</p> <p>(4) Describe how to assess the risk to a responder for each hazard class in rescuing injured persons at a hazardous material incident.</p>	5.3.1		
<p>Identifying Defensive Options</p> <p>(1) Given simulated facility and transportation hazardous materials problems, the first responder at the operational level shall identify the defensive options for each response objective and shall meet the following requirements:</p> <p>(2) Identify the defensive options to accomplish a given response objective</p> <p>(3) Identify the purpose for, and the procedures, equipment, and safety precautions used with, each of the following techniques:</p> <ul style="list-style-type: none"> <li>a) Absorption</li> <li>b) Dike, dam, diversion, retention</li> <li>c) Dilution</li> <li>d) Remove valve shutoff</li> <li>e) Vapor dispersion</li> <li>f) Vapor suppression</li> </ul>	5.3.2		

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<p><b>Determining Appropriateness of Personal Protective Equipment</b></p> <p>(1) Given the name of the hazardous material involved and the anticipated type of exposure, the first responder at the operational level shall determine whether available personal protective equipment is appropriate for implementing a defensive option and also shall meet the following requirements:</p> <p>(2) Identify the respiratory protection required for a given defensive option and the following:</p> <ul style="list-style-type: none"> <li>a) Identify the three types of respiratory protection and the advantages and limitations presented by the use of each at hazardous materials incidents.</li> <li>b) Identify the required physical capabilities and limitations of personnel working in positive pressure self-contained breathing apparatus.</li> </ul> <p>(3) Identify the personal protective clothing required for a given defensive option and the following:</p> <ul style="list-style-type: none"> <li>a) Identify skin contact hazards encountered at hazardous materials incidents.</li> <li>b) Identify the purpose, advantages, and limitations of the following levels of protective clothing at hazardous materials incidents:                             <ul style="list-style-type: none"> <li>i) Structural fire-fighting protective clothing</li> <li>ii) High temperature-protective clothing</li> <li>iii) Chemical-protective clothing</li> <li>iv) Liquid splash-protective clothing</li> <li>v) Vapor-protective clothing</li> </ul> </li> </ul>	5.3.3		
<p><b>Identifying Emergency Decontamination Procedures</b></p> <p>(1) The first responder at the operational level shall identify emergency decontamination procedures and shall meet the following requirements:</p> <p>(2) Identify ways that personnel, personal protective equipment, apparatus, tools, and equipment become contaminated.</p> <p>(3) Describe how the potential for secondary contamination determines the need for emergency decontamination procedures.</p> <p>(4) Identify the purpose of emergency decontamination procedures at hazardous materials incidents.</p> <p>(5) Identify the advantages and limitations of emergency decontamination procedures.</p> <p>(6) Describe the procedure listed in the local emergency response plan or the organization's standard operating procedures for decontamination of a large number of people exposed to hazardous materials.</p>	5.3.4		

JPR's for Operational Level

Name: \_\_\_\_\_

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(7) Describe procedures, such as those listed in the local emergency response plan or the organization's standard operating procedures, to preserve evidence at hazardous materials incidents involving suspected criminal or terrorist acts.	5.3.4 cont.		
<p>Establishing and Enforcing Scene Control Procedures</p> <p>(1) Given scenarios for facility and/or transportation hazardous materials incidents, the first responder at the operational level shall identify how to establish and enforce scene control including control zones, emergency decontamination, and communications and shall meet the following requirements:</p> <p>(2) Identify the procedures for establishing scene control through control zones.</p> <p>(3) Identify the criteria for determining the locations of the control zones at hazardous materials incidents.</p> <p>(4) Identify the basic techniques for the following protective actions at hazardous materials incidents:</p> <p>(5) Evacuation</p> <p>(6) Sheltering in-place protection</p> <p>(7) Identify the considerations associated with locating emergency decontamination areas.</p> <p>(8) Demonstrate the ability to perform emergency decontamination.</p> <p>(9) Items the items to be considered in a safety briefing prior to allowing personnel to work at the following:</p> <p>(10) Hazardous materials incident</p> <p>(11) Hazardous materials incident involving criminal or terrorist activities</p>	5.4.1		

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<p>Initiating the Incident Management System</p> <p>(1) Given simulated facility and/or transportation hazardous materials incidents, the first responder at the operational level shall initiate the incident management system specified in the local emergency response plan and the organization's standard operating procedures and shall meet the following related requirements:</p> <p>(2) Identify the role of the first responder at the operational level during hazardous materials incidents as specified in the local emergency response plan and the organization's standard operating procedures.</p> <p>(3) Identify the levels of hazardous materials incidents as defined in the local emergency response plan.</p> <p>(4) Identify the purpose, need, benefits, and elements of an incident management system at hazardous materials incidents.</p> <p>(5) Identify the considerations for determining the location of the command post for a hazardous materials incident.</p> <p>(6) Identify the procedures for requesting additional resources at a hazardous materials incident.</p> <p>(7) Identify the authority and responsibilities of the safety officer.</p>	5.4.2		
<p>Using Personal Protective Equipment</p> <p>(1) The first responder at the operational level shall demonstrate the ability to don, work in, and doff the personal protective equipment provided by the authority having jurisdiction, and shall meet the following related requirements:</p> <p>(2) Identify the importance of the buddy system in implementing the planned defensive options.</p> <p>(3) Identify the importance of the backup personnel in implementing the planned defensive options.</p> <p>(4) Identify the safety precautions to be observed when approaching and working at hazardous materials incidents.</p> <p>(5) Identify the symptoms of heat and cold stress.</p> <p>(6) Identify the physical capabilities required for, and the limitations of, personnel working in the personal protective equipment as provided by the authority having jurisdiction.</p> <p>(7) Match the function of the operational components of the positive pressure self-contained breathing apparatus provided to the hazardous materials responder with the name of the component.</p> <p>(8) Identify the procedures for cleaning, disinfecting, and inspecting respiratory protective equipment.</p>	5.4.3		

JPR's for Operational Level

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(9) Identify the procedures for donning, working in, and doffing positive pressure self-contained breathing apparatus. (10) Demonstrate donning, working in, and doffing positive pressure self-contained breathing apparatus.	5.4.3 cont.		
Performing Defensive Control Actions (1) Given a plan of action for a hazardous materials incident within their capabilities, the first responder of the operational level shall demonstrate defensive control actions set out in the plan and shall meet the following related requirements: (2) Using the type of fire-fighting foam or vapor suppressing agent and foam equipment furnished by the authority having jurisdiction, demonstrate the effective application of the fire-fighting foam (s) or vapor suppressing agent (s) on a spill or fire involving hazardous materials. (3) Identify the characteristics and applicability of the following foams: a) Protein b) Fluoroprotein c) Special purpose i) Polar solvent alcohol-resistant concentrates ii) Hazardous materials concentrates iii) Aqueous film-forming foam (AFFF) iv) High expansion (4) Given the required tools and equipment, demonstrate how to perform the following defensive control activities: a) Absorption b) Damming c) Diking d) Dilution e) Diversion f) Retention g) Vapor dispersion h) Vapor suppression (8) Identify the location and describe the use of the mechanical, hydraulic, and air emergency remote shutoff devices as found on cargo tanks. (9) Describe the objectives and dangers of search and rescue missions at hazardous materials incidents.	5.4.4		

JPR's for Operational Level

Name: \_\_\_\_\_

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(10) Describe methods for controlling the spread of contamination to limit impacts of radioactive materials.	5.4.4 cont.		
Competencies – Evaluating Process	5.5		
Evaluating the Status of Defensive Actions (1) Given simulated facility and/or transportation hazardous materials incidents, the first responder at the operational level shall evaluate the status of the defensive actions taken in accomplishing the response objectives and shall meet the following related requirements: (2) Identify the considerations for evaluating whether defensive options are effective in accomplishing the objectives. (3) Describe the circumstances under which it would be prudent to withdraw from a hazardous materials incident.	5.5.1		
Communicating the Status of the Planned Response (1) The first responder at the operational level shall communicate the status of the planned response to the incident commander and other response personnel and shall meet the following related requirements: (2) Identify the methods for communicating the status of the planned response to the incident commander through the normal chain of command. (3) Identify the methods for immediate notification of the incident commander and other response personnel about critical emergency conditions at the incident.	5.5.2		

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Date JPRs Completed

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# Appendix C

## NFPA 1001

### *Fire Fighting Professional Qualifications*

This document is an appendix to the Evaluation and Certification Guide published by the Saskatchewan Office of the Fire Commissioner. Use this appendix in conjunction with the Guide.



# Saskatchewan Fire Service Evaluation and Certification Guide



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## Introduction

NFPA 1001 Standard for Professional Qualifications for Fire Fighter identifies the Job Performance Requirements (JPR's) that must be completed to gain qualifications as a Fire Fighter.

This appendix contains information on completing the certification process. It also contains a record keeping system participants must use to record their progress within this program towards certification under the International Fire Service Accreditation Congress (IFSAC).

## Qualifications and Certification Steps

To gain certification the individual must:

1. Produce a letter of recommendation from their Fire Chief indicating they are a member of a fire department, have received training and are adequately prepared for evaluation.
2. Be certified under NFPA 472 Standard for Professional Competence of Responders to Hazardous Materials Incidents, Operational Level.
3. Possess a valid First Aid Certificate, including CPR qualification.
4. Complete all NFPA 1001 JPR's through self-study, training on the job and/or through courses and seminars.
5. Successfully pass a 200 question written evaluation based upon the IFSTA Essentials of Fire Fighting within 4 hours, attaining a 70 percent pass mark.
6. Successfully pass a practical evaluation based on the Job Performance Requirements outlined in this Appendix and NFPA 1001 Standard for Professional Qualifications for Fire Fighter.

Certification Programs for NFPA 1001 encompass both level 1 and level 2 Job Performance Requirements. **Separate Certification Programs for Level 1 or Level 2 are not available.**

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Initiate the response to a reported emergency, given the report of an emergency, fire department standard operating procedures, and communications equipment, so that all necessary information is obtained, communications equipment is operated correctly, and the information is promptly and accurately relayed to the dispatch centre.	5-2.1		
Receive a business or personal telephone call, given a fire department business phone, so that proper procedures for answering the phone are used and the caller's information relayed.	5-2.2		
Transmit and receive messages via the fire department radio, given a fire department radio and operating procedures, so that the information is promptly relayed and is accurate, complete, clear and relayed within the time established by the AHJ.	5-2.3		
Use SCBA during emergency operations, given SCBA and other personal protective equipment, so that the SCBA is correctly donned and activated within one minute, the SCBA is correctly worn, controlled breathing techniques are used, emergency procedures are enacted if the SCBA fails, all low-air warnings are recognized, respiratory protection is not intentionally comprised, and hazardous areas are exited prior to air depletion.	5-3.1		
Respond on apparatus to an emergency scene, given personal protective clothing and other necessary personal protective equipment, so that the apparatus is safely mounted and dismounted, seat belts are used while the vehicle is in motion, and other personal protective equipment is correctly used.	5-3.2		
Operate in established work areas at emergency scenes, given protective equipment, traffic and scene control devices, structure fire and roadway emergency scenes, traffic hazards and downed electrical wires, so that procedures are followed, protective equipment is worn, protected work areas are established as directed using traffic and scene control devices, and the fire fighter performs assigned tasks only in established, protective work areas.	5-3.3		
Force entry into a structure, given personal protective equipment, tools, and an assignment, so that the tools are used as designed, the barrier is removed, and the opening is in a safe condition and ready for entry.	5-3.4		
Exit a hazardous area as a team, given vision-obscured conditions, so that a safe haven is found before exhausting the air supply, others are not endangered, and the team integrity is maintained.	5-3.5		
Set up ground ladders, given single and extension ladders, an assignment, and team members if needed, so that hazards are assessed, the ladder is stable, the angle is correct for climbing, extension ladders are extended to the necessary height with the fly locked, the top is placed against a reliable structural component, and the assignment is accomplished.	5-3.6		

Page 2 of 5	1001 Ref.	Date	Initials
Attack a passenger vehicle fire operating as a member of a team, given personal protective equipment, attack line, and hand tools, so that hazards are avoided, leaking flammable liquids are identified and controlled, protection from flash fires is maintained, all vehicle compartments are overhauled, and the fire is extinguished.	5-3.7		
Extinguish fires in exterior Class A materials, given fires in stacked or piled and small unattached structures or storage containers that can be fought from the exterior, attack lines, hand tools and master stream devices, and an assignment, so that exposures are protected, the spread of fire is stopped, collapse hazards are avoided, water application is effective, the fire is extinguished and signs of the origin area(s) and arson are preserved.	5-3.8		
Conduct a search and rescue in a structure operating as a member of a team, given an assignment, obscured vision conditions, personal protective equipment, a flashlight, forcible entry tools, hose lines, and ladders when necessary, so that ladders are correctly placed when used, all assigned areas are searched, all victims are located and removed, team integrity is maintained, and team members' safety-including respiratory protection is not compromised.	5-3.9		
Attack an interior structure fire operating as a member of a team, given an attack line, ladders when needed, personal protective equipment, tools, and an assignment, so that team integrity is maintained, the attack line is deployed for advancement, ladders are correctly placed when used, access is gained into the fire area, effective water application practices are used, the fire is approached correctly, attack techniques facilitate suppression given the level of the fire, hidden fires are located and controlled, the correct body posture is maintained, hazards are recognized and managed, and the fire is brought under control.	5-3.10		
Perform horizontal ventilation on a structure operating as part of a team, given an assignment, personal protective equipment, ventilation tools, equipment, and ladders, so that the ventilation openings are free of obstructions, tools are safely used as designed, ladders are correctly placed, and the structure is cleared of smoke.	5-3.11		
Perform vertical ventilation on a structure operating as part of a team, given an assignment, personal protective equipment, ground and roof ladders, and tools, so that ladders are positioned for ventilation, a sufficient opening is created, all ventilation barriers are removed, structural integrity is not compromised, products of combustion are released from the structure, and the team retreats from the area when ventilation is accomplished.	5-3.12		

Page 3 of 5	1001 Ref.	Date	Initials
Overhaul a fire scene, given personal protective equipment, attack line, hand tools, a 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.	5-3.13		
Conserve property as a member of a team, given salvage tools and equipment and an assignment, so that the building and its contents are protected from further damage.	5-3.14		
Connect a fire department pumper to a water supply as a member of a team, given supply or intake hose, hose tools, and a fire hydrant or static water source, so that connections are tight and water flow is unobstructed.	5-3.15		
Extinguish incipient Class A, Class B, and Class C fires, given a selection of portable fire extinguishers, so that the correct extinguisher is chosen, the fire is completely extinguished, and correct extinguisher-handling techniques are followed.	5-3.16		
Illuminate the emergency scene, given fire service electrical equipment and an assignment, so that designated areas are illuminated and all equipment is operated within the manufacturers listed safety precautions.	5-3.17		
Turn off building utilities, given tools and an assignment, so that the assignment is safely completed.	5-3.18		
Combat a ground cover fire operating as a member of a team, given protective clothing, SCBA if needed, hose lines, extinguishers or hand tools, and an assignment, so that threats to property are reported, threats to personal safety are recognized, retreat is quickly accomplished when warranted. And the assignment is completed.	5-3.19		
Perform a fire safety survey in a private dwelling, given survey forms and procedures, so that fire and life-safety hazards are identified, recommendations for their correction are made to the occupant, and unresolved issues are referred to the proper authority.	5-5.1		
Present fire safety information to station visitors, so that all information is presented, the information is accurate, and questions are answered or referred.	5-5.2		
Clean and check ladders, ventilation equipment, self-contained breathing apparatus (SCBA), ropes, salvage equipment, and hand tools, given cleaning tools, cleaning supplies, and an assignment, so that equipment is clean and maintained according to manufacturer's or departmental guidelines, maintenance is recorded, and equipment is placed in a ready state or reported otherwise.	5-5.3		

Page 4 of 5	1001 Ref.	Date	Initials
Clean, inspect, and return fire hose to service, given washing equipment, water, detergent, tools, and replacement gaskets, so that damage is noted and corrected, the hose is clean, and the equipment is placed in a ready state for service.	5-5.4		
Complete a basic incident report, given the report forms, guidelines, and information, so that all pertinent information is recorded, the information is accurate, and the report is complete.	6-2.1		
Communicate the need for team assistance, given fire department communications equipment, standard operating procedures (SOP's), and a team, so that the supervisor is consistently informed of team needs, departmental SOP's are followed, and the assignment is accomplished safely.	6-2.2		
Extinguish an ignitable liquid fire, operating as a member of a team, given an assignment, an attack line, personal protective equipment, a foam proportioning device, a nozzle, foam concentrates, and a water supply, so that the correct type of foam concentrate is selected for the given fuel and conditions, a properly proportioned foam stream is applied to the surface of the fuel to create and maintain a foam blanket, fire is extinguished, reignition is prevented, team protection is maintained with a foam stream, and the hazard is faced until retreat to safe haven is reached.	6-3.1		
Co-ordinate an interior attack line team's accomplishment of an assignment in a structure fire, given attack lines, personal protective equipment, and tools, so that crew integrity is established; attack techniques are selected for the given level of the fire (for example, attic, grade level, upper levels, or basement); attack techniques are communicated to the attack teams; constant team co-ordination is maintained; fire growth and development is continuously evaluated; search, rescue, and ventilation requirements are communicated or managed. Hazards are reported to the attack teams; and incident command is apprised of changing conditions.	6-3.2		
Control a flammable gas cylinder fire operating as a member of a team, given an assignment, a cylinder outside of a structure, an attack line, personal protective equipment, and tools, so that crew integrity is maintained, contents are identified, safe havens are identified prior to advancing, open valves are closed, flames are not extinguished unless the leaking gas is eliminated, the cylinder is cooled, cylinder integrity is evaluated, hazardous conditions are recognized and acted upon, and the cylinder is faced during approach and retreat.	6.3.3		

JPR's for NFPA 1001

Name: \_\_\_\_\_

Page 5 of 5	1001 Ref.	Date	Initials
Protect evidence of fire cause and origin, given a flashlight and overhaul tools, so that the evidence is noted and protected from further disturbance until investigators can arrive on the scene.	6.3.4		
Extricate a victim entrapped in a motor vehicle as part of a team, given stabilization and extrication tools, so that the vehicle is stabilized, the victim disentangled without undue further injury, and hazards are managed.	6-4.1		
Assist rescue operation teams, given standard operating procedures, necessary rescue equipment, and an assignment, so that procedures are followed, rescue items are recognized and retrieved in the time as prescribed by the AHJ and the assignment is completed.	6-4.2		
Prepare a pre-incident survey, given forms, necessary tools, and an assignment, so that all required occupancy information is recorded, items of concern are noted, and accurate sketches or diagrams are prepared.	6-5.1		
Maintain power plants, power tools, and lighting equipment, given tools and manufacturer's instructions so that equipment is clean and maintained according to manufacturer and departmental guidelines, maintenance is recorded, and equipment is placed in a ready state or reported otherwise.	6-5.2		
Perform an annual service test on fire hose, given a pump, a marking device, pressure gauges, a timer, record sheets, and related equipment, so that procedures are followed, the condition of the hose is evaluated, any damaged hose is removed from service, and the results are recorded.	6.5.3		
Test the operability of and flow from a fire hydrant, given a Pitot tube, pressure gauge, and other necessary tools, so that the readiness of the hydrant is assured and the flow of water from the hydrant can be calculated and recorded.	6-5.4		

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Date JPR's Completed

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Fire Chief, Fire Service Instructor, Supervisor signature



# Appendix D

## NFPA 1002

### *Fire Apparatus Driver/Operator Professional Qualifications*

This document is an appendix to the Evaluation and Certification Guide published by the Saskatchewan Office of the Fire Commissioner. Use this appendix in conjunction with the Guide.



## **Saskatchewan Fire Service Evaluation and Certification Guide**



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## Introduction

NFPA 1002 Standard for Fire Apparatus Driver/Operator Professional Qualifications identifies the Job Performance Requirements (JPR's) that must be completed to gain qualification as an Apparatus Driver/Operator.

This appendix covers both Apparatus Equipped with Fire Pump and Apparatus Equipped with Aerial Device. This appendix contains information on completing the certification process. It also contains a record keeping system participants must use to record their progress within this program towards certification under the International Fire Service Accreditation Congress (IFSAC).

## Qualification and Certification Steps

To gain certification for Apparatus Equipped with Fire Pump the individual must:

1. Produce a letter from their Fire Chief indicating they are a member of a fire department, have received training and are adequately prepared for evaluation. The letter must identify the individual is at least 18 years of age and is not restricted or limited in driving a vehicle.
2. Be certified under NFPA 1001 Standard for Fire Fighter Professional Qualifications, Level 1.
3. Complete all NFPA 1002 JPR's through self-study, training on the job and/or through courses and seminars.
4. Successfully pass a 100 question written evaluation based upon the IFSTA Pumper Apparatus Driver/Operator Handbook (1<sup>st</sup> Edition), Fire Department Pumping Apparatus (7<sup>th</sup> Edition) and Water Supplies for Fire Protection (4<sup>th</sup> Edition) manuals within 2 hours and attain a 70% pass mark.
5. Successfully complete a practical evaluation based on the Job Performance Requirements outlined in this appendix and NFPA 1002 Standard for Fire Apparatus Driver/Operator Professional Qualifications.

To gain certification for Apparatus Equipped with Aerial Device the individual must:

1. Produce a letter from their Fire Chief indicating they are a member of a fire department, have received training and are adequately prepared for evaluation.
2. Be certified under NFPA 1002 Apparatus Equipped with Fire Pump.
3. Complete all NFPA 1002 JPR's through self-study, training on the job and/or through courses and seminars.
4. Successfully pass a 50 question written evaluation based upon the IFSTA Aerial Apparatus Driver/Operator Handbook, First Edition within 1 hour and attain a 70% pass mark.
5. Successfully complete a practical evaluation based on the Job Performance Requirements outlined in this appendix and NFPA 1002 Standard for Fire Apparatus Driver/Operator Professional Qualifications.

NOTE:

1. All written and practical evaluations are based on the **metric system** of measurement.
2. A calculator, slide rule or other method for solving mathematical problems is permitted during the written evaluation.

Page 1 of 2 General Requirements (all Apparatus)	1002 Ref.	Date	Initials												
Perform routine tests, inspections, and servicing functions on the systems and components specified in the following list, given a fire department vehicle and its manufacturer's specifications, so that the operational status of the vehicle is verified:															
<table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">1. Battery (ies)</td> <td style="width: 50%;">7. Oil</td> </tr> <tr> <td>2. Braking system</td> <td>8. Tires</td> </tr> <tr> <td>3. Coolant system</td> <td>9. Steering system</td> </tr> <tr> <td>4. Electrical system</td> <td>10. Belts</td> </tr> <tr> <td>5. Fuel</td> <td>11. Tools, appliances, and equipment</td> </tr> <tr> <td>6. Hydraulic fluids</td> <td></td> </tr> </table>	1. Battery (ies)	7. Oil	2. Braking system	8. Tires	3. Coolant system	9. Steering system	4. Electrical system	10. Belts	5. Fuel	11. Tools, appliances, and equipment	6. Hydraulic fluids		4.2.1		
1. Battery (ies)	7. Oil														
2. Braking system	8. Tires														
3. Coolant system	9. Steering system														
4. Electrical system	10. Belts														
5. Fuel	11. Tools, appliances, and equipment														
6. Hydraulic fluids															
Document the routine tests, inspections, and servicing functions, given maintenance and inspection forms, so that all items are checked for operation and deficiencies are reported.	4.2.2														
<p>Operate a fire department vehicle, given a vehicle and a predetermined route on a public way that incorporates the maneuvers and features, specified in the following list, that the driver/operator is expected to encounter during normal operations, so that the vehicle is operated in compliance with all applicable state and local laws, departmental rules and regulations, and the requirements of NFPA 1500, Section 4.2:</p> <ol style="list-style-type: none"> <li>1. Four left turns and four right turns</li> <li>2. A straight section of urban business street of a two-lane rural road at least 1.6 km (1 mile) in length</li> <li>3. One through-intersection and two intersections where a stop has to be made</li> <li>4. One railroad crossing</li> <li>5. One curve, either left or right</li> <li>6. A section of limited-access highway that includes a conventional ramp entrance and exit and a section of road long enough to allow two lane changes</li> <li>7. A downgrade steep enough and long enough to require down-shifting and braking</li> <li>8. An upgrade steep enough and long enough to require gear changes to maintain speed</li> <li>9. One underpass or a low clearance or bridge</li> </ol>	4.3.1														

Page 2 of 2 General Requirements	1002 Ref.	Date	Initials
Back a vehicle from a roadway into restricted spaces on both the right and left sides of the vehicle, given a fire department vehicle, a spotter, and restricted spaces 3.7 m (12 ft) in width, requiring 90-degree right-hand and left-hand turns from the roadway, so that the vehicle is parked within the restricted areas without having to stop and pull forward and without striking obstructions	4.3.2		
Maneuver a vehicle around obstructions on a roadway while moving forward and in reverse, given a fire department vehicle, a spotter for backing, and a roadway with obstructions, so that the vehicle is maneuvered through the obstructions without stopping to change the direction of travel and without striking the obstructions	4.3.3		
Turn a fire department vehicle 180 degrees within a confined space, given a fire department vehicle, a spotter for backing up, and an area in which the vehicle cannot perform a U-turn without stopping and backing up, so that the vehicle is turned 180 degrees without striking obstructions within the given space	4.3.4		
Maneuver a fire department vehicle in areas with restricted horizontal and vertical clearances, given a fire department vehicle and a course that requires the operator to move through areas of restricted horizontal and vertical clearances, so that the operator accurately judges the ability of the vehicle to pass through the openings and so that no obstructions are struck	4.3.5		
Operate a vehicle using defensive driving techniques under emergency conditions, given a fire department vehicle and emergency conditions, so that control of the vehicle is maintained	4.3.6		
Operate all fixed systems and equipment on the vehicle not specifically addressed elsewhere in this standard, given systems and equipment, manufacturer's specifications and instructions, and departmental policies and procedures for the systems and equipment, so that each system or piece of equipment is operated in accordance with the applicable instructions and policies	4.3.7		

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Date JPR's Completed

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Fire Chief, Fire Service Instructor, Supervisor signature

Page 1 of 2 Apparatus Equipped with Fire Pump	1002 Ref.	Date	Initials
Perform routine tests, inspections, and servicing functions on the systems and components specified in the standard, given a fire department vehicle and its manufacturer's specifications, so that the operational status of the vehicle is verified.	2.2.1		
Document the routine tests, inspections, and servicing functions, given maintenance and inspection forms, so that all items are checked for proper operation and deficiencies are reported.	2.2.2		
Operate a fire department vehicle, given a vehicle and a predetermined route on a public way that incorporate the maneuvers and features specified in the following list that the driver/operator is expected to encounter during normal operations, so that the vehicle is safely operated in compliance with all applicable provincial and local laws, departmental rules and regulations and the requirements of NFPA 1500, Standard on Fire Department Occupational Safety and Health Program Section 4-2.	2-3.1		
Back a vehicle from a roadway into restricted spaces on both the right and left sides of the vehicle, given a fire department vehicle, a spotter, and restricted spaces 12 ft. (3.66m) in width, requiring 90-degree right-hand and left-hand turns from the roadway, so that the vehicle is parked within the restricted areas without having to stop and pull forward and without striking obstructions.	2-3.2		
Maneuver a vehicle around obstruction on a roadway while moving forward and in reverse, given a fire department vehicle, a spotter for backing and a roadway with obstructions, so that vehicle is maneuvered through the obstructions without stopping to change the direction of travel and without striking the obstructions.	2-3.2		
Turn a fire department vehicle 180 degrees within a confined space, given a fire department vehicle, a spotter for backing, and an area in which the vehicle cannot perform a U-turn without stopping and backing up, so that the vehicle is turned 180 degrees without striking obstructions within the given space.	2-3.4		
Maneuver a fire department vehicle in areas with restricted horizontal and vertical clearances, given a fire department vehicle and a course that requires the operator to move through areas of restricted horizontal and vertical clearances, so that the operator accurately judges the ability of the vehicle to pass through the openings and so that no obstructions are struck.	2-3.5		
Operate a vehicle using defensive driving techniques under emergency conditions, given a fire department vehicle and emergency conditions so that control of the vehicle is maintained.	2-3.6		
Operate all fixed systems and equipment on the vehicle not specifically addressed elsewhere in this standard, given systems and equipment, manufacturer's specifications and instructions, and departmental policies and procedures for the systems and equipment, so that each system or piece of equipment is operated in accordance with the applicable instructions and policies.	2-3.7		

JPRs for Fire Apparatus Equipped with Fire Pump

Name: \_\_\_\_\_

Page 2 of 2 Apparatus Equipped with Fire Pump	1002 Ref.	Date	Initials
Perform the specified routine tests, inspections, and servicing functions specified in the following list in addition to those contained in the list in 2-2.1, given a fire department pumper and its manufacturer's specifications, so that the operational status of the pumper is verified.	3-1.1		
Perform the practical driving exercises specified in 2-3.2, through 2-3.5, given a fire department pumper and a spotter for backing, so that each exercise is performed safely without striking the vehicle or obstructions.	3-1.2		
Operate a fire department pumper over a predetermined route on a public way that incorporates the maneuvers and features specified in the list 2-3.1, so that the vehicle is safely engaged, all pressure control and vehicle safety devices are set, the rated flow of the nozzle is achieved and maintained, and the apparatus is continuously monitored for potential problems.	3-1.3		
Produce effective hand or master streams, given the sources specified in the following list, so that the pump is safely engaged, all pressure control and vehicle safety devices are set, the rated flow of the nozzle is achieved and maintained, and the apparatus is continuously monitored for potential problems.	3-2.1		
Pump a supply line of 2 ½ in. (65mm) or larger, given a relay pumping evolution the length and size of the line and desired flow and intake pressure, so that the proper pressure and flow are provided to the next pumper in the relay.	3-2.2		
Produce a foam fire stream, given foam-producing equipment, so that properly proportioned foam is provided.	3-2.3		
Supply water to fire sprinkler and standpipe systems, given specific system information and a fire department pumper, so that water is supplied to the system at the proper volume and pressure.	3-2.4		

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Date JPR's Completed

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Fire Chief, Fire Service Instructor, Supervisor signature

JPRs for Fire Apparatus Equipped with Aerial Device

Name: \_\_\_\_\_

Page 1 of 1 Apparatus Equipped with Aerial Device	1002 Ref.	Date	Initials
Perform the routine tests, inspections, and servicing functions specified in the following list in addition to those specified in 4.2.1, given a fire department aerial apparatus, so that the operational readiness of the aerial apparatus is verified: (1) Cable systems (if applicable) (2) Aerial device hydraulic systems (3) Slides and rollers (4) Stabilizing systems (5) Aerial device safety systems (6) Breathing air systems (7) Communication systems	6.1.1		
Maneuver and position an aerial apparatus, given an aerial apparatus, an incident location, a situation description, and an assignment, so that the apparatus is positioned for correct aerial device deployment.	6.2.1		
Stabilize an aerial apparatus, given a positioned vehicle and the manufacturer's recommendations, so that power can be transferred to the aerial device hydraulic system and the device can be deployed.	6.2.2		
Maneuver and position the aerial device from each control station, given an incident location, a situation description, and an assignment, so that the aerial device is positioned to accomplish the assignment.	6.2.3		
Lower an aerial device using the emergency operating system, given an aerial device, so that the aerial device is lowered to its bedded position.	6.2.4		
Deploy and operate an elevated master stream, given an aerial device, a master stream device, and a desired flow so that the stream is effective and the aerial and master stream devices are operated correctly.	6.2.5		

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Date JPR's Completed

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Fire Chief, Fire Service Instructor, Supervisor signature



# Appendix E

## NFPA 1031

### *Professional Qualifications for Fire Inspector and Plan Examiner*

This document is an appendix to the Evaluation and Certification Guide published by the Saskatchewan Office of the Fire Commissioner. Use this appendix in conjunction with the Guide.



# Saskatchewan Fire Service Evaluation and Certification Guide



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## **Introduction**

NFPA 1031 Professional Qualification for Fire Inspector identifies the Job Performance Requirements (JPR's) that must be completed to gain a qualification as a Fire Inspector.

This appendix contains information on completing the certification process. It also contains a record keeping system that participants must use to record their progress within the program towards certification under the International Fire Service Accreditation Congress (IFSAC).

## **Qualification and Certification Steps**

The certification process is not bound by a specific time frame, nor is the process rigid in procedure. However, certification should be completed within the life span of the NFPA Standard, which is usually revised every 5 years. Participants may be required to complete additional JPR's to gain certification if they have not completed the entire program within the life span of the currently adopted standard.

To gain certification as a Level 1 Fire Inspector the individual must:

1. Produce a letter of recommendation from their Fire Chief indicating they are a member of a fire department, have received training and are adequately prepared for evaluation.
2. Be certified under NFPA 472 Standard for Professional Competencies Of Responders To Hazardous Materials Incidents to the Awareness level.
3. Be certified under NFPA 1001 Standard for Fire Fighting Professional Qualifications or have training in:
  - Fire Behaviour
  - Fire Department Organization
  - Public Relations
4. Complete all NFPA 1031 JPR's through self-study, training on the job and/or through courses and seminars.
5. Provide proof that you have testified at a legal proceeding or demonstrate this ability in an appeal hearing or courtroom setting for audit purposes.
6. Successfully pass a 100 question written evaluation based upon the National Building Code and National Fire Code of Canada, Fire Prevention Act, 1992, Freedom of Information and Protection of Privacy Act, and IFSTA Fire Inspection & Enforcement 5<sup>th</sup> Edition, within 2 hours and attain a minimum 70% mark.
7. Successfully complete a practical evaluation based upon the Job Performance requirements outlined in this Appendix and NFPA 1031 Professional Qualification for Fire Inspector.

JPRs for 1031 Level 1

Name: \_\_\_\_\_

Page 1 of 3	1031 Ref.	Date	Initials
The fire Inspector 1 shall meet the job performance requirements defined in Sections 3-2 through 3-4. In addition, the Fire Inspector 1 shall meet the requirements of Section 2-2 of NFPA 472, Standard for Professional Competence of Responders to Hazardous Materials Incidents.	3-1		
This duty involves the preparation of correspondence and inspection reports, handling of complaints, and maintenance of records, according job performance requirements.	3-2.2		
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.	3-2.2		
Prepare inspection reports, given observations from a field inspection, so that the report is clear and concise and accurately reflects the findings of the inspection in accordance with applicable codes and standards.	3-2.3		
Recognize the need for a permit, given a situation or condition, so that requirements for permits are communicated in accordance with the policies of the jurisdiction.	3-2.4		
Investigate common complaints, given a reported situation or condition, so that complaint information is recorded, the appropriate process is initiated, and the complaint is resolved.	3-2.5		
Maintain files, given inspection reports, complaint investigations, and related documents, so that information can be easily retrieved and is filed in compliance with the record-keeping policies of the organization	3-2.6		
Identify the applicable code or standard, given a fire protection, fire prevention, or life safety issue, so that the proper document, edition, and section are referenced.	3-2.7		
Testify at legal proceedings, given the findings of a field inspection or a complaint and consultation with legal counsel, so that all information is presented accurately and the inspector's demeanor is appropriate for the proceeding.	3-2.8		
This duty involves fire safety inspections of new and existing structures and properties for construction, occupancy, fire protection, and exposures as outlined in the job performance requirements of this article.	3-3		
Identify the occupancy classification of a single-use occupancy, given a description of the occupancy and its use, so that an accurate classification is made according to the applicable codes and standards.	3-3.1		

JPRs for 1031 Level 1

Name: \_\_\_\_\_

Page 2 of 3	1031 Ref	Date	Initials
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.	3-3.2		
Inspect means of egress elements, given observations made during a field inspection of an existing building, so the means of egress elements are maintained in compliance with applicable codes and standards and all deficiencies are identified, documented, and reported in accordance with the policies of the jurisdiction.	3-3.3		
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 classified and recorded in accordance with the applicable codes and standards and the policies of the jurisdiction.	3-3.4		
Determine the operational readiness of existing fixed fire suppression systems, given test documentation and field observations, so that the system(s) is in an operational state, maintenance is documented, and all deficiencies are identified, documented and reported in accordance with the policies of the jurisdiction.	3-3.5		
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 all deficiencies are identified, documented, and reported in accordance with the policies of the jurisdiction.	3-3.6		
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 all deficiencies are identified, documented, and reported in accordance with the policies of the jurisdiction.	3-3.7		
Recognize hazardous conditions involving equipment, processes, and operations, given field observations, so that the equipment, processes, or operations are conducted and maintained in accordance with applicable codes and standards and all deficiencies are identified, documented, and reported in accordance with the policies of the jurisdiction.	3-3.8		

JPRs for 1031 Level 1

Name: \_\_\_\_\_

Page 3 of 3	1031 Ref	Date	Initials
Compare an approved plan to an installed 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.	3-3.9		
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 all deficiencies are identified, documented, and reported in accordance with the policies of the jurisdiction.	3-3.10		
Inspect emergency access for a site, given field observations, so that the required access for emergency responders is maintained or so that deficiencies are identified, documented, and corrected in accordance with the applicable codes, standards, and policies of the jurisdiction.	3-3.11		
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 all deficiencies are identified, documented, and reported in accordance with the policies of the jurisdiction.	3-3.12		
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 properly addressed and all deficiencies are identified, documented, and reported in accordance with the policies of the jurisdiction.	3-3.13		
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 policies of the jurisdiction.	3-3.14		

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Date JPRs Completed

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Fire Chief, Fire Service Instructor, Supervisor signature



# Appendix F

## NFPA 1033

### *Professional Qualifications for Fire Investigator*

This document is an appendix to the Evaluation and Certification Guide published by the Saskatchewan Office of the Fire Commissioner. Use this appendix in conjunction with the Guide.



## Saskatchewan Fire Service Evaluation and Certification Guide

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## **Introduction**

NFPA 1033 Standard, Professional Qualifications for Fire Investigator, identifies the Job Performance Requirements (JPR's) that must be completed to gain a qualification as a Fire Investigator.

This appendix contains information on completing the certification process. It also contains a record keeping system participants must use to record their progress within this program towards certification under the International Fire Service Accreditation Congress (IFSAC).

## **Qualifications and Certification Steps**

The certification process is not bound by a specific time frame, nor is the process rigid in procedure. Participants may utilize any appropriate fire investigation work done in the past to qualify within the program. Certification should be completed within the life span of the NFPA Standard, which is usually revised every 5 years. Individuals may be required to complete additional JPR's to gain certification if they have not completed the entire program within the life span of the currently adopted standard. A person must apply, in writing, to the Fire Commissioner to be registered within the certification program for fire investigator. To gain certification the individual must:

1. Produce a letter of recommendation from their Fire Chief indicating they are a member of a fire department, have received training and are adequately prepared for evaluation.
2. Two letters of reference to attest to the character of the participant. Acceptable references include but are not limited to:
  - School Teacher, College or University Professor
  - Religious Authority (priest, rabbi, etc.)
  - Police Officer
  - Fire Chief
3. Be certified under NFPA 472 Standard for Professional Competence of Responders to Hazardous Materials Incidents to at least Awareness Level. This prerequisite may be achieved any time during the program prior to audit and testing.
4. Be certified under NFPA 1001 Standard for Fire Fighter Professional Qualifications, Level 2, or have 5 years fire fighting experience.
5. Complete all JPR's identified in the NFPA 1033 Standard through self-study, training on the job or through courses or seminars.
6. Complete a minimum of 25 Fire Investigations. All fires investigated must be documented through reports following an acceptable, standardized format. The 25 fires must encompass as broad a spectrum of property types and investigation circumstances as possible and/or practical for the participant. Reports are subject to review by the Office of the Fire Commissioner.
7. Provide testimony in Court at least once (alternative is to give a deposition). Must be qualified or recognized as a knowledgeable or expert witness by the court during a



proceeding involving a fire loss. Testimony may be within any court system (Municipal, Provincial or Federal) and may be within either legal process (criminal or civil).

8. Successfully pass a 150 question written evaluation, with a minimum 70% mark. Written evaluations will include questions based on numerous publications, documents and legislation, including:
  - the Fire Prevention Act, 1992,
  - NFPA 1033 Standard, Professional Qualifications for Fire Investigator,
  - the Criminal Code of Canada,
  - the Saskatchewan Coroner's Act,
  - NFPA 921 Guide (1998 edition) Guide for Fire and Explosion Investigations,
  - Kirk's Fire Investigation (3<sup>rd</sup> edition), and
  - may include questions from other publications and documents related to fire investigation.
9. Written evaluations may be completed in three sections at the discretion of the participant.
  - Covering part 3.2 of the Standard;
  - Covering part 1-1;2-1,3-1 and 3-3, 3.4 of the Standard and;
  - Covering part 3-5, 3-6 and 3-7 of the Standard.
10. Written evaluations will be subject to a maximum time frame of 30 minutes for every 25 questions.
11. Successfully complete a practical evaluation conducted during the investigation of a fire scene acceptable to the Office of the Fire Commissioner.
12. Successfully complete an evaluation conducted while delivering a presentation on the fire loss problem and the issues about which the community must know.
13. Notwithstanding the above requisites, a participant may be required to meet with OFC evaluators to determine qualifications before entering this certification process. It is strongly recommended participants be conversant with provincial fire safety regulations.

Page 1 of 3	1033 Ref.	Date	Initials
Secure the fire ground, given marking devices, sufficient personnel, and special tools and equipment, so that unauthorized persons can recognize the perimeters of the investigative scene and are kept from restricted areas, and all evidence or potential evidence is protected from damage or destruction.	3-2.1		
Conduct an exterior survey, given standard equipment and tools, so that evidence is preserved, fire damage is interpreted, hazards are identified to avoid injuries, accessibility to the property is determined, and all potential means of ingress and egress are discovered.	3-2.2		
Conduct an interior survey, given standard equipment and tools, so that areas of potential evidentiary value requiring further examination are identified and preserved, the evidentiary value of contents is determined, and hazards are identified in order to avoid injuries.	3-2.3		
Interpret burn patterns, given standard equipment and tools and some structural or content remains, so that each individual pattern is evaluated with respect to the burning characteristics of the material involved.	3-2.4		
Correlate burn patterns, given standard equipment and tools and some structural or content remains, so that fire department is determined, methods and effects of suppression are evaluated, false origin area patterns are recognized, and all areas of origin are correctly identified.	3-2.5		
Examine and remove fire debris, given standard equipment and tools, so that all debris is checked for fire cause evidence, the ignition source(s) is identified, the fire cause is determined, and evidence is preserved without investigator-inflicted damage or contamination.	3-2.6		
Reconstruct the area of origin, given standard, and, if needed, special equipment and tools as well as sufficient personnel, so that all protected areas and burn patterns are identified and correlated to contents or structural remains, items potentially critical to cause determination and photo documentation are returned to their pre-fire location, and the point(s) or origin is discovered.	3-2.7		
Inspect the performance of building systems, including detection, suppression, HVAC, utilities, and building compartmentalization, given standard and special equipment and tools, so that a determination can be made as to the need for expert resources, an operating systems impact on fire growth and spread is considered in identifying origin areas, and defeated systems are identified.	3-2.8		
Discriminate the effects of explosion from other types of damage, given standard equipment and tools, so that an explosion is identified and its evidence is preserved.	3-2.9		

Page 2 of 3	1033 Ref.	Date	Initials
Diagram the scene, given standard tools and equipment, so that the scene is accurately represented and evidence, pertinent contents, significant patterns, and origin areas or points are identified.	3-3.1		
Photographically document the scene, given standard tools and equipment, so that the scene is accurately depicted and the photographs appropriately support scene findings.	3-3.2		
Construct investigative notes, given fire scene, available documents (e.g., pre-fire plans and inspection reports), and interview information, so that the notes are accurate, provide further documentation of the scene, and represent complete documentation of the scene findings.	3-3.3		
Utilize proper procedures for managing victims and fatalities, given a protocol and appropriate personnel, so that all evidence is discovered and preserved and the protocol procedures are followed.	3-4.1		
Locate, collect and package evidence, given standard or special tools and equipment and evidence collection materials, so that evidence is identified, preserved, collected, and packaged to avoid contamination and investigator-inflicted damage, and the chain of custody is established.	3-4.2		
Select appropriate evidence for analysis, given information from the investigative file, so those samples forwarded for analysis support specific investigative needs.	3-4.3		
Maintain a chain of custody, given standard investigative tools, marking tools, and evidence tags or logs, so that written documentation exists for each piece of evidence and evidence is secured.	3-4.4		
Dispose of evidence, given jurisdictional or agency regulations and file information, so that the disposal is timely, safely conducted and in compliance with jurisdictional or agency requirements.	3-4.5		
Develop an interview plan, given no special tools or equipment, so that the plan reflects a strategy to further determine the fire cause and affix responsibility and includes a relevant questioning strategy for each individual to be interviewed that promotes the efficient use of the investigator's time.	3-5.1		
Conduct interviews or interrogations, given incident information, so that pertinent information is obtained, follow-up questions are asked, responses to all questions are elicited, and the response to each question is documented accurately.	3-5.2		
Evaluate interview information, given interview transcripts or notes and incident data, so that all interview data is individually analysed and correlated with all other interviews, corroborative and conflictive information is documented, and new leads are discovered.	3-5.3		

JPRs for NFPA 1033

Name: \_\_\_\_\_

Page 3 of 3	1033 Ref.	Date	Initials
Gather reports and records, given no special tools, equipment or materials, so that all gathered documents are appropriate to the investigation, complete, and authentic, the chain of custody is maintained, and the material is acceptable to the courts.	3-6.1		
Evaluate the investigative file, given all available file information, so that areas for further investigation are identified, the relationship between gathered documents and information is interpreted, and corroborative evidence and information discrepancies are discovered.	3-6.2		
Co-ordinate expert resources, given the investigative file, reports, and documents, so that the expert's competencies are matched to the specific investigation needs, financial expenditures are justified, and utilization clearly furthers the investigation toward the goals of causation determination or affixing responsibility.	3-6.3		
Establish evidence as to motive and/or opportunity, given an incendiary fire, so that the evidence is the result of a prudent and complete investigation, is supported by documentation, and meets the evidentiary requirements of the jurisdiction.	3-6.4		
Formulate an opinion of the person(s) and/or product(s) responsible for the fire, given all investigative findings, so that the opinion regarding responsibility for a fire is supported by all records, reports, documents and evidence.	3-6.5		
Prepare a written investigation report, given investigative findings, documentation, and a specific audience, so that the report accurately reflects the investigative findings, is concise, expresses the investigator's opinion, and is appropriate for the intended audience(s).	3-7.1		
Express investigative findings verbally, given investigative findings, notes, a time allotment, and a specific audience, so that the information is accurate, the presentation is completed within the allotted time, and the presentation includes only need-to-know information for the intended audience.	3-7.2		
Testify during legal proceedings, given investigative findings, contents of reports, and consultation with legal counsel, so that all pertinent investigative information and evidence is presented clearly and accurately and the investigators demeanor and attire is appropriate to the proceedings.			
Conduct public informational presentations, given relative data, so that information is accurate, appropriate to the audience, and clearly supports the information needs of the audience.	3-7.4		

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Date JPRs Completed

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Fire Chief, Fire Service Instructor, Supervisor signature



## Appendix G

### NFPA 1035

# *Professional Qualifications for Public Fire and Life Safety Educator*

This document is an appendix to the Evaluation and Certification Guide published by the Saskatchewan Office of the Fire Commissioner. Use this appendix in conjunction with the Guide.



## **Saskatchewan Fire Service Evaluation and Certification Guide**

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## **Introduction**

NFPA 1035 Standard Professional Qualifications for Public Fire and Life Safety Educator, identifies the Job Performance Requirements (JPRs) that must be completed to gain qualification as a Fire and Life Safety Educator.

This appendix contains information on completing the certification process. It also contains a record keeping system participants must use to record their progress within this program towards certification under the International Fire Service Accreditation Congress (IFSAC).

### **Qualifications and Certification Steps:**

To gain certification in Level 1 the individual must:

1. Produce a letter of recommendation from their Fire Chief indicating they are a member of a fire department, have received training and are adequately prepared for evaluation.
2. Be certified under NFPA 1001 Standard, Fire Fighter Professional Qualification, Level 2 or have documented knowledge in:
  - Fire Behaviour
  - Fire Department Organization
  - Human behaviour during a fire
  - Injury Cause and Prevention
  - Escape Planning
  - Hazard Identification and Correction
  - Basic Fire Protection Systems and Devices
  - Emergency Reporting, and Fire Fighter Personal Protective Equipment
3. Have knowledge and skills in instructional techniques or be certified under NFPA 1041, Fire Service Instructor Professional Qualifications, Level 1.
4. Complete NFPA 1035 JPRs through self-study, training on the job and/or through courses and seminars.
5. Successfully pass a 50 question written evaluation in 1 hour and attain at least a 70% mark.
6. Successfully pass practical evaluations based upon the job performance requirements outlined in this Appendix and NFPA 1035 Standard Professional Qualifications for Public Fire and Life Safety Educator.

To gain certification in Level 2 the individual must:

1. Produce a letter of recommendation from their Fire Chief indicating they are a member of a fire department, have received training and are adequately prepared for evaluation.
2. Be certified as a Level 1 NFPA 1035 Public Fire and Life Safety Educator.
3. Complete NFPA 1035 JPRs through self-study, training on the job and/or through courses and seminars.
4. Successfully pass a 50 question written evaluation in 1 hour and attain at least a 70% mark.
5. Successfully pass a practical evaluation based upon the job performance requirements outlined in this Appendix and NFPA 1035 Standard Professional Qualifications for Public Fire and Life Safety Educator.

JPRs for 1035 Level 1

Name: \_\_\_\_\_

Page 1 of 1	1035 Ref.	Date	Initials
Document public fire and life safety educational activities, given specific forms or formats, so that all activities are recorded and each component of the form or format is completed.	2-2.1		
Prepare written activity reports, given specific forms or formats and information on activities, so that all components of the form or format are completed with the correct information.	2-2.2		
Maintain a work schedule, given a list of events, activity requests, pre-activity requirements, and time allotments, so that all activities are scheduled and completed without conflict.	2-2.3		
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.	2-4.1		
Maintain safety during fire and life safety education activities, given a lesson plan and a list of equipment, so that public fire and life safety activities are conducted without injury to educator or participants.	2-4.2		
Present a lesson, given a lesson plan with multiple presentation methods, evaluation instruments, time allotment, setting, and identified audience, so that the lesson plan is followed and the objectives are met.	2-4.3		
Notify the public, given a scheduled event, so that the location, date, time, topic, and sponsoring agency are included.	2-4.4		
Distribute educational information, given material, a specified audience, and time frame, so that the information reaches the audience within the specified time.	2-4.5		
Administer an evaluation instrument, given the appropriate evaluation instrument and testing policies and procedures, so those lesson outcomes are known.	2-4.6		
Score an evaluation instrument, given the scoring procedures and grading scale, so the lesson outcomes are known.	2-4.7		

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Date JPRs Completed

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Fire Chief, Fire Service Instructor, Supervisor signature



Page 1 of 2	Ref	Date	Initials
General Requisite. Ability to transfer content knowledge verbally and in writing.	3-1.2		
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.	3-2.1		
Project program budget expenditures, given program needs, past expenditures, current materials, personnel cost, and guidelines, so that projections are within accepted Guidelines and program needs are addressed in the projected expenditures.	3-2.2		
Establish public fire and life safety education priorities within a program, given relevant local loss and injury data, so that local public fire and life safety education activities address identified risk priorities.	3-3.1		
Develop an evaluation strategy, given educational program goals and objectives and evaluation instruments, so that program outcomes are measured.	3-3.2		
Design an evaluation instrument, given educational program goals and objectives and an evaluation strategy, so that the evaluation instruments measure the program outcome.	3-3.3		
Implement an evaluation strategy, given educational program goals and objectives and evaluation instrument(s), so that education program outcomes are measured.	3-3.4		
Participate in fire and life safety collaborative partnership, given information on the Organizations in the partnership, the goal of the partnership, and organizational guidelines, so that fire and life safety education objectives for the partnership are achieved.	3-3.5		
Prepare a request for support resources, given an organizational policy on requesting Resources and a description of the resources needed, so that the request conforms to the provider's requirements.	3-3.6		
Develop information material, given an identified fire or life safety objective, so that information provided is accurate, relevant to the objective, and specific to the audience.	3-4.1		
Develop a lesson plan, given learning objectives and a specified audiences(s), so that the objectives are met.	3-4.2		
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.	3-4.3		

JPRs for 1035 Level 2

Name: \_\_\_\_\_

Page 2 of 2	Ref	Date	Initials
Adapt a lesson, given a specific audience, so that a modified lesson plan is responsive to the specific characteristics of the intended audience.	3-4.4		
Design a public fire and life safety education program, given a comprehensive educational strategy, so that the goals of the given strategy are addressed.	3-4.5		
Adapt an educational program, campaign, or initiative, given results of an evaluation of the program, campaign, or initiative, given results of an evaluation of the program, campaign, or initiative and a description of the program including target audience(s) and learning objectives, so that the learning objectives are achieved.	3-4.6		

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Date JPRs Completed

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Fire Chief, Fire Service Instructor, Supervisor signature



# Appendix H

## NFPA 1041

### *Fire Service Instructor Professional Qualifications*

This document is an appendix to the Evaluation and Certification Guide published by the Saskatchewan Office of the Fire Commissioner. Use this appendix in conjunction with the Guide.



# Saskatchewan Fire Service Evaluation and Certification Guide

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## **Introduction**

NFPA 1041 Standard For Fire Service Instructor Professional Qualifications identifies the Job Performance Requirements (JPRs) that must be completed to gain qualification as a Fire Service Instructor.

This appendix contains information on completing the certification process. It also contains a record keeping system participants must use to record their progress within this program towards certification under the International Fire Service accreditation Congress (IFSAC).

### **Qualifications and Certification Steps:**

To gain certification in Level 1 the individual must:

1. Produce a letter of recommendation from their Fire Chief indicating they are a member of a fire department, have received training and are adequately prepared for evaluation.
2. Complete NFPA 1041 JPRs for Level 1 through self-study, training on the job and/or through courses and seminars.
3. Successfully pass a 50 question written evaluation based upon the IFSTA Fire and Emergency Service Instructors (6<sup>th</sup> Edition) within 1 hour and attain a pass mark of 70%.
4. Successfully complete practical evaluations based upon the Job Performance Requirements outlined in this Appendix and NFPA 1041 Standard for Fire Service Instructor, Level 1.

To gain certification in Level 2 the individual must:

1. Produce a letter of recommendation from their Fire Chief indicating they are a member of a fire department, have received training and are adequately prepared for evaluation.
2. Be certified as a Level 1 Fire Service Instructor to NFPA 1041.
3. Complete all NFPA 1041 JPRs for Level 2 through self-study, training on the job and/or through courses and seminars.
4. Successfully pass a 50 question written evaluation based upon the IFSTA Fire and Emergency Service Instructors (6<sup>th</sup> Edition) within 1 hour and attain a pass mark of 70%.
5. Successfully complete practical evaluations based upon the Job Performance Requirements outlined in this Appendix and NFPA 1041 Standard for Fire Service Instructor, Level 2.
  - Develop a lesson plan with at least 4 hours theory and practical instruction on a topic (other than an Essentials of Fire Fighting topic)
  - Develop written and practical evaluation tools to test students
  - Present your lesson plan to a class while being audited
  - Design and maintain training records

JPRs for 1041 Level 1

Name: \_\_\_\_\_

Page 1 of 2	1041 Ref.	Date	Initial
Assemble course materials, given a specific topic, so that the lesson plan, all materials, resources, and equipment needed to deliver the lesson are obtained.	4-2.2		
Prepare training records and report forms, given policies, procedures, and forms, so that required reports are accurately completed and submitted in accordance with the procedures.	4-2.3		
Review instructional materials, given materials for a specific topic, target audience and learning environment, so that elements of the lesson plan, learning environment, and resources that need adaptation are identified.	4-3.2		
Adapt a prepared lesson plan, given course materials and an assignment, so that the needs of the student and the objectives of the lesson plan are achieved.	4-3.3		
Organize the classroom, laboratory or outdoor learning environment, given a facility and an assignment, so that lighting, distractions, climate control or weather, noise control, seating, audiovisual equipment, teaching aids, and safety, are considered.	4-4.2		
Present a prepared lesson, given a prepared lesson plan that specifies the presentation method(s), so that the method(s) indicated in the plan are used and the stated objectives or learning outcomes are achieved.	4-4.3		
Adjust presentation, given a lesson plan and changing circumstances in the class environment, so that class continuity and the objectives or learning outcomes are achieved.	4-4.4		
Adjust to differences in learning styles, abilities and behaviors, given the instructional environment, so that lesson objectives are accomplished, disruptive behaviour is addressed, and a sage learning environment is maintained.	4-4.5		
Operate audiovisual equipment, and demonstration devices, given a learning environment and equipment, so that the equipment functions properly	4-4.6		
Utilize audiovisual materials, given prepared topical media and equipment, so that the intended objectives are clearly presented, transitions between media, other parts of the presentation are smooth, and media is returned to storage.	4-4.7		
Administer oral, written, and performance tests, given the lesson plan, evaluation instruments, and the evaluation procedures of the agency, so that the testing is conducted according to procedures and the security of the materials is maintained.	4-5.2		
Grade student oral, written, or performance tests given class answer sheets or skills checklists and appropriate answer keys, so the examinations are accurately graded and properly secured	4-5.3		

JPRs for 1041 Level 1      Name: \_\_\_\_\_

Page 2 of 2	1041 Ref.	Date	Initials
Report test results, given a set of test answer sheets or skills checklists, a report form and policies and procedures for reporting, so that the results are accurately recorded, the forms are forwarded according to procedure, and unusual circumstances are reported.	4-5.4		
Provide evaluation feed back to students, given evaluation data, so that the feedback is timely, specific enough for the student to make efforts to modify behaviour, objective, clear, and relevant; include suggestions based on the data.	4-5.5		

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Date JPRs Completed

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Fire Chief, Fire Service Instructor, Supervisor signature

Page 1 of 2	1041 Ref.	Date	Initial
Schedule instructional sessions, given department scheduling policy, instructional resources, staff, facilities and time line for delivery, so that the specified sessions are delivered according to department policy.	5-2.2		
Formulate budget needs, given training goals, agency budget policy, and current resources, so that the resources required to meet training goals are identified and documented.	5-2.3		
Acquire training resources, given an identified need, so that the resources are obtained within established time lines, budget constraints, and according to agency policy.	5-2.4		
Coordinate training record keeping, given training forms, department policy, and training activity, so that all agency and legal requirements are met.	5-2.5		
Evaluate instructors, given an evaluation form, department policy, and job performance requirements, so that the evaluation identifies areas of strengths and weaknesses, recommends changes in instructional style and communication methods, and provides opportunity for instructor feedback to the evaluator.	5-2.6		
Create a lesson plan, given a topic, audience characteristics, and a standard lesson plan format, so that the job performance requirements for the topic are achieved, and the plan includes learning objectives, a lesson outline, course materials, instructional aids, and an evaluation plan.	5-3.2		
Modify an existing lesson plan, given a topic, audience characteristics and a lesson plan, so that the job performance requirements for the topic are achieved, and the plan includes learning objectives, a lesson outline, course materials, instructional aids and an evaluation plan.	5-3.3		
Conduct a class using a lesson plan that the instructor has prepared and that involves the utilization of multiple teaching methods and techniques, given a topic and a target audience, so that the lesson objectives are achieved.	5-4.2		
Supervise other instructors and students during high hazard training, given a training scenario with increased hazard exposure, so that applicable safety standards and practices are followed, and instructional goals are met.	5-4.3		
Develop student evaluation instruments, given learning objectives, audience characteristics, and training goals, so that the evaluation instrument determines if the student has achieved the learning objectives, the instrument evaluates performance in an objective, reliable, and verifiable manner, and the evaluation instrument is bias-free to any audience or group.	5-5.2		



JPRs for 1041 Level 2

Name: \_\_\_\_\_

Page 2 of 2	1041 Ref.	Date	Initial
Develop a class evaluation instrument, given agency policy and evaluation goals, so that students have the ability to provide feedback to the instructor on instructional methods, communication techniques, learning environment, course content, and student materials.	5-5.3		
Analyze student evaluation instruments, given test data, objectives and agency policies, so that validity is determined and necessary changes are accomplished.	5-5.4		

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Date JPRs Completed

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Fire Chief, Fire Service Instructor, Supervisor signature