

Utah Fire Service Certification System

FIRE OFFICER I, II, III, IV



CERTIFICATION STANDARD

AUGUST 2021

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Updated March 15, 2023, Fees – October 2024

Portfolio updates – November 2024

Accreditation Updates- October 2025

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The Certification Council would like to recognize and extend a voice of appreciation to the following fire service professionals for their work on this Fire Officer Certification standard. These individuals devoted many hours to reviewing the National Fire Protection Association (NFPA) 1021 standard, certification test banks, text books, and developing the skills and portfolios for this standard.

Thank You...

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INTRODUCTION

The Utah Fire and Rescue Academy (UFRA) has evolved into a dynamic organization that provides fire and emergency service–related training, professional accredited certification, and resource assistance. The Utah Fire Service Certification System (UFSCS) has been administered by UFRA since the system’s inception in the early 1980s. The governing body for the firefighter certification system in the state of Utah is the Utah Fire Service Certification Council (UFSCC). The members of the council represent various areas of the state as well as a variety of department types.

The entire system is based on international professional job performance standards from NFPA and NWCG. Fire service training must be utilized to its maximum potential. Any overlap, fragmentation, and lack of basic structure must be eliminated. Standardization is the natural complement and necessity. Through these national standards and certification, firefighters and fire departments have a tool to measure specific levels of skills, abilities, and knowledge. Testing takes place all over the state of Utah and is usually scheduled by fire department training officers for members of one or more local agencies to test at their own facilities using their own equipment.

The Utah Fire Service Certification System creates uniformity through certification. Certification allows a fire service professional to be a part of the National Registry (Pro Board and IFSAC), which verifies that a person has been trained at a national standard. Firefighters, hazardous materials responders, and rescue personnel can earn various certifications. Volunteer, part-time, and career firefighters must all meet the same standard to certify. Most fire departments in Utah have certified personnel even though there is no law requiring it.

“Certification from an accredited entity is a statement of success, an indisputable mark of performance belonging to individual fire service professionals. Each successful candidate for certification from an accredited entity knows that he or she has been measured against peers and meets rigorous national standards. Certification affords the individual a uniformity and portability of qualifications. In addition, the creditability of an organization is enhanced by having members certified to national consensus standards.”

—theproboard.org

IFSAC “provides accreditation to entities that certify the competency of and issue certificates to individuals who pass examinations based on National Fire Protection Association (NFPA) fire service professional qualifications and other standards approved by the Assembly.”

—ifsac.org

The following certification requirements are based on the objectives listed in NFPA 1021, *Standard for Fire Officer Professional Qualifications* (National Fire Protection Association, 2020), as verified and adopted by the Utah Fire Service Certification Council.

FIRE OFFICER I
CERTIFICATION
STANDARD

FIRE OFFICER I CERTIFICATION REQUIREMENTS

Entrance Requirements

In order to certify within the Fire Officer I program, candidates must fulfill the following requirements:

- 1- Complete Entrance Requirements.
- 2- Meet pre-requisites, UFSCC certified as Firefighter II.
- 3- Meet pre-requisites, UFSCC certified as Fire Instructor I.
- 4- Have the ability to effectively communicate in writing utilizing technology provided by the AHJ.
- 5- Set up and maintain department records.
- 6- Train on the required written and practical objectives.
- 7- Pass a department "In House" practical skills examination.
- 8- Pass both written and practical skills examination administered by the Certification Council.
- 9- Have a minimum of 3 years' experience as a member of an organized fire department (Volunteer, Career, or an Emergency Response Organization).
- 10- Request Fire Officer I certification.
- 11- Request Recertification.

Physical Fitness Requirements

The UFSCC acknowledges the importance of and need for physical fitness requirements as listed in the NFPA 1001, 2019 edition, *Standard on Fire Fighter Professional Qualifications*. Many agencies and departments have existing policies, regulations, etc. already in place regarding these requirements. The handling of physical fitness requirements is a **LOCAL MATTER**, outside the authority and jurisdiction of the UFSCC. The Council will not check, test, evaluate or determine how individual agencies meet these requirements. Some departments have found it necessary to waive any type of physical fitness requirements due to their own special needs. As a local decision, this is permitted. However, due to the amount of physical, mental and emotional stress inherent in this profession, **the Utah Fire Service Certification Council strongly recommends careful evaluation before altering or doing away with any existing physical fitness requirements.**

The requirements listed in NFPA 1001, 2019 ed., Chapter 1 are:

1. Meet the minimum educational requirements established by the authority having jurisdiction.
2. The Utah Fire Service Certification Council Policy 11.3 requires that a candidate must be 18 years of age to test and be certified.
3. Meet the medical requirements of NFPA 1582, *Standard on Comprehensive Occupational Medical Program for Fire Departments*, chapter 5, subsection 5.1.1, as determined by the medical authority of the AHJ.
4. Physical fitness requirements for entry-level personnel should be developed and validated by the authority having jurisdiction. Physical fitness requirements should be in compliance with applicable Equal Employment Opportunity regulations and other legal requirements.

Department Training Officers

For departments to enroll in the certification process, it is necessary for the department to assign training officers. Departments who **do not** have certified personnel to act as training officers for certification training should contact the Utah Fire & Rescue Academy at (801) 863-7700 or 1-888-548-7816 for assistance in setting

up and monitoring certification training.

Department training instructors shall be certified at the level they are teaching. In addition, the Certification Council strongly recommends that training officers and instructors be state certified at the Instructor I level.

Department training officers or instructors will be responsible for certification training. Their primary responsibility will be to teach, evaluate, and in-house test department personnel on the skill and evolution requirements for each level of certification training.

The final entrance requirement is to complete the "Intent to Participate" form provided in Appendix D and return it to the Certification Council. Remember, participation in the certification process is **VOLUNTARY**. Once you have enrolled, you can withdraw if desired.

If a department is already participating in the Utah Fire Service Certification System, it will not be necessary to file another "Intent to Participate" form.

DEPARTMENT TRAINING

The position of Fire Officer I is one that requires a high level of skill and knowledge. The training that is given to and received by fire officer candidates should be of the highest quality and degree. All training received must meet the requirements of NFPA 1021; Chapter 4 (2020 edition) and the skills as approved by the UFSCC contained within this the Utah Standard. All training received must be documented and recorded on a training record found on page 18.

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

All testing for Fire Officer I will be conducted following the Policies and Procedures of the UFSCC.

Candidates in the Utah Fire Officer I program must successfully complete one of the following training courses and requirements to qualify to take the state examination.

- 1- Fire Officer I Course sponsored by the Utah Fire & Rescue Academy.
- 2- EFSO 2100 – Fire Officer I course as taught by: Utah Valley University / Utah Fire & Rescue Academy
- 3- Department Based Training – Departments can create their own Fire Officer I course which meets the requirements as outlined in NFPA 1021 Chapter 4 (2020). A training record as given in this standard, must be completed for each person involved in the department based training.

Written Objectives

The course material should be referenced to the following textbook to prepare the candidate to successfully pass the state certification examination.

The written objectives for Fire Officer I are covered in the following textbook:

- **IFSTA, Fire and Emergency Services Company Officer, 6th Edition**

This textbook is available from various fire service bookstores. A current list of textbook sources is available by calling the certification office at 1-888-548-7816.

Skill Objectives

Each candidate **must** be trained and evaluated in the performance of **all**- skill. Each of the skill and objectives shall be completed swiftly, safely and with competence as defined below:

- **Swiftly** - Each skill objective must be completed within the allotted time.
- **Safely** - Each skill objective must be completed safely. Conduct that could injure an individual or damage equipment is unacceptable. Equipment should be checked prior to skill testing or training to see that it is safe and functional.
- **Competence** - Each skill objective is performed in accordance with the Utah Standard. This includes performing the proper steps in sequence. Competence will be measured in accordance with the UFSCS skill objectives.

Department Training Records

Each candidate shall have a current, accurate, and complete training record on file with the department which indicates that they have been trained on all skill objectives. The Training Record must be completed in its entirety in order to test. Training Records may be completed on a computer or by hand. Departments may set up their own training records, use the one provided in this standard, or the fillable Training Record found online on UFRA's website. If a department chooses to set up their own training record it must meet the following requirements:

1. Certification level clearly defined with NFPA standard number and edition.
2. Signature line for the candidate attesting that all skills have been trained on and a complete In-House Comprehensive Exam was administered and passed.
3. Signature line for the Chief/Training Officer attesting that the candidate has been trained on all skills and a complete In-House Comprehensive Exam was administered and passed.
4. The date of completion for the training record is recorded.
5. All skills from the Utah Certification Standard for this level are listed on the training record and columns exist for:
 - a. Training Record – Date/Inst
 - b. In-House Comprehensive Exam –Date/Inst/Pass

Department "In House" Skills Examination

At the completion of the skills training, or course, the department is required to hold an "in- house" skills examination for the level being trained. This is a comprehensive "in house" skill test conducted by the department training officers or course instructor. This test is to ensure that skill mastery has been obtained from the beginning to the end of the training process, and to prepare candidates for the state examination.

Proctor instructions for the examination are in Appendix B. Department testers shall follow the proctor instruction sheet to provide for uniformity and fairness during the in-house exam. It is recommended that candidates be given two attempts at any skill. **If they fail on the second try, then they have failed the evaluation and are required to go through additional training by the department trainer.** No training, teaching, or coaching is allowed during the test. After the evaluation, using the test to teach and train is recommended.

If skill weaknesses are evident, the department shall conduct additional training and hold a new department "in house" skills examination. Department training records must show that all candidates have successfully passed the "in-house" examination.

CERTIFICATION EXAMINATIONS

After completion of the training process, the Chief/Administrator can request testing for the candidate using the "Examination Request" form in Appendix C. The candidate will then have three attempts to pass the written examination. A separate application must be sent to the Certification Council for each attempt. Request forms must reach the Certification Council no later than **30 days** prior to the examination date. The entire examination process must be completed within one year of the first written exam date.

Written Examinations

The written examination is a randomly generated **100-question** test covering the written objectives of the Fire Officer I NFPA 1021, 2020 Edition, standard. A minimum score of 70% is required to pass the certification exam. Firefighters failing the first attempt of the written exam will be permitted to retest no sooner than **30 days** from the date of the last exam. Three attempts are given to pass the exam. If a candidate fails the written examination three times, they have failed the certification process and must wait **1 year** from the date of the last failed exam before re-entering testing. Exam results are forwarded to the Chief/Administrator within 30 days following the receipt of the completed examination.

SAMPLE WRITTEN EXAMINATION QUESTIONS:

Q- Line item accounting is a form of:

- a- bargaining
- b- complaint resolution
- c- **budgetary control**
- d- an employee accountability system

Skills "Spot Check" Examinations

The skills examination for the Fire Officer I program has two steps involved. A department training record check and the skill "spot check" examination. A certification tester, appointed by the Utah Fire Service Certification Council, conducts the examination.

First, training records are checked for completeness. If the training record is inadequate corrective action must be taken before proceeding to the next step. The training record must meet minimum requirements and are checked for the following:

- 1- Candidate has been trained in each skill for the level being evaluated.
- 2- A department training officer or instructor has signed off each skill.
- 3- Each candidate has passed a department "in-house" skills examination.

Second is the skills "spot check" examination which is graded on a 100% pass/fail basis. The test is graded in the following three areas:

- **Swiftly** - Each skill objective must be completed within the allotted time.
- **Safely** - Each skill objective must be completed safely. Conduct that could injure an individual or damage equipment is unacceptable. Equipment should be checked prior to skill testing or training to see that it is safe and functional.
- **Competence** - Each skill objective is performed in accordance with the Utah Standard. This includes performing the proper steps in sequence. Competence will be measured in accordance with the UFSCS skill objectives.

Candidates are "spot checked" on THREE (3) individual skills. **Calculators are NOT allowed**

on skill exams. No prior notification will be given of which skill will be tested. Applicants who fail an individual skill must wait 30 days before attempting a second attempt. If an applicant fails the second attempt, they must wait an additional 30 days for a third and final attempt. Candidates taking a third attempt will test on the skill they failed plus an additional skill from the same section. **No training, teaching, or coaching is allowed during this state test.**

Candidates who have failed the third attempt of the written examination or the skills examination have failed the certification process and must wait **1 year** from the date of the failed third attempt to re-enter state testing. The candidate will begin testing with a new first attempt of the written examination, following a request for examination.

FIRE OFFICER I CERTIFICATION

When all requirements for certification have been met, applicants are eligible to be certified. The chief/administrator may apply to the Utah Fire Service Certification Council for certification for those candidates who have successfully completed the certification training/testing process. Requests for state certification must be submitted to the Certification Office using the Certification/Recertification Request form provided in Appendix C. The names are then checked against the official state records to ensure that each individual listed has met all requirements and prerequisites.

Prerequisites for Fire Officer I Certification

Applicants for certification **must** be state certified through the Utah Fire Service Certification System at the Firefighter II level and Fire Instructor I (or M-410 Facilitative Instructor). In addition to being certified at the Firefighter II level, an applicant must have a minimum of 3 years experience as a member of an emergency response agency. Fire Officer I certification **will not** be issued until candidates have fulfilled this requirement.

Re-certification

Certification at Fire Officer I Level is valid for a three-year (3)-period. Each certified Fire Officer I may renew certification by having the Chief/Administrator of the Participating Agency submit the "Certification/Re- certification Request" provided in Appendix C.

For More Information on Utah Firefighter Certification, contact the:

Utah Fire Service Certification Council
Utah Fire & Rescue Academy
3131 Mike Jense Parkway Provo, UT 84601,
801-863-7709, www.uvu.edu/ufra

FIRE OFFICER I CERTIFICATION CHECKLIST

ENTRANCE REQUIREMENTS:

- ☐ Each candidate has met requirements listed in NFPA 1001, 2019 Ed.

DEPARTMENT TRAINING RECORDS:

- ☐ Each candidate has a training record on file with the department that shows:
 - 1- A learning experience in each skill objective.
 - 2- Dates of training.
 - 3- Initials of instructors.
- ☐ Each candidate has trained on the Fire Officer I Level written objectives.

DEPARTMENT "IN HOUSE" SKILLS EXAMINATION:

- ☐ Each candidate has successfully completed an "In House" skills examination.
- ☐ Results of exam are documented in department training records.

ADDITIONAL TRAINING /PREREQUISITE REQUIREMENTS:

- ☐ Each candidate is state certified through the UFSCC at the Firefighter II level and Fire Instructor I level.
- ☐ Minimum three years of experience as a member of an emergency response agency.

CERTIFICATION EXAMINATIONS:

- ☐ Each candidate has passed the UFSCC written examination.
- ☐ Each candidate has passed the UFSCC skill "Spot Check" examination administered by an approved Certification Tester.

FIRE OFFICER I - CERTIFICATION:

- ☐ Chief/Administrator request certification for candidates using the "Certification/Re-certification Request" form.

FIRE OFFICER I SKILL OBJECTIVES

One of the Human Resource Skills will be tested in a Memo or Letter Format

HUMAN RESOURCE MANAGEMENT

1. **Assign tasks or responsibilities to unit members during an emergency operation so that the instructions are complete, clear, and concise.**

REFERENCE: NFPA 1021, 2020 Edition, 4.2.1

CONDITION: Given an assignment at an emergency operation, 4-firefighter team.

COMPETENCE:

- Instruction to team is complete.
- Instruction to team is clear.
- Instruction to team is concise.
- Safety issues are addressed.
- Expected outcomes are conveyed to team.

TIME: 5:00 Minutes

2. **Assign tasks or responsibilities to unit members during non-emergency conditions at the station so that the instructions are complete, clear, and concise.**

REFERENCE: NFPA 1021, 2020 Edition, 4.2.2

CONDITION: Given an assignment at a nonemergency conditions, (i.e., station tasks, apparatus cleaning, etc.).

COMPETENCE:

- Instruction to members is complete.
- Instruction to members is clear.
- Instruction to members is concise.
- Safety issues are addressed.
- Expected outcomes are conveyed to team.

TIME: 5:00 Minutes

3. **Direct unit members during a training evolution so that the evolution is performed safely, efficiently, and as directed.**

REFERENCE: NFPA 1021, 2020 Edition, 4.2.3

CONDITION: Given a company training evolution, training policies and procedures, and a 4-member team.

COMPETENCE:

- Instruction to members is complete.
- Instruction to members is clear.
- Instruction to members is concise.
- Safety issues are addressed.
- Expected outcomes are conveyed to team.
- Task is completed.

TIME: 5:00 Minutes

4. Recommend action for member related problem so that the situation is identified and the actions taken are within the established policies and procedures.

REFERENCE: NFPA 1021, 2020 Edition, 4.2.4

CONDITION: Given a member with a situation requiring assistance (i.e., substance abuse, delayed stress, financial, etc.) and the member assistance policies and procedures.

COMPETENCE:

- Identify signs and symptoms of member related problems.
- Identify the causes of stress in emergency services personnel.
- Conduct interview with member.
- Establish proper environment to conduct interview process.
- Establish relationship with member to open lines of communication.
- Identify problem during interview with members.
- Develop plan with member to resolve problem.
- Direct member to other assistance (i.e. Employee Assistance Program) if needed and available.
- Assist member in understanding policies and procedures where applicable.
- Document interview following SOP's.
- Conclude interview.

TIME: 10:00 Minutes

5. Apply human resource policies and procedures so that policies and procedures are followed.

REFERENCE: NFPA 1021, 2020 Edition, 4.1.2, 4.2.5

CONDITION: Given an administrative situation requiring action (i.e., transfer, promotions, commendations, discipline, etc.).

COMPETENCE:

- Conduct interview with member.
- Establish proper environment to conduct interview process.
- Maintain relationship with member to open lines of communication.
- Explain purpose of meeting.
- Discuss with member process or department policies.
- Assist member in understanding policies and procedures where applicable.
- Document interview following SOP's or policies.
- Conclude interview.

TIME: 10:00 Minutes

6. **Coordinate the completion of assigned tasks and projects by members so that the assignments are prioritized, a plan of completion of each assignment is developed and members are assigned to specific tasks and supervised during the completion of the assignments.**

REFERENCE: NFPA 1021, 2020 Edition, 4.2.6

CONDITION: Given a list of projects and tasks and the job requirements of subordinates.

COMPETENCE:

- Identify member qualifications.
- Match member qualification to project requirements.
- Meet with member to delegate assignment for project.
- Establish projects priorities.
- Establish requirements necessary to complete projects.
- Assist member in understanding project requirements.
- Establish plan of completion for the assigned project.
- Establish report and follow-up procedures.
- Conclude interview.

TIME: 10:00 Minutes

COMMUNITY AND GOVERNMENT RELATIONS

7. **Initiate action to a citizen's concern or public inquiry so that the concern or inquiry is answered or referred to the appropriate individual for action following policies and procedures.**

REFERENCE: NFPA 1021, 2020 Edition, 4.3.1, 4.3.2, 4.3.3

CONDITION: Given a citizen's complaint and department policies.

COMPETENCE:

- Establish lines of communication with citizen.
- Identify the nature of the complaint or inquiry.
- Identify possible solutions to complaint or inquiry.
- Direct citizen to proper department or person if situation is not within fire department area of responsibility.
- Be positive and honest while dealing with citizen.
- Assist the citizen with information, forms or other resources to resolve the concern or inquiry.
- Document situation as required.
- Discuss with crew/ station personnel measures/ options to inform the public of the issue to ensure complaints about the concern are reduced (Community Risk Reduction Plan)
- Department policies and procedures are followed.

TIME: 10:00 Minutes

8. Deliver a public education program so that the intended message is conveyed clearly.

REFERENCE: NFPA 1021, 2020 Edition, 4.3

CONDITION: Given a target audience to deliver a public education message, selected material, presentation method, time allotment, and classroom.

COMPETENCE:

- State lesson objective to class.
- Follow lesson plan.
- Address questions from students.
- Safety is maintained for participants during the presentation.
- Evaluation instrument is presented during the presentation.
- Education information is distributed to the audience.
- Summarize lesson objectives.

TIME: 15:00 Minutes (+/- 2 minutes)

ADMINISTRATION

9. Recommend changes to existing department policies or implement a new departmental policy at the company level so that the policy is communicated to and understood by company members.

REFERENCE: NFPA 1021, 2020 Edition, 4.4.1

CONDITION: Given a new department policy.

COMPETENCE:

- Set meeting time with company members.
- Explain purpose of meeting.
- Explain new policy to company members.
- Answer questions from company members as needed.
- Be positive and honest while dealing with company members.
- Be supportive of new policy and department.
- Conclude meeting.

TIME: 10:00 Minutes

10. Execute routine company level administrative functions, completion of a fire incident report (UFIRS) and a medical report (EMS), so that the reports are complete and files are maintained in accordance with policies and procedures.

REFERENCE: NFPA 1021, 2020 Edition, 4.1.2, 4.4.2, 4.7.3

CONDITION: Given a fire incident or a medical incident, proper forms, and reference material.

COMPETENCE:

- Obtain completed information in regards to the incident.
- Completely fill in report forms in appropriate boxes.
- Complete narrative on reverse side if needed.
- Sign and date report.
- File report(s) as per department policy.

11. Prepare a budget request so that the request is in the proper format and is supported with data.

REFERENCE: NFPA 1021, 2020 Edition, 4.1.2, 4.4.3

CONDITION: Given a scenario for a budget need.

COMPETENCE:

- Identify a need for budget request.
- Determine source of revenue.
- Gather data (internal/external) to support request.
- Develop a written proposal for request.
- Complete request form, obtain signatures for request.

TIME: 15:00 Minutes

12. Explain the purpose of each management component of the organization, given an organization chart, so that the explanation is current and accurate and clearly identifies the purpose and mission of the organization.

REFERENCE: NFPA 1021, 2020 Edition, 4.4.4, 4.4.5, 4.7.3

CONDITION: Given the department organizational chart.

COMPETENCE:

- Identify positions and responsibilities within the organizational chart.
- Identify the purpose of the organization (mission statement).
- Explain how collecting incident response data helps to ensure the mission statement is on target (Being accomplished)
- Identify department requirements for physical fitness, as well as policy on member participation in wellness and fitness program

TIME: 10:00 Minutes

INSPECTION AND INVESTIGATION

- 13. Evaluate available information so that a preliminary cause of a fire is determined, reports are complete and if required, the scene is secured and all pertinent information is turned over to an investigator.**

REFERENCE: NFPA 1021, 2020 Edition, 4.5.1, 4.5.3

CONDITION: Given a fire incident, observations, interview notes from first arriving members and bystanders, photos or other information.

COMPETENCE:

- Locate point of origin.
- Direct personnel to secure fire scene.
- Conduct interviews with firefighters, bystanders, occupant and/or owner.
- Document interviews and take notes.
- Determine cause of fire; accidental, natural, or incendiary.
- Complete documentation of fire scene.
- Complete reports by clarity and factuality.
- Contact fire investigator if required.
- Secure fire scene as required to maintain control for legal purposes.

TIME: 20:00 Minutes

- 14. Secure an incident scene so that unauthorized persons can recognize the perimeters of the scene, persons are kept from restricted areas and all evidence or potential evidence is protected from damage or destruction.**

REFERENCE: NFPA 1021, 2020 Edition, 4.5.2

CONDITION: Given a rope or barrier tape, marking devices for evidence, incident information.

COMPETENCE:

- Locate point of origin.
- Identify possible items of evidence.
- Mark and protect evidence “as is” and document location or relocation.
- Direct personnel to secure fire scene.
- Secure perimeter by use of rope, barrier tape.
- Determine access point to scene.
- Establish log to record who enters and exits fire scene.

TIME: 20:00 Minutes

EMERGENCY SERVICE DELIVERY

15. **Develop a pre-incident plan so that all required elements are identified and the appropriate forms are completed and processed in accordance with policies and procedures.**

REFERENCE: NFPA 1021, 2020 Edition, 4.5.1

CONDITION: Given an assigned facility and preplanning policies, procedures, and forms.

COMPETENCE: PRE-INCIDENT SURVEY

- Set-up appointment with owner or manager of facility to be preplanned.
- Take proper equipment; paper, pencils, ruler, survey forms, flashlight, camera, tape measure, water pressure gauge and clipboard.

CONDUCTING THE SURVEY

- Introduce crew members to facility staff/owner.
- Conduct survey following a systematic process.
- Identify type of building construction.
- Identify type of roof.
- Identify access and egress issues including exit signs and egress lighting.
- Identify location of portable fire extinguishers and ensure inspection currency.
- Identify fire alarm systems and their operational status.
- Identify common and special hazards.
- Identify hazard identification signs.
- Identify built in fire protection systems.
- Identify water supply for facility.
- Create a drawing of facility locating vital information (i.e., electrical shut off, gas shut off, FDC, standpipe connections, etc.)
- Create PLOT plan and FLOOR plan for facility.

POST SURVEY

- Complete survey forms.
- Attach plot and floor plan with QAP's or other forms.

TIME: 60:00 Minutes

16. Develop and implement an initial action plan so that resources are deployed to control the emergency.

REFERENCE: NFPA 1021, 2020 Edition, 4.6.1, 4.6.2, 4.6.3,

CONDITION: Given an incident, size-up information, appropriate responding units for type of incident.

COMPETENCE:

- Determine type of emergency.
- Determine incident priority (Life safety, Incident stabilization, Property conservation).
- Determine fire flow.
- Conduct size-up of incident.
- Establish command.
- Determine strategy (offensive, defensive).
- Declare operational mode (investigation, fast-action, command).
- Communicate incident plan to company members.
- Supervise company members during completion of action plan.
- Call for additional resources if necessary.
- Maintain personnel accountability.

TIME: 20:00 Minutes

17. Develop and conduct a post-incident analysis so that all required critical elements are identified and communicated.

REFERENCE: NFPA 1021, 2020 Edition, 4.6.3

CONDITION: Given a single unit incident and post-incident analysis policies and procedures.

COMPETENCE:

- Gather information of incident (i.e., incident report, pre-planning information and forms, and dispatch information, etc.).
- Set time and location for post-incident discussion that is free of distractions.
- Review information on incident; pre-plans, building features, water, fire behavior, tactics, etc.
- Discuss each individual's role during the incident.
- Discuss positive/negative outcomes without focusing on blame.
- Observe members of crew for post-incident stress indicators.
- Document analysis process.

TIME: 15:00 Minutes

SAFETY

18. Conduct an in-service safety training at the unit level so that safety regulations are applied and member responsibilities are conveyed.

REFERENCE: NFPA 1021, 2020 Edition, 4.1.2, 4.7.1

CONDITION: Given safety policies and procedures used in daily activities and department forms for training.

COMPETENCE:

- Set meeting time.
- Determine topic of safety briefing.
- Review policies and procedures for topic of meeting.
- Conduct meeting, present safety message.
- Answer questions regarding policy.
- Document required safety and/or exposure reporting and tracking as per AHJ requirements, as applicable.
- Conclude meeting and document according to department policy.

TIME: 10:00 Minutes.

19. Conduct an initial accident investigation so that the incident is documented and reports are processed in accordance with policies and procedures.

REFERENCE: NFPA 1021, 2020 Edition, 4.1.2, 4.7.2

CONDITION: Given an accident incident, investigation forms.

COMPETENCE:

- Review department policies for type of incident.
- Identify who was involved.
- Conduct interviews as necessary to determine the following:
 - Identify the behavior or condition that caused the accident.
 - Identify what were the circumstances involved.
 - Determine root cause for the accident.
- Identify previously unrecognized hazards.
- Complete report forms.

TIME: 30:00 Minutes

UTAH FIRE SERVICE CERTIFICATION SYSTEM

FIRE OFFICER I

NFPA 1021, 2020 Edition

FIRE OFFICER I TRAINING RECORD / IN-HOUSE COMPREHENSIVE EXAM

Candidate Name:					Department:	
Candidate Signature:					Date of Completion:	
Chief/Training Officer Name:					Chief/Training Officer Signature:	
This form may be completed on a computer but must be printed out for the Certification Tester to verify on test day. Date of completion and signatures of Chief/Training Officer and Candidate must be original signatures. Signatures attest that all skills have been trained on and a complete In-House Comprehensive Exam was administered and passed. Falsification of signatures or any component of this document may result in the revocation, suspension, or denial of certification.						
SECTION	TRAINING RECORD		IN-HOUSE COMPREHENSIVE EXAMS			SKILL
	DATE	INST	DATE	INST	PASS	
HUMAN RESOURCE MANAGEMENT						1. Assign tasks during emergency operations.
						2. Assign tasks during non-emergency conditions.
						3. Direct members during training evolution.
						4. Recommend action for a member.
						5. Apply human resource policies and procedures.
						6. Coordinate the completion of assigned tasks and projects.
COMMUNITY RELATIONS						7. Initiate action to a citizen's concern or inquiry.
						8. Deliver a public education program.
ADMINISTRATION						9. Recommend/implement new department policy.
						10. Complete UFIRS and EMS form.
						11. Prepare a budget request.
						12. Explain purpose of each management component.
INSPECTION & INVESTIGATION						13. Determine preliminary cause of a fire.
						14. Secure an incident scene.
EMERGENCY SERVICES DELIVERY						15. Develop a pre-incident plan.
						16. Develop and implement an initial action plan.
						17. Develop/conduct post-incident analysis.
SAFETY						18. Conduct in-service safety training at unit level.
						19. Conduct an initial accident investigation.

FIRE OFFICER II
CERTIFICATION
STANDARD

FIRE OFFICER II CERTIFICATION REQUIREMENTS

Entrance Requirements

In order to certify within the Fire Officer II program, candidates must fulfill the following requirements:

- 1- Meet pre-requisites as established by the NFPA
 - Certified Fire Officer I.
- 2- Meet pre-requisites as established by the UFSCC
 - Have a minimum of five (5) years of experience as a member of an organized fire department (Volunteer, Career, or an Emergency Response Organization).
 - Successful completion of two of the required specialty courses: ADO-Aerial, HazMat Technician, Inspector I, Fire Investigator, Instructor II, or Technical Rescue.
 - Successful completion of NIMS ICS 300.
 - Successful completion of a four (4) hours CTC UFRA Course (NFA "Incident Command Systems Simulation, SERIES I" is no longer available)
- 3- Successfully complete the Fire Officer II Portfolio Requirement Form and provide documentation to the certification office as required by this standard.
- 4- Pass a written examination administered by the Certification Council.
- 5- Request Fire Officer II certification.
- 6- Request recertification.

Training Courses

There is no set course to obtain Fire Officer II. Due to the nature of the requirements for Fire Officer II, training is received by on the job experience. This is documented in this standard by completing the Fire Officer II Portfolio Requirement Form which will lead to the development of a portfolio.

Process for Receiving Fire Officer II

Candidates in the Fire Officer II program must successfully complete the Fire Officer II Portfolio Requirement Form contained within this standard. Documentation is required to provide proof that all requirements and skills are met.

This requirement form is self-directing in what is being required by the certification council to become eligible to test for the Fire Officer II level. Documentation must accompany this form to provide the necessary proof that the candidate has met the requirements as outlined by NFPA 1021, 2020, chapter 5, and as adopted by the UFSCC.

Once the Fire Officer II Portfolio Requirement Form and appropriate documentation has been submitted to the certification office, it will be assigned to a qualified reviewer, then approved by the certification council. Once approved, the Fire Officer II candidate is eligible for the written exam.

Written Objectives

The written objectives for Fire Officer II are covered in the following textbook:

- IFSTA, Fire and Emergency Services Company Officer, 6th Edition

This textbook is available from various fire service bookstores. A current list of textbook sources is available by calling the certification office at 1-888-548-7816.

CERTIFICATION EXAMINATIONS

After completion and approval of the Fire Officer II Portfolio Requirement Form, the Chief/Administrator may request testing for the candidate using the "Examination Request" form in Appendix C. The candidate will then have three attempts to pass the written examination. A separate application must be sent to the Certification Council for each attempt. Request forms must reach the Certification Council no later than **30 days** prior to the examination date. The entire examination process must be completed within one year of the first written exam date.

Written Examinations

The written examination is a randomly generated **100-question** test covering the written objectives of the Fire Officer II, NFPA 1021 standard, 2020 Edition. A minimum score of 70% is required to pass the certification exam. Firefighters failing the first attempt of the written exam will be permitted to retest no sooner than **30 days** from the date of the last exam. Three attempts are given to pass the exam. If a candidate fails the written examination three times, they have failed the certification process and must wait **1 year** from the date of the last failed exam before re-entering testing. Exam results are forwarded to the Chief/Administrator within 30 days following the receipt of the completed examination.

SAMPLE WRITTEN EXAMINATION QUESTIONS:

Q- From which management theory did quality circles evolve?

- a- Theory Z**
- b- Theory Y**
- c- Hygiene Theory**
- d- The Leadership continuum**

Skills "Spot Check" Examinations

There is no skills test for Fire Officer II.

FIRE OFFICER II CERTIFICATION

When all requirements for certification have been met, applicants are eligible to be certified. The chief/administrator may apply to the Utah Fire Service Certification Council for certification for those candidates who have successfully completed the certification training/testing process. Requests for state certification must be submitted to the Certification Office using the Certification/Recertification Request form provided in Appendix C. The names are then checked against the official state records to ensure that each individual listed has met all requirements and prerequisites.

Prerequisites for Fire Officer II Certification

Applicants for certification **must** be state certified through the Utah Fire Service Certification System at Fire Officer I. In addition to being certified at that level an applicant must have a minimum of 5 years of experience as a member of an emergency response agency, 2 specialty levels, NIMS ICS 300, and a 4 hour CTC UFRA Course (*NFA "Incident Command Systems Simulation, SERIES I" is no longer available as of December 2020*). Fire Officer II certification **will not** be issued until candidates have fulfilled these requirements.

Re-certification

Certification at Fire Officer II Level is valid for a three-year (3)-period. Each certified Fire Officer II may renew certification by having the Chief/Administrator of the Participating Agency submit the "Certification/Re-certification Request" provided in Appendix C.

For More Information on Utah Firefighter Certification, contact the:

Utah Fire Service Certification Council
Utah Fire & Rescue Academy
3131 Mike Jense Parkway
Provo, UT 84601
1-888-548-7816
www.uvu.edu/ufra

FIRE OFFICER II CERTIFICATION CHECKLIST

ENTRANCE REQUIREMENTS:

- ☐ Each candidate has met requirements listed in NFPA 1001, 2019 ed.
- ☐ Department has filed an "Intent to Participate" form with the UFSCC.

DEPARTMENT TRAINING RECORDS:

- ☐ Each candidate has completed the Fire Officer II Portfolio Requirement Form with the accompanying documentation.
 - 1 – All requirements met
 - 2 – Appropriate documentation for each item as required.

ADDITIONAL TRAINING /PREREQUISITE REQUIREMENTS:

- ☐ Each candidate is state certified through the UFSCC at the Fire Officer I level.
- ☐ Minimum of three years of experience as a member of an emergency response agency.
- ☐ Each candidate has completed two of the required specialty courses: ADO-Aerial, HazMat Technician, Inspector I, Fire Investigator, Instructor II, or Technical Rescue.
- ☐ Each candidate has completed NIMS ICS 300.
- ☐ Each candidate has completed a 4 hour CTC UFRA course (*the NFA "Incident Command Systems Simulation, SERIES I is no longer available*).

CERTIFICATION EXAMINATIONS:

- ☐ Each candidate has passed the UFSCC written examination.

FIRE OFFICER II - CERTIFICATION:

- ☐ Chief/Administrator request certification for candidates using the "Certification/Re-certification Request" form.

Fire Officer II Portfolio Requirement Form

The skill level for Fire Officer II, as determined by the Utah Fire Service Certification Council, is focused on the fire service person who is in a Company Officer position or who is striving to be eligible for promotion. The intent of this portfolio is to demonstrate the experience gained by on-the-job experience.

Name: _____ Date of Birth: _____

Cell Phone: _____ Email: _____

Department and/or Agency: _____

Current Job Title: _____

Pre-requisite Requirements

☐ Certified at Fire Officer I. Issue Date: _____

☐ Completion of NIMS ICS-300. Completion Date: _____

☐ 5 years' experience at an emergency response agency. Hire Date: _____

☐ Specialty Requirements. Choose two of the following: ADO-Aerial, Hazardous Material Technician, Fire Inspector I, Fire Investigator, Fire Instructor II, or Technical Rescue.

Specialty Level: _____ Issued Date: _____

Specialty Level: _____ Issued Date: _____

☐ Completion of a 4 hour CTC UFRA course (*the NFA "Incident Command Systems Simulation, SERIES I is no longer available*). CTC Course Delivered By: _____ Completion Date: _____

I acknowledge that the above information is correct and accurate. I have completed all of the certification requirements and have met the prerequisite requirements as outlined.

Candidate Signature: _____ Date: _____

As Chief/Training Officer I acknowledge that the above information is correct and accurate. The candidate has completed all of the certification requirements and has met the prerequisite requirements as outlined.

Chief/Training Officer: _____ Date: _____

Certification Office Use Only:

Approved by Certification Council: Yes No

Evaluated by: _____

Date approved: _____

Instructions to Candidate:

1. To obtain certification as a Fire Officer II within the Utah Fire Service Certification System, complete the following form and provide documentation as required within the portfolio.
 - a. Address each requirement in the standard and document how you meet the criteria.
 - b. All work must be your own work.
 - c. Each requirement must be completed from a separate incident or scenario. You may not use one incident, or performed action, for every criterion.
 - d. Each requirement must have a minimum of one (1) submission. Candidates may submit more documentation if desired.
 - e. Each requirement should list the corresponding NFPA reference on the submitted documentation.
 - f. Each requirement must be completed during the current NFPA standard rotation schedule. NFPA 1021 is updated every 5 years.
2. Documents should be submitted in a binder and in orderly fashion. Items should be tabbed and well documented.
3. Pre-requisites for Fire Officer II certification are Fire Officer I, five (5) years of experience at an emergency response agency, two specialty areas, NIMS ICS-300, and a 4 hour CTC course. Candidates must meet these requirements before certification will be processed. (*NFA "Incident Command Systems Simulation, SERIES I" is no longer available as of December 2020.*)
4. These requirements for Fire Officer II certification are based on NFPA 1021, Chapter 5, 2020 Edition.
5. Submit completed portfolio to the Certification Office at UFRA.
Utah Fire Service Certification Council
Utah Fire & Rescue Academy
Attn: Certification Program Manager
3131 Mike Jense Parkway
Provo, UT 84601

Appeals Process:

Examinations/Portfolio's may be appealed. If a candidate has an appeal, they should contact the Certification Office in writing within 30 days of taking the exam, listing the reason for the appeal. If resolution does not occur by the Certification Office, the candidate can appeal to the Certification Council. If the Certification Council turns down the appeal, the candidate can appeal to the Fire Prevention Board; if that Board turns down the appeal the candidate can request a judicial review. Judicial review of all final Board actions resulting from informal adjudicative proceedings is available pursuant to UCA, Section 63-46b-15.

Fire Officer II Product Documentation Requirement Form

NFPA Reference	Description of Skill/Knowledge	Completed by Candidate	Approved by Evaluator
5.2.1 Section #1	<u>Description of skill and/or knowledge</u> Initiate actions to maximize member performance and/or to correct unacceptable performance, given human resource policies and procedures, so that member and/or unit performance improves or the issue is referred to the next level of supervision. <u>Criteria to meet standard</u> Provide written documentation of an improvement plan or steps you have taken to fix an employee's performance using AHJ SOP's/SOG's/nationally recognized standards. Document actions and forward to the next level of supervision as needed. (Describe the methods of how you communicate with a member in a confidential setting, solve problems, increase teamwork, and counsel members. Describe the performance level required by the department.) <u>Evaluator:</u> Communication was effective in writing. Reports were complete, accurate and concise. Documents were completed according to department policy and policy was provided that was referenced. Writing is clear, organized, and grammatically correct.		
5.2.2 Section #2	<u>Description of skill and/or knowledge</u> Evaluate the job performance of assigned members, given personnel records and evaluation forms, so that each member's performance is evaluated accurately and reported according to human resource policies and procedures. <u>Criteria to meet standard</u> Provide written documentation of a completed employee evaluation form as used by the AHJ to an assigned member. Provide supporting documentation verifying evaluation, e.g. copies of certifications, improvement plans, recommendations, notable achievements, etc. (Describe the methods of how you communicate in writing, plan and conduct evaluations by reviewing the members' previous experience, training, and education to enhance member performance or development.) <u>Evaluator:</u> Communication was effective in writing. Reports were complete, accurate and concise. Documents were completed according to department policy and/or procedures and the policy and/or procedures referenced are provided along with any forms referenced. Writing is clear, organized, and grammatically correct.		
5.2.3 Section #3	<u>Description of skill and/or knowledge</u> Create a professional development plan for a member of the organization, given the requirements for promotion, so that the individual acquires the necessary knowledge, skills, and abilities to be eligible for the examination for the position. <u>Criteria to meet standard</u> Provide documentation of a professional development plan and counseling/mentoring an assigned member according to minimum standards of the AHJ for examination for the position. (Describe the methods of how you communicate.) <u>Evaluator:</u> A written professional development plan with input from the members to achieve their stated goals and objectives to include timeline, associated costs, job shadowing, etc. Ensure the plan is realistic and reflects promotional prerequisites indicated.) Communication was effective in writing. Reports were		

	complete, accurate and concise. Documents were completed according to department policy. Copies of department policy and reports were submitted and verified. Writing is clear, organized, and grammatically correct.		
5.1.2, 5.3.1, 5.3.2, 5.4.4 Section #4	<u>Description of skill and/or knowledge</u> Supervise, multi-unit implementation of a community risk reduction (CRR) program, given an AHJ CRR plan, policies, and procedures, so that community needs are addressed. Intergovernmental and interagency cooperation. Explain the benefits to the organization of cooperating with allied organizations, given a specific problem or issue in the community, so that the purpose for establishing external agency relationships is clearly explained. Prepare a news release, given an event or topic, so that the information is accurate and formatted correctly. <u>Criteria to meet standard</u> Provide documentation of a community risk reduction program that you have delivered to your community specific to the needs of your community, e.g. community wildfire protection program (CWPP), geriatric fall prevention program, smoke alarm program, etc. Provide documentation Identifying and explaining the role and responsibility of any cooperating agencies/partnerships that are utilized during this CRR process. Identify additional partnerships/relationships that may be utilized to strengthen your CRR program. Provide a written media release for your selected CRR program. (Describe the methods of how you communicate and supervise in relation to this skill. Explain how you've developed interpersonal relationships with external agencies in your community.) <u>Evaluator:</u> A proposal is developed and properly constructed CRR by either developing a new program or service or modifying an existing one that clearly addresses a community need. A needs assessment is completed and clearly identifies common goals shared between agencies. The report includes implementation method(s) and expected results. The program is supported by clearly stated, well-developed justification. Communicate in writing how partnerships and cooperation better serve the community and reduce individual agency efforts and costs. The report / proposal identified community benefits in working cooperatively on a problem or issue. A multimedia release is prepared and includes social media, utilizing the AHJ format, policies and procedures; the information was accurate and formatted correctly. AHJ policies and procedures were provided that were referenced. Writing is clear, organized, and grammatically correct.		
5.4.1, 5.4.6 Section #5	<u>Description of skill and/or knowledge</u> Develop a policy or procedure, given an assignment, so that the recommended policy or procedure identifies the problem and proposes a solution. Develop a plan to accomplish change in the organization, given an agency's change of policy or procedures, so that effective change is implemented in a supportive manner. <u>Criteria to meet standard</u> Provide documentation of a policy or procedure you have developed/modified addressing a problem you have identified in your agency (whether or not it was implemented as a formal policy). Provide documentation or a plan to implement your proposed policy/procedure		

	changes/modifications within your agency. (Describe the methods of how you communicate and solve problems - in relation to this skill). Problem is identified and developed a detailed policy for an unmet need that includes a procedure for implementation. <u>Evaluator:</u> A problem was identified, explained, and a detailed policy was developed for an unmet need that includes a procedure for implementation. If candidate is proposing change to an existing department policy then the policy referenced is provided. Writing is clear, organized, and grammatically correct.		
5.4.2, 5.4.3 Section #6	<u>Description of skill and/or knowledge</u> Develop a project or divisional budget, given schedules and guidelines concerning its preparation, so that capital, operating, and personnel costs are determined and justified. Describe the process of purchasing, including soliciting and awarding bids, given established specifications, in order to ensure competitive bidding so that the needs of the organization are met within the applicable federal, state/provincial, and local laws and regulations. <u>Criteria to meet standard</u> Provide a budget created for a project or division identifying associated costs, (i.e. equipment, capital, personnel, or operational). Document your agencies bidding and purchasing processes used during the creation of this budget. (Describe the methods of how you communicate and relate interpersonally. Explain evaluative methods used, and how you allocate finances in relation to this skill. <u>Evaluator:</u> A highly detailed budget proposal was submitted with associated costs outlined. The proposal included capital, operating and personnel costs. Evaluative methods were explained in writing as well as how finances were allocated. AHJ's purchasing policy to include soliciting and awarding bids is provided and explained in writing with implementation processes. Writing is clear, organized, and grammatically correct.		
5.4.5, 5.6.3 Section #7	<u>Description of skill and/or knowledge</u> Prepare a concise report for transmittal to a supervisor, given fire department record(s) and a specific request for details such as trends, variances, or other related topics so that the information required for the AHJ is accurate and documented. Prepare a written report, given incident reporting data from the jurisdiction, so that the major causes for service demands are identified for various planning areas within the service area of the organization. <u>Criteria to meet standard</u> Provide a detailed report identifying department-related trends, variances, or other topics, e.g. EMS, fire, fatalities, accidents, standards of response coverage, human resources-related, etc., using incident reporting data (NFIRS/NERIS or other AHJ specific reporting mechanisms). Identify the major causes for service demands for various planning areas. (Describe the methods of how you communicate and interpret data - in relation to this skill). <u>Evaluator:</u> A problem was identified and records were provided, and a detailed policy was developed for an unmet need that includes a procedure for implementation. A		

	plan to address the unmet need is developed to identify the structure, resources, and response to minimize negative impact to the community. Writing is clear, organized, and grammatically correct.		
5.5.1 Section #8	<u>Description of skill and/or knowledge</u> Determine the area of origin and preliminary cause of a fire, given a fire scene, photographs, diagrams, pertinent data, and/or sketches, to determine if arson is suspected so that law enforcement action is taken. <u>Criteria to meet standard</u> Provide documentation where you helped identify origin/cause of a vehicle or structural fire, and also determined if arson is the suspected cause. During the investigation, identify how you preserved the evidence and potential ignition sources for law enforcement or investigators. (Describe all the methods of how you investigate a fire scene and how you implement procedures to preserve and protect potential sources of ignition with that area of origin. Explain how you communicate - in relation to this skill). <u>Evaluator:</u> Utilized essential information to accurately identify the area of origin and likely cause(s) of ignition. Note any indications of suspected arson. Developed and implemented procedures to preserve and protect area of origin and potential evidence. Effective investigation techniques are articulated. All the proper notifications and documentation of the results of preliminary investigation completed as required by AHJ. Written documentation is provided. Writing is clear, organized, and grammatically correct.		
5.6.1 Section #9	<u>Description of skill and/or knowledge</u> Produce operational plans, given an emergency incident requiring multi-unit operations, the current edition of NFPA 1600, NFPA 1700, NFPA 1710, and NFPA 1720; and AHJ-approved safety procedures, so that required resources and their assignments are obtained and plans are carried out in compliance with NFPA 1600, NFPA 1700, NFPA 1710, and NFPA 1720 and approved safety procedures resulting in the mitigation of the incident. <u>Criteria to meet standard</u> Provide an Incident Action Plan (IAP) or ICS 201 you have completed that demonstrates proper deployment of resources resulting in the mitigation of an incident within your jurisdiction. Indicate your ability to supervise and account for assigned personnel under emergency conditions as you are serving in the command staff and unit supervision positions within the Incident Management System. (Describe the methods in written form of how you communicate and solve problems - in relation to this skill). <u>Evaluator:</u> IAP or ICS 201 documentation is provided. An IAP was developed that included the proper strategic goal to address life safety, incident stabilization, and property conservation. Risk/ benefit analysis is applied. All applicable IAP, NIMS forms and department tactical worksheet to guide emergency operations, initial safety hazards are identified, NIMS/ICS structure to control and coordinate the response is developed and provided. Appropriate resources were identified, assigned and/or requested to achieve the strategic goal, supporting tactical objectives and tasks needed to successfully mitigate the incident and communicated the desired outcome effectively. Writing is clear, organized, and grammatically correct.		
5.6.2 Section #10	<u>Description of skill and/or knowledge</u> Develop and conduct a post-incident analysis, given multi-unit incident and post-incident analysis policies, procedures, and forms, so that all required critical elements are identified and communicated and the approved forms are completed and processed. <u>Criteria to meet standard</u>		

	Provide documentation of a completed post-incident analysis or formal after-action report using AHJ specific processes. (Describe in written form how you implement an incident management system, supervise and account for assigned personnel under emergency conditions. Explain your position and how you serve in command and unit supervision positions within the IMS. Describe the methods of how you communicate and solve problems - in relation to this skill). <u>Evaluator:</u> The incident that is being discussed is written in detail prior to implementing the post incident analysis. An in-depth post incident analysis for a multi-unit response incident was created. All critical issues were identified and recommendations for improvement were provided. AHJ policies and procedures that were referenced are provided as well as forms referenced. Writing is clear, organized, and grammatically correct.		
5.7.1 Section #11	<u>Description of skill and/or knowledge</u> Analyze a member's accident, injury, or health exposure history, given a case study, so that a report including action taken and recommendations made is prepared for a supervisor. <u>Criteria to meet standard</u> Provide documentation of a specific accident, injury, or health exposure investigation using root cause analysis. Provide a report detailing your actions taken and recommendations for prevention of future accidents, injuries, or health exposures to your supervisor. (Explain the process you used when interpreting reports. Describe the methods of how you communicate in writing- in relation to this skill). <u>Evaluator:</u> Documentation of a specific accident, injury, or health exposure is provided. A comprehensive analysis and evaluation of the member's accident, injury or health exposure history is completed. Critical issues have been identified. Unsafe work conditions, behaviors or occupational illnesses are identified and recommendations for improvement are provided. Root cause analysis is provided. An appropriate report has been submitted to their supervisor that clearly identified all critical issues regarding the member's health and safety record. Provide any AHJ policies/ forms used for reporting accident, injury, or health exposure. Writing is clear, organized, and grammatically correct.		

By signing below, I acknowledge that documents contained in this portfolio are true and accurate documents completed by actual on the job experience.

Date of Submission: _____

Applicant Signature: _____

Chief/Training Officer Signature: _____

Evaluator Instructions

1. Verify each document (letter, report, narrative, etc.) and that it appears the applicant provided sufficient detail, information and has the applicants name as the creator of the document.
2. Documents may not be used to meet the requirements of more than one skill.
3. Each document should be reviewed to make sure it meets the requirements of the NFPA Skill or knowledge, based off of NFPA 1021, Chapter 5, 2020 Edition.
4. Photo copies or reprints can be used in lieu of original.

Evaluator Qualifications:

1. Evaluators of the Fire Officer II portfolio will be selected from the members of the Certification Council.
2. Evaluators shall be certified to, or above, the Fire Officer II level.
3. Should a qualified member of the Certification Council not be available, the Certification Program Manager shall assign the portfolio review to a qualified Fire Officer II within the state.
4. Evaluators shall be fair and impartial.
5. Should the evaluator have any conflict of interest, the evaluator will abstain from reviewing the portfolio and it will be assigned to another qualified evaluator.

FIRE OFFICER III
CERTIFICATION
STANDARD

FIRE OFFICER III CERTIFICATION REQUIREMENTS

Entrance Requirements

In order to certify within the Fire Officer III program, candidates must fulfill the following requirements:

- 1- Meet pre-requisites as established by the NFPA
 - Certified Fire Officer II.
- 2- Meet pre-requisites as established by the UFSCC
 - Have a minimum of six (6) years of experience as a member of an organized fire department (Volunteer, Career, or an Emergency Response Organization).
 - Successful completion of NIMS ICS 400.
 - Successful completion of an eight (8) hours CTC UFRA Course, (NFA "Incident Command Systems Simulation, SERIES II is no longer available)
- 3- Successfully complete the Fire Officer III Portfolio Requirement Form and provide documentation to the certification office as required by this standard.
- 4- Pass a written examination administered by the Certification Council.
- 5- Request Fire Officer III certification.
- 6- Request recertification.

Training Courses

There is no set course to obtain Fire Officer III. Due to the nature of the requirements for Fire Officer III, training is received by on the job experience. This is documented in this standard by completing the Fire Officer III Portfolio Requirements Form, which will lead to the development of a portfolio.

Process for Receiving Fire Officer III

Candidates in the Fire Officer III program must successfully complete the Fire Officer III Requirement Form contained within this standard. Documentation is required to provide proof that all requirements and skills are met.

This requirement form is self-directing in what is being required by the certification council to become eligible to test for the Fire Officer III level. Documentation must accompany this form to provide the necessary proof that the candidate has met the requirements as outlined by NFPA 1021, 2020, chapter 6, and as adopted by the UFSCC.

Once the Fire Officer III Portfolio Requirement Form and appropriate documentation has been submitted to the certification office, it will be assigned to a qualified reviewer, then approved by the certification council. Once approved, the Fire Officer III candidate is eligible for the written exam.

Written Objectives

The written objectives for Fire Officer III are covered in the following textbook:

- IFSTA, Chief Officer, 4th Edition

This textbook is available from various fire service bookstores. A current list of textbook sources is available by calling the certification office at 1-888-548-7816.

CERTIFICATION EXAMINATIONS

After completion and approval of the Fire Officer III Portfolio Requirement Form, the Chief/Administrator may request testing for the candidate using the "Examination Request" form in Appendix C. The candidate will then have three attempts to pass the written examination. A separate application must be sent to the Certification Council for each attempt. Request forms must reach the Certification Council no later than **30 days** prior to the examination date. The entire examination process must be completed within one year of the first written exam date.

Written Examinations

The written examination is a randomly generated **50-question** test covering the written objectives of the Fire Officer III, NFPA 1021 standard, 2020 Edition. A minimum score of 70% is required to pass the certification exam. Firefighters failing the first attempt of the written exam will be permitted to retest no sooner than **30 days** from the date of the last exam. Three attempts are given to pass the exam. If a candidate fails the written examination three times, they have failed the certification process and must wait **1 year** from the date of the last failed exam before re-entering testing. Exam results are forwarded to the Chief/Administrator within 30 days following the receipt of the completed examination.

SAMPLE WRITTEN EXAMINATION QUESTIONS:

Q- Line item accounting is a form of:

- a- bargaining
- b- complaint resolution
- c- **budgetary control**
- d- an employee accountability system

Skills "Spot Check" Examinations

There is no skills exam for Fire Officer III.

FIRE OFFICER III CERTIFICATION

When all requirements for certification have been met, applicants are eligible to be certified. The chief/administrator may apply to the Utah Fire Service Certification Council for certification for those candidates who have successfully completed the certification training/testing process. Requests for state certification must be submitted to the Certification Office using the Certification/Recertification Request form provided in Appendix C. The names are then checked against the official state records to ensure that each individual listed has met all requirements and prerequisites.

Prerequisites for Fire Officer III Certification

Applicants for certification **must** be state certified through the Utah Fire Service Certification System at Fire Officer II. In addition to being certified at that level an applicant must have a minimum of 6 years of experience as a member of an emergency response agency, NIMS ICS 400, and an 8 hour CTC UFRA Course, (*NFA "Incident Command Systems Simulation, SERIES II is no longer available*)

Re-certification

Certification at Fire Officer III Level is valid for a three-year (3)-period. Each certified Fire Officer III may renew certification by having the Chief/Administrator of the Participating Agency submit the "Certification/Re-certification Request provided in Appendix C.

For More Information on Utah Firefighter Certification, contact the:

Utah Fire Service Certification Council
Utah Fire & Rescue Academy
3131 Mike Jense Parkway
Provo, UT 84601
1-888-548-7816
www.uvu.edu/ufra

FIRE OFFICER III CERTIFICATION CHECKLIST

ENTRANCE REQUIREMENTS:

- ☐ Each candidate has met requirements listed in NFPA 1001, 2019 ed.
- ☐ Department has filed an "Intent to Participate" form with the UFSCC.

DEPARTMENT TRAINING RECORDS:

- ☐ Each candidate has completed the Fire Officer III Portfolio Requirement Form with the accompanying documentation.
 - 1 – All requirements met
 - 2 – Appropriate documentation for each item as required.

ADDITIONAL TRAINING /PREREQUISITE REQUIREMENTS:

- ☐ Each candidate is state certified through the UFSCC at the Fire Officer II level.
- ☐ Minimum of six years of experience as a member of an emergency response agency.
- ☐ Each candidate has completed NIMS ICS 400.
- ☐ Each candidate has completed an 8 hour CTC UFRA Course, (*NFA "Incident Command Systems Simulation, SERIES II is no longer available*)

CERTIFICATION EXAMINATIONS:

- ☐ Each candidate has passed the UFSCC written examination.

FIRE OFFICER III - CERTIFICATION:

- ☐ Chief/Administrator request certification for candidates using the "Certification/Re-certification Request" form.

Fire Officer III Portfolio Requirement Form

The skill level for Fire Officer III, as determined by the Utah Fire Service Certification Council, is focused on the fire service person who is in a Company Officer position or who is striving to be eligible for promotion. The intent of this portfolio is to demonstrate the experience gained by on-the-job experience.

Name: _____ Date of Birth: _____

Cell Phone: _____ Email: _____

Department and/or Agency: _____

Current Job Title: _____

Pre-requisite Requirements

☐ Certified at Fire Officer II. Issue Date: _____

☐ Completion of NIMS ICS-400. Completion Date: _____

☐ 6 years of experience at an emergency response agency. Hire Date: _____

☐ Completion of an 8 hour CTC UFRA Course, (*NFA "Incident Command Systems Simulation, SERIES II is no longer available*) Delivered By: _____ Completion Date: _____

I acknowledge that the above information is correct and accurate. I have completed all of the certification requirements and have met the prerequisite requirements as outlined.

Candidate Signature: _____ Date: _____

As Chief/Training Officer I acknowledge that the above information is correct and accurate. The candidate has completed all of the certification requirements and has met the prerequisite requirements as outlined.

Chief/Training Officer: _____ Date: _____

Certification Office Use Only:

Approved by Certification Council: Yes No

Evaluated by: _____

Date approved: _____

Instructions to Candidate:

1. To obtain certification as a Fire Officer III within the Utah Fire Service Certification System, complete the following form and provide documentation as required within the portfolio.
 - a. Address each requirement in the standard and document how you meet the criteria.
 - b. All work must be your own work.
 - c. Each requirement must be completed from a separate incident or scenario. You may not use one incident, or performed action, for every criterion.
 - d. Each requirement must have a minimum of one (1) submission. Candidates may submit more documentation if desired.
 - e. Each requirement should list the corresponding NFPA reference on the submitted documentation.
 - f. Each requirement must be completed during the current NFPA standard rotation schedule. NFPA 1021 is updated every 5 years.
2. Documents should be submitted in a binder and in orderly fashion. Items should be tabbed and well documented.
3. Pre-requisites for Fire Officer III certification are Fire Officer II, six (6) years of experience at an emergency response agency, NIMS ICS-400, and an 8 hour CTC UFRA Course, (*NFA "Incident Command Systems Simulation, SERIES II is no longer available*). Candidates must meet these requirement before certification will be processed.
4. These requirements for Fire Officer III certification are based on NFPA 1021, Chapter 6, 2020 Edition.
5. Submit completed portfolio to the Certification Office at UFRA.
Utah Fire Service Certification Council
Utah Fire & Rescue Academy
Attn: Certification Program Manager
3131 Mike Jense Parkway
Provo, UT 84601

Appeals Process:

Examinations/Portfolio's may be appealed. If a candidate has an appeal, they should contact the Certification Office in writing within 30 days of taking the exam, listing the reason for the appeal. If resolution does not occur by the Certification Office, the candidate can appeal to the Certification Council. If the Certification Council turns down the appeal, the candidate can appeal to the Fire Prevention Board; if that Board turns down the appeal the candidate can request a judicial review. Judicial review of all final Board actions resulting from informal adjudicative proceedings is available pursuant to UCA, Section 63-46b-15.

Fire Officer III Product Documentation Requirement Form

NFPA Reference	Description of Skill/Knowledge	Completed by Candidate	Approved by Evaluator
PR #1 6.2.1	<u>Description of skill and/or knowledge</u> Establish minimum staffing requirements, given available human resources; policies and procedures; federal, state, and provincial laws; and rules and regulations, so that AHJ job-related credentials are maintained. <u>Criteria to meet standard</u> Provide documentation of the administration of personnel and assignments for two shift rotations (if your agency works a 48/96 schedule, provide 96 hours of personnel and assignments, if your agency works a 24-hour schedule, provide 48 hours of personnel and assignments) utilizing a staffing schedule and filling any vacancies. Provide a narrative description of how and why personnel were selected for the assigned positions (i.e., acting in assignments, specialist rotations, etc.). <u>Evaluator:</u> Policies and procedures were described and provided. Personnel assignment rosters were developed for the department for two shift rotations. Shortcomings of minimum staffing levels were identified. Solutions were recommended. Narrative answers the questions of how and why personnel were selected for the assigned positions. Writing is clear, organized, and grammatically correct.		
PR #2 6.2.2	<u>Description of skill and/or knowledge</u> Develop procedures for hiring members, given policies of the AHJ and legal requirements, so that the process is valid and reliable. <u>Criteria to meet standard</u> Provide documentation of procedures used for hiring members in your organization. Provide a narrative description of any identified strengths, shortfalls or issues, documenting applicable laws within the policies/procedures to ensure the process is valid and reliable and conforms to all applicable local, state, and federal laws. <u>Evaluator:</u> Policies and procedures are described and provided that pertain to hiring members in the organization. Strengths and shortfalls or issues are identified. Applicable laws (local, state, and federal) within the policies and procedures are documented to ensure the process is valid and reliable and justification for that is evident in the description. Writing is clear, organized, and grammatically correct.		
PR #3 6.2.3, 6.2.4, 6.2.7	<u>Description of skill and/or knowledge</u> Develop procedures and programs for promoting members, given applicable policies and legal requirements, so that the process is valid and reliable, job-related, and nondiscriminatory.		

	Describe methods to facilitate and encourage members to participate in professional development, given a professional development model, so that members achieve their personal and professional goals. Develop an ongoing continuing education and training program, given organizational training requirements, so that members of the organization are given appropriate training to meet the mission of the organization. <u>Criteria to meet standard</u> Provide documentation of a professional development plan to include a promotional process, ongoing continuing education and training requirements. Provide a narrative explaining the ability to evaluate their potential. Provide a narrative of how you counseled/mentored an assigned member according to minimum standards of the AHJ for examination for a position. <u>Evaluator:</u> The AHJ/ relevant laws, policies, and guidelines used are provided for the evaluator to reference. Relevant laws, policies, and guidelines with no errors are articulated and incorporated. The process ensures consistent, measurable standards across all candidates. Promotion criteria are clearly linked to job duties and performance. Job duties are provided for the evaluator. Safeguards are included against bias and discrimination. Clearly articulates the chosen model and its core components for the professional development model. Outlines creative, inclusive methods that actively engage members. Demonstrates deep insight into motivation and support methods. There is a strong link between development methods and personal and professional outcomes. Addresses varied needs, backgrounds, and learning styles. Ideas are articulated clearly and concisely in written form. Continuing education and/ or training program directly supports the mission objectives with strategic clarity. Training needs are clear, comprehensive and based on policy and goals. There is a well-organized structure with clear modules and progression. Content is current, engaging, and tailored to the roles and responsibilities. Diverse learning needs are addressed. Includes clear metrics and feedback. A timeline is included along with resource allocation and sustainability measures. Writing is clear, organized, and grammatically correct.		
PR #4 6.2.5	<u>Description of skill and/or knowledge</u> Develop a proposal for improving a member benefit or for a new member benefit, given a need in the organization, so that adequate information is included to justify the requested benefit improvement. <u>Criteria to meet standard</u> Provide documentation of a proposal to create or improve a fire department employee benefit program (i.e. Mental Wellness, EAP, Education Incentive, etc.) with justification. Provide a		

	narrative on the proposal, the process, and the outcome of identified member benefit. <u>Evaluator:</u> Clearly identifies a critical need with justification and evidence. The proposal is well- organized, logical, and easy to follow. Thorough written explanation of the benefit with compelling justification. Detailed step-by-step written explanation of development process and decision points addressed. Clearly projects outcomes and describes how benefit supports members and mission. Includes well-prepared supporting documentation, data, and/or references. Actionable plan with budget, timeline, and resources needed are included. Innovative idea with high relevance to current industry needs. Writing is clear, organized, and grammatically correct.		
PR #5 6.2.6	<u>Description of skill and/or knowledge</u> Develop a plan for providing a member accommodation, given a member need, the requirements, and applicable law, so that adequate information is included to justify the requested change(s). <u>Criteria to meet standard</u> Provide documentation of a plan to accommodate an employee's special needs and provide a narrative on how this meets applicable law and provide justification for the change(s). <u>Evaluator:</u> Clearly identifies and provides a written description of the employee's need and the accommodation suggested. Accurately identifies, describes, and interprets and applied applicable laws with precision. Provides compelling rational backed by data, precedent, and benefits to the member and organization. Offers a detailed step-by-step explanation of accommodation process. Project has realistic outcomes and benefits for both the member and the organization. Includes complete, relevant documentation (forms, correspondence, approvals, etc.) A strong implementation plan is included with a timeline and sustainability information. Demonstrates ethically awareness and thorough compliance with equal opportunity laws. Writing is clear, organized, and grammatically correct.		
PR #6 6.3.1	<u>Description of skill and/or knowledge</u> Develop a community risk reduction (CRR) program, given risk assessment data, so that program outcomes are met. <u>Criteria to meet standard</u> Provide written documentation of a community risk reduction program that you have delivered to your community specific to the needs of your community, e.g. community wildfire protection program (CWPP), geriatric fall prevention program, smoke alarm program, etc. Provide a narrative of the need for the chosen program using risk assessment data, and how you came to the conclusion that the program was needed. <u>Evaluator:</u>		

	Effectively uses detailed, relevant data to identify specific risks. Clearly explains and justifies program choice with strong alignment to community needs in writing. Thorough narrative explaining local risks, demographics and unique factors are explained. Detailed account of how the program was executed, including timeline and resources. Complete set of documentation is included: forms, outreach materials, feedback, evaluations, etc. Strong analysis of outcomes including impact and community response. Strategy for ongoing support is included. Program aligns with relevant codes, laws and ethical best practices. Writing is clear, organized, and grammatically correct.		
PR #7 6.4.1, 6.4.2	<u>Description of skill and/or knowledge</u> Develop a divisional or departmental budget, given schedules and guidelines concerning its preparation, so that capital, operating, and personnel costs are determined and justified. Develop a budget management system, given fiscal and financial policies, so that the division or department stays within the budgetary authority. <u>Criteria to meet standard</u> Provide a developed divisional or departmental budget justifying capital, operating, and/or personnel costs (i.e. facilities, equipment, apparatus, maintenance, etc.) given fiscal and financial policies. Provide a written narrative of your evaluation, how the budget is managed as per your AHJ and any recommendations for possible improvement of the budget management system. <u>Evaluators:</u> Budget is clear, itemized, breaking down capital, operating, and personnel costs. Professionally formatted. Each cost is clearly justified using data, historical trends, or program needs. Strict adherence to provided guidelines and timelines for preparation are followed. Capital investments are aligned with strategic goals; lifecycle costs are considered. Salaries, benefits, and staffing levels thoughtfully calculated and justified. Operating expenses were detailed, prioritized, and tied to performance outcomes. Robust system addressing forecasting, monitoring, reporting, and corrective actions addressed within the budget management system design. Fully conforms to financial and budgetary policies; ethical and legal standards are upheld. Includes contingency planning and adaptability for unforeseen financial events. Budget and system are well documented, concise, and effectively communicated in writing. Writing is clear, organized, and grammatically correct.		
PR #8 6.4.3	<u>Description of skill and/or knowledge</u> Describe the organization's process for developing requests for proposal (RFPs) and soliciting and awarding bids, given established specifications and the organization's policies and procedures, so that competitive bidding is ensured.		

	<u>Criteria to meet standard</u> Provide your AHJ's policy/policies on the RFP and bidding process. Provide a narrative of your evaluation of the RFP/bidding process and determine if any changes should be made and your justification for those changes. <u>Evaluator:</u> Policies and procedures are provided on the RFP and bidding process for evaluator to reference. Clearly explains each phase of RFP creation with strong alignment to specifications and internal policies. Demonstrates knowledge of open, fair, and inclusive solicitation channels. Thorough description of objective, criteria-based bid evaluation and awarding procedures. Fully ensures competitive practices in line with laws and internal rules. Specifications are clearly integrated in RFP and bid evaluation process. Proposal is clearly structured, detailed, and includes supporting documentation. Understanding of legal standards and ethical considerations are shown. Writing is clear, organized, and grammatically correct.		
PR #9 6.4.4, 6.4.5	<u>Description of skill and/or knowledge</u> Direct the development, maintenance, and evaluation of a department record and management system, given policies and procedures, so that completeness and accuracy are achieved. Analyze and interpret records and data, given a fire department records system, so that validity is determined and improvements are recommended. <u>Criteria to meet standard</u> Identify and provide a narrative of a needed or existing records management system (i.e. training, response calls, personnel, hydrant or business inspections, etc.). Provide a written narrative of your evaluation of the records management system, including the effectiveness, legal requirements, and provide recommendations for any identified improvements. <u>Evaluator:</u> Development processes, maintenance practices, and alignment with policies for accuracy and completeness are clearly outlined. Analytical skills are demonstrated in evaluating validity, trends, and implications of data with thoughtful recommendations. Clearly identifies specific system (e.g training, response calls, etc.) with relevant content and operation significance. Provides a cohesive and well-supported narrative of system effectiveness, compliance with legal requirements, and actionable improvements. Laws and policies are discussed to support thorough understanding of them. System is evaluated in full alignment with internal procedures and standards which are articulated in written form and provided for evaluator to reference. Writing is clear, organized, and grammatically		

	correct.		
PR #10 6.4.6	<u>Description of skill and/or knowledge</u> Develop a model plan for continuous organizational improvement, given resources for an area to be protected, so that resource utilization is maximized. <u>Criteria to meet standard</u> Provide a narrative for each of the following. A needs analysis; a gap analysis; a SWOT/SWOC (Strengths, Weaknesses, Opportunities, Threats/Challenges) analysis. Develop a strategic plan based on these analyses for one of the following; a crew, division, department, organization, etc. <u>Evaluator:</u> Plan is strategic, detailed, sustainable, and utilizes resources (resources are identified). Thorough description of needs analysis, gap analysis, SWOT/SWOC (Strengths, weaknesses, Opportunities, Threats/ Challenges) analysis given. Policies are followed. The policies referenced are provided for evaluator. Writing is clear, organized, and grammatically correct.		
PR #11 6.5.1	<u>Description of skill and/or knowledge</u> Evaluate the inspection program of the AHJ, given current program goals, objectives, performance data, and resources so that the results are evaluated to determine effectiveness. <u>Criteria to meet standard</u> Provide a written narrative of your evaluation of your AHJ's fire prevention inspection program that includes goals and objectives, describes the data collected, and identifies the target audience. Identify strengths, weaknesses and shortfalls, and provide recommendations for improvement (if needed). <u>Evaluator:</u> A written copy of the AHJ's inspection program is provided. Goals and objectives of current inspection program clearly articulated (A combination of at least three goals and objectives are discussed). Performance data is clearly explained and supports evaluation and conclusions. Accurately identifies strengths, weaknesses and shortfalls. Honest critique of program limitations and recommendations are provided for improvement. Writing is clear, organized, and grammatically correct.		
PR #12 6.5.2	<u>Description of skill and/or knowledge</u> Develop a plan, given an identified fire safety, emergency medical, and/or public health problem, so that the approval for a new program, piece of legislation, form of public education, intervention, and/or fire safety code is facilitated. <u>Criteria to meet standard</u> Identify and provide a written narrative of your developed plan/program to overcome a fire safety, emergency medical, and/or public health problem that exists within your AHJ.		

	Provide a narrative of your solution to your developed program that includes goals and objectives, describes the data collected, and identifies the legal aspects of your developed program. Provide a solution as to the reliability and sustainability of the developed plan. <u>Evaluator:</u> Clearly identifies a problem that exists within AHJ that is strongly supported by data and context. The supported data is provided for evaluator to reference. A fully developed plan that is strategic, realistic, and tailored to the identified problem with a clear pathway to approval. Well-articulated SMART goals and measurable objective clearly linked to the problem and solution. Demonstrates understanding of applicable laws, codes and regulatory frameworks affecting approval and implementation. Narrative is cohesive, well-organized, and integrates all required components. The solution is creative, impactful, and realistically executable within AHJ. Writing is clear, organized, and grammatically correct.		
PR #13 6.6.1	<u>Description of skill and/or knowledge</u> Prepare an action plan, given an emergency incident requiring multiple agency operations, so that the required resources are determined and the resources are assigned and placed to mitigate the incident. <u>Criteria to meet standard</u> Create and provide an Incident Action Plan (IAP) for a historical or potential incident within your AHJ. Utilize, at a minimum, ICS forms 202, 203, 204(s), 205, 206, 208 and any other forms as applicable. Supply an organizational chart or ICS 207 to show hierarchal structure. Provide a narrative of the chosen incident. <u>Evaluator:</u> Incident narrative is chosen and described with context, timeline, impact and relevance to AHJ. IAP is provided for that incident and ICS forms 202, 203, 204(s), 205, 206, 208, and any other applicable form are completed. ICS 207 is provided or an organizational chart for the AHJ. All components are integrated logically into a unified plan with operational continuity. Writing is clear, organized, and grammatically correct.		
PR #14 6.6.2	<u>Description of skill and/or knowledge</u> Develop and conduct a post-incident analysis, given a multiagency incident and post-incident analysis policies, procedures, and forms, so that all required critical elements are identified and communicated and the appropriate forms are completed and processed in accordance with policies and procedures. <u>Criteria to meet standard</u> Either based on your incident in 6.6.1 or from a historical incident within your AHJ, develop and provide a post-incident analysis that includes an executive summary of the incident, lessons learned, resources utilized, accountability issues, and		

	recommended changes in writing. <u>Evaluator:</u> Clearly describes in writing the incident, involved agencies, timeline and response efforts. All required PIA elements are clearly addressed and analyzed. (What was mission? Did we plan for this event? Were there gaps in our planning? What went well? What could have been performed better? What could we have done differently? Who needs to know and what needs to be fixed?) Adheres to organizational and interagency PIA protocols are articulated and provided for evaluator and shows clear policy integration which are provided for evaluator to reference. Evaluates multiagency coordination, communication, and interoperability with insight and clarity. Identification of operational strengths, deficiencies, and system gaps. Practical and specific recommendations grounded in evaluation data and best practices discussed. Writing is clear, organized, and grammatically correct.		
PR #15 6.6.3	<u>Description of skill and/or knowledge</u> Develop a plan for the organization, given an unmet need for resources that exceed what is available in the organization, so that the mission of the organization is capable of being performed in times of extraordinary need. <u>Criteria to meet standard</u> Provide a written narrative of your AHJ's mutual/automatic aid or identified need for an agreement based on your AHJ's capabilities when your organization's resources are depleted. <u>Evaluator:</u> AHJ's mutual aid agreement is provided. Unmet needs are defined using data, operational history or projections. Available resources from external agencies are evaluated. Articulates an innovative solution utilizing mutual aid, partnerships, alternative funding, or adaptable tactics. Details contingency procedures, organizational structure, command priorities and scalability. Plan is developed for maintaining performance during prolonged need and includes review and adjustment strategy. Writing is clear, organized, and grammatically correct.		
PR #16 6.7.1	<u>Description of skill and/or knowledge</u> Develop a measurable accident and injury prevention program, given relevant local and national data, so that the results are evaluated to determine the effectiveness of the program. <u>Criteria to meet standard</u> Provide a written narrative as used by the AHJ that outlines the process to evaluate a preventable accident and identify a program used, or one that could be used by the AHJ that will help with data tracking for preventable accidents. <u>Evaluator:</u> AHJ's Accident and Injury program is provided. Evaluates current organization accident and injury prevention program. The program outlines SMART (Specific, Measurable,		

	Achievable, Relevant, Time-bound) goals that align with safety needs and are measurable. Includes formalized investigation steps. Identifies strengths and efficiencies as well as deficiencies within an existing program with a solution. Program includes effective training prior to implementation. The timeline for implementation is identified. Writing is clear, organized and grammatically correct.		
PR #17 6.8.1	<u>Description of skill and/or knowledge</u> Develop a plan for the integration of fire service resources in the community's emergency management plan, given the requirements of the community's emergency management plan, given the requirements of the community and the resources available in the fire department, so that the role of the fire service is in compliance with local, state/provincial, and national requirements. <u>Criteria to meet standard</u> Review your AHJ's, cities, or county's Emergency Operation Plan (EOP), and provide a narrative of how fire resources would integrate with other functional agencies during a large community event, i.e. flood, earthquake, human-caused event, etc. Complete an interagency, interoperable ICS 205 communications plan using the AHJ's SOP's and policies. <u>Evaluator:</u> EOP is provided by candidate for AHJ. Evaluates the Local Emergency Planning (LEPC) Committee plan. Defines the roles of the fire service in the community LEPC plan. Defines the role of the fire service in local community planning efforts. Identifies how the fire service's role at the local EOC is integrated to comply with local, state, and federal regulations. Completes ICS 205 communications plan using the AHJ's SOP's and policies. AHJ's SOP's and policies that are referenced in narrative are included for evaluator to reference. Writing is clear, organized, and grammatically correct.		

By signing below, I acknowledge that documents contained in this portfolio are true and accurate documents completed by actual on the job experience.

Date of Submission: _____

Applicant Signature: _____

Chief/Training Officer Signature: _____

Evaluator Instructions

1. Verify each document (letter, report, narrative, etc.) and that it appears the applicant provided sufficient detail, information and has the applicants name as the creator of the document.
2. Documents may not be used to meet the requirements of more than one skill.
3. Each document should be reviewed to make sure it meets the requirements of the NFPA Skill or knowledge, based off of NFPA 1021, Chapter 6, 2020 Edition.
4. Photo copies or reprints can be used in lieu of original.

Evaluator Qualifications:

1. Evaluators of the Fire Officer III portfolio will be selected from the members of the Certification Council.
2. Evaluators shall be certified to, or above, the Fire Officer III level.
3. Should a qualified member of the Certification Council not be available, the Certification Program Manager shall assign the portfolio review to a qualified Fire Officer III within the state.
4. Evaluators shall be fair and impartial.
5. Should the evaluator have any conflict of interest, the evaluator will abstain from reviewing the portfolio and it will be assigned to another qualified evaluator.

FIRE OFFICER IV
CERTIFICATION
STANDARD

FIRE OFFICER IV CERTIFICATION REQUIREMENTS

Entrance Requirements

In order to certify within the Fire Officer IV program, candidates must fulfill the following requirements:

- 1- Meet pre-requisites as established by the NFPA
 - Certified Fire Officer III.
- 2- Meet pre-requisites as established by the UFSCC
 - Seven (7) years of experience as a member of an organized fire department (Volunteer, Career, or an Emergency Response Organization).
- 3- Successfully complete the Fire Officer IV Portfolio Requirement Form and provide documentation to the certification office as required by this standard.
- 4- Pass a written examination administered by the Certification Council.
- 5- Request Fire Officer IV certification.
- 6- Request recertification.

Training Courses

There is no set course to obtain Fire Officer IV. Due to the nature of the requirements for Fire Officer IV, training is received by on the job experience. This is documented in this standard by completing the Fire Officer IV Portfolio Requirement Form, which will lead to the development of a portfolio.

Process for Receiving Fire Officer IV

Candidates in the Fire Officer IV program must successfully complete the Fire Officer IV Portfolio Requirement Form contained within this standard. Documentation is required to provide proof that all requirements and skills are met.

This requirement form is self-directing in what is being required by the certification council to become eligible to test for the Fire Officer IV level. Documentation must accompany this form to provide the necessary proof that the candidate has met the requirements as outlined by NFPA 1021, 2020, chapter 7, and as adopted by the UFSCC.

Once the Fire Officer IV Portfolio Requirement Form and appropriate documentation has been submitted to the certification office, it will be assigned to a qualified reviewer, then approved by the certification council. Once approved, the Fire Officer IV candidate is eligible for the written exam.

Written Objectives

The written objectives for Fire Officer IV are covered in the following textbook:

- IFSTA, Chief Officer, 4th Edition

This textbook is available from various fire service bookstores. A current list of textbook sources is available by calling the certification office at 1-888-548-7816.

CERTIFICATION EXAMINATIONS

After completion and approval of the Fire Officer IV Portfolio Requirement Form, the Chief/Administrator may request testing for the candidate using the "Examination Request" form in Appendix C. The candidate will then have three attempts to pass the written examination. A separate application must be sent to the Certification Council for each attempt. Request forms must reach the Certification Council no later than **30 days** prior to the examination date. The entire examination process must be completed within one year of the first written exam date.

Written Examinations

The written examination is a randomly generated **50-question** test covering the written objectives of the Fire Officer IV, NFPA 1021 standard, 2020 Edition. A minimum score of 70% is required to pass the certification exam. Firefighters failing the first attempt of the written exam will be permitted to retest no sooner than **30 days** from the date of the last exam. Three attempts are given to pass the exam. If a candidate fails the written examination three times, they have failed the certification process and must wait **1 year** from the date of the last failed exam before re-entering testing. Exam results are forwarded to the Chief/Administrator within 30 days following the receipt of the completed examination.

SAMPLE WRITTEN EXAMINATION QUESTIONS:

Q- From which management theory did quality circles evolve?

- a- **Theory Z**
- b- Theory Y
- c- The Hygiene Theory
- d- The Leadership continuum

Skills “Spot Check” Examinations

There is no skills exam for Fire Officer IV.

FIRE OFFICER IV CERTIFICATION

When all requirements for certification have been met, applicants are eligible to be certified. The chief/administrator may apply to the Utah Fire Service Certification Council for certification for those candidates who have successfully completed the certification training/testing process. Requests for state certification must be submitted to the Certification Office using the Certification/Recertification Request form provided in Appendix C. The names are then checked against the official state records to ensure that each individual listed has met all requirements and prerequisites.

Prerequisites for Fire Officer IV Certification

Applicants for certification **must** be state certified through the Utah Fire Service Certification System at Fire Officer III. In addition to being certified at that level an applicant must have a minimum of 7 years of experience as a member of an emergency response agency. Fire Officer III certification **will not** be issued until candidates have fulfilled these requirements.

Re-certification

Certification at Fire Officer IV Level is valid for a three-year (3)-period. Each certified Fire Officer IV may renew certification by having the Chief/Administrator of the Participating Agency submit the "Certification/Re-certification Request" provided in Appendix C.

For More Information on Utah Firefighter Certification, contact the:

Utah Fire Service Certification Council
Utah Fire & Rescue Academy
3131 Mike Jense Parkway
Provo, UT 84601
1-888-548-7816
www.uvu.edu/ufra

FIRE OFFICER IV CERTIFICATION CHECKLIST

ENTRANCE REQUIREMENTS:

- ☐ Each candidate has met requirements listed in NFPA 1001, 2019 ed.
- ☐ Department has filed an "Intent to Participate" form with the UFSCC.

DEPARTMENT TRAINING RECORDS:

- ☐ Each candidate has completed the Fire Officer IV Portfolio Requirement Form with the accompanying documentation.
 - 1 – All requirements met
 - 2 – Appropriate documentation for each item as required.

ADDITIONAL TRAINING /PREREQUISITE REQUIREMENTS:

- ☐ Each candidate is state certified through the UFSCC at the Fire Officer III level.
- ☐ Minimum of seven years of experience as a member of an emergency response agency.

CERTIFICATION EXAMINATIONS:

- ☐ Each candidate has passed the UFSCC written examination.

FIRE OFFICER IV - CERTIFICATION:

- ☐ Chief/Administrator request certification for candidates using the "Certification/Re-certification Request" form.

Fire Officer IV Portfolio Requirement Form

The skill level for Fire Officer IV, as determined by the Utah Fire Service Certification Council, is focused on the fire service person who is in a Company Officer position or who is striving to be eligible for promotion. The intent of this portfolio is to demonstrate the experience gained by on-the-job experience.

Name: _____ Date of Birth: _____

Cell Phone: _____ Email: _____

Department and/or Agency: _____

Current Job Title: _____

Pre-requisite Requirements

☐ Certified at Fire Officer III. Issue Date: _____

☐ Seven (7) years of experience at an emergency response agency. Hire Date: _____

I acknowledge that the above information is correct and accurate. I have completed all of the certification requirements and have met the prerequisite requirements as outlined.

Candidate Signature: _____ Date: _____

As Chief/Training Officer I acknowledge that the above information is correct and accurate. The candidate has completed all of the certification requirements and has met the prerequisite requirements as outlined.

Chief/Training Officer: _____ Date: _____

Certification Office Use Only:

Approved by Certification Council: Yes No

Evaluated by: _____

Date approved: _____

Instructions to Candidate:

1. To obtain certification as a Fire Officer IV within the Utah Fire Service Certification System, complete the following form and provide documentation as required within the portfolio.
 - a. Address each requirement in the standard and document how you meet the criteria.
 - b. All work must be your own work.
 - c. Each requirement must be completed from a separate incident or scenario. You may not use one incident, or performed action, for every criterion.
 - d. Each requirement must have a minimum of one (1) submission. Candidates may submit more documentation if desired.
 - e. Each requirement should list the corresponding NFPA reference on the submitted documentation.
 - f. Each requirement must be completed during the current NFPA standard rotation schedule. NFPA 1021 is updated every 5 years.
2. Documents should be submitted in a binder and in orderly fashion. Items should be tabbed and well documented.
3. Pre-requisites for Fire Officer IV certification are Fire Officer III and seven (7) years of experience at an emergency response agency. Candidates must meet these requirement before certification will be processed.
4. These requirements for Fire Officer IV certification are based on NFPA 1021, Chapter 7, 2020 Edition.
5. Submit completed portfolio to the Certification Office at UFRA.
Utah Fire Service Certification Council
Utah Fire & Rescue Academy
Attn: Certification Program Manager
3131 Mike Jense Parkway
Provo, UT 84601

Appeals Process:

Examinations/Portfolio's may be appealed. If a candidate has an appeal, they should contact the Certification Office in writing within 30 days of taking the exam, listing the reason for the appeal. If resolution does not occur by the Certification Office, the candidate can appeal to the Certification Council. If the Certification Council turns down the appeal, the candidate can appeal to the Fire Prevention Board; if that Board turns down the appeal the candidate can request a judicial review. Judicial review of all final Board actions resulting from informal adjudicative proceedings is available pursuant to UCA, Section 63-46b-15.

Fire Officer IV Product Documentation Form

NFPA Reference	Description of Skill/Knowledge	Completed by Candidate	Approved by Evaluator
PR #1 7.2.1	<u>Description of skill and/or knowledge</u> Appraise the department's human resource demographics, given appropriate community demographic data, so that the recruitment, selection, and placement of human resources is effective and consistent with law and current best practices. <u>Criteria to meet standard</u> Provide demographics of the community(ies) your agency protects, and provide a written narrative of strengths, weaknesses, and gaps on how your agency currently meets recruitment, selection and placement of personnel. Provide any recommendations for modification to meet law(s) and current best practices. So that recruitment, selection, and placement of human resources is effective and consistent with law and current best practices. <u>Evaluator:</u> Applicable laws and standards are identified and provided. Identifies and explains methods for evaluating demographics and practices. Identifies and provides community demographics. Completes evaluation of demographics and practices. Identifies SWOT (strengths, weaknesses, opportunities, and threats). Identifies any need for corrective action and time frame for action. Identifies time frame for reevaluation. Delegates authority as needed for resolution and completes executive summary. Writing is clear, organized and grammatically correct.		
PR #2 7.2.2	<u>Description of skill and/or knowledge</u> Initiate the development of a program, given current member/management relations, so that a positive and participative member/management program exists. <u>Criteria to meet standard</u> Evaluate the current state of member/management relations. Provide a written narrative of a program or plan that should continue or should be established to create a positive and participative member/management program. The narrative should include negotiating and conducting program implementation so that a positive and participative member/ management program exists. <u>Evaluator:</u> Methods for evaluating employee/management relations are identified. Data sources for evaluation are identified and provided. Assesses data and facts. Corrective action and processes are identified. Timeframe for corrective action and follow-up are articulated. Provide a written copy of current member management program. Writing is clear, organized, and grammatically correct.		

PR #3 7.2.3	<u>Description of skill and/or knowledge</u> Evaluate the organization's education and in-service training program, given a summary of the job requirements for all positions within the department, so that all members can achieve and maintain required proficiencies. <u>Criteria to meet standard</u> Provide a written narrative of an education and training program that will train members to a baseline minimum for required proficiencies for all positions within an organization. Conduct a training needs assessment and your plan to address identified needs (if any). <u>Evaluator:</u> Summary of an education and training program are articulated. Identifies department training and education needs by type. Identifies timeline for required training. Evaluates existing training resources and options. Identifies cost associated with training program. Selects and justifies training program goals and objectives. Evaluates and describes steps to implement training program. Identifies plan for evaluating training program. Writing is clear, organized, and grammatically correct.		
PR #4 7.2.4	<u>Description of skill and/or knowledge</u> Appraise the member-assistance program, given data, so that the program, when used, produces stated program outcomes. <u>Criteria to meet standard</u> Provide a written narrative of a program utilized for member-assistance within the AHJ using data and how the program will meet stated outcomes. <u>Evaluator:</u> Data used is provided for evaluator to reference. Identifies evaluation method used for appraisal. Identifies Employee Assistance Program (EAP) utilization. Provides description of the EAP. Provides a summary of the EAP, including data, findings, conclusion, and recommendation. Writing is clear, organized, and grammatically correct.		
PR #5 7.2.5	<u>Description of skill and/or knowledge</u> Evaluate an incentive program, given data, so that a determination is made regarding achievement of the desired results, and modify as necessary. <u>Criteria to meet standard</u> Evaluate and provide a written narrative of an incentive program (i.e. direct monetary, indirect monetary, non-monetary compensation) that, given the identified desired outcomes, shows projected achievement, or the need to modify the identified program. <u>Evaluator:</u> Identifies an evaluation method used for evaluating an incentive program and provides the data documentation used for the		

	evaluation method. Identifies incentive program utilization. Provides a description of the incentive program. Identifies goals of the incentive program. Provides a summary of the incentive program, including data, findings, conclusion, and recommendations. Identifies a timeline to implement the incentive program and presents findings. Writing is clear, organized and grammatically correct.		
PR #6 7.3.1	<u>Description of skill and/or knowledge</u> Attend, participate in, and assume a leadership role in community functions, given community needs, so that the image of the organization is enhanced. <u>Criteria to meet standard</u> Provide a written narrative of participation and taking a leadership role in a community function based on the needs of the community within your AHJ. Identify how the image and perception of your organization was enhanced. <u>Evaluator:</u> Role in community leadership program is identified. Assesses current role and determines necessary changes. Identifies appropriate data sources and provides data. Identifies departmental activities for participation in leadership role. Demonstrates familiarity with the public relation needs of the community. Writing is clear, organized, and grammatically correct.		
PR #7 7.3.2	<u>Description of skill and/or knowledge</u> Develop and administer a media relations program, given AHJ policies and procedures, so that the dissemination of information is accurate and accessible. <u>Criteria to meet standard</u> Provide a written narrative of a media relations program (i.e. print, radio, television, and/or social media) identifying how the dissemination of information is accurate and accessible. If providing a current policy/procedure, identify issues or gaps that need to be addressed. <u>Evaluator:</u> Media relations program is developed and identified using AHJ policies and procedures. Dissemination of information is accessible and accurate. Issues or gaps in the current policy and procedure are identified and solutions given to fix issues or gaps. Policies and Procedures that are referenced in the narrative are supplied for evaluator to reference. Writing is clear, organized, and grammatically correct.		
PR #8 7.4.1	<u>Description of skill and/or knowledge</u> Develop a comprehensive long-range plan, given community requirements, current department status, and resources, so that the projected needs of the community are met. <u>Criteria to meet standard</u> Provide your AHJ's current strategic plan. Provide a written narrative of the process that included the community		

	requirements, the department status, and resources and identify how the projected needs of the community are met. If your AHJ doesn't have a current strategic plan, identify and explain the steps you will take to create one. Identify any gaps or shortfalls identified during the completed or identified strategic planning process. <u>Evaluator:</u> Executive summary/ statement is developed. Reviews and analyzes the data. Department needs are identified. Goals and objectives are selected and defined. Alternatives are summarized. Plan with timeframe is implemented. Budget requirements are identified. Evaluation is conducted periodically. Findings are presented while adhering to the agency policy. Policy is provided for evaluator to reference. Writing is clear, organized and grammatically correct.		
PR #9 7.4.2	<u>Description of skill and/or knowledge</u> Evaluate and forecast training requirements, facilities, and buildings' needs, given data that reflect community needs and resources, so that departmental training goals are met. <u>Criteria to meet standard</u> Provide a narrative of your AHJ's current training plan and organizational goals. Identify if goals are being met through an analysis of the needs of the organization, the community, and determine with budget, personnel, facility/ies, and additional training programs that may be required to meet the organizational training goals. If your AHJ doesn't currently have a training plan, identify the process you would go through in addition to the required analyses. <u>Evaluator:</u> Identifies the method for evaluating training and facility needs. Reviews and identifies data to identify department needs. Selects and identifies goals and objectives. Develops requirements for meeting goals and objectives for the department. Summarizes alternatives. Implement plan with a timeframe. Identifies budget requirements and conducts periodic evaluation. Writing is clear, organized, and grammatically correct.		
PR #10 7.4.3	<u>Description of skill and/or knowledge</u> Complete a written, comprehensive, all-hazard risk and value analysis of the community, given the appropriate features of the service area of the organization, so that an accurate evaluation is made for service deliver decision making. <u>Criteria to meet standard</u> Provide a list of the target hazards within your AHJ, including a) behavioral, b) intentional, c) natural, d) occupancy related, e) high-value/high-priority exposures. Provide your ranking in order of severity and frequency of responses; current resources allocated to the target hazards, and gaps in resources. Provide potential solutions and/or alternatives to address the differences		

	between current and required resources. <u>Evaluator:</u> Identifies department mission and operational direction. Identifies data sources to determine comprehensive risks, trends, and issues for analysis. Identifies potential target hazards including behavioral, intentional, natural, occupancy related, high-value/high-priority exposures and consequences resulting from inadequate attention. Order of severity is ranked, and frequency of responses is documented along with supporting data documentation. Resources allocated to target hazards are identified and any gaps are discussed. At least three solutions and/or alternatives are provided to address the deficiencies in the current resources and what is required. Writing is clear, organized, and grammatically correct.		
PR #11 7.4.4	<u>Description of skill and/or knowledge</u> Develop a plan for a capital improvement project or program, given an unmet need in the community, so that there is adequate information to educate citizens about the needs of the department. <u>Criteria to meet standard</u> Provide a written narrative of a current or projected capital improvement project or program. Identify any unmet needs within the capital improvement plan, provide a budget for the required shortfalls and identify how you will educate citizens on overcoming the unmet needs or identified gaps within the capital plan. <u>Evaluator:</u> Demographics of the community, its population, and its potential hazards are identified and provided. Identifies any customer and/or community special needs and any unmet needs. Defines the specific capital improvement project or program and assigns objectives and budget proposal(s). Designs an assessment tool and analysis for the present program or project. Defines how the jurisdiction will fund the capital project/ program. Writing is clear, organized, and grammatically correct.		
PR #12 7.4.5	<u>Description of skill and/or knowledge</u> Develop a succession plan, given department resources, policies, and procedures, so that the future needs of the department are met. <u>Criteria to meet standard</u> Provide a written narrative of your AHJ's succession plan or create a succession plan. Identify how this succession plan is based on the AHJ's current vision and long-term goals, identify who is (or was) part of the planning process, identify any future needs that either need to be or were addressed. Identify how individuals are selected for succession planning and any gaps or areas of concern regarding the future needs of the AHJ. <u>Evaluator:</u> Succession plan is provided along with a written narrative of the succession plan or how it was created if the candidate had to		

	create one. Succession plan is based on the AHJ's current vision and long-term goals are described. AHJ's vision and long-term goals are provided. Policies and procedures are referenced, and any referenced policy and procedure is provided for evaluator. Any gaps or areas of concern are addressed with regard to future needs. Writing is clear, organized, and grammatically correct.		
PR #13 7.6.1	<u>Description of skill and/or knowledge</u> Develop a comprehensive disaster plan that integrates other agencies' resources, given risk, vulnerability, and capability date, so that the organization can mitigate the impact to the community. <u>Criteria to meet standard</u> Provide a written narrative with a disaster plan for mitigating a potential disaster for your jurisdiction. Describe available resources and potential vulnerabilities to the community. Evaluate existing policies and mutual aid agreements and make recommendations for changes if required. <u>Evaluator:</u> Disaster plan is articulated in writing along with available resources. Proposed action plan for comprehensive disaster response is articulated in writing and existing policies and mutual aid agreements are provided. Shortcomings in existing plan are identified and addressed. Writing is clear, organized, and grammatically correct.		
PR #14 7.6.2	<u>Description of skill and/or knowledge</u> Develop a comprehensive plan, given data (including agency data), so that the agency operates at a hostile event, integrates with other agencies' actions, and provides for the safety and protection of members. <u>Criteria to meet standard</u> Provide a written narrative with a plan on how to operate at a hostile event that integrates with other agencies also describe how to provide for the safety of the responders List the policies you currently have in place and list policy and procedures you would recommend if any for your AHJ to respond to a hostile event. <u>Evaluator:</u> Identifies method of hostile event assessment and fire department operation plan, including how to keep the responders safe. Identifies interagency cooperation and lists specific agencies for response to AHJ in a hostile event. Describes proposed action plan for comprehensive hostile event response. Describes special considerations for hostile event response. AHJ policies are provided. Writing is clear, organized, and grammatically correct.		
PR #15 7.7.1	<u>Description of skill and/or knowledge</u> Maintain, develop, and provide leadership for a risk management program, given specific data, so that injuries and property damage incidents are reduced.		

	<u>Criteria to meet standard</u> Provide a written narrative of a risk management plan, i.e. safety training plan, according to the standards, SOP's, and/or policies of the AHJ that includes at least one of the following; preventable vehicle accidents, training evolutions, medical emergencies, fireground operations, and/or aerial and pumping operations. <u>Evaluator:</u> Risk management goals are selected and defined and any identified concerns are addressed. Risk management plan addresses preventable vehicle accidents, training evolutions, medical emergencies, fireground operations, or aerial and pumping operations. Risk management plan, SOP's, and policies are provided. Requirements for meeting goals and objectives are identified. Implementation process and timeframe are described. Schedule for periodic evaluation of process is identified. Writing is clear, organized, and grammatically correct.		
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By signing below, I acknowledge that documents contained in this portfolio are true and accurate documents completed by actual on the job experience.

Date of Submission:_____

Applicant Signature:_____

Chief/Training Officer Signature:_____

Evaluator Instructions

1. Verify each document (letter, report, narrative, etc.) and that it appears the applicant provided sufficient detail, information and has the applicants name as the creator of the document.
2. Documents may not be used to meet the requirements of more than one skill.
3. Each document should be reviewed to make sure it meets the requirements of the NFPA Skill or knowledge, based off of NFPA 1021, Chapter 7, 2020 Edition.
4. Photo copies or reprints can be used in lieu of original.

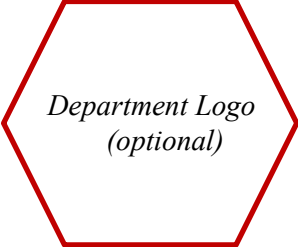
Evaluator Qualifications:

1. Evaluators of the Fire Officer IV portfolio will be selected from the members of the Certification Council.
2. Evaluators shall be certified to, or above, the Fire Officer IV level.
3. Should a qualified member of the Certification Council not be available, the Certification Program Manager shall assign the portfolio review to a qualified Fire Officer IVS within the state.
4. Evaluators shall be fair and impartial.
5. Should the evaluator have any conflict of interest, the evaluator will abstain from reviewing the portfolio and it will be assigned to another qualified evaluator.

APPENDIX – A
SAMPLE MEMORANDUM, SAMPLE FORMULA, SAMPLE SCENARIO

SAMPLE MEMO

Department Letterhead



*Department Logo
(optional)*

MEMORANDUM

To: Chief Smith

From: Captain Doe

Date: September 1, 2020

Subject: Report of Disciplinary Action for Firefighter Brown

Begin the text of your memo by stating the precise purpose of the memo (why you are writing). Then write a brief but informative summary of your message.

Write the discussion section of the memo by explaining details and examples that will be essential for your reader to know. It may be helpful to remember to answer the questions who, what, when, where, why, and how.

Finish the text of your memo with a call for action or a statement about the action you will take.

Use proper grammar and check your spelling. **(See page 105-110 in textbook for more information)**

SAMPLE LETTER

Department Letterhead

*Department Logo
(optional)*

September 1, 2020

Chief Smith
123 Fire Station Lane
Provo, UT 84601

Dear Chief Smith:

This will be the body of your letter. Consider the tone of the letter. Be sincere in the message. Make the letter reader-centered. Make sure the reason for the letter is addressed.

Use proper grammar and check your spelling. **(See page 109-110 in textbook for more information)**

Sincerely,

[Signature]

Sam Slamagan
C Shift Captain

DETERMINING FIRE FLOW

- National Fire Academy (NFA) Fire Flow Calculation
 - Best used during pre-planning
- Rules
 - $L \times W \div 3 = \text{GPM requirement for 100\% involvement.}$
 - **START ALL CALCULATIONS WITH THIS NUMBER**
 - Add 25% of the 100% for each floor above the fire floor up to four floors above the fire
 - Add 25% for every exposure within 50' of the fire building.
 - Rule of thumb

SAMPLE SCENARIO

**1 story Residential 30' x 50', 50% involved,
1 Exposure 40' away on the Delta Side**



Consider the following:

Incident priorities

- Life safety
- Incident Stabilization
- Property Conservation

Strategy

Initial report

Fire flow requirement

- 100% Involvement $L \times W / 3$
 $30 \times 50 / 3$
 $= 500 \text{ GPM}$
- 50 % Involvement $\text{Total} \times \% \text{ Involved}$
 $500 \text{ GPM} \times .50$
 $= 250 \text{ GPM}$
- Exposure $\text{Total} \times .25 \times \# \text{ of Exposures}$
 $500 \text{ GPM} \times .25 \times 1$
 $= 125 \text{ GPM}$
- Fire Flow Required $\text{Involvement} + \text{Exposure} = \text{Fire Flow}$
 $250 + 125$
 $= 375 \text{ GPM}$

Initial assignments for two more incoming Engines and one Truck

Think about a Post-Incident Analysis

APPENDIX – B
DEPARTMENT TESTER/ PROCTOR
INSTRUCTORS

Proctor Instructions for In-House Comprehensive Examination

As the training officers for your department, you are authorized by the Certification Council to conduct an in-house skills examination (100%) for this level of certification. You must be certified to the level that you are testing. For example, if you're FF II you can test both FF I and II, Awareness and Operations. The in-house skills examination must be completed and signed off prior to the actual certification spot check exam (administered by a UFRA certification tester).

- **Prior to conducting the test, review each candidate's training record.**

It is important that before doing this in-house training skills test, the candidate has completed training in all areas for the level being tested.

- **Select and brief a safety officer.**

Select a safety officer to assist you during the test. This person is there to protect the candidates from injury during the testing process, is not taking the test, and is not assisting with the testing process. The safety officer must be qualified at the level being tested.

To better evaluate the skills being tested and determine the candidate's readiness for the State Spot Check exam, follow these in-house exam instructions:

1. This is a TEST and there should be NO COACHING or TRAINING during the testing process. If a candidate fails to perform a skill, that skill will count as a first attempt failure and they will be given a second attempt. If they fail a second attempt, they need to be retrained on that skill and tested again. Only **qualified** candidates that have passed with **100%** should be allowed to take the State Spot Check exam.
2. Before beginning the testing process, conduct a meeting with all candidates and review the testing process. Explain that this is a test and that the same process being used for the in-house exam will be used during the state exam.
3. Designate two separate areas for students testing: One area for those who are in the testing process and one area for those who have not yet begun the testing process. If separate areas are not available, make sure someone is in the room to ensure that students do not discuss the testing material. Make sure these areas have no training manuals or other reference materials for students to look at while awaiting testing.
4. To evaluate a candidate's performance, use the following as a guide:
 - a. The skill is completed in the allotted time.
 - b. Competence is shown by completing all performance criteria.
 - c. Safety is a priority while completing the skill.
5. At each test station, the tester will read the skill to be demonstrated, the condition to be met, and the time limit to complete each skill. This information is contained in the skill section of each standards packet. Do this with each student as they come to each testing station. Ask for any questions. As each skill is tested and completed, sign it off in the section provided on the candidate's training record.

By conducting the in-house skills examination in this manner, you will prepare your candidates to successfully pass the State Spot Check exam. This will also ensure that training records are current and that only those who are truly prepared take the Certification Examination.

APPENDIX - C

CERTIFICATION FORMS & FEES

Certification forms and fees are located on our website at UVU.edu/UFRA under Certification
https://www.uvu.edu/ufra/certification/certification_forms.html