

Utah Fire Service Certification System

FIRE & LIFE SAFETY EDUCATOR I and II



CERTIFICATION STANDARD

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Utah Fire Service Certification Council

Chairperson

Scott Spencer, Chief
Payson Fire & Rescue

Vice-Chairperson

Ron Harris, Chief
Tropic Fire Department

Council Members

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Hurricane Fire & Rescue

David Youngberg, Battalion Chief
North Davis Fire District

Christopher Trevino, Deputy Chief
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Division of Forestry, Fire & State Lands

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Spanish Fork Fire and EMS

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Moab Valley Fire Department

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Utah State Fire Marshal's Office

Utah Fire & Rescue Academy Staff

Brad Wardle, Director
Jolene Chamberlain, Planning/Certification Assistant Director
Joan Aaron, Certification Program Manager

Certification Specialists

Jennifer Lindley: Northern Region
Trudy Meister: Central Region
Sharon Stokes: Salt Lake County/Southern Region

For questions or comments concerning this or other Utah certification standards, please contact:

Utah Fire Service Certification Council
Utah Fire & Rescue Academy
Utah Valley University
3131 Mike Jense Parkway
Provo, Utah 84601
Phone 801-863-7709
Fax 801-374-0681
UFRCertification@uvu.edu

Fire and Life Safety Educator Technical Committee

The Certification Council would like to recognize and extend a voice of appreciation to the following fire service professionals for their work on the Fire and Life Safety Educator certification standard. These individuals devoted many hours to reviewing the National Fire Protection Association (NFPA) 1030 standard, certification test banks, and curriculum textbooks to develop the wording for the skills for each discipline within this standard.

Thank you.

Fire and Life Safety Educator Committee

Scott Spencer, Chief

Payson Fire & Rescue

*Certification Council Representative

David Youngberg, Battalion Chief

North Davis Fire District

*Certification Council Representative

Pat Vega, Fire Investigator (Chief, Retired)

Formerly of the Clinton Fire Department

Don Buckley, Fire Marshal

Draper Fire Department

Brett Remund, Fire Marshal

St. George Fire Department

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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 1030, *Standard for Professional Qualifications for Fire Prevention Program Positions* (National Fire Protection Association, 2024), as verified and adopted by the Utah Fire Service Certification Council.

FIRE AND LIFE SAFETY EDUCATOR CERTIFICATION REQUIREMENTS

Entrance Requirements

Certification at the Fire and Life Safety Educator levels is a unique process. Because of the method and manner in which the National Fire Protection Association (NFPA) has established for candidates to become certified, candidates must complete the prerequisites and/or requirements for any of the specialty areas as set forth in NFPA 1030 (2024), chapters 9 and 10. These national standards and certifications provide firefighters and fire departments a way to measure specific levels of skills, abilities, and knowledge. The members of the UFSCC believe that firefighters and fire departments that participate in this certification program become better prepared to provide quality life safety and fire protection for their communities.

In order to certify at the Fire and Life Safety Educator levels, candidates must fulfill the following requirements:

1. Complete entrance requirements.
2. Meet the prerequisite of certifying as UFSCC Fire Service Instructor I or M-410 Facilitative Instructor.
3. Train on the required written and practical objectives.
4. Develop a portfolio of matching skills as outlined in the Utah standard.
5. Meet any other training requirements/prerequisites as defined by the Certification Council.
6. Pass both written and practical skills examinations administered by the Certification Council.
7. Request Fire and Life Safety Educator certification.
8. Request recertification at the end of each 3-year certification period.

Physical Fitness Requirements

The UFSCC acknowledges the importance of and need for physical fitness requirements as listed in NFPA 1030, *Standard for Professional Qualifications for Fire Prevention Program Positions* (2024). 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.*

Here are some of the entrance requirements outlined in NFPA 1030, 2024 edition, chapter 1:

1. Meet the minimum educational requirements established by the authority having jurisdiction.
2. Utah Fire Service Certification Council Policy 11.3 requires that a candidate be at least 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* (2022), 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 a department to enroll in the certification process, it is necessary for the department to assign training officers. It is recommended that the department assign *at least two* personnel as training officers, to coordinate and provide 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 and return it to the Certification Council. Remember, participation in the certification process is *VOLUNTARY*. Once you have enrolled, you can withdraw if desired.

Note: 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 a Fire and Life Safety Educator is one that requires a high level of skill and knowledge. Fire and Life Safety Educators will be teaching children and adults basic lifesaving skills. The skills and knowledge that educators pass on to their students could mean the difference between life and death. The training that is given to and received by Fire and Life Safety Educator candidates should be of the highest quality and degree. All training received must meet the requirements of NFPA 1030 (2024), chapters 9 and 10, and cover the skills approved by the UFSCC contained in this Utah certification standard. All testing for Fire and Life Safety Educator I will be conducted following the UFSCS Policies and Procedures.

Candidates in the Fire and Life Safety Educator program must successfully complete a training course to qualify to take the state examination. Departments can create their own Fire and Life Safety Educator course which meets the requirements as outlined in NFPA 1030 (2024), chapters 9 and 10. The skills as given in this standard must be completed for each person and a completed portfolio checklist must exist for each candidate.

The course material should be based upon the following texts, in order to prepare the candidate to successfully pass the state certification examination. All department in-house testing must be conducted according to the UFSCS Policies and Procedures.

Written Objectives

Certification Level	NFPA 1030 (2024) Chapter	IFSTA, <i>Fire and Life Safety Educator</i> (4th ed.) Chapters
Fire and Life Safety Educator I	9	1–5
Fire and Life Safety Educator II	10	6–9

Written objectives for Fire and Life Safety Educator are covered in the following texts:

- NFPA 1030, *Standard for Professional Qualifications for Fire Prevention Program Positions* (National Fire Protection Association, 2024)
- IFSTA, *Fire and Life Safety Educator for First Responders*, 4th edition

IFSTA textbooks may be available for purchase through the UFRA administrative office. Call (801) 863-7709.

There are numerous methods departments have used to help prepare their personnel for the written examination. Considering the high level of skill and knowledge that is required of a Fire and Life Safety Educator, the council recommends that candidates participate in a comprehensive class and receive instruction on both skills and written requirements.

To prepare candidates to successfully pass the state certification examination, the course material should be based on NFPA 1030 (2024) and IFSTA, *Fire and Life Safety Educator*, 4th edition. The state certification examination will be scheduled upon receiving an “Examination Request” from the department training officer or administrator, after the conclusion of the course.

Fire and Life Safety Educator I

Fire Instructor I is a prerequisite for certification for Fire and Life Safety Educator I. All training received must meet the requirements of NFPA 1030 (2024), chapter 9. Training for Fire and Life Safety Educator I can be obtained by completing one of the following training courses or methods, any of which will qualify a candidate to take the state certification examination.

1. A Fire and Life Safety Educator I course which meets the requirements of NFPA 1030 (2024), chapter 9 (currently, UFRA does not offer this course)
2. Department-based training: Departments can create their own Fire and Life Safety Educator I course which meets the requirements of NFPA 1030 (2024), chapter 9.

Fire and Life Safety Educator II

Fire and Life Safety Educator I is a prerequisite for certification for Fire and Life Safety Educator II. All training received must meet the requirements of NFPA 1030 (2024), chapter 10. Training for Fire and Life Safety Educator II can be obtained by completing one of the following training courses or methods, any of which will qualify a candidate to take the state certification examination.

1. A Fire and Life Safety Educator II course which meets the requirements of NFPA 1030 (2024), chapter 10 (currently, UFRA does not offer this course)
2. Department-based training: Departments can create their own Fire and Life Safety Educator II course which meets the requirements of NFPA 1030 (2024), chapter 10.

Skill Objectives

Each candidate must be trained and evaluated in the performance of all skills listed in this standard. Through the training process, each candidate will develop a portfolio, and the candidate will need to use that portfolio later in the certification process. Each of the skills shall be completed by the candidate 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 ensure that it is safe and functional.
- **With Competence.** Each skill objective must be performed in accordance with this Utah certification 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 or use the fillable training record on UFRA's website. If a department chooses to set up their own training record, it must:

1. Indicate the certification level and its corresponding NFPA standard number and edition.
2. Include a signature line for the candidate, which attests that all skills have been trained on and a complete in-house comprehensive exam was administered and passed.
3. Include a signature line for the chief/training officer, which attests that the candidate has been trained on all skills and a complete in-house comprehensive exam was administered and passed.
4. Include a line to record the date the training record was completed.
5. List all the skills from this Utah certification standard for this level. It must include columns indicating training dates, training instructors, dates of exams, exam instructors, and whether the candidate passed each exam (see the portfolio checklists in this standard).

Portfolio Information

Each candidate will develop a portfolio for the level of Fire and Life Safety Educator I or II which will verify that all skills have been completed. Completion of the portfolio is mandatory for certification. This portfolio is to be completed by the candidate and verified by the department training officer—or, if the portfolio is developed during a course, verified by an instructor. The portfolio must be completed prior to the written examination.

Department In-House Skills Examination

At the completion of a department's skills training, the department is required to hold an in-house skills examination for the level of Fire and Life Safety Educator I or II. This requirement is satisfied by the development and completion of each candidate's portfolio. The department's chief or training officer will read over and sign the Fire and Life Safety Educator Portfolio Checklist, verifying that the portfolio contains documentation for each skill. An Examination Request form should only be submitted *after* the portfolio is complete.

See Appendix A of this standard for Proctor Instructions for In-House Comprehensive Examinations. In-house testers shall follow the proctor instruction sheet to ensure uniformity and fairness during the 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.

CERTIFICATION EXAMINATIONS

After completion of the training process, the chief/administrator can request testing for the candidate using the Examination Request form (in Appendix B). The candidate will then have three attempts to pass the written examination. A separate request must be sent to the Certification Office for each attempt. Request forms must reach the Certification Office 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 test covering the written objectives of NFPA 1030 (2024).

Certification Level	# of Questions
Fire and Life Safety Educator I	60
Fire and Life Safety Educator II	60

A minimum score of 70% is required to pass the certification exam. Candidates 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 allowed to pass an exam. A candidate who fails the written examination three times has failed the certification process and must wait one year from the date of the last failed exam before reentering testing. Exam results are forwarded to the chief/administrator within 30 days following receipt of the completed exam.

Sample Written Examination Question

Colorimetric tubes are designed to read one specific gas. When more than one substance is present, the results may be confusing. This principle is called:

- a. Zeroing
- b. Calibrating
- c. Fogging
- d. Interference

Skills Spot Check Examinations

This is a two-step examination. The first step is a department records check and the second is the skills spot check examination. A Certification tester appointed by the Utah Fire Service Certification Council conducts the examination.

Each portfolio is checked. If one is inadequate, corrective action must be taken before the candidate is allowed to proceed to the next step. The records must meet minimum requirements and are checked for the following:

1. Each candidate has been trained in each skill for the level being evaluated.
2. A department training officer has signed off each skill.
3. Each candidate has a completed portfolio.

Each candidate must be trained and evaluated in the performance of all skills as listed in this standard. Each of the skills 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 ensure that it is safe and functional.
- **With Competence.** Each skill objective must be performed in accordance with this Utah certification standard. This includes performing the proper steps in sequence. Competence will be measured in accordance with the UFSCS skill objectives.

Candidates are given two attempts, if necessary, to perform each skill. If they fail on the second try, then they

have failed the examination. Applicants must wait 30 days before the third and final attempt. Candidates taking third attempts will give one additional presentation. *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 *one year* from the date of the failed third attempt to reenter state testing. The candidate will begin testing with a new *first attempt* of the written examination, following a request for examination. If a candidate wishes to enter a new course, the candidate may petition the Certification Office to reenter the certification examination process no sooner than 120 days after their *third attempt* failure. In the petition, candidates must explain the reason(s) behind their request to reenter the process.

FIRE AND LIFE SAFETY EDUCATOR 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 and Life Safety Educator Certification

To qualify to train for a certain level, candidates must have completed the prerequisite(s).

Training Level	NFPA 1030	Prerequisite(s)
Fire and Life Safety Educator I	Chapter 9	Fire Service Instructor I
Fire and Life Safety Educator II	Chapter 10	Fire and Life Safety Educator I

Fire Service Instructor I. Applicants for certification *must* be state certified through the Utah Fire Service Certification System at the Fire Service Instructor I level prior to certification at this level. Fire and Life Safety Educator I certification *will not* be issued until candidates have fulfilled this requirement.

Recertification

Certifications are valid for a three-year period. Each certified Fire and Life Safety Educator responder may renew certification by having the chief/administrator of the participating agency submit a Certification/Recertification Request (see Appendix B).

Certified candidates shall participate in at least 36 hours of structured class and skill training per year to maintain competency and stay current on their skills. These 36 hours are for all certified levels combined, not 36 hours for each individual level. A total of 108 hours of training is required for the previous three-year certification period.

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
UFRACertification@uvu.edu

FIRE AND LIFE SAFETY EDUCATOR CERTIFICATION CHECKLIST

ENTRANCE REQUIREMENTS

- ☐ Each candidate has met the requirements listed in NFPA 1030 (2024).
 - Fire and Life Safety Educator I: chapter 9
 - Fire and Life Safety Educator II: chapter 10
- ☐ The department has filed an Intent to Participate form with the UFSCC.
- ☐ Each candidate has trained on the level's written objectives.

DEPARTMENT TRAINING RECORDS

- ☐ Each candidate has a portfolio checklist on file with the department that shows:
 - A learning experience in each skill objective
 - Dates of training
 - Initials of instructors
- ☐ Each candidate has trained on the level's written and skills objectives.

SKILLS PORTFOLIO

- ☐ Each candidate has successfully completed a skills portfolio. The portfolio must be completed before the written exam.

ADDITIONAL TRAINING/PREREQUISITE REQUIREMENTS

- ☐ Each candidate is state certified through the UFSCC at the Fire Service Instructor I level.
- ☐ Fire and Life Safety Educator II: Each candidate is state certified through the UFSCC at the Fire and Life Safety Educator I level.

CERTIFICATION EXAMINATIONS

- ☐ Each candidate has passed the UFSCC written examination.
- ☐ Each candidate has passed the UFSCC skills examination administered by an approved UFRA Certification tester.
- ☐ Each candidate has completed the Fire and Life Safety Officer Portfolio Requirement Form with the accompanying documentation and approval from the Certification Council.
 - All requirements have been met.
 - Appropriate documentation for each item (as required) has been provided.
 - Approval has been received from the Certification Council.

CERTIFICATION

- ☐ The chief/administrator has requested certification for the candidates using the Certification/Recertification Request.

SECTION I
FIRE AND LIFE SAFETY EDUCATOR I

FIRE AND LIFE SAFETY EDUCATOR I SKILL OBJECTIVES

ADMINISTRATION

1. Document and prepare written activity reports so that all components of the form are completed with the correct information.

REFERENCE: NFPA 1030, 2024 edition, 9.2.2, 9.3.1, 9.3.2

CONDITION: Given specific forms provided by the AHJ and information on a fire education activity, record each activity and component.

COMPETENCE:

- Record date of training.
- Record name of instructor(s) for training session.
- Record participants attending instruction.
- Record topic taught during training session.
- Record number of hours of instruction.
- Record test or evaluation scores of participants, if applicable.

TIME: As needed

2. Schedule an educational session so that all activities are scheduled and completed without conflicting with the work schedule.

REFERENCE: NFPA 1030, 2024 edition, 9.3.2, 9.3.3

CONDITION: Given a list of events (a minimum of 5 events), forms provided by the AHJ, activity requests, pre-activity requirements and time allotments

COMPETENCE:

- Prepare activity report.
- Describe the training need or the goal/activity requests.
- Describe community resources, services, and organizations.
- Describe department policies for scheduling a facility.
- Describe required instructor(s) to deliver course.
- Create a timeline that identifies due dates for the delivery of a course.
- Complete required forms to request facility, materials, resources, and budget needs.
- Complete a calendar showing a schedule of activities over a one-week period.

TIME: As needed

PLANNING AND DEVELOPMENT

3. Provide a list of partners for addressing fire and life safety issues so that information and resources are shared.

REFERENCE: NFPA 1030, 2024 edition, 9.3.4, 9.4.1

CONDITION: Given a fire and life safety issue, community resources and organization

COMPETENCE:

- Describe organizations with common fire/life safety issues/goals.
- Describe opportunities to work together.
- Describe the needs of each organization.

TIME: As needed

EDUCATION

4. Present a lesson from selected material so that the lesson plan is followed, objectives are met, safety is maintained for the instructor and student, an evaluation instrument is used during the presentation, and education information is distributed to the audience.

REFERENCE: NFPA 1030, 2024 edition, 9.5.1, 9.5.2, 9.5.3, 9.5.4, 9.6.1, 9.6.2, 9.6.3

CONDITION: Given a lesson plan, selected material, a presentation method, an audience, a time allotment, a classroom, and an evaluation instrument

COMPETENCE:

- State the lesson objective to the class.
- Follow the lesson plan.
- Address questions from students.
- Maintain safety for participants during the presentation.
- Present an evaluation instrument during the presentation.
- Distribute educational information to the audience.
- Recognize and describe hazards (situational).
- Summarize lesson objectives.

TIME: 13–17 minutes

5. Notify the public of a scheduled fire education event using local media outlets (TV, radio, social media, etc.) so that the location, time, topic, and sponsoring agency are included and the information reaches the intended audience within the specified time.

REFERENCE: NFPA 1030, 2024 edition, 9.5.5, 9.5.6, 9.5.7

CONDITION: Given a scheduled event, event information, and specified time frame

COMPETENCE:

- Describe legal requirements and policies for distribution and posting of materials.
- Describe intended audience.
- Describe time requirements for distribution of material.
- Describe distribution method.
- Develop, maintain, and strengthen interaction through electronic forms of communication.

TIME: As needed

EVALUATION

6. Administer and score a student evaluation instrument so that validity is determined and necessary changes are accomplished.

REFERENCE: NFPA 1030, 2024 edition, 9.6.1, 9.6.2

CONDITION: Given an evaluation instrument, test data, objectives, and agency policies and procedures

COMPETENCE:

- Apply testing policies and procedures.
- Grade and rank student test scores.
- Determine a mean score of the test group.
- Evaluate test scores to determine if questions were skewed.
- Record test scores.
- Report test scores to students, following policy.

TIME: As needed

Fire and Life Safety Educator I Product Documentation Checklist

Date of Submission:			
Full Name:			
Department or Agency:			
Current Job Title:		Birthdate (mm/dd/yyyy):	

To obtain certification as a **Fire and Life Safety Educator I** within the Utah Fire Service Certification System, this portfolio checklist must be completed (prior to the written exam). You must provide documentation as required for each area listed. This information and the supporting documentation will constitute your product documentation.

Instructions to Candidate:

1. To obtain certification as a Fire and Life Safety Educator I within the Utah Fire Service Certification System, complete the following form and provide documentation as required.
 - a. Address each requirement in the standard and document how you meet the criteria.
 - b. Each requirement must have a minimum of one (1) submission. Candidates may submit more documentation if desired.
 - c. Each requirement should list the corresponding skill number and NFPA reference on the submitted documentation.
 - d. Each requirement must be completed during the current NFPA standard rotation schedule. NFPA 1030 is updated every 5 years.
2. Documents should be submitted in a binder and in an orderly fashion. Items should be tabbed and well documented.
3. A letter of recommendation from your immediate supervisor or fire chief to include verification of skills.
4. Candidates must meet these requirements before certification will be processed.
5. These requirements for Fire and Life Safety Educator I certification are based on NFPA 1030, Chapter 9, 2024 edition.

Appeals Process

Examinations and product documentation may be appealed. Candidates desiring to appeal should submit their appeal to the Certification Office in writing within 30 days of taking the exam. 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 Standards and Training Council. If that 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. A judicial review of all final board actions resulting from informal adjudicative proceedings is available pursuant to UCA, Section 63-46b-15.

See next page.

<i>These requirements are based on NFPA 1030 (2024), chapter 9.</i>				
Skill(s)	NFPA Reference	Description of Skill/Knowledge	Completed by Candidate	Approved by Evaluator
1	9.3.1	<u>Description of skill and/or knowledge:</u> Provide a sample of a form used by your agency to schedule public education activities, showing what activities you have recorded. <u>Criteria to meet standard:</u> Provide a sample of a form used by your agency to schedule public education activities, showing what activities, you have recorded. The recorded information should include the following: date of training, name(s) of instructors for training session, participant(s) attending instructions, topic taught during training session, hours of instructions, record of test or evaluation scores of participant(s) if applicable.		
2	9.3.2	<u>Description of skill and/or knowledge:</u> Provide a sample of a completed written activity report of a public education presentation(s) that you conducted. <u>Criteria to meet standard:</u> Prepare an activity report using AHJ forms, activity requests, and pre-activity requirements and time allotments. The list of events should include at least 5. Describe the training need or goal of the activity requests. Describe the community resources, services, and organizations. Describe department procedures for scheduling a facility. Describe required instructor(s) to deliver course. Create a timeline that identifies due dates for the delivery of a course. Complete required forms to request facility, materials, resources and budget needs. Complete calendar showing schedule of activities over a one week period.		
2, 3	9.3.3	<u>Description of skill and/or knowledge:</u> Provide example(s) and description of how you schedule presentations, the timeline, pre-activity requirements, and calendar of events. Describe how they are scheduled without conflict. <u>Criteria to meet standard:</u> Prepare an activity report using AHJ forms, activity requests, and pre-activity requirements and time allotments. The list of events should include at least 5. Describe the training need or goal of the activity requests. Describe the community resources, services, and organizations. Describe department procedures for scheduling a facility. Describe required instructor(s) to deliver course. Create a timeline that identifies due dates for the delivery of a course.		

		Complete required forms to request facility, materials, resources and budget needs. Complete calendar showing schedule of activities over a one week period.		
3	9.3.4, 9.4.1	<u>Description of skill and/or knowledge:</u> Provide a list of partners, organizations and/or associations in your community used to support your agency's public education program, and explain how you will convey this information to them and the public. See skill 3. <u>Criteria to meet standard:</u> Provide documentation describing organization with common fire/life safety issues/goals. Describe opportunities to work together and the needs of each organization.		
4	9.5.1	<u>Description of skill and/or knowledge:</u> Provide three (3) examples of instructional materials with learning objectives, and explain who the intended audience is. <u>Criteria to meet standard:</u> Provide documentation of three examples of instructional materials with learning objectives and explain who the intended audience is.		
4	9.5.2	<u>Description of skill and/or knowledge:</u> Explain how you practice safety during fire and life safety education activities, listing the equipment used, and what was done to prevent injury to the educator and/or participants. <u>Criteria to meet standard:</u> Provide documentation explaining how safety is practiced during fire and life safety education activities. Document the equipment used and what was done to prevent injury to the educator and/or participants.		
4	9.5.1, 9.5.3, 9.5.4	<u>Description of skill and/or knowledge:</u> Provide documentation of a public education presentation you gave, and the lesson plan. Explain in detail the presentation methods used and learning objectives taught. This documentation shall list the: date, location, audience (i.e., audience needs, cultural competence), subject, time frame, number of students, and all others assisting with the presentation. <u>Criteria to meet standard:</u> Provide documentation of a public education presentation given including the lesson plan. The documentation should include the following: date, location, audience, subject, time frame, number of students, and everyone assisting with the presentation. Explain in detail the presentation methods used and learning objectives taught.		

5	9.5.5, 9.5.6, 9.5.7	<u>Description of skill and/or knowledge:</u> Provide a sample of educational information that you distributed in your community using materials and electronic forms of communication (i.e., social media) in your community. Describe how you notified the public, any legal requirements for posting, and any policies for distribution. Explain who the intended audience was for, and intended timeframe of the incident, situation, or event. <u>Criteria to meet standard:</u> Provide a sample of educational material that has been distributed to the community you serve using materials and electronic forms of communication. The location, time, topic, and sponsoring agency are included, and that information reaches the intended audience withing a specified time. Describe any legal requirements and policies for distribution and posting of materials. Describe the intended audience, time requirements for distribution of the material, and the distribution method. Develop, maintain, and strengthen interaction through electronic forms of communication.		
6	9.6.1, 9.6.2	<u>Description of skill and/or knowledge:</u> Provide a sample of an evaluation instrument that you have administered and describe in detail how you evaluated the results (scoring and grading techniques/scales). Describe how the lesson outcomes are measured and reported. See skill 6 <u>Criteria to meet standard:</u> Provide an example of an evaluation instrument given to a student so that validity is determined, and necessary changes are accomplished. Describe testing policies and procedures, grade and rank student test scores, and determine mean score of the test group. Describe your evaluation method to evaluate test scores to determine if questions are skewed. Provide an example of recording test scores. Provide an example of reporting test scores to students following policy.		
N/A	9.6.3	<u>Description of skill and/or knowledge:</u> Provide a sample of a student evaluation instrument that you have administered. Explain how student feedback is given on the instructor/program. Document student evaluation policies and procedures. <u>Criteria to meet standard:</u> Provide an example of an evaluation instrument used for a student to provide feedback. Provide documentation of how the student feedback is given on the instructor and/or program. Provide documentation of student evaluation policies and procedures.		

By signing below, I attest that the documents and materials contained in this portfolio are true and accurate and were created, presented, and compiled by myself (the candidate). I also attest that I (the candidate) gave a 15-minute (plus or minus 2 minutes) presentation that met the requirements of NFPA 1030.

Applicant Signature:

Chief/Training Officer Signature:

Date:

Certification Office Use Only

Approved by Certification Council? Yes No

Date approved: _____

Evaluator Qualifications:

1. Evaluators of the portfolio will be selected from the members of the Certification Council.
2. Evaluators shall be certified to, or above, the 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 SME 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.

SECTION II
FIRE AND LIFE SAFETY EDUCATOR II

FIRE AND LIFE SAFETY EDUCATOR II SKILL OBJECTIVES

ADMINISTRATION

- 1. Project and prepare a program budget expenditure so that projections are within accepted guidelines and program needs are addressed in the projected expenditures.**

REFERENCE: NFPA 1030, 2024 edition, 10.2.1, 10.2.2, 10.2.3

CONDITION: Given a program, needs, budgetary guidelines, projections, past expenditures, current materials, and personnel cost provided by the AHJ

COMPETENCE:

- Describe a training program and its needs.
- Review and document past actual expenses.
- Assess and update educational material.
- Determine and project costs for materials, personnel salary and benefits, equipment, facility, and travel.
- Track and record actual expenses for materials, personnel salary and benefits, equipment, facility, and travel.

TIME: As needed

- 2. Given a fire or injury issue and policy development guidelines, develop a public policy for management and make a recommendation.**

REFERENCE: NFPA 1030, 2024 edition, 10.2.3

CONDITION: Given a fire or injury issue, identify and explain this issue and provide solutions. Following AHJ guidelines

COMPETENCE:

- Describe the justification for the policy.
- Explain the issue.
- Describe solutions.
- Make recommendations in writing and verbally.
- Explain the impact or benefit of adopting the policy.

TIME: As needed

PLANNING AND DEVELOPMENT

3. Establish fire and life safety education priorities within a program so that local fire and life safety education activities address identified risk priorities.

REFERENCE: NFPA 1030, 2024 edition, 10.3.1

CONDITION: Given relevant local loss and injury data provided by the AHJ

COMPETENCE:

- Identify and describe sources of data and content of reports.
- Collect data relevant to community needs.
- Analyze data to describe risk areas: who, what, when, where, and how.
- Describe educational priorities to meet the needs of the identified risk priorities.
- Describe and select educational activities to meet priorities.

TIME: As needed

4. Facilitate a fire and life safety collaborative partnership, so that fire and life safety education objectives for the partnership are achieved.

REFERENCE: NFPA 1030, 2024 edition, 10.3.2

CONDITION: Given information on the organizations in the partnership, the goal of the partnership, and organizational guidelines of the AHJ

COMPETENCE:

- Describe resources.
- Describe potential partnerships.
- Describe strengths and needs of each partner.
- Formulate educational objectives with a small group.
- Develop a consensus on a comprehensive educational strategy.

TIME: As needed

5. Prepare a request for support resources so that the request conforms to the provider's requirements.

REFERENCE: NFPA 1030, 2024 edition, 10.3.3

CONDITION: Given a description of the resources needed, as provided by the AHJ

COMPETENCE:

- Describe potential funding resources.
- Prepare and write organizational policy for requesting additional funds.
- Describe funding needs for resources and the requirements.

TIME: As needed

EDUCATION

6. Develop informational material so that information provided is accurate, relevant to the objective, and specific to the audience.

REFERENCE:	NFPA 1030, 2024 edition 10.4.1
CONDITION:	Given an identified fire or life safety objective and characteristics of the target audience, provided by the AHJ
COMPETENCE:	• Assemble information in an organized format. • Describe written communication relevant to the needs of the target population. • Describe resources to assist with special needs and language issues.
TIME:	As needed

7. Develop a lesson plan so that the objectives are met.

REFERENCE:	NFPA 1030, 2024 edition, 10.4.2
CONDITION:	Given learning objectives and a specified audience (or audiences) provided by the AHJ
COMPETENCE:	• Describe lesson objectives. • Describe the learning characteristics of the target audience. • Describe methods and activities that meet lesson objectives, audience needs, and time constraints.
TIME:	As needed

8. Develop educational materials so that the materials support the lesson plan, are specific to the audience, and congruent to national best practices.

REFERENCE:	NFPA 1030, 2024 edition, 10.4.3
CONDITION:	Given a lesson plan as developed in Skill 7 and a specified audience
COMPETENCE:	• Describe available resources for course delivery. • Assess and choose, or develop, audiovisual material. • Assess and choose, or develop, educational material. • Select educational and audiovisual materials that meet the needs of the audience. • Describe how the materials support the lesson plan, the audience, and best practices.
TIME:	As needed

9. Adapt a lesson plan so that a modified lesson plan is responsive to the specific characteristics of a new target audience.

REFERENCE:	NFPA 1030, 2024 edition, 10.4.2, 10.4.5.
CONDITION:	Given the lesson plan developed in Skill 8 and a specific audience

COMPETENCE:

- Describe available resources for course delivery.
- Assess and choose, or develop, audiovisual material.
- Assess and choose, or develop, educational material.
- Describe educational and audiovisual materials that meet the needs of the audience.

TIME: As needed

10. Design a fire and life safety education program so that the goals of the given strategy are addressed.

REFERENCE: NFPA 1030, 2024 edition, 10.4.4

CONDITION: Given a comprehensive educational strategy and community risk data, as provided by the AHJ

COMPETENCE:

- Formulate and describe the overall educational strategy.
- Develop an action plan.
- Describe partners, resources, and methods.
- Develop lesson objectives.
- Describe the target audience and how their needs are met
- Determine the evaluation method for the education program
- Describe the goals of the strategy were addressed

TIME: As needed

EVALUATION

11. Develop an evaluation strategy so that program outcomes are measured.

REFERENCE: NFPA 1030, 2024 edition, 10.5.1

CONDITION: Given educational program goals, objectives, and evaluation instruments as provided by the AHJ

COMPETENCE:

- Collect evaluation data.
- Analyze evaluation data.
- Implement an evaluation strategy.
- Reevaluate evaluation outcomes.

TIME: As needed

12. Design and implement an evaluation strategy, given educational program goals, objectives, and evaluation instrument(s), so that educational program outcomes are measured and cultural competence is demonstrated.

REFERENCE: NFPA 1030, 2024 edition, 10.5.2, 10.5.3

CONDITION: Given educational program goals, objectives, evaluation instruments, forms, and strategy as provided by the AHJ

COMPETENCE:

- Measure a program outcome.
- Validate an instrument.
- Implement evaluation methods.
- Describe the educational program goals and objectives
- Describe how program outcomes are measured and validated with the testing instrument
- Describe how cultural competence is demonstrated

TIME: As needed

13. Evaluate a subordinate's performance (according to organizational policies) on performance evaluations and evaluation forms, so that the employee is evaluated objectively.

REFERENCE: NFPA 1030, 2024 edition, 10.2.4

CONDITION: Given evaluation forms and following AHJ guidelines

COMPETENCE:

- Complete evaluation forms.
- Document a subordinate's performance.
- Verify outcomes by incorporating the written performance criteria and the organizations policies and procedures
- Provide feedback.

TIME: As needed

Fire and Life Safety Educator II Product Documentation

Date of Submission:			
Full Name:			
Department or Agency:			
Current Job Title:		Birthdate (mm/dd/yyyy) :	

To obtain certification as a **Fire and Life Safety Educator II** within the Utah Fire Service Certification System, this portfolio checklist must be completed (**prior to the written exam**). You must provide documentation as required for each area listed. This information and the supporting documentation will constitute your product documentation.

Instructions to Candidate:

1. To obtain certification as a Fire and Life Safety Educator II within the Utah Fire Service Certification System, complete the following form and provide documentation as required.
 - a. Address each requirement in the standard and document how you meet the criteria.
 - b. Each requirement must have a minimum of one (1) submission. Candidates may submit more documentation if desired.
 - c. Each requirement should list the corresponding skill number and NFPA reference on the submitted documentation.
 - d. Each requirement must be completed during the current NFPA standard rotation schedule. NFPA 1030 is updated every 5 years.
2. Documents should be submitted in a binder and in an orderly fashion. Items should be tabbed and well documented.
3. A letter of recommendation from your immediate supervisor or fire chief to include verification of skills.
5. Candidates must meet these requirements before certification will be processed.
5. These requirements for Fire and Life Safety Educator II certification are based on NFPA 1030, Chapter 10, 2024 edition.

Appeals Process

Examinations and product documentation may be appealed. Candidates desiring to appeal should submit their appeal to the Certification Office in writing within 30 days of taking the exam. 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 Standards and Training Council. If that 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. A judicial review of all final board actions resulting from informal adjudicative proceedings is available pursuant to UCA, Section 63-46b-15.

See next page.

<i>These requirements are based on NFPA 1030 (2024), chapter 10.</i>				
Skill	NFPA Reference	Description of Skill/Knowledge	Completed by Candidate	Approved by Evaluator
1	10.2.1	<u>Description of skill and/or knowledge:</u> Provide a written budget proposal you have developed for a program used by your agency. See skill 1 <u>Criteria to meet standard:</u> Provide documentation of budget proposal you have developed for a program used by your agency. The budget proposal shall include a description of the training program and its needs, a review and documentation of past actual expenses, documentation of assessing and updating educational material, documentation of determining and projecting costs (materials, personnel salary and benefits, equipment, facility, and travel), and documentation of tracking and recording actual expenses (materials, personnel salary and benefits, equipment, facility and travel).		
1	10.2.2	<u>Description of skill and/or knowledge:</u> Retrieve, organize, and provide past budget information and project income/expenditures. Prepare a budget. See skill 1 <u>Criteria to meet standard:</u> Provide documentation retrieving, organizing and providing past budget information and project income/expenditures by preparing a budget.		
2	10.2.3	<u>Description of skill and/or knowledge:</u> Provide a public policy recommendation for management within a program used by your agency. See skill 2 <u>Criteria to meet standard:</u> Provide a public policy recommendation for management within a program used by your agency. Write the policy and describe justification for the policy. Explain the issue and describe solutions. Explain the impact/ benefit from adopting the policy.		
13	10.2.4	<u>Description of skill and/or knowledge:</u> Provide an evaluation on a subordinate's performance within a program used by your agency, including the written performance criteria and policies and procedures. <u>Criteria to meet standard:</u> Provide and complete an evaluation form your AHJ uses following AHJ policies on performance evaluations. Complete the evaluation form documenting the subordinate's performance. Verify outcomes by incorporating the written performance criteria and the organizations policies and procedures and document the feedback you would give to the subordinate based on their performance evaluation.		
3	10.3.1	<u>Description of skill and/or knowledge:</u> Provide fire and life safety education priorities within a program used by your agency that addresses identified risk		

		priorities. Describe those risks. <u>Criteria to meet standard:</u> Provide documentation of fire and life safety education priorities within a program used by your agency that addresses identified risk priorities. Identify and describe sources of data and content of reports. Describe the collection of data relevant to community needs. Analyze the data collected and describe risk areas by answering the questions of who, what, when, where, and how. Describe educational priorities to meet the needs of the identified risk priorities. Describe and select educational activities to meet the priorities.		
4	10.3.2	<u>Description of skill and/or knowledge:</u> Describe in what manner you have facilitated Fire and Life Safety collaborative partnerships within your organization. Provide a list of agencies that have a partnership with your public education program and why. Describe the strengths, goals, and organizational guidelines created as you have interacted in those groups. <u>Criteria to meet standard:</u> Provide documentation describing fire and life safety collaborative partnerships within your organization. Provide a list of agencies that have a partnership with your public education program and why. Describe the strengths, goals, and needs of each partner.		
5	10.3.3	<u>Description of skill and/or knowledge:</u> Provide a sample of your method for requesting resources. <u>Criteria to meet standard:</u> Provide documentation of requesting for support resources. The documentation shall include a description of potential funding resources, a written policy for requesting additional funds, and a description of the funding needs for resources and the requirements.		
6	10.4.1	<u>Description of skill and/or knowledge:</u> Provide your developed informational material, showing information provided is accurate, relevant to the objective, and specific to the audience. <u>Criteria to meet standard:</u> Provide documentation of informational materials in an organized format. Describe written communication relevant to the needs of target population. Describe resources to assist with special needs and language issues.		
7	10.4.2	<u>Description of skill and/or knowledge:</u> Provide a sample of a lesson plan that you have designed and developed. Include the objectives, and targeted audience. <u>Criteria to meet standard:</u> Develop a lesson plan for a specified audience. Describe lesson objectives. Describe learning characteristics of the target audience. Describe methods and activities that meet lesson objectives, audience needs, and time constraints.		

8	10.4.3	<u>Description of skill and/or knowledge:</u> Provide a sample of support material that you have developed for a specific lesson plan. Describe how the materials support the lesson plan, the specific audience, and are congruent to national themes and messages regarding best practices. <u>Criteria to meet standard:</u> Develop educational materials so that the materials support the lesson plan, are specific to the audience, and congruent to national best practices. Describe available resources for course delivery. Describe how you chose and developed the support material that meets the needs of the audience. Describe how the materials support the lesson plan, the audience, and best practices.		
10	10.4.4	<u>Description of skill and/or knowledge:</u> Provide a sample of a fire and life safety program that you have designed and organized. Describe the comprehensive educational strategy, the target audience, and how the goals of the strategy were addressed. Explain how you've evaluated the program elements. <u>Criteria to meet standard:</u> Provide a description of a fire and life safety education program designed and organized by you. Describe the overall educational strategy. Describe the development of an action plan. Describe partners, resources and methods. Describe the development of lesson objectives. Describe the target audience and how their needs are met. Determine the evaluation method for the educational program. Describe how the goals of the strategy are addressed.		
9	10.4.5	<u>Description of skill and/or knowledge:</u> Provide the results of an evaluation process administered, then develop and provide a new revision of the educational program. Document new objectives, a new lesson plan, and describe how you analyzed the data. Display cultural competence. <u>Criteria to meet standard:</u> Describe how you would adapt a lesson plan so that this modified lesson plan is responsive to the specific characteristics of a new target audience. Provide documentation of new objectives and how you analyzed the data. Develop a new lesson plan by describing available resources for course delivery and describing how the new lesson plan meets the needs of the audience.		
11	10.5.1	<u>Description of skill and/or knowledge:</u> Provide an evaluation strategy you've developed. Document how program outcomes are measured and cultural competence considered. Describe how information was collected, analyzed and implemented. <u>Criteria to meet standard:</u> Develop an evaluation strategy so that program outcomes are measured. Describe the evaluation strategy in detail and explain how the program outcomes are measured. Describe		

		the process of collecting data and analyzing the information. Describe the implementation process of the evaluation strategy and how you reevaluated evaluation outcomes. Based on your reevaluation discuss any changes that you would like to make.		
12	10.5.2	<u>Description of skill and/or knowledge:</u> Provide an evaluation instrument you've designed to meet educational program goals. Describe those goals and objectives. Document how program outcomes are measured and validated with the testing instrument. <u>Criteria to meet standard:</u> Provide an example of your evaluation instrument. Describe the implementation of an evaluation strategy. Describe the program goals and objectives. Describe how the program outcomes are measured and validated with the testing instrument. Describe how cultural competence is demonstrated.		
12	10.5.3	<u>Description of skill and/or knowledge:</u> Provide a detailed description of how you implemented an evaluation strategy and how educational program outcomes were measured and achieved. <u>Criteria to meet standard:</u> Describe how you implemented an evaluation strategy and how the educational program outcomes are measured and achieved.		

By signing below, I attest that the documents contained in this portfolio are true and accurate, were created and compiled by the candidate, and meet the requirements of NFPA 1030.	
Applicant Signature:	
Chief/Training Officer Signature:	
Date:	

Certification Office Use Only

Approved by Certification Council? Yes No

Date approved: _____

APPENDIX A
IN-HOUSE PROCTOR INSTRUCTIONS

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 - B

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