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Introduction

NFPA 1041 Standard For Fire Service Instructor Professional Qualifications identifies the Job Performance Requirements (JPRs) that a student must complete to gain qualification as a Fire Service Instructor. To gain certification as a Fire Service Instructor in Saskatchewan a student must:

- (a) Complete NFPA 1041 JPRs through self -study, training on the job and/or through courses and seminars.
- (b) Produce a letter of recommendation from their Fire Chief.
- (c) Successfully complete evaluations and audits for applicable levels.

This appendix contains information on completing the certification process. It also contains a record keeping system students must utilize to record their progress within this program towards certification under the International Fire Service Accreditation Congress (IFSAC) and/or National Board on Fire Service Professional Qualifications (NPQS).

Qualifications and Certification Steps

To gain certification a student must;

Level 1

- (a) Complete all NFPA 1041 JPRs for level 1 through self-study, training on the job and/or through courses and seminars.
- (b) Successfully pass a written evaluation based upon the IFSTA Fire Service Instructor (5th Edition) manual, consisting of 50 questions within 1 hour and attaining a 70% pass mark.
- (c) Instruct a prepared Lesson Plan (Essentials Module) while being audited.
- (d) Maintain training records.

Level 2

- (a) Be certified as a Level 1 Fire Service Instructor to NFPA 1041.
- (b) Complete all NFPA 1041 JPRs for level 2 through self -study, training on the job and/or through courses and seminars.
- (c) Successfully pass a written evaluation based upon the IFSTA Fire Service Instructor (5th Edition) and the IFSTA Company Officer (3rd Edition) manuals, consisting of 50 questions within 1 hour and attaining a pass mark of 70%.
- (d) Develop a lesson plan with at least 4 hours theory and practical instruction on a topic (other than an Essentials of Fire Fighting topic) and develop written and practical evaluation tools to test students.
- (e) Present your lesson plan to a class while being audited.
- (f) Design and maintain training records.
- (g) Students must complete items (a) through (e) within six months.

FIRE SERVICE INSTRUCTOR AUDIT

NAME OF PERSON BEING AUDITED: _____ AUDIT DATE: _____

RATING: 0 POINTS – UNSKILLED 1 - 2 POINTS - MODERATELY SKILLED 2 - 3 POINTS – SKILLED * Where criteria is not observed-adjust total score to maintain possible marks out of 100% MARK ANY CRITERIA NOT OBSERVED AS N/A IN SCORE COLUMN			
A. PREPARATION AND INTRODUCTION MAX RATING PER CRITERIA			S
Instructor	1.	Appearance.	2
	2.	Preparation.	
		Lesson Plan.	3
		Instructor (knowledge of subject).	3
		Materials/Aids (appropriate for lesson/available).	2
	3.	Instructor/Student Ratio (consider lesson).	2
Classroom/Training Area	1.	Suitable setting.	2
	2.	Comfort (lighting, seating, temperature, breaks given).	2
	3.	Distractions.	2
	4.	Arrangement of class area (consider lesson).	2
	5.	Safety Factors.	2
Lesson Introduction	1.	Orientation.	2
	2.	Objectives Identified.	2
	3.	Standard Identified.	2
	4.	Motivation to Learn.	2
B. PRESENTATION			
Instructor	1.	Voice (Volume - Understood).	2
	2.	Eye Contact.	2
	3.	Gestures - Mannerisms - Attitude to students/lesson.	2
	4.	Language (swearing - word whiskers - talking up/down - etc...).	2
Participation	1.	Student feedback encouraged.	3
	2.	Students asked questions.	3
	3.	Student questions answered.	3
	4.	Safety emphasis (in class and on subject).	3
	5.	Observed/Corrected students.	3
Materials/Aids	1.	Usage (Av Equip, training aids, handouts, tests, check sheets etc...).	2
Lesson Delivery	1.	Organized - Logical presentation with increasing level of complexity/difficulty.	3
	2.	All objectives covered.	3
	3.	Instruction level to student level.	3
	4.	Lesson plan followed.	3
	5.	Practical skills taught step by step - time for students to follow - safety.	3
	6.	Time for student practice - check sheet usage.	3
	7.	Motivation given.	3
Problem Handling*	1.	Disruptions (students or outside disruptions).	2
	2.	Equipment/Aid failure.	2
C. SUMMARY AND EVALUATION			
Summary	1.	Key Points reviewed.	2
	2.	Motivation.	2
	3.	Pre evaluation review.	2
Evaluation*	1.	Instruction on Evaluation (standard).	3
	2.	Adequate time given.	3
	3.	Objectives met (Did learning take place ?)	3
	4.	Feedback to student on attempt (positive including any correction required).	3
Training Records	1.	Course Register	1
	2.	Records filed	1

ACCEPTABLE SCORE FOR QUALIFICATION IS 70%

Total (out of possible 100%)

FIRE SERVICE TRAINING RECORDS AND REPORTS AUDIT

INSTRUCTOR IDENTIFICATION

This section must be completed by the Instructor being audited and submitted to the Training Coordinator to register as an Instructor.

NAME: _____

MAILING ADDRESS: _____

MUNICIPALITY NAME: _____ POSTAL CODE: _____

HOME PHONE NUMBER: _____

WORK PHONE NUMBER: _____

FIRE DEPARTMENT: _____ FDID _____

Training Records and Reports system should consist of the following documents.

- Reports - direction, recommendation and evaluation of training
- Records - student and program details
- Schedules and/or Planning documents

A. General

All documents should be neat and legible and answer the following questions;

- Who was the Instructor(s).
- Who attended (or will be attending).
- What subject was covered.
- What was the stated objective and was it met.
- When did (will) the training take place.
- Where did (will) the training take place.
- Why (was) is the training being conducted.

B. Basic Records

- Are course reports held on file ? (indicating courses conducted and who attended)
- Are individual training records kept ? (indicating training and qualifications for an individual)
- Is there a departmental training record ? (training the department has taken over the past year)
- Is there a training progress chart ? (indicating how programs are progressing)
- Is there a training schedule ? (indicating when training is to be conducted and for whom)

C. Additional Records

Are records/reports kept on file for training fire fighters (individual and groups) have received;

- from outside agencies (ie: first responder training)
- from seminars
- from other educational entities (SVFFA/SAFC regional school, IAAI, OFC)
- during drills or special training events (both department and from other agencies)
- Are records kept of provincial training recognition certificates ?
- Are records kept for certification purposes ?

D. Training Planning

Training must be planned to be allow the individual and department to progress and advance. The audit should include a review of plans made for training by the department. Any planning document should be reviewed. Annual training reports should be reviewed to determine if the training plan is being followed.

**Job Performance Requirement Log
NFPA 1041 Fire Service Instructor
Professional Qualifications
Level 1**

Instructor I JPR	1041 Ref.	Date	Supervisor	Verified
Assemble course materials, given a specific topic, so that the lesson plan, all materials, resources, and equipment needed to deliver the lesson are obtained.	2-2.2			
Prepare training records and report forms, given policies and procedures and forms, so that required reports are accurately completed and submitted in accordance with the procedures.	2-2.3			
Review instructional materials, given materials for a specific topic, target audience and learning environment, so that elements of the lesson plan, learning environment, and resources that need adaptation are identified.	2-3.2*			
Adapt a prepared lesson plan, given course materials and an assignment, so that the needs of the student and the objectives of the lesson plan are achieved.	2-3.3*			
Organize the classroom, laboratory or outdoor learning environment, given a facility and an assignment, so that lighting, distractions, climate control or weather, noise control, seating, audiovisual equipment, teaching aids, and safety, are considered.	2-4.2			
Present a prepared lessons, given a prepared lesson plan that specifies the presentation method(s), so that the method(s) indicated in the plan are used and the stated objectives or learning outcomes are achieved.	2-4.3			
Adjust presentation, given a lesson plan and changing circumstances in the class environment, so that class continuity and the objectives or learning outcomes are achieved.	2-4.4*			
Adjust to differences in learning styles, abilities and behaviors, given the instructional environment , so that lesson objectives are accomplished, disruptive behavior is addressed, and a sage learning environment is maintained.	2-4.5			
Operate audiovisual equipment, and demonstration devices, given a learning environment and equipment, so that the equipment functions properly.	2-4.6			

Instructor I JPR	1041 Ref.	Date	Supervisor	Verified
Utilize audiovisual materials, given prepared topical media and equipment, so that the intended objectives are clearly presented, transitions between media and other parts of the presentation are smooth, and media is returned to storage.	2-4.7			
Administer, oral, written, and performance tests, given the lesson plan, evaluation instruments, and the evaluation procedures of the agency, so that the testing is conducted according to procedures and the security of the materials is maintained.	2-5.2			
Grade student oral, written, or performance tests given class answer sheets of skills checklists and appropriate answer keys, so the examinations are accurately graded and properly secured.	2-5.3			
Report test results, given a set of test answer sheets or skills checklists, a report form and policies and procedures for reporting, so that the results are accurately recorded, the forms are forwarded according to procedure, and unusual circumstances are reported.	2-5.4			
Provide evaluation feed back to students, given evaluation data =, so that the feedback is timely, specific enough for the student to make efforts to modify behavior, objective, clear, and relevant; include suggestions based on the data.	2-5.5*			

Audit Date

Student's Name
Auditor's Signature

**Job Performance Requirements Log
 NFPA 1041 Fire Service Instructor
 Professional Qualifications
 Level 2**

Instructor 2 JPR	1041 Ref.	Date	Supervisor	Verified
Schedule instructional sessions, given department scheduling policy, instructional resources, staff, facilities and time line for delivery, so that the specified sessions are delivered according to department policy.	3-2.2			
Formulate budget needs, given training goals, agency budget policy, and current resources, so that the resources required to meet training goals are identified and documented.	3-2.3			
Acquire training resources, given an identified need, so that the resources are obtained within established time lines. budget constraints, and according to agency policy.	3-2.4			
Coordinate training record keeping, given training forms, department policy, and training activity, so that all agency and legal requirements are met.	3-2.5			
Evaluate instructors, given an evaluation form. department policy, and job performance requirements, so that the evaluation identifies areas of strengths and weaknesses, recommends changes in instructional style and communication methods, and provides opportunity for instructor feedback to the evaluator.	3-2.6			
Create a lesson plan, given a topic, audience characteristics, and a standard lesson plan format, so that the job performance requirements for the topic are achieved, and the plan includes learning objectives, a lesson outline, course materials, instructional aids, and an evaluation plan.	3-3.2			
Modify an existing lesson plan, given a topic, audience characteristics, and a lesson plan, so that the job performance requirements for the topic are achieved, and the plan includes learning objectives, a lesson outline, course materials, instructional aids, and an evaluation plan.	3-3.3			

Instructor 2 JPR	1041 Ref.	Date	Supervisor	Verified
Conduct a class using a lesson plan that the instructor has prepared and that involves the utilization of multiple teaching methods and techniques, given a topic and a target audience, so that the lesson objectives are achieved.	3-4.2			
Supervise other instructors and students during high hazard training, given a training scenario with increased hazard exposure, so that applicable safety standards and practices are followed, and instructional goals are met.	3-4.3*			
Develop student evaluation instruments, given learning objectives, audience characteristics, and training goals, so that the evaluation instrument determines if the student has achieved the learning objectives, the instrument evaluates performance in an objective, reliable, and verifiable manner, and the evaluation instrument is bias-free to any audience or group.	3-5.2			
Develop a class evaluation instrument, given agency policy and evaluation goals, so that students have the ability to provide feedback to the instructor on instructional methods, communication techniques, learning environment, course content, and student materials.	3-5.3			
Analyze student evaluation instruments, given test data, objectives and agency policies, so that validity is determined and necessary changes are accomplished.	3-5.4			

Audit Date

Student's Name
Auditor's Signature