



# **STANDARDS AND DIRECTIVES COMMITTEE REVIEW GUIDELINES**

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## Purpose of this Document

This manual was prepared by the Alaska Fire Standards Council (AFSC) to provide consistency for review of statewide fire standards and certification directives for fire service testing. This document is intended to assist the AFSC, Committee Leads, Subject Matter Experts, and other Committee Members in his or her role in the review committee process. This manual is intended to be a guideline for all AFSC certification directives, and it provides information for those who are unfamiliar with the background of the development of fire service performance standards.

Much of the content in this guidebook was developed by the AFSC Administration. The AFSC extend our grateful acknowledgment to the International Fire Service Accreditation Congress (IFSAC) for their assistance in preparing this guide. Through the accreditation process the AFSC has received ongoing support from IFSAC and its members.

This document contains the AFSC guidelines related to fire standards review and development, AFSC committees, and test bank validation. The Council may delegate responsibilities outlined in this manual to an assigned Committee Lead or Subject Matter Expert (SME). However, the AFSC ultimately holds the designated Committee Lead responsible for the final report for an assigned project. The following statutory authority relates to this guideline and assists the AFSC Administration in achieving the goals established by the AFSC:

Under Alaska Statute [18.70.350](#) the council may:

- 1) adopt regulations for the administration of AS 18.70.320 - 18.70.369, including regulations
  - a. establishing minimum training and performance standards for certification of fire services personnel that are consistent with the standards of the National Fire Protection Association or other applicable standards;
  - b. establishing minimum fire training curriculum requirements for certification of training programs that are designed to enable trainees to meet the standards established under (A) of this paragraph;
  - c. governing the procedure for certification of fire services training programs that meet the minimum curriculum requirements adopted under this section;
  - d. governing the procedure for certification of individuals who satisfy the minimum training and performance standards established under this section; and
  - e. governing the procedure for revocation of the certificate of a person or program that, having been issued a certificate under this section, fails at a later date to meet the standards adopted by the council under this section; the procedures must be consistent with AS [44.62](#) (Administrative Procedure Act);
- 2) consult and cooperate with municipalities, agencies of the state, other governmental agencies, universities, colleges, and other institutions concerning the development of fire services training schools and programs offered in the state;

This manual is available for downloading at the AFSC web site: [www.firestandards.alaska.gov](http://www.firestandards.alaska.gov)

Suggestions for changes or improvements for this document can be sent via mail, fax, or by e-mail to:

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This document will be revised as needed to address the requirements of the Council and AFSC Administration. For eligibility to serve on a committee an individual must read this document in its entirety.

## Definitions

### Overview

The definitions contained in this section shall apply to the terms used in this guideline. Where terms are not defined here or under another heading, they shall be defined using their ordinarily accepted meanings within the context in which they are used. *Merriam-Webster's Collegiate Dictionary*, 11th edition, shall be the source for the ordinarily accepted meaning.

### General Definitions

**Accredit:** To give official authorization to or approval of; to provide with credentials; to recognize an educational institution as maintaining standards that qualify its graduates for admission to higher or more specialized institutions or for professional practice.

**AFSC:** The Alaska Fire Standards Council operations as a whole, including appointed/designated members and administrative staff

**AFSC Administration:** The staff that manage the administrative functions of the AFSC and day-to-day tasks of the fire certification process:

- **Certification Clerk:** The individual who provides direct administrative support for the Council Administrator and specialized administrative support services for the Fire Standards Council, including office manager duties for administrative functions within the main office and test management support.
- **Council Administrator:** The individual who: develops, recommends, and advises on policy adoption; creates, implements, and promotes operational directives; and administers the policies, procedures, and programs under the authority of Alaska Fire Standards Council.

**Council:** The Alaska Fire Standards Council voting members appointed by the governor, or designated in statute

**Approved:** Acceptable to the Alaska Fire Standards Council

**Adopted:** Approved and endorsed by the Council through majority vote

**Certify:** To attest authoritatively, such as to attest as being true or as represented or as meeting a standard.

**Certification:** The issuance of a document that states that an individual has demonstrated the knowledge and skills necessary to function in a particular fire service professional field.

**Committee Lead:** The individual that has the primary responsibility for the work of the committee. This person completes all final report documentation for Council review.

**Committee Member:** Individuals that support a designated committee and assist the Committee Lead. May include a SME or a member of the AFSC Administration.

**Job Performance Requirement (JPR):** A written statement that describes a specific job task, lists the items necessary to complete the task, and defines measurable or observable outcomes and evaluation areas for the specific task.

**Standard:** Something set up and established by authority as a rule for the measure of quantity, weight, extent, value, or quality.

**Standards Review Committee (SRC):** All members of a committee designated to review a standard; to include a designated Committee Lead and at least one Committee Member.

**Subject Matter Expert (SME):** An individual with a high level of specialty training or knowledge as it relates to a particular level/scope of a standard or job performance tasks.

## AFSC Committees

The purpose of this guideline is to establish standing committees and to provide for the establishment of ad hoc committees as needed to advise the Alaska Fire Standards Council on National Fire Protection Association<sup>®</sup> (NFPA) standards, certification programs, and certification examinations.

Committees are established by the Council, the AFSC Administration, or the chairperson of the Council. The term “committee” shall include panels, task forces, and so forth. Each committee shall have a clearly defined function or specific charge. The appointment of committees shall be reported at the scheduled meeting following the appointment, and committees shall report at subsequent meetings of the AFSC as appropriate. Any such committee shall disband at the completion of its charge. Generally, in making appointments to committees, recommendations shall be sought from members of the AFSC.

### Standing Advisory Committees

Standing Advisory committees shall be made up of members of the Alaska Fire Standards Council, *or*, members of Alaska fire service organizations and individuals assigned by the Alaska Fire Standards Council who are deemed to have expertise in the standards or certification programs. Specific standing advisory committees shall be established by the Alaska Fire Standards Council office whenever there is consideration for adoption of NFPA standards, new certification programs, or other programs governed under the authority of the AFSC. Guidelines are as follows:

- a. Standing advisory committee shall be designated for a specific standard or program.
- b. An active member of the Alaska Fire Standards Council, or ASFC designated subject matter expert, shall serve as the committee lead and shall select at least one back up member. The lead shall identify whom he or she has selected for participation and notify the AFSC director of participants.
- c. Because each committee will deal with specific areas of expertise the solicitation must be based on relevant qualifications. Committee members may also be solicited from various geographical areas of the state consistent with geographical distribution of expertise to insure input reflecting a general consensus of the total fire service.
- d. In considering member appointments to committees, the Alaska Fire Standards Council shall not rely on an individual's rank in a given department, but will concentrate on that individual's area of responsibility and his or her level of certification.

The standing committees are tasked with oversight of specific certification levels to include the following duties:

- a. review applicable standard and report to the AFSC
- b. develop and evaluate certification directives
- c. review and validate exams for applicable levels of certification
- d. provide reports and updates at each scheduled meeting

### Ad Hoc Committee Guidelines

Ad hoc committees may be formed to address specific areas of concern, or to complete priority projects, identified by the AFSC. Ad hoc committees shall be made up of members of Alaska fire service organizations and individuals assigned by the Alaska Fire Standards Council who are deemed to have expertise in the standards or certification programs.

- a. Ad hoc committees shall be established by the Alaska Fire Standards Council office when a problem or issue arises in an area of fire standards, certification, or testing not covered by a standing committee, or when a standing committee has a need for supplemental assistance. Each ad hoc committee shall be designated a specific duty and area of responsibility.
- b. Ad hoc committees will deal with specific areas of expertise, and the solicitation of participants will be based on individual qualifications. Committee members shall also be solicited from various geographical areas of the state consistent with geographical distribution of expertise to insure input reflecting a general consensus of the total fire service.
- c. In considering member appointments to ad hoc committees, the Alaska Fire Standards Council will not rely on an individual's rank in a given department, but will concentrate on that individual's area of responsibility and his or her level of certification.

### **Selection of Subcommittees**

Subcommittees may be formed to research information under the direction of a committee lead. The committee lead will keep the group on task and be the contact between the AFSC and the committee. The committee lead will record information and assemble the records for the final report. The committee lead will write the final report and will furnish all material to AFSC by the imposed deadline.

### **Purpose of AFSC Committees**

Professionals who develop and follow standards of excellence in their own work are best suited to evaluate the work within their industry. The Alaska Fire Standards Council (AFSC) review committee program embodies this principle by matching qualified professionals with the review of relevant standards test banks, and certification programs. Individuals and the fire service as a whole benefit from involvement in the review process. It increases knowledge about standards and best practices and encourages active participation in the Alaska fire service.

### **What Does an AFSC Committee Member Do?**

Our reviewers support the AFSC and accredited certification programs by reviewing national and local standards, conducting test bank reviews, and providing written feedback to the FSC for implementation of programs. This is done on an entirely volunteer basis.

### **What is the Time Commitment and Cost to Reviewers?**

Your costs are your time. Generally, the hours for each assignment vary. This is done in a volunteer capacity, but the FSC will reimburse approved travel costs and in some cases a standard per diem is provided. In certain instances, the AFSC will provide text and resource material to reviewers that can be used locally to support fire department training programs.

### **Who Can Be a FSC Reviewer?**

An Alaska fire service member who is:

- currently affiliated with a fire department or fire service organization (preferably has decision-making and planning level responsibilities)
- knowledgeable about fire service operations (generally at least 5 years of experience)
- participates in industry dialogue on standards, best practices and emerging fire industry issues (e.g., speaking, writing, teaching, reviewing grants, conferences, etc.)
- a good communicator with excellent interpersonal skills
- a strong writer and critical thinker

- committed to the highest ethical standards and level of professionalism
- willing to travel and volunteer time for assignment

### **Why Be on an FSC Committee?**

Committee members have an advisory role in shaping and developing the future of Alaska's fire service. Being on an FSC committee provides opportunities to grow, learn, and support the fire community. With every assignment an individual has an opportunity to interact with professional peers and learn how other fire department organizations are addressing today's fire service challenges.

## **Accreditation Policy and Standards Review**

### **AFSC Accreditation Program Requirements**

The Fire Standards Council has multiple certification levels that are accredited by the International Fire Service Accreditation Congress (IFSAC) and/or the National Board on Fire Service Professional Qualifications (Pro Board). Program accreditation approval is based on the established Fire Standards Council administrative policies and procedures for directives and the testing and evaluation requirements evaluated by the accrediting entities. Strict adherence to all Fire Standards Council policy and procedure must be followed to maintain accreditation.

This Standard and Directive Review Guideline shall be the basis for the review and adoption of AFSC standards and directives. Whenever applicable, the existing program policy and procedures will be used as the model for future standards and certification directives.

Apply, where no acceptable standard exists, National Fire Protection Association Professional Qualifications Standards as benchmark standards against which to evaluate and accept or reject other standards. The National Fire Protection Association's (NFPA) Fire Service Professional Qualifications Standards, or other standards approved by IFSAC and/or ProBoard, are the basis upon which certification directives are conducted.

### **Undue Influence Policy**

The AFSC shall not allow any entity, organization or individual to exercise undue or inappropriate influence over the Standard and Directive Review Guidelines process.

### **Current Standards for Certification**

Standards review committee work shall include the most current references available at the time of the review. If committee recommendation does not include the most current edition of a standard then an explicit written explanation must be provided by the Committee Lead, or designee, to the Council. Non-NFPA Standards must identify that they were produced using a standard method of development ([Appendix A](#)).

### **Testing to the Current Standard**

The AFSC shall certify personnel to the most recent edition of the NFPA standard(s), or appropriate non-NFPA standard(s), that have been adopted by the AFSC.

Each certification directive shall list certification examination references to include:

- a. the current AFSC adopted standard
- b. the referenced text(s) for written test material
- c. the practical skills packet

All certification directives and related skills packets are available through the [AFSC certification webpage](#).



## **Committee Lead Representative**

Whenever possible, the AFSC shall assign a representative of the Council to act as the Committee Lead. Non-Council SME's may also be designated by the Council at the discretion of the Council.

## **Mission and Authority of Review Committees**

### **Overview**

The AFSC complies with the test processes as established by IFSAC and PROBOARD. The AFSC requires that committee personnel supporting a standards or test bank review comply with all of the guidelines defined within this document and the AFSC Certification Policy Manual.

AFSC committees shall advise the AFSC Administrator on standards, directives, examinations, and other matters relating to the Alaska Fire Standards Council within the duties and areas designated. The committees are *advisory* only, and:

- a. Advice will be subject to review and analysis by AFSC administrative personnel prior to submission for final decision by the AFSC body.
- b. The committees, and their individual members, shall not have the authority to bind the AFSC or make determinations that would confer a benefit or impose a duty upon the AFSC, the State of Alaska, any employee thereof, nor upon any other person or governmental body.
- c. Committees shall meet under the direction of the AFSC Administrator.
- d. The AFSC body has the final authority related to all committee recommendations.

### **Committee Authority**

AFSC designated committees shall provide reports to the AFSC on standards, procedures, examinations, and other matters relating to the Alaska Fire Standards within the duties and areas designated. The committees are *advisory* only, and:

- a. Advice will be subject to review and analysis by AFSC Administration prior to submission for final decision by the AFSC body.
- b. The committees, and their individual members, shall not have the authority to bind the AFSC or make determinations that would confer a benefit or impose a duty upon the AFSC, the State of Alaska, any employee thereof, nor upon any other person or governmental body.
- c. Committees shall meet under the direction of the AFSC Administration.
- d. The Council has the final authority related to all committee recommendations.
- e. Unless otherwise specified committee members shall be deemed independent subject matter experts and shall not be paid for their services.

### **Committee Lead Core Responsibilities**

Committee Leads are selected by the Council to serve as point of contact all associated committee projects. The core responsibility of the Committee Lead includes:

1. Maintain the consistency of work of the entire committee project, as designated by the AFSC.
2. Completion of a final written report with a clear recommendation to the Council.
3. Being knowledgeable with the review policies of the AFSC.
4. Coordinating with the other members of the committee to ensure the committee objectives are being met.

5. Providing evaluative feedback to the AFSC after each assignment to assist with improvements to the review process.

### **Approval and Authorization of a Committee Lead**

To be appointed as a Committee Lead, an individual must:

1. have a high level of knowledge related to a standard or program; as demonstrated through professional experience, certification at the level of review, or other relevant competencies; *and*
2. have an endorsement from a member of the AFSC, *and*
3. have the ability to complete the assignment within a reasonable timeframe.

### **Assignment of Committee Leads**

The Council is responsible for designating a Committee Lead for each committee. The AFSC shall use the following guidelines for appointments:

1. The Committee Lead shall be appointed by the AFSC during a scheduled meeting.
2. In the event of a vacancy, the AFSC Administration shall appoint an interim replacement until the next regular meeting, during which the Council will appoint a Committee Lead.
3. Members of the committee shall not receive any remuneration for their services; however, the AFSC Administration may reimburse the reasonable expenses of committee members for their attendance at meetings of the AFSC in the event of extenuating circumstances or for special meetings. Extenuating circumstances shall be determined by electronic means or conference call among the Council and AFSC Administration.
4. The AFSC has the final discretion on all Committee Lead appointments.

## **Roles and Responsibilities for Adoption of Standards**

The AFSC follow a process for the review and adoption of a standard. The process includes the steps for approval of a standard and the development of the certification directives ([Appendix C](#)). The following defines the roles and responsibilities related to the standard adoption process.

### **The Role of the Council**

The role of the Council is to appoint a Committee Lead and members of the SRC. The Council shall receive, review and evaluate the recommendations of the SRC with regard to the adoption of proposed accepted standards. The Council then either accepts or rejects the recommendations of the SRC for action during a scheduled meeting of the AFSC.

### **The Role of the AFSC Administration**

The role of the AFSC Administration is to provide an entity interested in seeking adoption with the information, documentation, and support needed to submit a proposal. For standards other than NFPA the AFSC Administration will identify related NFPA standard(s) for comparison to a non-NFPA standard for which approval is sought. Once a proposal is received the AFSC Administration will forward all related documents to the lead of the designated Standard Review Committee (SRC).

### **The Role of the Standards Review Committee (SRC)**

The role of the SRC is to advise the Council whether or not a standard is appropriate and applicable for use in Alaska. For consistency in the review process, the SRC must use the AFSC Standards Review Committee Report, unless otherwise authorized by the Council. The report must be completely filled out, accurate, and contain

enough information in the report for the AFSC to interpret the response(s). Any recommendation for use of non-NFPA standards must meet the definition of a bona fide standard ([Appendix B](#)).

## **Written Examination Committee Review Process**

### **Written Test Validation**

The AFSC requires that written tests for certification be validated and reviewed. The following outlines the procedures for validating fire service written test banks. Each question must qualify by a committee review and analysis of content. The test material must be checked for grammar, layout, references, and to verify the question is within the subject area. A correlation must be made to standards and references such as textbooks.

The committee will be given a timeline, the AFSC test bank review *Checklist*, appropriate numbers of the written test, a copy of the standard the written test is intending to meet, suitable textbook references, and approved correlation sheets. Any other information that will assist validating the test will also be distributed to the committee by the AFSC Administration. The Council may assign the AFSC Administration to attend the committee meetings.

### **Written Examination References**

AFSC establishes training and performance standards and certification tests for Alaska's fire personnel. Most often the AFSC utilizes national standards such as those provided by the NFPA. Members of the Test Bank Review Committee must maintain correlation and analysis information that conforms to the format of the test bank being assessed, standards, and published texts.

NFPA uses a Job Performance Requirements (JPR) to establish a minimum for fire service positions. JPR's state what is necessary to perform the job and are different than instructional objectives. A test question may be very specific to the standard or may refer to an answer within the lesson instructional objective (referring to the standard) and only be a segment of the NFPA standard. Care must be maintained to ensure content is within the standard and can be referenced in published review documents such as textbooks.

### **Written Examination Criteria**

The AFSC selects written test banks from vendors that meet certain criteria. These criteria include the following, and all tests must:

- a) be designated as valid through national/industry standards
- b) be Logic Extension Resources (LXR) compatible
- c) have question references pertinent to multiple training curriculum/text materials

### **Changes to Test Bank**

The correlation and analysis must conform to the format of the test bank being assessed. The committee is allowed to recommend elimination of questions that do not conform to AFSC review policy. The actual material changes to the AFSC fire test bank will be handled at the AFSC Administration level based on findings within committee reports. The AFSC Administrator will generally assign these duties to the AFSC Certification Clerk.

The AFSC is a member of the IFSAC, and certification programs will generally follow IFSAC accreditation guidelines whenever applicable. The Test Bank Review Committee will follow the policy set forth by AFSC and the Council Administrator will inform the Committee of such rules.

## Written Examination Review Security

Test material shall not be copied or reproduced in any manner without the express written permission of the AFSC Administrator or designee. Infringing on any copyright material is against the law and is not permitted. Material must not be shared or viewed by people outside of the designated committee, and the committee members must not share any information with the public that can be construed as revealing or identifying confidential test information. All test bank material is confidential and must be under constant control while under committee review. All material will be returned to the Council Administrator of the AFSC, or designated administrative staff, by the established deadline.

## Steps for Written Examination Review

The following list explains the steps the technical committee must complete.

1. **Committee verifies the source (s) for the standard. (i.e. NFPA 1001 sec. 5.1)**
  - Record proper numbers and information on test material
2. **Committee validates the question relevancy to the subject.**
  - Record findings on test material (*Valid or throw out*)
3. **Committee validates the format, grammar, and spelling.**
  - Use the SME Guideline from below (*optional*)
  - Record information on test material
4. **\*Committee confirms the source (s) for the reference. (Example: IFSTA or Jones and Bartlett textbooks)**
  - Locate page reference and verify general relevance to question statement and record information on test material
5. **\*\*Compare, strike-out, or add information. Record information onto test bank question report information sheets. (Example PTS Questions Report)**
  - Record findings; this includes all pertinent information that will be transferred to the AFSC master question for that particular test bank.
6. **Complete a final report and return all material to AFSC by the imposed deadline.**

### ***Additional Notes:***

\* Ensure the test question is relative to the textbook/subject information. Many times the question will use very specific information and/or terms about a topic. The question may ask for an exact term not used in both texts. The exact term may be in one text but not the other. For example; the definitions of learning, education, and training are different from Jones and Bartlett to IFSTA. Both texts' definitions are credible. Another example is the computer term "firewall" is described in Jones and Bartlett, but not in IFSTA. Tracing the validity of the PTS test questions we find very specific terms from either IFSTA or Jones and Bartlett only. The questions meet all other criteria, however may not use exact terms found in both textbooks. *Please note discrepancies and the FSC will review the information for final approval of question use.*

\*\* Format for the test questions must be consistent. The PTS Question Report may have inconsistencies in the format for multiple choice type questions. All multiple choice questions should be formatted the same and the alternatives (correct answer and detractors) should be listed in a single column under the stem. No colon should be used behind the last word in the stem.

### **Question Review Recommended Guideline**

The list below assists the test reviewers to use a systematic approach to examine the sentence structure and confirms test questions:

1. Keep stems and statements as short as possible and use clear, concise language.
2. Use questions whenever possible (What, Who, When, Where, Why and How).
3. Maintain grammatical consistency to avoid cueing.
4. List choices in a logical order.
5. Avoid double negatives.
6. Avoid unnecessary modifiers, especially absolutes (e.g. always, never, etc.).
7. Avoid “All of the above” and use of “None of the above” with caution.
8. Avoid vague pronouns (e.g. it, they).
9. Avoid conflicting alternatives.
10. Avoid syllogistic reasoning choices (e.g. “both a and b are correct”) unless absolutely necessary.
11. Avoid providing cues to correct answer in the stem.
12. Avoid providing clues to the answer of one question in another question.

## **Appendix A- Standards Methodology Process**

### **Methods of Producing Standards**

#### **Job Performance Requirements**

The job performance requirements approach focuses on specific jobs. The technique begins with a job task analysis, organizes tasks into duties and areas of responsibility, and then converts this information into job performance requirements. Tasks must be observable, discreet, frequently carried out, and lead to a specific output e.g. product, service, or decision. Then information is collected about what tools, equipment, or materials are needed for tasks to be performed effectively, about how well the tasks need to be performed, and about the prerequisite skills and knowledge needed by the jobholder. The NFPA Professional Qualifications are based on job performance requirements technique.

#### **Functional Analysis**

The functional analysis approach begins with the organization's mission and the identification of those functions, which enable the organization to achieve its mission. Each function is then progressively broken down into occupational areas/sub-functions. The method identifies the key purpose of each occupational area/sub-function, then what needs to happen for each key purpose to be achieved, then the tasks performed by individuals. Thus functional analysis establishes standards, which reflect work activities grouped by purpose. Such standards can be common to more than one industry/sector if the roles performed by individuals and groups are the same. The United Kingdom Emergency Fire Services Lead Body standards are based on functional analysis.

#### **Observation**

Common sense suggests that observation of jobholders actually performing their work roles must be one of the simplest and most valid ways of arriving at a set of standards. The method may include activity and time sampling, the recording of observations, and questioning of jobholders. The observations may include jobholders' attributes and behavior, as well as the content of tasks. The data gathered is then analyzed and summarized either in the form of narrative accounts or as tables of counts and frequencies.

#### **Self-Description**

This method uses descriptions of jobs provided by jobholders themselves. Diaries, logs, and narrative accounts may be used. These may be unstructured or structured in various ways, for example, by time or by activity, or jobholders may be asked to provide information about typical work routines and experiences. This method is particularly useful when the output of jobholders is difficult to observe or cannot be observed e.g. decision making in managerial jobs. The data gathered from jobholders is then analyzed singly, collectively, and/or comparatively using content analysis techniques until the content and structure of jobs have been determined.

#### **Interviews**

Detailed information about jobs can be gathered from interviews. Interviews may be structured or unstructured. In the case of structured interviews the interviewer has a predetermined format/checklist of questions in mind. In the case of the unstructured interview the interviewer has no predetermined format. In the unstructured interview supplementary questions are used to probe for more detailed information. Unstructured interviews may be used to produce lists of questions for use in structured interviews. Interviewing is mainly a descriptive technique, but there is no reason why jobholders cannot be asked to rank or rate job criteria elicited from interviews.

### **Critical Incident**

The description and analysis of critical incidents is a well-established approach to gaining a detailed understanding of the content and performance of jobs. The focus, at least to begin with, is usually on describing and analyzing those critical aspects of job performance that determine either success or failure. Thereafter, the focus is usually on the avoidance of future failure. This method is normally applied to something that has already happened, or a near miss, and may involve a wide range of data gathering techniques. Data analysis concentrates on the reduction of subjectivity and the construction of a single reliable account from a variety of sources.

### **Work Profiling**

Work profiling is another job analysis technique. In this case based on the use of questionnaires. Different questionnaires have been developed for managerial/professional, service/administrative, and manual/technical jobs. The first part of each questionnaire is concerned with job content, i.e. the tasks to be performed, and the second part with job context i.e. skills, knowledge, and the data is then reconfigured to produce reports for various purposes e.g. task analysis, attribute analysis, job descriptions, person specifications, job/person matching, or assessment instruments for use in selection. This questionnaire technique and the methods of analysis involved have much in common with those used in personality testing.

### **Position Analysis**

The position analysis questionnaire contains a large number of job elements organized into six main areas. These are the information input to the job, the mental processes required to perform the job, job output, relationships, job context, and other job characteristics. Each job element is rated on scales relating to different aspect of jobs e.g. importance, proportion of time spent, etc. The data is then computer analyzed. A number of outputs are possible from this analysis e.g. item analysis, dimension analysis, attribute analysis, and comparative analysis between jobs drawn from a large database of jobs.

## **Appendix B- Standard Development Criteria**

### **Defining a Bona Fide Standard**

The following criteria should be taken into account when considering whether or not a standard is acceptable to the AFSC for certification directive purposes. AFSC accepted standards will be evaluated against the listed criteria.

### **The Standards Development Process**

NFPA standards are produced by standing technical committees. Professional qualifications committees are guided primarily by the job performance requirements approach. Any standards offered should also have been developed and produced following an acceptable methodology. A brief explanation of some of the main possible alternative methods of producing standards is provided in Appendix A.

Standards may be grouped or clustered in different ways. For example, standards may be grouped around the components of specific jobs to indicate competent job performance, as with NFPA Standards. While it is difficult to envisage an industry performance standard that is not closely job related, standards may also be clustered to form employment related qualifications.

### **The Industry Lead Body**

As with the NFPA standards making process there should be clear evidence of a consensus within any particular industry about what standards exist, about how they are to be utilized and by whom. This consensus should be reflected in the ownership of industry performance standards by a lead or representative body having the necessary industrial sector support and competent to represent the industry's interests.

### **National and/or International Recognition**

The Industry Lead Body and Industry Standards should be recognized by a national or international body which regulates and approves industry performance standards e.g. The Standards Council of Canada, The Qualifications and Curriculum Authority in the UK, The International Civil Aviation Organization, American National Standards Institute, etc.

### **Publication/Review of the Standards**

As with the NFPA standards, industry performance standards should be published and widely available. There should also be a mechanism for periodically reviewing and updating AFSC accepted standards. The AFSC shall follow a review schedule in accordance with accreditation requirements listed within the current AFSC Certification Policy Manual.

### **Equivalency to NFPA**

NFPA standards continue to be IFSAC's benchmark industry performance standards. Where an entity is seeking reciprocity with NFPA standards it is essential that standards offered for IFSAC accreditation is mapped against the equivalent NFPA Standards. It is likely that every standard's equivalency mapping exercise will produce areas of overlap with common ground, hopefully large, and areas of differences where the standards do not match, hopefully small.



### **Legal**

The legal basis for fire service powers and responsibilities varies from region-to-region and affects fire services' statutory and non-statutory activities, day-to-day organization and operations, and hence, fire service performance standards.

### **Organizational**

The number, size, and type of fire departments/brigades vary from region-to-region and affect fire departments/brigades organization, day-to-day operations, and hence, fire service performance standards.

### **Traditional**

Different historical and other national and local influences on the development of fire services' responsibilities, day-to-day organization, and operations vary significantly and hence, fire service performance standards.

### **Contextual**

Fire service performance standards may be affected by the context (e.g., a rescue standard in one region may be geared towards earthquakes, and in another, towards urban terrorism).

### **Operational**

Fire services may express preferences for different equipment to do the same job and for different professional approaches to achieving the same operational outcomes. Different equipment and different approaches may require different operating procedures, and hence, fire service performance standards will also be different.

### **Cultural**

The fire services different regions are bound to reflect different regional characteristics and identities. Cultural differences are therefore likely to play some part in accounting for differences between one set of fire service performance standards and another.

Thus, there should be no early inference that differences between other AFSC accepted standards and current NFPA standards indicate that the other AFSC accepted standard is, in some sense, less than or inferior to the NFPA.

### Appendix C- Standards and Directives Process Flow Chart

