

# NFPA® 1091

## Standard for Traffic Incident Management Personnel Professional Qualifications

2024 Edition



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## NFPA® 1091

### Standard for

## Traffic Incident Management Personnel Professional Qualifications

### 2024 Edition

This edition of NFPA 1091, *Standard for Traffic Incident Management Personnel Professional Qualifications*, was prepared by the Technical Committee on Traffic Control Incident Management Professional Qualifications and released by the Correlating Committee on Professional Qualifications. It was issued by the Standards Council on October 7, 2022, with an effective date of October 27, 2022, and supersedes all previous editions.

This edition of NFPA 1091 was approved as an American National Standard on October 27, 2022.

### Origin and Development of NFPA 1091

In 1972, the Joint Council of National Fire Service Organizations (JCNFSO) created the National Professional Qualifications Board for the Fire Service (NPQB) to facilitate the development of nationally applicable performance standards for uniformed fire service personnel. On December 14, 1972, the board established four technical committees to develop those standards using the National Fire Protection Association (NFPA) standards-making system. The initial committees addressed the following jobs: firefighter, fire officer, fire service instructor, and fire inspector and investigator.

The original concept of the professional qualifications standards, as directed by the JCNFSO and the NPQB, was to develop an interrelated set of performance standards specifically for the fire service. The various levels of achievement in the standards were to build upon each other within a strictly defined career ladder. In the late 1980s, revisions of the standards recognized that the documents should stand on their own merit in terms of job performance requirements (JPRs) for a given field. The strict career ladder concept was revised to allow civilian entry into many of the fields, except for the progression from firefighter to fire officer. These revisions facilitated the use of the documents by other than the uniformed fire services.

In the mid-1990s, all of the professional qualifications standards were converted to the JPR format for consistency. Each JPR consists of the task to be performed; the tools, equipment, or materials that must be provided to complete the task; evaluation parameters and performance outcomes; and lists of the requisite knowledge and skills one must have to be able to perform the tasks.

The intent of the technical committee was to develop clear and concise JPRs that can be used to ensure that an individual, when measured to the standard, possesses the skills and knowledge to perform a job related to the particular standard.

The 2015 edition was the first edition of the *Standard for Traffic Control Incident Management Personnel Professional Qualifications*. It was developed in response to a recognized need for safe operations in traffic control incident management. Roadway-related incidents constitute one of first responder traffic control personnel's greatest health and safety concerns. Firefighters, police officers, fire police, EMS personnel, department of public works personnel, towing and recovery industry personnel, transportation personnel, and others who respond to roadway incidents across the country are subject to an increasing amount of dangerous situations. The technical committee of experts on the subject of traffic control incident management and highway safety developed the first edition of NFPA 1091.

For the 2019 edition of NFPA 1091, the technical committee adjusted the title of the standard by removing the term *Control*. The viewpoint of the technical committee was that traffic incidents are rarely controlled; only the hazards and risks can be managed and mitigated to some extent. This change was also reflected in adjustments to the definitions and JPRs. Each JPR was reviewed and refreshed as part of an overall review of the standard. In addition, annexes were added to provide a visual matrix of the JPRs and recognize the firefighter life safety initiatives promoted by the National

Fallen Firefighter Foundation, with the understanding that incident scene safety helps protect all involved.

The 2024 edition of NFPA 1091 includes several important changes. The requirement for continuing education and professional development has been revised to clarify the need for all personnel involved in roadway incident response to maintain competency in the requirements of the standard. The term *incident command system (ICS)* has been added to Chapter 3 to provide clarity for the job performance requirements (JPRs) throughout the standard. Additionally, the term *Traffic Incident Management Personnel (TIMP)* has been changed to *Traffic Incident Management Technical Specialist* to define the qualifications of the personnel acting in this capacity more accurately and to increase alignment with the terminology used in other NFPA standards.

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**Committee Scope:** This Committee shall have primary responsibility for documents on professional qualifications required for emergency responders in relation to their operations on roadways.

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## NFPA 1091

## Standard for

# Traffic Incident Management Personnel Professional Qualifications

2024 Edition

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Information on referenced and extracted publications can be found in Chapter 2 and Annex E.

## Chapter 1 Administration

**1.1 Scope.** This standard identifies the minimum job performance requirements (JPRs) for traffic incident management personnel (TIMP).

**1.2\* Purpose.** The purpose of this standard is to specify the minimum JPRs for service as TIMP.

**1.2.1** This standard shall define TIMP.

**1.2.2** The intent of this standard shall be to ensure that personnel serving as TIMP are qualified.

**1.2.3\*** This standard shall not address organization or management responsibility.

**1.2.4** It is not the intent of this standard to restrict any jurisdiction from exceeding or combining these minimum requirements.

**1.2.5** JPRs for each level and position are the tasks personnel shall be able to perform in order to carry out the job duties.

**1.2.6\*** TIMP who perform or support the duties and responsibilities related to traffic incident management safety and control shall remain current with the requisite knowledge, skills, and individual JPRs addressed for each level or position of qualification to maintain proficiency and competency with the JPRs covered in this standard.

**1.3 Application.** The application of this standard is to specify which requirements within the document shall apply to TIMP.

**1.3.1** The JPRs shall be accomplished in accordance with the requirements of the authority having jurisdiction (AHJ) and all applicable NFPA standards.

**1.3.2** It shall not be required that the JPRs be mastered in the order in which they appear. The AHJ shall establish instructional priority and the training program content to prepare personnel to meet the JPRs of this standard.

**1.3.3\*** Performance of each requirement of this standard shall be evaluated by personnel approved by the AHJ.

**1.3.4** The JPRs for each level or position shall be completed in accordance with recognized practices and procedures or as defined by law or by the AHJ.

**1.3.5** Personnel assigned the duties for TIMP shall meet all of the requirements defined in Chapter 4 prior to being qualified.

**1.3.6** The AHJ shall provide the personal protective equipment (PPE) necessary for TIMP to conduct assignments.

**1.3.7** JPRs involving exposure to products of combustion shall be performed in approved PPE.

**1.3.8\*** Prior to training to meet the requirements of this standard, personnel shall meet the following requirements:

- (1) Educational requirements established by the AHJ
- (2) Age requirements established by the AHJ
- (3) Medical requirements established by the AHJ
- (4) Job-related physical performance requirements established by the AHJ

**1.3.9** Wherever in this standard the terms *rules*, *regulations*, *policies*, *procedures*, *supplies*, *apparatus*, or *equipment* are referred to, it is implied that they are those of the AHJ.

**1.4 Units.** In this standard, values for measurement are followed by an equivalent in SI units, but only the first stated value shall be regarded as the requirement. Equivalent values in SI units shall not be considered as the requirement, as these values can be approximate. (See Table 1.4.)

Table 1.4 US-to-SI Conversions

Quantity	US Unit/Symbol	SI Unit/Symbol	Conversion Factor
Length	inch (in.)	millimeter (mm)	1 in. = 25.4 mm
	foot (ft)	meter (m)	1 ft = 0.305 m
Area	square foot (ft <sup>2</sup> )	square meter (m <sup>2</sup> )	1 ft <sup>2</sup> = 0.0929 m <sup>2</sup>

## Chapter 2 Referenced Publications

**2.1 General.** The documents or portions thereof listed in this chapter are referenced within this standard and shall be considered part of the requirements of this document.

### 2.2 NFPA Publications. (Reserved)

### 2.3 Other Publications.

*Merriam-Webster's Collegiate Dictionary*, 11th edition, Merriam-Webster, Inc., Springfield, MA, 2003.

### 2.4 References for Extracts in Mandatory Sections.

NFPA 502, *Standard for Road Tunnels, Bridges, and Other Limited Access Highways*, 2023 edition.

NFPA 1000, *Standard for Fire Service Professional Qualifications Accreditation and Certification Systems*, 2022 edition.

NFPA 1002, *Standard for Fire Apparatus Driver/Operator Professional Qualifications*, 2017 edition.

NFPA 1026, *Standard for Incident Management Personnel Professional Qualifications*, 2024 edition.

NFPA 1030, *Standard for Professional Qualifications for Fire Prevention Program Positions*, 2024 edition.

NFPA 1140, *Standard for Wildland Fire Protection*, 2022 edition.

NFPA 1561, *Standard on Emergency Services Incident Management System and Command Safety*, 2020 edition.

## Chapter 3 Definitions

**3.1 General.** The definitions contained in this chapter shall apply to the terms used in this standard. Where terms are not defined in this chapter or within another chapter, 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.

### 3.2 NFPA Official Definitions.

**3.2.1\* Approved.** Acceptable to the authority having jurisdiction.

**3.2.2\* Authority Having Jurisdiction (AHJ).** An organization, office, or individual responsible for enforcing the requirements of a code or standard, or for approving equipment, materials, an installation, or a procedure.

**3.2.3\* Listed.** Equipment, materials, or services included in a list published by an organization that is acceptable to the authority having jurisdiction and concerned with evaluation of products or services, that maintains periodic inspection of production of listed equipment or materials or periodic evaluation of services, and whose listing states that either the equipment, material, or service meets appropriate designated standards or has been tested and found suitable for a specified purpose.

**3.2.4 Standard.** An NFPA standard, the main text of which contains only mandatory provisions using the word “shall” to indicate requirements and that is in a form generally suitable for mandatory reference by another standard or code or for adoption into law. Nonmandatory provisions are not to be considered a part of the requirements of a standard and shall be located in an appendix, annex, footnote, informational note, or other means as permitted in the NFPA manuals of style. When used in a generic sense, such as in the phrases

“standards development process” or “standards development activities,” the term “standards” includes all NFPA standards, including codes, standards, recommended practices, and guides.

### 3.3 General Definitions.

**3.3.1\* Fire Police Officer.** An individual officially deployed who provides scene security, directs traffic, and conducts other duties as determined by the AHJ.

**3.3.2 Hazard.** An event or obstacle(s) that has the potential to cause harm.

**N 3.3.3 Incident Command System (ICS).** A standardized on-scene emergency management construct specifically designed to provide for the adoption of an integrated organizational structure that reflects the complexity and demands of single or multiple incidents, without being hindered by jurisdictional boundaries. [1026, 2024]

**3.3.4\* Incident Management System (IMS).** A system that defines the roles and responsibilities to be assumed by responders and the standard operating procedures to be used in the management and direction of emergency incidents and other functions. [1561, 2020]

**3.3.5\* Involved Persons.** Persons who are involved in a traffic incident management area, but are not responders.

**3.3.6 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. [1000, 2022]

**3.3.7 Legislative Guidelines.** Any written document(s) implemented or enforced or which is legally binding by the authority having jurisdiction (AHJ). Such documents include, but are not limited to, rules, regulations, policies, procedures, and governmental law.

**3.3.8 Noninvolved Person.** Any person at the scene of a roadway incident who is not directly involved in the incident.

**3.3.9 Requisite Knowledge.** Fundamental knowledge one must have in order to perform a specific task. [1030, 2024]

**3.3.10 Requisite Skills.** The essential skills one must have in order to perform a specific task. [1030, 2024]

**3.3.11 Road Tunnel.** An enclosed roadway for motor vehicle traffic with vehicle access that is limited to portals. [502, 2023]

**3.3.12\* Roadway.** Any public or private street, including bridges and rights of way. [1140, 2022]

**3.3.13 Roadway Geometrics.** Roadway characteristics describing items such as vertical curves, horizontal curves, frequent and abrupt changes (such as lane drops, lane narrowing, or roadway transitions that can cause rapid maneuvers), or other characteristics that could potentially affect the establishment of a traffic incident management area (TIMA).

**3.3.14 Safe-Positioned.** The positioning of emergency vehicles at an incident in a manner that attempts to protect both the responders performing their duties and road users traveling through the incident scene, while minimizing, to the extent practical, disruption of the adjacent traffic flow.

**3.3.15\* Special Hazard.** Any unusual hazard, man-made or natural, that has the potential to cause harm.

**3.3.16 Task.** A specific job behavior or activity. [1002, 2017]

**3.3.17 Temporary Traffic Control (TTC).** The primary function of TTC is to provide for the reasonably safe and effective movement of road users through or around TTC zones while reasonably protecting road users, workers, responders to traffic incidents, and equipment.

△ **3.3.18\* Temporary Traffic Control Device.** The primary functions at a traffic incident management area (TIMA) are to inform road users of the incident and to provide guidance information on the path to follow through the incident area.

**3.3.19 Traffic Incident.** An emergency road user occurrence, a natural disaster, or other unplanned event that affects or impedes the normal flow of traffic.

△ **3.3.20\* Traffic Incident Management Area (TIMA).** An area of a roadway where temporary traffic controls (TTCs) are installed as authorized by a public authority or the official having jurisdiction of the roadway.

△ **3.3.21\* Traffic Incident Management Technical Specialist.** Emergency incident responders with specified training as prescribed by the authority having jurisdiction (AHJ) for traffic control at roadway incidents and who are equipped to establish temporary traffic controls (TTCs) at roadway incidents or special events.

**3.3.22\* Unified Command.** A team effort that allows all agencies with jurisdictional responsibility for an incident or planned event, either geographical or functional, to manage the incident or planned event by establishing a common set of incident objectives and strategies. [1026, 2024]

**3.3.23\* Warning Signals.** It is the intent of the committee to recognize, in addition to vehicle lighting, whistles, air horns, hand signals, and audible or other manual devices that could be used by personnel to alert other personnel at the scene of impending danger.

## △ Chapter 4 Traffic Incident Management Technical Specialist

### 4.1 General Requirements.

**4.1.1 Qualifications.** To be qualified as a Traffic Incident Management Technical Specialist, the candidate shall meet each of the job performance requirements (JPRs) defined in this chapter.

**4.1.1.1 Function.** The primary function of the Traffic Incident Management Technical Specialist shall be to execute traffic incident management activities.

### 4.2 General.

**4.2.1** Conduct an initial size-up and establish command of a traffic incident, given legislative guidelines, procedures and policies, a traffic incident, approved personal protective equipment (PPE), and communication devices, so that on approach and arrival, potential hazards and needed resources are identified and communicated to responders.

**(A) Requisite Knowledge.** Legislative guidelines, policies and procedures, hazardous situation awareness, size-up procedures, roadway types and lane designations, roadway geometrics,

temporary traffic control (TTC) concepts, pre-incident plans, response agencies roles and responsibilities, telecommunication procedures, approved PPE, and incident command system (ICS)/unified command.

**(B) Requisite Skills.** The ability to conduct a size-up, use verbal communication skills, operate telecommunication devices, and don approved PPE.

**4.2.2** Position a vehicle to provide a traffic incident management area (TIMA) at a traffic incident, given a vehicle and a traffic incident, so that the vehicle is safe-positioned to approaching traffic.

**(A) Requisite Knowledge.** Appropriate vehicle positions for protecting traffic incident scenes, knowledge of how responders enter and exit vehicles, how responders retrieve equipment from the vehicles, and how responders perform tasks at a traffic incident scene, and ability to estimate the length of time that will be required for incident mitigation.

**(B) Requisite Skills.** Operate the vehicle in the correct manner, position vehicle to protect responders and involved persons at a traffic incident scene, position a vehicle so it does not excessively impede traffic flow, provide access for later arriving vehicles, and reduce the likelihood of secondary incidents.

**4.2.3** Establish a TIMA at a traffic incident, given a traffic incident, legislative guidelines, policies and procedures, vehicles, temporary traffic control (TTC) devices, and approved PPE, so that a TIMA is established and TTC devices are deployed to protect responders and move traffic through and around the incident.

**(A) Requisite Knowledge.** Legislative guidelines, roles and responsibilities of available and responding resources, types and uses of available TTC devices, agency policies and procedures, components of a TIMA, TTC concepts and devices, roadway types and lane designations, traffic flow and patterns, time required for establishing a zone, approved PPE, ICS/unified command procedures, procedures for safe work at a traffic incident, and telecommunication procedures.

**(B) Requisite Skills.** Use verbal communication skills, operate telecommunication devices, use deployment techniques for available TTC devices, access and use legislative guidelines, policies and procedures, and don approved TTC PPE.

**4.2.4** Establish advance warning for the traffic incident, given a traffic incident, legislative guidelines, policies and procedures, vehicles, TTC devices, so that advance warning is established for vehicles approaching the traffic queue to prevent secondary incidents.

**(A) Requisite Knowledge.** Roles and responsibilities of available and responding resources, types of TTC devices, legislative guidelines, policies and procedures, TIMA concepts, roadway types and lane designations, and telecommunication procedures.

**(B) Requisite Skills.** Verbal communication, ability to operate telecommunication devices, using deployment techniques for advanced warning TTC devices, and how to don approved PPE.

**4.2.5** Operate as a member of a team within a TIMA and utilize the incident management system (IMS) at a traffic incident, given a traffic incident, an assignment, TTC devices, an assigned team, and approved PPE, so that the assignment is



accomplished, accountability is maintained, and safety policies are followed.

**(A) Requisite Knowledge.** Legislative guidelines, policies, and procedures, the role within the IMS, pre-incident plans, procedures for safe work at traffic incidents, personnel accountability system, telecommunication procedures, and types of TTC devices and their uses.

**(B) Requisite Skills.** Perform assigned duties within the IMS, communicate, operate telecommunication devices, work as a team member, follow safety policies and accountability procedures, utilize TTC devices and apparatus emergency lighting, and alert responders and involved persons of dangers.

**4.2.6** Manage noninvolved persons found near or within a TIMA, given an incident scene, noninvolved persons, TTC devices, legislative guidelines and policies and procedures for entering or exiting a TIMA, so that noninvolved persons are identified, denied access, and directed to a safe location.

**(A) Requisite Knowledge.** Legislative guidelines, policies and procedures, scene and perimeter control techniques, limited access procedures for noninvolved persons and victims, procedures for safe work at traffic incidents, and pre-incident plans.

**(B) Requisite Skills.** Utilize and control noninvolved persons, use equipment and techniques to control access to and exit from the traffic incident scene, implement and operate an accountability system, use verbal communication skills, and operate telecommunication devices.

**4.2.7** Monitor and adjust the TTC measures at a traffic incident, given a TIMA, a TTC problem or changing condition, and an ICS/unified command structure, so that TTC problems or changing conditions are identified, reported, and the TTC measures are adjusted.

**(A) Requisite Knowledge.** Legislative guidelines, policies and procedures, uses of TTC devices, TTC concepts, change in work environment, telecommunication procedures, ICS/unified command structure, and procedures for safe work at traffic incidents.

**(B) Requisite Skills.** The ability to use verbal communication skills, operate telecommunication devices, deploy TTC devices, adjust for a problem or changing condition, don approved PPE, and issue warning signals for immediate threats to life safety.

**4.2.8** Adapt the TIMA in response to a hazard, given an existing traffic incident, special hazard, natural hazard, legislative guidelines, policies and procedures, approved PPE, and TTC devices, so that protection is maintained, the hazard is recognized and addressed, and safe operations are continued.

**(A) Requisite Knowledge.** Legislative guidelines, policies and procedures, types of special and natural hazard threats to TIMA, accountability, and warning signals.

**(B) Requisite Skills.** Measure risk, alter response, control and coordinate responders' and involved persons' safety, maintain and adjust TIMA, and augment and adjust TTC devices, equipment, and responders as needed.

**4.2.9** Perform TIMA demobilization functions, given a traffic incident, orders to demobilize, and TTC devices, so that safety and communication among all responders is maintained, all

TTC devices are removed, and all resources and personnel are cleared from the scene.

**(A) Requisite Knowledge.** Legislative guidelines, TIMA demobilization concepts, working as a team, TTC devices, policies and procedures, and telecommunication procedures.

**(B) Requisite Skills.** Use verbal communication skills; operate telecommunication devices; demobilize TIMA in a manner that protects response workers, involved persons, and motorists; operate within a team; and remove all TTC devices and resources from the incident scene.

## Annex A Explanatory Material

*Annex A is not a part of the requirements of this NFPA document but is included for informational purposes only. This annex contains explanatory material, numbered to correspond with the applicable text paragraphs.*

**A.1.2** The committee believes that this document specifies the minimum JPRs for TIMP. The committee recognizes that emergency services organizations might have to invest considerable resources to provide the equipment and training needed to perform safely and efficiently. The committee does not mean to imply that organizations with limited resources cannot provide response services, only that the individuals charged with performing responsibilities are qualified to specific levels according to this standard.

**A.1.2.3** See Annex B for additional information regarding the use of JPRs for training and evaluation. Organization or management responsibilities should be addressed by the agency that personnel represent. The authority having jurisdiction should define the agency requirements for progression to positions of management responsibility.

**Δ A.1.2.6** The committee recognizes the importance of formal and continuing education and training programs to ensure TIMP have maintained and updated the necessary skills and knowledge for the level of qualification. Continuing education and training programs can be developed or administered by local, state, provincial, or federal agencies, as well as by professional associations and accredited institutions of higher education. The methods of learning include areas of technology, refresher training, skills practice, and knowledge application to standards. The subject matter should directly relate to the requirements of this standard.

Remaining professionally competent is important for any practitioner in a field. In the rapidly changing and developing field of TIMP, this is particularly important. An AHJ can establish a path by which members can demonstrate continued JPR compliance and competency through continuing education or practice within the field consistent with current duties. It is recommended that any such program consider the following factors:

- (1) Demonstrated and documented knowledge of and competence with additions and/or revisions in the latest editions of the standards
- (2) Documented training and education (including online education) related to the standards since the last certification
- (3) Documented experience in traffic incident management
- (4) Successful demonstration and documentation of the performance of duties, which could include skills assessments

- (5) Annual performance appraisals
- (6) Documented teaching and instruction related to the field
- (7) Commendations, awards, and/or recognition related to the performance of duties

Other items for consideration include the following:

- (1) Memberships in professional organizations, including any positions held or special activities involved in organization membership
- (2) Published articles in trade journals, web-based publications, and other information distribution avenues
- (3) Research and development activities related to the field
- (4) Documented attendance at relevant conferences and training events

The above list is not all-inclusive and other factors specific to the field can be considered.

**A.1.3.3** It is recommended, where practical, that evaluators be individuals who were not directly involved as instructors for the requirement being evaluated.

**A.1.3.8** Ongoing training and continuing education are necessary to ensure that TIMP remain current in the ever-changing field of traffic incident management. Attending workshops and seminars, reading professional publications, and participating in refresher training are ways in which TIMP can update their knowledge and skills. Proficiency in current traffic incident management practices can be demonstrated by achieving and maintaining certification through a nationally recognized certifying body.

The following list elaborates these requirements:

- (1) *Educational requirements.* Because TIMP can be required to read and comprehend standards and procedures, prepare written reports, and understand principles of mechanical advantage, structural engineering, and other related disciplines, it is recommended that the TIMP be at minimum a high school graduate.
- (2) *Age requirements.* The AHJ is empowered to set minimum and maximum age requirements. Due to the fact that traffic incident management requires a level of maturity inherent to the traffic incident management environment, it is recommended that a minimum age required to begin training as TIMP be set at 18 years.
- (3) *Medical requirements.* The AHJ should establish medical requirements for initiation of training and continued participation as a TIMP. It is recommended that the AHJ adopt NFPA 1582 in whole or in part as part of their own standard development process.
- (4) *Minimum physical fitness.* Traffic incident management operations involve activities that pose great physical and mental challenges. Traffic incident management is an inherently demanding activity requiring personnel to perform challenging activities in a high-stress environment.
- (5) *Emergency medical care training.* Prior to beginning training as TIMP, a minimum medical training requirement should be met.
- (6) *Training.* People having the potential for encountering hazardous materials on an incident scene should be trained to recognize the hazard and implement exposure and control methods.

▲ **A.3.2.1 Approved.** The National Fire Protection Association does not approve, inspect, or certify any installations, proce-

dures, equipment, or materials nor does it approve or evaluate testing laboratories. In determining the acceptability of installations or procedures, equipment, or materials, the “authority having jurisdiction” may base acceptance on compliance with NFPA or other appropriate standards. In the absence of such standards, said authority may require evidence of proper installation, procedure, or use. The “authority having jurisdiction” may also refer to the listings or labeling practices of an organization that is concerned with product evaluations and is thus in a position to determine compliance with appropriate standards for the current production of listed items.

**A.3.2.2 Authority Having Jurisdiction (AHJ).** The phrase “authority having jurisdiction,” or its acronym AHJ, is used in NFPA standards in a broad manner because jurisdictions and approval agencies vary, as do their responsibilities. Where public safety is primary, the authority having jurisdiction may be a federal, state, local, or other regional department or individual such as a fire chief; fire marshal; chief of a fire prevention bureau, labor department, or health department; building official; electrical inspector; or others having statutory authority. For insurance purposes, an insurance inspection department, rating bureau, or other insurance company representative may be the authority having jurisdiction. In many circumstances, the property owner or his or her designated agent assumes the role of the authority having jurisdiction; at government installations, the commanding officer or departmental official may be the authority having jurisdiction.

**A.3.2.3 Listed.** The means for identifying listed equipment may vary for each organization concerned with product evaluation; some organizations do not recognize equipment as listed unless it is also labeled. The authority having jurisdiction should utilize the system employed by the listing organization to identify a listed product.

**A.3.3.1 Fire Police Officer.** An individual serving in accordance with state or local law as an officially recognized or designated member of a legally organized public safety agency. Deployment could include response to any fire drill, fire call, or other fire, rescue, or police emergency; or at a planned special event.

**A.3.3.4 Incident Management System (IMS).** The system is also referred to as an incident command system (ICS).

The implementation of HSPD-5 led to the development of the National Incident Management System (NIMS). The NIMS is a system mandated by HSPD-5 that provides a consistent nationwide approach for federal, state, local, and tribal governments; the private sector; and nongovernmental organizations to work effectively and efficiently together to prepare for, respond to, and recover from domestic incidents, regardless of cause, size, or complexity. To provide for interoperability and compatibility among federal, state, local, and tribal capabilities, the NIMS includes a core set of concepts, principles, and terminology. HSPD-5 identifies these as the ICS; multi-agency coordination systems; training; identification and management of resources (including systems for classifying types of resources); qualification and certification; and the collection, tracking, and reporting of incident information and incident resources.

In addition to the NIMS, the process also incorporates the National Response Plan. The National Response Plan is defined as a plan mandated by HSPD-5 that integrates federal domestic prevention, preparedness, response, and recovery plans into one all-discipline, all-hazards plan. [1561, 2020]

**A.3.3.5 Involved Persons.** This includes drivers, victims, bystanders, witnesses, first aiders, good Samaritans, or people drafted by responders to assist.

**A.3.3.12 Roadway.** It is the intent of the committee to recognize all classifications, types, and descriptions of roadways.

**A.3.3.15 Special Hazard.** It is the intent of the committee for the responder to recognize different types of hazards that can be encountered. Special hazards can include nighttime, water supply, weather, helicopter operations, herding livestock, hazardous materials, railroad crossings and schedules, road tunnels, drawbridges, and so on.

**A.3.3.18 Temporary Traffic Control Device.** Alerting road users and establishing a well-defined path to guide road users through the incident area will serve to protect the incident responders and those involved in working at the incident scene and will aid in moving road users expeditiously past or around the traffic incident, will reduce the likelihood of secondary traffic crashes, and will preclude unnecessary use of the surrounding local road system. Examples include a stalled vehicle blocking a lane, a traffic crash blocking the traveled way, a hazardous material spill along a highway, and natural disasters such as floods and severe storm damage.

**A.3.3.20 Traffic Incident Management Area (TIMA).** In response to a road user incident, natural disaster, hazardous material spill, or other unplanned incident. It is a type of TTC zone and extends from the first warning device (such as a sign, light, or cone) to the last TTC device or to a point where vehicles return to the original lane alignment and are clear of the incident.

**A.3.3.21 Traffic Incident Management Technical Specialist.** This personnel can include firefighters, emergency medical personnel, law enforcement officers, transportation department workers, safety service patrol operators, fire police officers, auxiliary police officers, public works employees, tow operators, and any other personnel.

**A.3.3.22 Unified Command.** Unified command is accomplished without losing or abdicating agency authority, responsibility, or accountability. [1026, 2024]

**A.3.3.23 Warning Signals.** Vehicle lighting includes headlights, floodlights, warning lights, and directional devices based on the AHJ.

**Annex B Explanation of the Professional Qualifications Standards and Concepts of JPRs**

*This annex is not a part of the requirements of this NFPA document but is included for informational purposes only.*

**B.1 Explanation of the Professional Qualifications Standards and Concepts of Job Performance Requirements (JPRs).** The primary benefit of establishing national professional qualifications standards is to provide both public and private sectors with a framework of the job requirements for emergency services personnel. Other benefits include enhancement of the profession, individual as well as organizational growth and development, and standardization of practices.

NFPA professional qualifications standards identify the minimum job performance requirements (JPRs) for specific emergency services levels and positions. The standards can be used for training design and evaluation, certification, measuring and

critiquing on-the-job performance, defining hiring practices, job descriptions, and setting organizational policies, procedures, and goals.

Professional qualifications standards for specific jobs are organized by major areas of responsibility defined as *duties*. For example, the firefighter's duties might include fire department communications, fireground operations, and preparedness and maintenance, whereas the fire and life safety educator's duties might include education and implementation, planning and development, and evaluation. Duties are major functional areas of responsibility within a specific job.

The professional qualifications standards are written as JPRs. JPRs describe the performance required for a specific job and are grouped according to the duties of the job. The complete list of JPRs for each duty defines what an individual must be able to do in order to perform and achieve that duty.

**B.2 The Parts of a JPR.**

**B.2.1 Critical Components.** The JPR comprises three critical components, which are as follows:

- (1) Task to be performed, partial description using an action verb (See Figure B.2.1 for examples of action verbs used in the creation of JPRs.)
- (2) Tools, equipment, or materials that are to be provided to complete the task
- (3) Evaluation parameters and performance outcomes

Table B.2.1 gives an example of the critical components of a JPR.

**B.2.1.1 The Task to Be Performed.** The first component is a concise statement of what the person is required to do. A significant aspect of that phrase is the use of an action verb, which sets the expectation for what is to be accomplished.

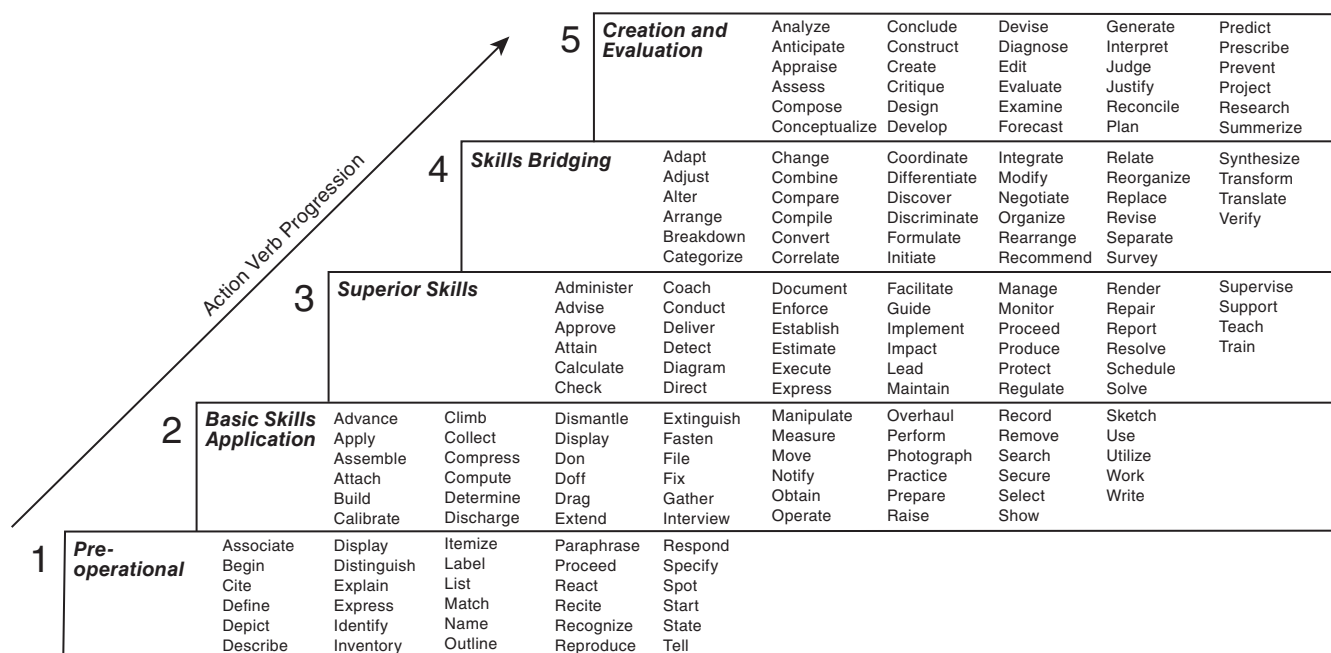
**B.2.1.2 Tools, Equipment, or Materials That Should Be Provided for Successful Completion of the Task.** This component ensures that all the individuals completing the task are given the same tools, equipment, or materials when they are being evaluated. Both the individual and the evaluator will know what should be provided in order for the individual to complete the task.

**B.2.1.3 Evaluation Parameters and Performance Outcomes.** This component defines — for both the performer and the evaluator — how well the individual should perform each task. The JPR guides performance toward successful completion by identifying evaluation parameters and performance outcomes. This portion of the JPR promotes consistency in evaluation by reducing the variables used to gauge performance.

**Table B.2.1 Example of a JPR**

(1) Task to be performed	(1) Perform overhaul at a fire scene,
(2) Tools, equipment, or materials	(2) given PPE, attack line, hand tools, flashlight, and an assignment,
(3) Evaluation parameters and performance outcomes	(3) so that structural integrity is not compromised, all hidden fires are discovered, fire cause evidence is preserved, and the fire is extinguished.





**FIGURE B.2.1 Examples of Action Verbs.**

**B.2.2 Requisite Knowledge and Skills.** In addition to these three components, a JPR describes requisite knowledge and skills. As the term *requisite* suggests, these are the necessary knowledge and skills the individual should have prior to being able to perform the task. Requisite knowledge and skills are the foundation for task performance.

**B.2.3 Examples.** With the components and requisites combined, a JPR might be similar to the two examples in B.2.3.1 and B.2.3.2.

**B.2.3.1 Example: Firefighter I.** Perform overhaul at a fire scene, given PPE, attack line, hand tools, flashlight, and an assignment, so that structural integrity is not compromised, all hidden fires are discovered, fire cause evidence is preserved, and the fire is extinguished.

**(A) Requisite Knowledge.** Knowledge of types of fire attack lines and water application devices for overhaul, water application methods for extinguishment that limit water damage, types of tools and methods used to expose hidden fire, dangers associated with overhaul, signs of area of origin or signs of arson, and reasons for protection of fire scene.

**(B) Requisite Skills.** The ability to deploy and operate an attack line; remove flooring, ceiling, and wall components to expose void spaces without compromising structural integrity; apply water for maximum effectiveness; expose and extinguish hidden fires in walls, ceilings, and subfloor spaces; recognize and preserve signs of area of origin and arson; and evaluate for complete extinguishment.

**B.2.3.2 Example: Fire and Life Safety Educator II.** Prepare a written budget proposal for a specific program or activity, given budgetary guidelines, program needs, and delivery expense projections, so that all guidelines are followed and the budget identifies all the program needs.

**(A) Requisite Knowledge.** Knowledge of budgetary process; governmental accounting procedures; federal, tribal, state, and local laws; organizational bidding process; and organization purchase requests.

**(B) Requisite Skills.** The ability to estimate project costs; complete budget forms; requisition/purchase orders; collect, organize, and format budgetary information; complete program budget proposal; and complete purchase requests.

**B.3 Potential Uses for JPRs.**

**B.3.1 Certification.** JPRs can be used to establish the evaluation criteria for certification at a specific job level. When used for certification, evaluation should be based on the successful completion of JPRs.

The evaluator would verify the attainment of requisite knowledge and skills prior to JPRs evaluation. Verification could be through documentation review or testing.

The individual seeking certification should be evaluated on the completion of the JPRs. The individual should perform the task and be evaluated based on the evaluation parameters and performance outcomes. This performance-based evaluation is based on practical exercises for psychomotor skills and written examinations for cognitive skills.

Psychomotor skills are those physical skills that can be demonstrated or observed. Cognitive skills cannot be observed but rather are evaluated on how an individual completes a task (process-oriented) or a task's outcome (product-oriented).

Performance evaluation requires that individuals be given the tools, equipment, or materials listed in the JPRs in order to complete the task.

Table B.3.1 provides examples of how assessment methodologies can be utilized by a certifying body.

**N** Table B.3.1 Assessment Methodology Sample Utilization

Assessment of...	How Assessed?	How Scored?	Methodology is Likely...
Knowledge/facts <i>Action verb examples:</i> identify, define, list, cite, state, choose, name	A written test in which the candidate is required to provide specific answers to specific questions related to the JPRs <i>Examples:</i> multiple choice, sequencing, true/false, fill-in-the-blank	Responses are scored in relation to the answer that has been determined to be correct.	Cognitive
A manipulative skill in real time <i>Action verb examples:</i> climb, build, perform, raise, haul, don	A skills test to evaluate a candidate's ability to perform physical tasks in real time <i>Examples:</i> donning SCBA, raising ladders, tying rescue knots	The directly observed performance with the correct performance outcome of the skill is normally indicated as part of the yes/no or pass/fail scoring checklist.	Psychomotor (skills)
A cognitive skill that cannot be directly observed; the application of knowledge to yield a product <i>Action verb examples:</i> develop, create, write	A work product created by the candidate usually outside of the classroom setting <i>Examples:</i> creating a budget, report, proposal, lesson plan, incident action plan	Scoring rubric for expected responses evaluating how a candidate completes the task outcome after submission. Used to differentiate consistently between different degrees of candidate performance.	Product
A mental activity to perform a cognitive skill in real time that cannot be directly observed <i>Action verb examples:</i> inspect, investigate	Candidate performs the activity in the presence of the evaluator; the verbalization of mental thought "First, I..., then I..., " etc. <i>Examples:</i> performing an inspection, conducting an investigation	Scoring rubric with questions and expected verbal responses. Used to differentiate consistently between different degrees of candidate performance.	Process
Documentation of the candidate's experience, training, and education against all JPRs <i>Action verb examples:</i> attend, participate, testify	A list of acceptable documents or items for each and every JPR <i>Examples:</i> coursework at training or college, participation in a certain number of investigations, testifying at court	This portfolio is evaluated using criteria that have been identified by the agency.	Portfolio

**B.3.2 Curriculum Development and Training Design and Evaluation.** The statements contained in this document that refer to job performance were designed and written as JPRs. Although a resemblance to instructional objectives might be present, these statements should not be used in a teaching situation until after they have been modified for instructional use.

JPRs state the behaviors required to perform specific skills on the job, as opposed to a learning situation. These statements should be converted into instructional objectives with behaviors, conditions, and the degree to be measured within the educational environment.

While the differences between JPRs and instructional objectives are subtle in appearance, their purposes differ. JPRs state what is necessary to perform the job in practical and actual experience. Instructional objectives, on the other hand, are

used to identify what students **should** do at the end of a training session and are stated in behavioral terms that are measurable in the training environment.

By converting JPRs into instructional objectives, instructors would be able to clarify performance expectations and avoid confusion caused by the use of statements designed for purposes other than teaching. Instructors would **also** be able to add jurisdictional elements of performance into the learning objectives as intended by the developers.

Requisite skills and knowledge could be converted into enabling objectives, which would help to define the course content. The course content would include each item of the requisite knowledge and skills ensuring that the course content supports the terminal objective.

**△ B.3.2.1 Example: Converting a Firefighter I JPR into an Instructional Objective.** The instructional objectives are just two of several instructional objectives that would be written to support the terminal objective based on the JPR.

*JPR:* Perform overhaul at a fire scene, given PPE, attack line, hand tools, flashlight, and an assignment, so that structural integrity is not compromised, all hidden fires are discovered, fire cause evidence is preserved, and the fire is extinguished.

*Instructional Objective (Cognitive):* The Firefighter I will identify and describe five safety considerations associated with structural integrity compromise during overhaul as part of a written examination.

*Instructional Objective (Psychomotor):* The Firefighter I will demonstrate the designed use of tools and equipment during overhaul to locate and extinguish hidden fires without compromising structural integrity.

**B.3.2.2 Example: Converting a Fire and Life Safety Educator II JPR into an Instructional Objective.** This instructional objective is just one of several instructional objectives that could be written to support the terminal objective based on the JPR.

*JPR:* Prepare a written budget proposal for a specific program or activity, given budgetary guidelines, program needs, and delivery expense projections, so that all guidelines are followed and the budget identifies all program needs.

*Instructional Objective (Cognitive):* The Fire and Life Safety Educator II will list and describe the bidding process for the purchase of a published program using budgetary guidelines, program needs, and the guidelines established by local organizational procedures as part of a written examination.

*Instructional Objective (Psychomotor):* The Fire and Life Safety Educator II will lead in the purchase of a specific fire and life safety educational program by following the bidding process to completion, using local organizational guidelines, including budgetary procedures, program needs, and delivery expense projections.

**△ B.4 Other Uses for JPRs.** While the professional qualifications standards are used to establish minimum JPRs for qualification, they have been recognized as guides for the development of training and certification programs, as well as a number of other potential uses.

These areas might include the following:

- (1) *Employee Evaluation/Performance Critiquing.* The professional qualifications standards can be used as a guide by both the supervisor and the employee during an evaluation. The JPRs for a specific job define tasks that are essential to perform on the job as well as the evaluation criteria to measure completion of the tasks.
- (2) *Establishing Hiring Criteria.* The professional qualifications standards can be helpful in a number of ways to further the establishment of hiring criteria. The authority having jurisdiction (AHJ) could simply require certification at a specific level — for example, Firefighter I. The JPRs could also be used as the basis for pre-employment screening to establish essential minimal tasks and the related evaluation criteria. An added benefit is that individuals interested in employment can work toward the minimal hiring criteria at local colleges.

- (3) *Employee Development.* The professional qualifications standards can be practical for both the employee and the employer in developing a plan for the employee's growth within the organization. The JPRs and the associated requisite knowledge and skills can be used as a guide to determine the additional training and education required for the employee to master the job or profession.
- (4) *Succession Planning.* Succession planning addresses the efficient placement of individuals into jobs in response to current needs and anticipated future needs. A career development path can be established for targeted employees to prepare them for growth within the organization. The JPRs and requisite knowledge and skills could then be used to develop an educational path to aid in the employee's advancement within the organization or profession.
- (5) *Establishing Organizational Policies, Procedures, and Goals.* The professional qualifications standards can be functional for incorporating policies, procedures, and goals into the organization or agency.

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### △ Annex C An Overview of JPRs for Traffic Incident Management Technical Specialist

*This annex is not a part of the requirements of this NFPA document but is included for informational purposes only.*

△ C.1 Traffic Incident Management Technical Specialist. The matrices shown in Table C.1 are included to provide an overview of the job performance requirements (JPRs) and the progression of the various levels found in the document. They are intended to assist the user of the document with the implementation of the requirements and the development of training programs using the JPRs.

△ Table C.1 Overview of JPRs for Traffic Incident Management Technical Specialist

General Requirements	
4.2.1	Conduct an initial size-up and establish command of a traffic incident, given legislative guidelines, procedures and policies, a traffic incident, approved personal protective equipment (PPE), and communication devices, so that on approach and arrival potential hazards and needed resources are identified and communicated to responders.
4.2.2	Position a vehicle to provide a traffic incident management area (TIMA) at a traffic incident, given a vehicle and a traffic incident, so that the vehicle is safe-positioned to approaching traffic.
4.2.3	Establish a TIMA at a traffic incident, given a traffic incident, legislative guidelines, policies and procedures, vehicles, temporary traffic control (TTC) devices, and approved PPE, so that a TIMA is established and TTC devices are deployed to protect responders and move traffic through and around the incident.
4.2.4	Establish advance warning for the traffic incident, given a traffic incident, legislative guidelines, policies and procedures, vehicles, TTC devices, so that advance warning is established for vehicles approaching the traffic queue to prevent secondary incidents.
4.2.5	Operate as a member of a team within a TIMA, and utilize the incident management system (IMS) at a traffic incident, given a traffic incident, an assignment, TTC devices, an assigned team, and approved PPE, so that the assignment is accomplished, accountability is maintained, and safety policies are followed.
4.2.6	Manage noninvolved persons found near or within a TIMA, given an incident scene, noninvolved persons, TTC devices, legislative guidelines and policies and procedures for entering or exiting a TIMA, so that noninvolved persons are identified, denied access, and directed to a safe location.
4.2.7	Monitor and adjust the TTC measures at a traffic incident, given a TIMA, a TTC problem or changing condition, and an ICS/unified command structure, so that TTC problems or changing conditions are identified, reported, and the TTC measures are adjusted.
4.2.8	Adapt the TIMA in response to a hazard, given an existing traffic incident, special hazard, natural hazard, legislative guidelines, policies and procedures, approved PPE, and TTC devices, so that protection is maintained, the hazard is recognized and addressed, and safe operations are continued.
4.2.9	Perform TIMA demobilization functions, given a traffic incident, orders to demobilize, and TTC devices, so that safety and communication among all responders is maintained, all TTC devices are removed, and all resources and personnel are cleared from the scene.