NFPA 1020: 2025 Edition, Chapter 11 Fire Officer III

Below please find what has been previously approved by the Committee on Accreditation (COA) for this level of certification. This example does not take into consideration “Document Review”, “Portfolio”, or “Other testing methods.”

If your agency selects completing their online Assessment Methodology Matrix (AMM) utilizing these test methods, our Technical Analysts may place your application under a COA meeting consent agenda bypassing the usual COA review.

The spaces identified below with an “X” must be replaced with the appropriate cognitive test item numbers (e.g. Questions 1,4,6,7,9, etc.) or the score sheet numbers under Product, Psychomotor/Process methods as score sheet numbers (e.g.- SS 101, 202, and 304, etc.).

If an asterisk (*) appears next to an **X**, this indicates the JPR, RK, or RS on that line may be fulfilled by either method.

	Knowledge-Based Assessments (graded after submission)		**Performance-Based Assessments** (graded in real-time as they are performed)	
Section	**Cognitive** (e.g. Multiple Choice, Short Answer, Discretionary Time with Resources)	**Product** (e.g., document or develop a budget, proposal, lesson plan)	**Psychomotor** (Primarily an observable physical task. e.g., don, doff)	**Process** (Primarily a mental or verbalized task. e.g., inspect)
11.1 General. The Fire Officer III shall meet the requirements of Fire Officer II and the job performance requirements defined in Sections **11.2** through **11.8**. (FOR THIS LINE ONLY- PLEASE INPUT "ACKNOWLEDGE" IN THE "OTHER" COLUMN OF THE MATRIX.)				
11.1				
11.2.1 Manage staffing assignment across multiple units or areas, given the need to adjust staffing and a list of personnel and their capabilities, so that the staffing needs of the organization are met.				
11.2.1		**X***	**X***	

(A) Requisite Knowledge. Staffing policies and procedures, personnel capabilities, and organizational needs.			
11.2.1 (A)	X		
(B) Requisite Skills. The ability to produce an emergency services deployment plan based on available staffing and organizational needs.			
11.2.1 (B)		X	
11.2.2 Develop recruitment programs for determining the prequalifications of applicants, given a set of potential applicants, the membership needs of the organization, and recruitment procedures and policies, so that the applicant pool meets the needs of the department.			
11.2.2		X	
(A) Requisite Knowledge. The knowledge, skills, and abilities (KSAs) of applicants needed by an organization based on a given job description; the KSAs of the current applicant pool; recruitment program; current recruiting trends; applicable federal, state, provincial, and local laws; regulations and standards; and human resources policies and procedures.			
11.2.2 (A)	X		
(B) Requisite Skills. The ability to relate interpersonally, analyze and interpret data, and communicate prerequisites and standards for recruitment.			
11.2.2 (B)			X
11.2.3 Develop procedures for hiring or appointing members, given the policies of the AHJ and legal requirements, so that the process is valid, reliable, and nondiscriminatory.			
11.2.3		X	
(A) Requisite Knowledge. Applicable federal, state, provincial, and local laws; regulations and standards; and policies and procedures.			

11.2.3 (A)	X		
(B) Requisite Skills. The ability to verbally communicate applicable federal, provincial, state, tribal, local, and AHJ policies and procedures.			
11.2.3 (B)		X*	X*
11.2.4* Develop procedures and programs for promoting members, given succession management best practices and applicable policies and legal requirements, so that the process is valid, reliable, job-related, and nondiscriminatory.			
11.2.4		X	
(A) Requisite Knowledge. Succession management best practices; applicable federal, state, provincial, and local laws; regulations and standards; and policies and procedures.			
11.2.4 (A)	X		
(B) Requisite Skills. The ability to determine succession needs, validate KSAs, interpret and apply the succession management program within the organization, communicate promotional requirements and procedures, encourage professional development, and mentor members.			
11.2.4 (B)			X
11.2.5 Document methods to facilitate and encourage members to participate in professional development, given a professional development model, so that members achieve their personal and professional goals in alignment with the needs of the organization.			
11.2.5		X	
(A) Requisite Knowledge. Interpersonal and motivational techniques, professional development model, goal setting, and personal and organizational goals.			
11.2.5 (A)	X		
(B) Requisite Skills.			

The ability to evaluate potential, communicate verbally a professional development plan, mentor individuals, relate interpersonally, and coach members.			
11.2.5 (B)			X
11.2.6 Develop a proposal for improving a member benefit or a new member benefit, given a need in the organization, so that adequate information is included to justify the requested benefit improvement.			
11.2.6		X	
(A) Requisite Knowledge. Organization's benefit program.			
11.2.6 (A)	X		
(B) Requisite Skills. The ability to analyze current and proposed employee benefits and communicate the elements and benefits of the proposal.			
11.2.6 (B)			X
11.2.7 Develop a plan for providing a member accommodation, given a member need, the requirements, and applicable law, so that adequate information is included to justify the requested change(s).			
11.2.7		X	
(A) Requisite Knowledge. Organization's policies and procedures, and legal requirements or reasonable accommodations.			
11.2.7 (A)	X		
(B) Requisite Skills. The ability to conduct research and communicate elements of the plan.			
11.2.7 (B)		X*	X*
11.2.8 Develop an ongoing continuing education and training program, given organizational training requirements, so that members of the organization are given appropriate training to meet the mission of the organization.			

11.2.8		X	
(A) Requisite Knowledge. Organizational mission and goals, training program development, and needs assessment.			
11.2.8 (A)	X		
(B) Requisite Skills. The ability to perform a needs assessment, identify gaps in training and education, and communicate elements of the program.			
11.2.8 (B)		X	X
11.3.1* Develop a community risk reduction (CRR) program based on NFPA 1300, given risk assessment data, so that program outcomes are met.			
11.3.1		X	
(A) Requisite Knowledge. Principles and components of NFPA 1300, community demographics, resource availability, community needs, customer service principles, and program development.			
11.3.1 (A)	X		
(B) Requisite Skills. The ability to relate interpersonally, analyze and interpret data, and communicate elements of the CRR program and desired outcomes.			
11.3.1 (B)			X
11.4.1 Prepare a departmental budget proposal, given budgetary guidelines, program needs, emergency services provided, and delivery expense projections, so that all guidelines are followed and the budget identifies all program needs.			
11.4.1		X	
(A) Requisite Knowledge. Budget types and processes, deadlines, budget preparation, accounting procedures, operating costs, and organization purchase requests.			
11.4.1 (A)	X		

(B) Requisite Skills. The ability to estimate project costs, complete purchase requests, organize and format budget information, and communicate verbally elements of a budget proposal, expense projections, and program needs.			
11.4.1 (B)			X
11.4.2* Develop a budget management system, given fiscal and financial policies, and federal, provincial, state, tribal, and local laws, so that the division or department stays within the budgetary authority.			
11.4.2		X	
(A) Requisite Knowledge. Revenue to date, anticipated revenue, expenditures to date, encumbered amounts, and anticipated expenditures.			
11.4.2 (A)	X		
(B) Requisite Skills. The ability to interpret financial data and communicate elements of the budget management system.			
11.4.2 (B)			X
11.4.3 Direct the process of purchasing, including soliciting and awarding bids, given established specifications, in order to ensure competitive bidding so that the needs of the organization are met within the applicable federal, provincial, state, tribal, or local laws and regulations.			
11.4.3			X
(A) Requisite Knowledge. Purchasing laws; federal, provincial, state, tribal, and local laws and regulations; request for proposals (RFPs); policies and procedures.			
11.4.3 (A)	X		
(B) Requisite Skills. The ability to communicate verbally the process of purchasing and the elements of an RFP; interpret specifications; and apply applicable federal, provincial, state, tribal, and local laws and regulations.			
11.4.3 (B)		X*	X*

11.4.4 Evaluate the department's records management program, given organizational run reports, emergency response records, report storage and retrieval methods, and access to records, so that the program is assessed for compliance with all federal, provincial, state, tribal, or local laws.			
11.4.4			X
(A) Requisite Knowledge. Record management systems; mandatory reporting requirements; patient privacy rights; and federal, provincial, state, tribal, or local laws.			
11.4.4 (A)	X*	X*	
(B) Requisite Skills. The ability to use evaluative data, analyze data, determine program compliance, and communicate verbally the results of the evaluation.			
11.4.4 (B)		X*	X*
11.4.5 Analyze and interpret records and data, given records systems, so that validity is determined and improvements are recommended.			
11.4.5			X
(A) Requisite Knowledge. The principles involved in the acquisition, retrieval, and application of information and data.			
11.4.5 (A)	X		
(B) Requisite Skills. The ability to use retrieval and evaluative methods; organize and analyze data; and communicate validity, trends, and identified improvements in data.			
11.4.5 (B)			X
11.4.6* Create a quality assurance (QA) program, given a need for the program, so that emergency incident outcomes are measured, deficiencies are identified, and a program is created to address the deficiencies.			
11.4.6		X	

(A) Requisite Knowledge. QA programs, program development, and methods of improving emergency incident outcomes.			
11.4.6 (A)	X		
(B) Requisite Skills. The ability to communicate verbally the elements of a QA program, data analysis, deficiencies, and a method of improving emergency incident outcomes.			
11.4.6 (B)		X*	X*
11.5.1 Evaluate the inspection program of the AHJ, given current program goals, objectives, performance data, and resources so that the results are evaluated to determine effectiveness.			
11.5.1		X*	X*
(A) Requisite Knowledge. Policies and procedures; accepted inspection practices; program evaluation; resources needed for the inspection program; and applicable codes, standards, and laws.			
11.5.1 (A)	X		
(B) Requisite Skills. The ability to use evaluative methods, analyze data, and communicate the goals of the program.			
11.5.1 (B)		X*	X*
11.5.2 Develop a plan, given an identified fire safety, emergency medical, and/or public health problem, so that the approval for a new program, piece of legislation, form of public education, intervention, or fire safety code is facilitated.			
11.5.2		X	
(A) Requisite Knowledge. Policies and procedures; public education concepts; and applicable codes, ordinances, standards, and legislative processes and their development process.			
11.5.2 (A)	X		
(B) Requisite Skills.			

The ability to use evaluative methods, use consensus-building techniques, organize plans, and communicate verbally elements of the plan and desired outcomes.			
11.5.2 (B)		X*	X*
11.5.3 Develop an accident investigation program, given federal, provincial, state, tribal, or local laws and regulations, so that the results are evaluated and the effectiveness of the program is determined.			
11.5.3		X	
(A) Requisite Knowledge. Policies and procedures; accepted safety practices; NFPA 1550; and applicable codes, standards, regulations, and local laws.			
11.5.3 (A)	X		
(B) Requisite Skills. The ability to use evaluative methods, analyze data, interpret accident and injury reports, and communicate verbally the summation of the data.			
11.5.3 (B)		X*	X*
11.6.1* Produce operational plans, given an emergency incident requiring multi-unit operations; the current editions of NFPA 1660, NFPA 1700, NFPA 1710, and NFPA 1720 as applicable; and AHJ-approved safety procedures, so that the required resources and their assignments are obtained and plans are carried out in compliance with the cited NFPA standards and AHJ procedures, resulting in mitigation of the incident.			
11.6.1		X*	X*
(A)* **Requisite Knowledge.** Standard operating procedures; federal, provincial, state, tribal, or local information sources for the mitigation of incidents; an incident management system; and a personnel and patient accountability system.			
11.6.1 (A)	X		
(B) Requisite Skills. The ability to implement an incident management system, communicate elements of the plan, supervise and account for assigned personnel under emergency conditions, and serve in command staff and unit supervision positions within an incident management system.			

11.6.1 (B)		X*	X*
11.6.2 Recommend a change to a post-incident analysis policy, given a multi-unit incident and the need for a change, so that all required critical elements for the change are identified, and the change is communicated.			
11.6.2		X*	X*
(A) Requisite Knowledge. Elements of a fire, EMS, or rescue related post-incident analysis; forms; policies; procedures; communication methods; and means of improvement.			
11.6.2 (A)	X		
(B) Requisite Skills. The ability to communicate verbally the elements of a post-incident analysis, the elements for improvement, and the ability to develop appropriate forms.			
11.6.2 (B)		X*	X*
11.6.3* Analyze post-incident analysis data, given multiple multi-unit emergency incidents and post-incident analysis data, procedures, and forms, so that all required critical elements of the incidents are identified, constructive feedback is communicated, and the analysis is completed and submitted for peer review.			
11.6.3		X*	X*
(A) Requisite Knowledge. Elements of a fire, EMS, or rescue related post-incident analysis; emergency scene hazards; and departmental procedures relating to dispatch response, strategy, tactics, operations, response times, EMS protocols, and customer service.			
11.6.3 (A)	X		
(B) Requisite Skills. The ability to communicate verbally the elements of a post-incident analysis, data analysis, and prioritization of key points of the analysis.			
11.6.3 (B)		X*	X*
11.7.1*			

Develop an injury prevention program, given relevant local and national data, so that the results are evaluated to determine the effectiveness of the program.			
11.7.1		X	
(A) Requisite Knowledge. The causes of unsafe acts; health exposures or conditions that result in injuries, occupational illnesses, or deaths; requirements for reporting and receiving information related to injuries; policies and procedures; accepted safety practices; NFPA 1550; and applicable codes, standards, and laws.			
11.7.1 (A)	X		
(B) Requisite Skills. The ability to use evaluative methods, analyze data, and communicate verbally the elements of the program, the metrics of the program, and the effectiveness of the program.			
11.7.1 (B)		X*	X*
11.8.1* Manage operational plans, given an emergency incident requiring multi-unit operations; the current editions of NFPA 1660, NFPA 1700, NFPA 1710, and NFPA 1720 as applicable; and AHJ-approved safety procedures, so that the required resources and their assignments are obtained and plans are carried out in compliance with the cited NFPA standards and AHJ procedures, resulting in mitigation of the incident.			
11.8.1			X
(A) Requisite Knowledge. Standard operating procedures; federal, provincial, state, tribal, or local information sources for the mitigation of incidents; an incident management system; and a personnel and patient accountability system.			
11.8.1 (A)	X		
(B) Requisite Skills. The ability to implement an incident management system, communicate elements of the plan, supervise and account for assigned personnel under emergency conditions, and serve in command staff and unit supervision positions within an incident management system.			
11.8.1 (B)			X