



PARTICIPANT HANDBOOK

January – March 2009

*Locations
Washington, California,
New Mexico, Texas, Montana,
North Dakota, Georgia,
North Carolina, Idaho*

A guide for personnel who participate in the BLM, IAFC and NSW RFS, Recognition of Prior Learning pilot Phase II. This material should not be used for any other purpose.

This document outlines competencies required to perform as an Wildland fire Engine Module Leader (aligned with NWCG Single Resource Boss Engine, ENGB)

How to prepare evidence for the RPL Pilot - Phase II

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RPL Pilot Phase II - Glossary of Terms and Acronyms

AHJ – Authority Having Jurisdiction	1001 -
AQF – Australian Qualifications Framework (Australian term)	1021 -
AQTF – Australian Quality Training Framework	
BLM – Bureau of Land Management	
ENGB – NWCG Single Resource Boss Engine	
IAFC – International Association of Fire Chiefs	
NFPA – National Fire Protection Association	
NSW – New South Wales (Australian)	
NWCG – National Wildfire Coordinating Group	
Portfolio of Evidence – Material collected to demonstrate competence	
PTB – Position Task Book	
RFS – Rural Fire Service (Australian Fire Management Organisation)	
RPL – Recognition of Prior Learning	
RTO – Registered Training Organisation (Australian Term)	
WFEML – Wildland Fire Engine Module Leader	

This guide is for personnel who participate in the BLM, IAFC and NSW RFS, Recognition of Prior Learning (RPL) Pilot - Phase II and is not be used for any other purpose.

RPL Pilot Phase II - Background

Federal and state agencies and a number of fire service organizations have worked to enhance wildland fire training opportunities for the structural fire service community, with a special emphasis on departments operating within the wildland-urban interface. In an effort to further expand opportunities for recognition of structural fire service qualifications, the Bureau of Land Management (BLM) sought to investigate Recognition of Prior Learning (RPL). RPL has been used with considerable success for 20 years in Australia.

The BLM has enjoyed a long and productive cooperative relationship with Australia, and asked training specialists from the state of New South Wales to provide information on the program at a March 2007 interagency scoping session. Training, management and operations experts from the US Forest Service, the National Wildfire Coordination Group Training Development managers, the North American State Fire Training Directors, National Association of State Foresters, the International Association of Fire Chiefs, and the National Volunteer Fire Council were in attendance. The group agreed a preliminary small-scale pilot program was appropriate. Results from the spring, 2008 Phase I Pilot are found within your information packet.

The RPL methodology measures a candidate's demonstrated competencies, knowledge, skills, and abilities and applies them against the national standards established for the specific job. The measurement process is structured and consistent, yet appropriately flexible, and focuses on the candidate's ability to meet the prescribed standards, rather than the manner or procedure by which the skills were acquired.

RPL Pilot Phase II: Program Objectives

The Phase I study findings indicated further program testing and refinement was appropriate. RPL Phase II incorporates modifications and improvements resulting from this initial study. Through this exercise, pilot program managers seek to develop a reliable, accurate and consistent assessment methodology to determine position competency for structural firefighters trained outside of the NWCG framework. The process must be suited to the United States fire service, with sufficient process quality checks and appropriate compatibility with NWCG guidelines and applicable state-level policy.

RPL Pilot Phase II - Prerequisites

To participate in RPL Phase II - it is recommended you have the following prerequisites or recognized equivalents:

- NFPA Standard 1001 &/or 1021 or equivalent; and
- Have at least 12 to 18 months position experience as NFPA Firefighter II or higher

Overview: The Recognition of Prior Learning (RPL) Process

It's possible you might already be competent as an engine module leader as a result of your prior learning (e.g. previous experience and/or training). If you think this might be the case, your first step is to self-assess (see questions, below).

If your self-assessment leads you to believe you are competent as an engine module leader (or can address the majority of the elements) as a result of the training, education, or experiences you have had, you then assemble a file or portfolio for the RPL Assessor panel to review.

Instructions on how to assemble your portfolio will be provided in following sections. In brief, the portfolio is a collection of certificates, letters, photographs, and other documentation you can provide to support your self-assessment.

After review of your portfolio, the panel will schedule an interview with you to discuss the material you have provided, and ask any questions they might have. You may be asked to demonstrate a given competency through a practical exercise or simulation of some kind. More information will be provided on the assessment interview in following sections.

You will be assessed for competency as a Wildland Fire Engine Module Leader (WFEML). This position supervises a crew of fire-fighters in their operation and use of fire apparatus and related tools and techniques to suppress wildland fire. The NWCG counterpart position is Single Resource Boss - Engine (ENGB). The competencies used for the assessment are the same technical competencies used for ENGB, but they have been revised to reflect purely technical aspects of the position. References to agency-specific administrative or procedural requirements have been removed.

In summary, the competencies here determine your technical expertise in executing the necessary tasks to lead an engine module in suppressing a wildfire, regardless of where or in what manner you obtained and developed these skills.

You will be assessed as “competent” or “not yet competent”.

If you are determined to be “competent”, you still may need some specific training such as familiarization with local conditions, apparatus types and pertinent policies or procedures of local co-operators you will work with. The assessor panel will recommend opportunities that could be made available to you to obtain this training.

Similarly, if you are “Not yet competent” the assessment panel will recommend a number of focused training/development opportunities to your chief that can be conducted locally with your co-operators, or specific classes and / or developmental details to help you become competent. RPL should be considered not as a testing process but as a competency and skill development opportunity. Your existing skills are demonstrated and recognized, and skill sets needing further refinement are targeted for specific training and education.

Phase II of the U.S. RPL pilot study will not provide NWCG ENGB equivalent qualification as an outcome. Certification for this position is made at the discretion of the Authority Having Jurisdiction (AHJ), or the official that determines NWCG qualifications and issues certification. Depending on the NWCG position, and policies in your state, the AHJ may be your fire chief, or may be the state forester, fire marshal or other official.

Your participation in the RPL Phase II Pilot is important. You are helping program managers develop a proposal framework for alternate, but equivalent routes for NWCG qualification and certification.

The Self-Assessment

The self-assessment begins with your honest appraisal of your abilities with regard to the following “generic” competencies developed for RPL Phase II. These competencies were derived from the following sources:

- The NWCG Position Task Book (PTB) for ENGB;
- NFPA Standard 1051, Firefighter II and Fire Officer I and 2;
- Competencies found for ENGB in the Interagency Fire Program Management (IFPM) standards; and
- Competencies used by the NSWRFSS.

Wildland Fire Engine Module Leader: RPL Phase II Generic Competencies.

Note: The Self-Evaluation form can be found at the back of this document. Please detach that copy and use it to provide your discussion and evidence list.

Competency #1: Ensure the crew, equipment and apparatus are prepared for immediate incident response.

Discuss and demonstrate where and how you have managed the following tasks:

Element 1: Tools, apparatus and equipment are ready for transport and use

Element 2: Personnel have required personal protective equipment, water, and other items necessary for welfare.

Element 3: Personnel are competent, and are fit for duty

Element 4: Respond to personnel injuries.

Competency #2: Receive dispatch: obtain assignment and determine incident location and access.

Discuss and demonstrate how you were notified of an incident, what information you obtained from or provided to dispatch and how you confirmed location and access

Element 1: Incident Location is confirmed; access route maximizes safety, efficiency, and protection of equipment, infrastructure, and natural assets.

Element 2: Communications systems are operating and command frequencies/channels are established and made known

Competency #3: Proceed to fire, confirm location, and conduct initial size-up, note immediate needs, brief crew and supervisor.

Discuss and demonstrate what information you obtained on route, briefings or sit-reps you gave, how you conducted your size-up and what information it provided and what command structure you established:

Element 1: Arrive at the incident scene

Element 2: Conduct preliminary size-up, report observations and needs, and secure scene

Element 3: Note and report immediate and planned actions

Competency #4: Establish Tactical and Strategic Priorities; Determine and Communicate Immediate and Anticipated Resource needs

Briefly outline what strategy and tactics you employed, what resources were required and how you communicated this information either up and/or down:

Element 1: Develop plans for attack of fire based on knowledge of local conditions, continuous assessment of observed/anticipated risks, and incident management objectives

Element 2: Assess and anticipate risks; mitigate hazards

Competency #5: Position ICP, Crew and Equipment

Discuss and demonstrate tactical plan(s) you implemented; directions you issued to your crew (or crews), what location you managed command from; and what considerations did you incorporate in these decisions?

Element 1: Assignments and tactics are communicated, crew and equipment are positioned; special hazards are made known

Element 2: Anticipate needs for additional resources, repositioning or reassignment of equipment and crew, and other tactical modifications: communicate to crew, supervisors, and adjacent work groups

Competency #6: Direct Engine Operations to Suppress Wildfire

Describe your experience directing engine-based wildland fire suppression operations.

Element 1: Procurement, delivery, and effective use of water is achieved

Element 2: Employ engine-based suppression operation practices

Element 3: Employ fire engine to conduct WUI fire suppression or structure protection operations

Competency #7: Communications with supervisors, crew and adjoining forces is consistent and clear.

Describe and demonstrate a time when you have implemented a communications plan, what briefings you have provided to your crew, supervisor or peers and/or other attending apparatus:

Element 1: Inform supervisors of conditions and planned actions at regular intervals

Element 2: Ensure crew members clearly understand assigned tasks, are aware of, and will report hazards and changing circumstances when they feel it is appropriate to do so.

Element 3: Communication with adjoining forces is consistent and clear

Competency #8: Solve problems and respond to changing circumstances

Describe a situation which involved changing circumstances and demonstrate how you managed this situation:

Element 1: Understand and evaluate circumstances accurately

Element 2: Solve problems and mitigate stress effectively

Element 3: Anticipate and compare potential outcomes of decisions

Element 4: Recognize when incident complexity exceeds present capability

Competency #9: Manage Mop-Up Operations

Discuss and demonstrate your experience with managing mop-up operations; outline what tactics you implemented, including patrol

Competency #10: Complete necessary incident documentation, assess performance, and prepare resources for re-deployment.

Describe and discuss what incident documentation you generally use for incident reporting, demonstrate that you have assessed performance and how you re-establish the resources for re-deployment.

Completing the assessment and assembling your portfolio

You will need to show convincing evidence supporting the information you provide on the self-assessment. In this section you will find examples of the sorts of evidence you will need in your portfolio to show you meet the standards of competency utilized for WFEML. There are four categories of evidence used in RPL:

Products – (Sample shown as appendix 1): Items you have made that you can show to the assessment panel to imply your competence. For example:

- Records or reports of incidents attended and commanded (under supervision).
- Records or reports of training exercises attended and commanded (under supervision).
- Items or materials you have fabricated or invented that are relevant to the position; i.e. you developed a certain type of tool or device, or improved/refurbished an existing implement to make it more useful or function better.
- Reports, papers, published material that you have written that relate to the subject you are trying to substantiate

Performance – Completing tasks under the observation of the assessment panel in order to demonstrate your competence. For example:

- This may involve the assessment panel observing your actual performance at a number of actual or simulated (scenario based) incidents in a variety of conditions.

Knowledge – (sample show as appendix 2) Answering written or oral questions provided by the Assessor, to demonstrate your competence. For example:

- Your ability to provide thoughtful, detailed answers to questions from the assessor panel may constitute a significant part of your assessment exercise. This type of evidence helps confirm your competency, particularly as it applies to underpinning technical knowledge and the way you manage variable circumstances and develop strategic contingencies.

Other Evidence – (sample shown at appendix 3) Documentation of your activities or statements (in written or oral format) that you or others can provide to the assessor to imply your competence. For example:

- Video recordings, photographs or AAR notes can contain useful evidence.
- Written statements or testimonials from others can support your self-assessment. **Note:** these statements must be provided by someone with known technical proficiency in their field that has worked with or supervised you in a job or task that is relevant to the competency being addressed. Testimonials must address your ability to do a job, perform a task, or manage a given situation and speak to this exclusively in an objective manner. Character references are not accepted as evidence supporting competency. Such statements are useful, but it is best to rely on evidence less prone to subjectivity.
- While RPL acknowledges skills and competency derived from applicable non-fire service experiences, statements with a direct linkage to the competency standard are more useful and straightforward for assessors to judge.
- The assessment panel can gather informal statements about your competency from other members who have seen you engaged in fire fighting or training. This helps confirm that the performance observed by the assessment panel is consistent with your normal performance.

Note: Some evidence categories are more suitable for some competencies than others. In the case of WFEML, the most convincing evidence will probably be in the form of observed performance and replies to knowledge questions, supported by products (e.g. incident reports) and some statements from others.

The type and the amount of evidence deemed as sufficient to determine competency will vary, depending on a candidate's depth and length of experience.

In general, assessors will look for consistent evidence in at least three of the evidence categories listed above. If inconsistency is noted, more evidence will be assessed until the inconsistency is resolved. For example, if statements made about your performance do not reflect your self-assessment, the assessment panel might spot check your performance in an activity to reconcile the discrepancy.

You will need to provide evidence that is:

- **Valid** – i.e. applicable to what is being assessed.
- **Sufficient** – i.e. enough to infer competency.
- **Current** – i.e. recent enough to infer current competency (e.g. under 3 to 5 years).
- **Authentic** – i.e. genuine and relating to you, not to someone else.

The Assessment

The assessment will make an independent judgement about whether or not you are competent, based on the evidence you supply. **It is not the assessor's job to provide the needed evidence (that's your role), but they will provide you with as much guidance as practicable.**

Your Pre-Assessment Briefing

The content and specific questions and exercises in your assessment will differ from other candidates, depending on the skill and experience you provide in your portfolio (discussed above). Assessors will review this material prior to your interview and prepare questions based on this information. They may contact you to ask for specific additional information, and/or to ask that you have PPE with you at the interview.

Gathering the evidence

Your assessor will gather the evidence that you supply until it is sufficient for them to make a judgement about your competency. This judgement will come from the evidence you have provided.

As a general rule, assessors will look for consistent evidence of at least three forms (categories). If they encounter some inconsistency, they will usually gather more evidence until the inconsistency is resolved. For example, if one of your officers is critical of your performance, an assessor might spot check your performance in the activity that was criticised to work out whether or not the criticism was true.

The assessor(s) may utilize any number of scenario events to check your knowledge and application, again these will be based on the information (or lack) that you provide.

Assessment Results

By comparing the evidence gathered about your performance with the relevant competency standard criteria, above, your assessor will make a judgement about your level of competency. Your assessor will provide feedback on your portfolio, an overall assessment, and answer any questions you have.

- If "competent", they will complete an evaluation. The Assessment Evaluation form includes space for the assessor to record comments, such as the type of evidence that was gathered; the candidate may also make comments about the assessment on this section of the form.

- If “not yet competent”, your assessor will provide information on the general RPL competency areas that need further attention and development. The assessors will provide input to you and department leadership as to appropriate developmental and/or learning experiences needed to address the competency area.

Development opportunities

The assessment process may indicate you meet some, but not all the WFEML competencies. You may demonstrate the competencies for structural firefighter or engine captain, but not be sufficiently familiar with specific technical wildland fire fighting concepts (i.e. wildland fire behaviour or WUI tactics). In this instance, assessors will recommend additional training opportunities to focus on those areas needing improvement, many of which can be conducted locally. These opportunities will improve your skills for response as a local wildland fire suppression resource.

The USFA Skills Crosswalk, a program of bridge courses designed specifically for structural firefighters, is another way you may be able to address specific wildland technical competencies. Your assessor or the Local Training Coordinator can help you to determine if this option is available in your jurisdiction. More information on the *Skills Crosswalk* can be found in the appendix of this document.

More information

For further information on this package and how to compile your RPL Phase II Portfolio of Evidence, please make contact with:

- Kelly Hawk – Kelly_hawk@nifc.blm.gov
- Brett Storey – brett.storey@rfs.nsw.gov.au
- Derek Yeager – Derek_Yeager@blm.gov

Appendix 1: Example of documents

Certificates of course completion

MONTANA STATE UNIVERSITY
EXTENSION SERVICE
FIRE SERVICES TRAINING SCHOOL

Has ATTENDED

TACTICAL OPERATIONS & FF SAFETY IN THE
WILDLAND STRUCTURE INTERFACE

which included
16 Hours
of Instruction

and is awarded this Certificate in recognition thereof.



Director-Fire Services Training School

Completion Date: 06/18/06

Instructor: J.P. HARRIS

MONTANA STATE UNIVERSITY
EXTENSION SERVICE
FIRE SERVICES TRAINING SCHOOL

Has ATTENDED

NFPA 1051-1 WILDLAND URBAN INTERFACE

which included
8 Hours
of Instruction

and is awarded this Certificate in recognition thereof.



Director-Fire Services Training School

Completion Date: 05/15/04

Instructor: TOM McISAAC

STATE OF FLORIDA

DIVISION OF STATE FIRE MARSHAL

FLORIDA STATE FIRE COLLEGE

Certifies That has received

a Course of Instruction in

FFP 2130 - COMPANY OFFICER (40 HOURS)

Issued This 17TH Day of JANUARY, 1997.

STATE FIRE MARSHAL

DIRECTOR

INSTRUCTOR

Lake County, Florida

Lake Technical Center INSTITUTE OF PUBLIC SAFETY

Kenneth A. Bragg Campus

Nationally Accredited by the Accrediting Commission of the Council on Occupational Education

RECOGNIZES THE ACHIEVEMENT OF

Who has successfully completed an **18 hour** course in

Incident Command System/1-400
under the supervision of a Certified Instructor

Fire Program Coordinator:

Completion Date: December 13, 1999

Director, Lake Technical Center



Incident performance review and written testimonial

15

INCIDENT PERSONNEL PERFORMANCE RATING		INSTRUCTIONS: The immediate job supervisor will prepare this form for the subordinate. It will be delivered to the planning section before the fire. Rating will be reviewed with employee who will sign at the bottom.		
THIS RATING IS TO BE USED ONLY FOR DETERMINING AN INDIVIDUAL'S PERFORMANCE				
1. Name [Redacted]		2. Fire Name and Number [Redacted] COMPLEX OR [Redacted]		
3. Home Unit (address) [Redacted]		4. Location of Fire (address) HALFWAY, OREGON		
5. Fire Position FFT2	6. Date of Assignment From: 7-28-06 To: 8-12-06	7. Acres Burned 53,636	8. Fuel Type(s) (8) (10)	
9. Evaluation				
Enter X under appropriate rating number and under proper heading for each category listed. Definition for each rating number follows: 0— Deficient. Does not meet minimum requirements of the individual element. DEFICIENCIES MUST BE IDENTIFIED IN REMARKS. 1— Needs to improve. Meets some or most of the requirements of the individual element. IDENTIFY IMPROVEMENT NEEDED IN REMARKS. 2— Satisfactory. Employee meets all requirements of the individual element. 3— Superior. Employee consistently exceeds the performance requirements.				
Rating Factors	Hot Line	Mop-Up	Camp	Other (specify)
	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
Knowledge of the job		X	X	X
Ability to obtain performance	X	X	X	X
Attitude		X	X	X
Decisions under stress	X	X	X	N/A
Initiative	X	X	X	N/A
Consideration for personnel welfare		X	X	X
Obtain necessary equipment and supplies		X	X	X
Physical ability for the job		X	X	X
Safety		X	X	X
Other (specify)				
10. Remarks DID A GREAT JOB WORKING WITH SQUAD. SERVED AS SQUAD MEDIC COMPLETED SQUAD BOSS TASK BOOK COMPLETED ALL ASSIGNED TASKS TOOK INITIATIVE TO HELP OTHERS AS NEEDED				
11. Employee (signature) / This rating has been discussed with me [Signature]			12. Date 8/11/06	
13. Rated By (signature) [Signature]	14. Home Unit	15. Position on Fire FFT 1 / SQUAD BOSS		16. Date 8-11-06

NFES 1576 9/86 ICS Form 225



[Redacted] Consolidated Rural Fire District
[Redacted] 6
[Redacted] 100

January 29, 2008

To whom it may concern,

Captain [Redacted] has consistently exhibited his abilities to manage day to day operations for shift personnel, implement training for all FD personnel, supervise/run call volume for the FD, and participate in Command Staff Duties. He manages daily operations of staff to suit the variety of calls in an evolving organization and ensures daily shifts are covered by volunteer/paid personnel. He maintains constant correspondence with volunteer staff so minimum participation or better is being met. His proficiency in these subjects is a product of training, apprenticeship, and field experience.

Should you have any questions, please contact me at your convenience.

Sincerely,

[Redacted] Fire Chief
[Redacted] Fire Department

Training Attendance or Incident Reports

3A
61
124
VA
AB

Run Number 289
Date: 7/3/02

Incident Report
 [Redacted] Fire Department
 [Redacted] Consolidated Rural Fire District

Location: [Redacted] Creek rd

Incident Type: Structure Fire Wildland Fire MVA Rescue/EMS
 HAZ/MAT False Alarm Service Call Good Intent
 Natural Disaster/Severe Weather Explosion
 Special Incident/Other Mutual Aid/Agency Assist

Occupant / Owner Name Address, Phone #: [Redacted]

Times: Paged 1744 Responded 1710 On Scene — Controlled — Last Cleared 1900
 Number of Apparatus Used: 5 Type of Alarm: REPS
 Apparatus: 1 Responded 1744 On Scene — Cleared 1900 Back in Service 1900
 Personnel: [Redacted]
 Apparatus: 1 On Scene — Cleared 1900 Back in Service 1900
 Personnel: [Redacted]
 Apparatus: 1 On Scene — Cleared 1900 Back in Service 1900
 Personnel: [Redacted]
 Apparatus: 1 On Scene — Cleared 1900 Back in Service 1900
 Personnel: [Redacted]
 Apparatus: 1 On Scene — Cleared 1900 Back in Service 1900
 Personnel: [Redacted]

Actions Taken: Fire Control/Extinguishment Search/Rescue EMS/Transport
 Hazardous Condition Monitor/Mitigate Systems/Service Assistance
 Info/Investigate/Enforcement Stand-by/Canceled Enroute
 Other

MVA: # of Vehicals Involved: — DOT # —
 Company —
 Fuel Spilled(Gallons/Type) —
 License Plate —
 State — Model — Make — Year —
 Vin# —
 Trailer Plate — State — Owner: —
 License Plate —
 State — Model — Make — Year —
 Vin# —
 Trailer Plate — State — Owner: —

Training Attendance by Staff

Staff ID = [Redacted]

Date	Time	Category - Class Description	CEU	Hours	Hrs Pd	Points	Obj?
12/21/2005		FF1PS2F FIRE FIGHTER 1 PRIMARY SEARCH 2ND FLOOR		2.50	0.00	0.00	Y
01/03/2006		ICS ICS Training		1.00	0.00	0.00	Y
01/11/2006		CBURN controlled structure burn		0.00	0.00	3.00	Y
01/11/2006		CBURN controlled structure burn		0.00	0.00	3.00	Y
01/12/2006		CBURN controlled structure burn		0.00	0.00	3.00	Y
01/14/2006		FF1PS2F FIRE FIGHTER 1 PRIMARY SEARCH 2ND FLOOR		3.00	0.00	0.00	N
01/15/2006		AP02 General Aparatus Operations		3.00	0.00	0.00	N
01/31/2006		FF CHANG Fire Fighter Challenge		0.00	0.00	2.50	N
02/14/2006		EM74 Altered Mental Status		2.00	0.00	0.00	N
03/07/2006		EM66 Patient Assessment		0.00	0.00	0.00	N
03/14/2006		EM66 Patient Assessment		0.00	0.00	2.50	N
03/21/2006		EM66 Patient Assessment		0.00	0.00	2.00	N
03/28/2006		EM66 Patient Assessment		0.00	0.00	2.00	N
04/04/2006		EM66 Patient Assessment		0.00	0.00	2.00	N
04/18/2006		EM71 Pediatric Assesment		2.00	0.00	2.00	N
04/25/2006		AP02 General Aparatus Operations		2.00	0.00	0.00	N
05/07/2006		EM62 OB/GYN		1.00	0.00	1.00	N
05/11/2006		FC00 Fire Critique		0.00	0.00	1.00	N
05/18/2006		EM66 Patient Assessment		2.00	0.00	0.00	N
05/19/2006		PPE-SCBA ppe/scba drill		1.00	0.00	0.00	N
05/19/2006		EM12 AED Training		1.00	0.00	0.00	N
05/23/2006		AP02 General Aparatus Operations		2.00	0.00	0.00	N
05/26/2006		FD01 Drafting Training		0.00	0.00	3.00	Y
05/31/2006		FC00 Fire Critique		1.00	0.00	0.00	N
06/01/2006		ALSK101 OR Advanced Airway Management		5.00	0.00	1.00	Y
06/06/2006		EM66 Patient Assessment - Pt assessment		0.00	0.00	0.00	N
06/06/2006		EM75 EMT-B Pharmacology		1.00	0.00	1.00	N
06/07/2006		AP02 General Aparatus Operations		2.00	0.00	2.00	N
06/15/2006		WLD 200 Interface Structure Protection		0.00	0.00	0.00	N
06/20/2006		EM 61 airway management		2.00	0.00	0.00	N
06/20/2006		APL201 LADDER SET UP AND SPOTTING		3.00	0.00	0.00	N
07/14/2006		AP12 Ladder 2 D/O - Ladder Ops		4.00	0.00	0.00	N
07/18/2006		WLD 100 Interface Triage		2.50	0.00	0.00	N
07/18/2006 10:00		WILDLAND Shelter deployment/BSFD package		1.00	0.00	0.00	Y
07/19/2006		WILDLAND Shelter deployment/BSFD package		0.50	0.00	0.00	N
07/28/2006 08:30		BR Brush 1		0.00	0.00	0.00	Y
07/28/2006 13:30		AP12 Ladder 2 D/O - Ladder Ops		0.00	0.00	0.00	Y
08/11/2006		EM74 Altered Mental Status		1.00	0.00	0.00	N
08/18/2006 13:00		AL000 Mandatory Core - Airway, Breathing & Cardiology - Mandatory Core		0.00	0.00	0.00	Y

*=Unexcused Absence X=Excused Absence

01/24/2008 11:15

PHASE II - PARTICIPANT HANDBOOK 1 December 2008

A FDID * <input type="text" value="05039"/> State * <input type="text" value="MT"/> Incident Date * <input type="text" value="08"/> <input type="text" value="14"/> <input type="text" value="2007"/> Station <input type="text" value="1"/> Incident Number * <input type="text" value="2007347"/> Exposure * <input type="text" value="000"/> <input type="checkbox"/> Delete <input type="checkbox"/> Change <input type="checkbox"/> No Activity NFIRS-1 Basic			
B Location* <input type="checkbox"/> Check this box to indicate that the address for this incident is provided on the Wildland Fire Module in Section B "Alternative Location Specification". Use only for Wildland Fires. <input checked="" type="checkbox"/> Street address <input type="checkbox"/> out of district <input type="checkbox"/> Intersection Number/Milepost _____ of Highway _____ Street Type _____ Suffix _____ <input type="checkbox"/> In front of _____ <input type="checkbox"/> Rear of Apt./Suite/Room _____ City _____ State <input type="text" value="MT"/> Zip Code <input type="text" value="59716"/> <input type="checkbox"/> Adjacent to _____ <input type="checkbox"/> Directions _____ Cross street or directions, as applicable _____			
C Incident Type * <input type="checkbox"/> 142 Brush or brush-and-grass Incident Type _____	E1 Date & Times Midnight is 0000 Check boxes if dates are the same as Alarm Date. ALARM always required. Alarm * <input type="text" value="08"/> <input type="text" value="14"/> <input type="text" value="2007"/> <input type="text" value="12:39:00"/> Arrival * <input checked="" type="checkbox"/> <input type="text" value="08"/> <input type="text" value="14"/> <input type="text" value="2007"/> <input type="text" value="14:45:00"/> Controlled <input type="checkbox"/> LAST UNIT CLEARED, required except for wildland fires Cleared <input checked="" type="checkbox"/> <input type="text" value="08"/> <input type="text" value="14"/> <input type="text" value="2007"/> <input type="text" value="22:20:00"/>	E2 Shift & Alarms Local Option <input type="text" value="B"/> <input type="text" value="4"/> Shift or Alarms District Fire/Shop _____	
D Aid Given or Received* <input type="checkbox"/> 1 Mutual aid received <input type="checkbox"/> 2 Automatic aid recvd. Their FDID _____ Their State _____ <input checked="" type="checkbox"/> 3 Mutual aid given <input type="checkbox"/> 4 Automatic aid given <input type="checkbox"/> 5 Other aid given Their Incident Number _____ <input type="checkbox"/> N None	E3 Special Studies Local Option Special Study ID# _____ Special Study Value _____		
F Actions Taken * <input type="text" value="16"/> Control fire (wildland) Primary Action Taken (1) _____ Additional Action Taken (2) _____ Additional Action Taken (3) _____	G1 Resources * <input checked="" type="checkbox"/> Check this box and skip this section if an Apparatus or Personnel form is used. Apparatus Personnel Property \$ <input type="text" value="000"/> <input type="text" value="000"/> <input type="checkbox"/> Suppression <input type="text" value="0001"/> <input type="text" value="0003"/> Contents \$ <input type="text" value="000"/> <input type="text" value="000"/> <input type="checkbox"/> EMS _____ Other _____ <input type="checkbox"/> Check box if resource counts include aid received resources.	G2 Estimated Dollar Losses & Values LOSSES: Required for all fires if known. Optional for non fires. None Property \$ <input type="text" value="000"/> <input type="text" value="000"/> <input type="checkbox"/> Contents \$ <input type="text" value="000"/> <input type="text" value="000"/> <input type="checkbox"/> PRE-INCIDENT VALUE: optional Property \$ <input type="text" value="000"/> <input type="text" value="000"/> <input type="checkbox"/> Contents \$ <input type="text" value="000"/> <input type="text" value="000"/> <input type="checkbox"/>	
Co. stered Modules <input checked="" type="checkbox"/> Fire-2 <input type="checkbox"/> Structure-3 <input type="checkbox"/> Civil Fire Cas.-4 <input type="checkbox"/> Fire Serv. Cas.-5 <input type="checkbox"/> EMS-6 <input type="checkbox"/> HazMat-7 <input checked="" type="checkbox"/> Wildland Fire-8 <input checked="" type="checkbox"/> Apparatus-9 <input checked="" type="checkbox"/> Personnel-10 <input type="checkbox"/> Arson-11	H1* Casualties <input checked="" type="checkbox"/> None Deaths Injuries Fire Service _____ Civilian _____ H2 Detector Required for Confined Fires. <input type="checkbox"/> 1 Detector alerted occupants <input type="checkbox"/> 2 Detector did not alert them <input type="checkbox"/> 0 Unknown	H3 Hazardous Materials Release <input type="checkbox"/> N None <input type="checkbox"/> 1 Natural Gas: slow leak, no evaluation or HazMat actions <input type="checkbox"/> 2 Propane gas: <21 lb. tank (as in home BBQ grill) <input type="checkbox"/> 3 Acetylene: vehicle fuel tank or portable container. <input type="checkbox"/> 4 Kerosene: fuel burning equipment or portable storage <input type="checkbox"/> 5 Diesel fuel/fuel oil: vehicle fuel tank or portable <input type="checkbox"/> 6 Household solvents: home/office spill, cleanup only <input type="checkbox"/> 7 Motor oil: from engine or portable container <input type="checkbox"/> 8 Paint: from paint cans totaling < 55 gallons <input type="checkbox"/> 0 Other: special HazMat actions required or spill > 55gal.. Please complete the HazMat form	I Mixed Use Property <input type="checkbox"/> NN Not Mixed <input type="checkbox"/> 10 Assembly use <input type="checkbox"/> 20 Education use <input type="checkbox"/> 33 Medical use <input type="checkbox"/> 40 Residential use <input type="checkbox"/> 51 Row of stores <input type="checkbox"/> 53 Enclosed mall <input type="checkbox"/> 58 Bus. & Residential <input type="checkbox"/> 59 Office use <input type="checkbox"/> 60 Industrial use <input type="checkbox"/> 63 Military use <input type="checkbox"/> 65 Farm use <input type="checkbox"/> 00 Other mixed use
J Property Use* Structures <input type="checkbox"/> 131 Church, place of worship <input type="checkbox"/> 161 Restaurant or cafeteria <input type="checkbox"/> 162 Bar/Tavern or nightclub <input type="checkbox"/> 213 Elementary school or kindergarten <input type="checkbox"/> 215 High school or junior high <input type="checkbox"/> 241 College, adult education <input type="checkbox"/> 311 Care facility for the aged <input type="checkbox"/> 331 Hospital Outside <input type="checkbox"/> 124 Playground or park <input type="checkbox"/> 655 Crops or orchard <input type="checkbox"/> 669 Forest (timberland) <input type="checkbox"/> 80' Outdoor storage area <input type="checkbox"/> 915 Dump or sanitary landfill <input checked="" type="checkbox"/> 931 Open land or field	<input type="checkbox"/> 341 Clinic, clinic type infirmary <input type="checkbox"/> 342 Doctor/dentist office <input type="checkbox"/> 361 Prison or jail, not juvenile <input type="checkbox"/> 419 1-or 2-family dwelling <input type="checkbox"/> 429 Multi-family dwelling <input type="checkbox"/> 439 Rooming/boarding house <input type="checkbox"/> 449 Commercial hotel or motel <input type="checkbox"/> 459 Residential, board and care <input type="checkbox"/> 464 Dormitory/barracks <input type="checkbox"/> 519 Food and beverage sales <input type="checkbox"/> 539 Household goods, sales, repairs <input type="checkbox"/> 579 Motor vehicle/boat sales/repair <input type="checkbox"/> 571 Gas or service station <input type="checkbox"/> 599 Business office <input type="checkbox"/> 615 Electric generating plant <input type="checkbox"/> 629 Laboratory/science lab <input type="checkbox"/> 700 Manufacturing plant <input type="checkbox"/> 819 Livestock/poultry storage (barn) <input type="checkbox"/> 882 Non-residential parking garage <input type="checkbox"/> 891 Warehouse <input type="checkbox"/> 981 Construction site <input type="checkbox"/> 984 Industrial plant yard Lookup and enter a Property Use code only if you have NOT checked a Property Use box. Property Use <input type="text" value="931"/> Open land or field		

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K1 Person/Entity Involved Local Option Business name (if applicable) _____ Area Code _____ Phone Number _____ <input type="checkbox"/> Check this box if same address as incident location. Then skip the three duplicate address lines. Mr., Mrs. First Name _____ MI _____ Last Name _____ Suffix _____ Number _____ Prefix _____ Street or Highway _____ Street Type _____ Suffix _____ Post Office Box _____ Apt./Suite/Room _____ City _____ State _____ Zip Code _____ <input type="checkbox"/> More people involved? Check this box and attach Supplemental Forms (NFIRS-1S) as necessary.
K2 Owner Local Option <input type="checkbox"/> Same as person involved? Then check this box and skip the rest of this section. Business name (if applicable) _____ Area Code _____ Phone Number _____ <input type="checkbox"/> Check this box if same address as incident location. Then skip the three duplicate address lines. Mr., Mrs. First Name _____ MI _____ Last Name _____ Suffix _____ Number _____ Prefix _____ Street or Highway _____ Street Type _____ Suffix _____ Post Office Box _____ Apt./Suite/Room _____ City _____ State _____ Zip Code _____
L Remarks On 08/14/2007 at 12:39:00 dispatched to out of district / [redacted]. The location is a Open land or field. The incident was determined to be a (n) Brush or brush-and-grass mixture fire. 14:45:00 arrived on scene. The following actions were performed on scene: Control fire (wildland) Units responding were: Unit B-1 responded. Mutual aid given: Department of Natural 22:20:00 all units back in service.
L Authorization <input type="text" value="2"/> <input type="text" value="08"/> <input type="text" value="24"/> <input type="text" value="2007"/> Officer in charge ID Signature _____ CPP _____ Position or rank _____ Assignment _____ <input type="checkbox"/> Check name and office Member making report ID Signature _____ CPP _____ Position or rank _____ Assignment _____ In charge: _____

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Appendix 2: Example of how to complete the self assessment



PARTICIPANT SELF EVALUATION FORM

Candidate Name:	Brett Storey
Department:	Kangaroo Valley
State:	NSW
Rank:	Captain

For personnel who participate in the BLM, IAFC and NSW RFS, Recognition of Prior Learning pilot Phase II. This material should not be used for any other purpose.

Date of assessment:	
Location of assessment:	

List your previous education:

Bachelor of Social Science in Emergency Management	Bachelor of Training and Development
Advanced Diploma Business Management	High School Diploma

List your previous employment:

NSW Rural Fire Service Coordinator Training Services	Scots College – Estate and Catering Manager
Wildfire Consultancy Group – Bushfire Consultant	Fisher Catering - Manager Catering Venues
Coles supermarkets – department manager	O'Brien Catering – Head Chef

List your fire fighting/emergency operations qualifications:

Degree in Emergency Management	Structure Fire Fighter - Trainer/Assessor
I – 400	Wildland Fire Fighter -
Group Leader – (Equivalent Battalion Chief)	
Crew Leader – (Captain)	
L - 380	

Note: Attach additional sheets if necessary: Include Resume or Curriculum Vitae (CV) if available:

Wildland Fire Engine Module Leader: RPL Phase II Generic Competencies.

Competency #1: Ensure the crew, equipment and apparatus are prepared for immediate incident response.

Discuss and demonstrate where and how you have ensured the following items were prepared for response?

Elements	Your Evidence, what have you got that shows you meet the competency element (e.g. documents or products you can show)
<u>Element 1: Tools, apparatus and equipment are ready for transport and use</u>	Completed equipment and apparatus check lists (Daily), reorder of supplies (Daily). All completed and signed by me. Training certificates fire fighter 2 level.
<u>Element 2: Personnel have required personal protective equipment, water, and other items necessary for welfare.</u>	PPE monthly check sheets, annual shelter deployment check, training record papers,
<u>Element 3: Personnel are competent, and are fit for duty</u>	Training attendance sheets, fitness evaluations, Training certificates fire fighter 2 level, incident logs
<u>Element 4: Respond to personnel injuries.</u>	EMT, medical attendance report forms, incident logs,
<p>Describe how you meet each of the elements or outcomes:</p> <ul style="list-style-type: none"> • I have been a fire fighter for approximately 15 years, currently trained to divisional command level, one of the jobs that need to be completed is confirming that team members PPE is fit and ready for use, I have supplied check list completed and signed by me as evidence. • Immediately after use the apparatus is re-stowed and returned to operational status – any faults are recorded and reported. At the beginning of each shift the station and apparatus are checked for operability, and all PPE (e.g. BA) is checked and confirmed operational ready. I have supplied completed check sheets and training record papers. • A required part of normal work is regular fitness evaluations, part of my work involves confirming team member fitness evaluations and evaluations are also conducted during operation work. Attached are my past 2 evaluations and my incident performance evaluations. • Included in normal operation duties is EMS a large amount of daily work involves attending medical emergencies. Attached is a copy of last month's incident logs. • Attached is, copies training course completion certificates, training attendance logs, incident logs, fitness evaluation forms, apparatus check sheets, PPE check sheets, a statement from the local Chief on my performance, incident performance evaluations. 	

Appendix 3: Examples of other material

After Action Review (AAR)

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After Action
Mission # 0
05/16/06

Engine 82, Engine 85, and County Engine 05 arrived at the predesignated Staging location early. By 08:00, all personnel had eaten breakfast, filled coolers, and were ready to go to work. When we had no contact with local resources by 08:15, I unsuccessfully tried both contact numbers provided to us. Several minutes later, an Edgewater police officer provided us with an alternate contact number that directed us to a different Staging Area at 23. Once there, we joined two engines assigned to our Strike Team and the Strike Team leader.

We received an abbreviated briefing and a local resource took us on a tour of the affected area showing us the most threatened neighborhoods, access roads, water sources, and the fueling site. We then received the assignment to overhaul the Interstate 95 median between SR44 and SR442 in an effort to get the road open. Our Strike Team worked the southbound lanes while other units worked northbound. Division of Forestry personnel removed a number of trees with the potential of falling on the highway. Local resources provided additional foam. Assisted by rain, we made good progress.

The Red Cross and other local disaster volunteers ensured that we ate well. Late in the afternoon we learned that Command had the goal of getting Interstate opened by 17:00. Officials acknowledged to us that we could not have the fire 100% out and that areas would likely rekindle in several days but at 16:57 Engine 82 was the last unit off the highway and at 17:00, the Highway Patrol opened the road. With careful monitoring, they were able to keep it open all night and did not have to close it again until almost thirty-six hours later.

We flushed the foam from our tanks, refilled them, fueled the trucks, and had dinner. Although the original request stipulated forty-eight hours, Command decided to demobilize us the same evening because, with the rain, conditions had improved significantly. My understanding is that the Strike Team mobilized by County was turned back enroute in the morning.

County personnel had all of their personnel protective equipment for both wildland and structural firefighting, and were ready for any assignment. Having front run engines gave us the equipment to support any operation as well as access to Streets and Trips which was used several times.

Those County personnel with specialized training and experience demonstrated it and worked to train the others.

Concerns

1). As always, communications proved problematic. We were initially assigned to Mutual Aid Tac 4, County, and County were able to communicate with each other on this channel and, apparently, Command could hear us. But we could not hear them. To resolve the issue, local personnel gave the Strike Team leader a radio with which they could communicate with him. Strike Team units remained on Mutual Aid Tac 4 but most communication took place face to face. I called the

Command Tech to find out if a portable repeater might have helped the situation but never received an answer. I see now, looking at the matrix, that MA 4 is covered in the repeater programming.

2). The briefing we received did not give us an overview of the entire operation, did not cover safety concerns or the medical plan, and did not provide an organizational chart showing to whom our Strike Team reported. The Incident Action Plan that I saw did not cover these points either. Perhaps we would have received more information if we had gone through the Command Post rather than just through Staging.

3). The Strike Team leader, did not know what units, other than his own agency's, were assigned to him until we arrived at Station . He learned of the change in the Staging area when he called one of the contacts on the original order while enroute. We were unable to get through and only found out about the change when the Edgewater police officer saw us sitting in the W parking lot.

Key Points

1). Mission assignment- "Protect exposures threatened by wildfire". This means wildland firefighting, not structural firefighting. If you end up fighting a structure fire, you have failed your mission of exposure protection. And, structure fires as a result of wildfire differ significantly from traditional structure fires. Firefighters must triage structures to determine which they can save, they often burn from the outside in, and personnel may have to abandon the fight due to the deterioration of surrounding conditions.

In addition, exposures include improvements other than structures, such as interstate highways.

2). Mission assignments change as priorities change. We were originally requested to assist in structural protection but, with that portion of the fire under control, the next priority was to get Interstate open.

Emergency Response Plan.

NOTE: I understand that the incident has received a federal declaration.

Photographs



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Forest Service
Complex
Halfway
July - Aug. 2006



Appendix 4: USFA “Skills Crosswalk” Information

Overview

Skills Crosswalk (Crosswalk) gives qualified and experienced structural firefighters an academic and training framework to develop wildland firefighting skills through focused wildland fire concept lesson modules and skills proficiency exercises. By incorporating a structural firefighter’s existing fire suppression knowledge and skills, use of the Crosswalk reduces required classroom hours, minimizes curriculum redundancies, and makes efficient use of limited training hours.

The Crosswalk was developed through analysis and comparison of specific NWCG (National Wildland Coordinating Group) Position Task Books for with counterpart NFPA (National Fire Protection Association) position standards. The Crosswalk utilizes coursework, practical demonstration of knowledge and skills using NWCG Task Books and other appropriate means, and the use of materials in resource kits assembled for each position.

Purpose of the Crosswalk

The Crosswalk provides a performance-based methodology and a learning resource guide for qualified structural firefighters to develop wildland firefighting knowledge and skills in a focused and time-efficient format. Through enhanced training and operational awareness, firefighter safety and efficiency is improved. Local-area initial and extended wildland fire attack operations can be conducted safely. Local departments become more effective in cooperative fire operations in neighboring jurisdictions, increasing the overall wildland fire protection capacity and capability of participating communities. As structural firefighters gain NWCG qualifications through this reciprocity system, they may be qualified for national-level mobilization to wildfire incidents, depending on their state of origin. In this way, the pool of wildland firefighting resources is increased nationally.

Who Can Use It

The crosswalk can be used as an NWCG equivalency and certification tool by structural firefighters and fire officers meeting NFPA Standard 1001 and NFPA Standard 1021, respectively, or those meeting a structural training standard determined by the Authority Having Jurisdiction (AHJ) as equivalent. Structural firefighters meeting NFPA Standard 1051 possess required knowledge and skills to certify as NWCG FF1 and are not required to complete crosswalk requirements for that position. Standard 1051 compliant fire officers seeking ENGB or STEN need only to complete crosswalk requirements listed for those positions. Candidates must be successfully assemble and use resource kits provided for each specific NWCG qualification.

NWCG Positions Used for the Crosswalk

Four specific NWCG positions are incorporated in the Crosswalk, each paired with a counterpart structural position as described in NFPA Standard 1001 or Standard 1021, as shown below:

Structural Fire Counterpart Position	NWCG Position
Non-Supervisory Structural Firefighter, Basic	Firefighter 2 (FF2)*
Non-Supervisory Structural Firefighter, Advanced	Firefighter 1 (FF1)*
Driver/Operator/Engineer or Company Officer	Single-Engine Resource Boss (ENGB)
Experienced lieutenants, captains, chief officers	Strike Team Leader (STEN)

*NWCG firefighter position designations 1 and 2 are opposite of NFPA designation (Firefighter 1=advanced)

How the Crosswalk is Used

The crosswalk system can be administered by State fire training authorities, state, county or city municipalities, rural fire districts, individual fire departments, or other agencies and organization responsible for local firefighter training and/or certification.

The designated “authority having jurisdiction” (AHJ) plays a primary role in use and administration of the crosswalk system. The AHJ is defined in NFPA 1143, “Standard of Wildland Fire Management, 2003 Edition” as an organization, office, or individual responsible for enforcing the requirements of a code or standard, or for approving equipment, materials, installation or a procedure. (pg. 1143-4). State and/or local law designates the AHJ for wildland fire protection within a given jurisdiction. Fire department chiefs, State fire marshals, state foresters, training officers, and other qualified fire protection officials are typically designated as the AHJ.

The AHJ determines firefighter eligibility for crosswalk system use. The Crosswalk matrix indicates the specific academic and practical exercises needed to address wildland fire suppression skills gaps for the specific NWCG position, and how to obtain information and associated materials for the lessons. Learning activities vary in their formats and venues. Substantial portions of the curriculum are available in modular self-study formats, such as web-based interactive lessons, CD-ROM, or written material. Other lessons require a structured instructor-facilitated setting, simulations, and hands-on field exercises for completion. Ideally, training officials should use the NWCG lesson components within the context of their own training development.

The NWCG Position Task Books serve as a framework for the successful performance and thorough documentation of required tasks, behavior and knowledge detailed in the crosswalk system. Additional or alternative types of training and experience documentation are acceptable, but must be equivalent in content to the position task book used for the position.

Upon completion of required academic and performance tasks, the AHJ reviews the candidate’s crosswalk documentation, with additional consideration of his or her knowledge of the candidate’s skills, abilities, experience, aptitudes and overall fit for the position. The AHJ has the authority to certify the individual as qualified for the NWCG

position at that time, or to require additional study and/or practical training for certification.

The Crosswalk and NWCG position certification

Position certifications of firefighters and company officers completing the crosswalk process are accepted by NWCG member organizations as fully equivalent to standard NWCG certifications. At the discretion of the designated AHJ, and subject to state law and policy, qualifying structural fire personnel may then be mobilized for wildland fire operations outside their local jurisdictional area.

Roles, Responsibility, and Accountability

NWCG and the US Fire Administration expect that fire protection organizations assuming wildland duties do so with safety as a first priority. The Crosswalk was developed to improve safety and operational effectiveness in wildland fire suppression activities. The crosswalk acknowledges the existing skills of qualified structural personnel and accordingly allows for a more fully performance-based approach to qualifications. Successful implementation and of the Crosswalk- and it's credibility as a system of certification and equivalency for the structural fire service- depends on the professionalism and accountability of its users. As such, participants in the Crosswalk process have distinct roles and responsibilities to protect Crosswalk integrity.

The AHJ is responsible for

- Ensuring and certifying that a firefighter has satisfied crosswalk system requirements according to guidelines.
- Conducting rigorous and appropriate testing and assessments demonstrating the firefighter's knowledge and ability to safely and effectively perform required skills through on-the-job performance, simulations, drills and exercises, or a combination of like situations
- **Thoughtful and careful evaluation of a firefighter's overall suitability for wildland firefighting position certifications attained through the Crosswalk procedure. In doing so, he/she assumes considerable professional responsibility in this determination.**
- Issuing qualifications cards or other documentation of qualification, as locally appropriate or legally required.
- Maintain documentation supporting certifications for all personnel using the Crosswalk.

The Firefighter is responsible for:

- Honest assessment of his or her own abilities, aptitudes, and overall suitability for assuming wildland firefighting positions.
- Completion of all Crosswalk academic and practical lesson components.
- Maintenance of accurate and thorough documentation of relevant wildland fire training and experience.
- Consistent review of learning materials and completion of appropriate refresher sessions and exercises

Benefits of the Crosswalk

Most importantly, the use of crosswalk enhances firefighter safety in wildland operations through enhanced technical training and improved situational and operational awareness.

Qualified structural firefighters already possess basic knowledge and competencies, and the crosswalk focuses study and practical learning exercises on only critical wildland fire suppression concepts not addressed in structural training curriculum. Conceptual redundancies between wildland and structural fire suppression training programs are then significantly reduced. Completion of the standard NWCG curriculum would require about 290 classroom hours to complete coursework required for Strike Team Leader. The *Crosswalk* enables a qualified company officer (NFPA Standard 1021 or equivalent) to complete focused coursework in 94 hours.

The table below portrays training hours savings realized with use of the Crosswalk for the equivalent structural firefighter position.

NWCG Positions	NWCG Curriculum Hours	Structural Equivalent Positions	Skills Crosswalk Hours
Firefighter 2 (FF2)	124.5	Non-Supervisory Firefighter, Basic Structural	21
Firefighter 1 (FF1)	54	Non-Supervisory Firefighter, Advanced Structural	17.5
Single-Engine Resource Boss (ENGB)	88	Driver/Operator/Engineer or Company Officer	43
Strike Team Leader (STEN)	24	Experienced lieutenants, captains, chief officers	12.5
Total	290.5	Total	94.5

Background

In June, 2003, the National Association of State Foresters issued a report to the United States Congress titled “The Changing Role and Needs of Local, Rural and Volunteer Fire Departments in the Wildland-Urban Interface”. The report described the expansion of wildland fire responsibilities of America’s structural fire service, particularly the predominantly rural and volunteer organizations serving communities near the wildland-urban interface. Several important training-related recommendations were offered to boost safety and capacity in wildland fire suppression operations undertaken by these departments.

NWCG member organizations (Department of Interior United States Forest Service, United States Fire Administration, and the National Association of State Foresters) coordinated with subject matter experts from the North American State Fire Training Directors, the International Association of Fire Chiefs and the National Fire Protection Association. As a result of this effort, training programs and policies conducive to accessible and efficient training and qualifications reciprocity systems have been developed.

The Crosswalk is among these projects. After initial construction of the Crosswalk methodology, validation of the initial content analysis and comparison between NFPA and NWCG standards was conducted by the International Association of Fire Chiefs. The Crosswalk methodology was applied to “test candidates” in Florida, Arizona, Montana, Oregon, Pennsylvania, Arkansas, Texas, and New Jersey. Findings resulting from this exercise helped refine the Crosswalk, enhancing its utility and ease of use. The Crosswalk is a dynamic document. Modifications to the process will likely result as the process is implemented, and user input is incorporated accordingly into the Crosswalk structure and procedures.

For Additional Information

Kelly Hawk

Community Protection Specialist

Bureau of Land Management

National Interagency Fire Center

(208)387-5984

Kelly_Hawk@nifc.blm.gov

You can also log on to:

http://www.usfa.dhs.gov/fireservice/subjects/wildfire/crosswalk_overview.shtm



PARTICIPANT SELF EVALUATION FORM

Candidate Name:	
Department:	
State:	
Rank:	

For personnel who participate in the BLM, IAFC and NSW RFS, Recognition of Prior Learning pilot Phase II. This material should not be used for any other purpose.

Date of assessment:	
Location of assessment:	

List your previous education:

List your previous employment:

List your fire fighting/emergency operations qualifications:

Note: Attach additional sheets if necessary:

Include Resume or Curriculum Vitae (CV) if available:

Wildland Fire Engine Module Leader: RPL Phase II Generic Competencies.

Competency #1: Ensure the crew, equipment and apparatus are prepared for immediate incident response.

Discuss and demonstrate where and how you have managed the following tasks

Elements	Your Evidence, what have you got that shows you meet the competency element (e.g. documents or products you can show)
<u>Element 1: Tools, apparatus and equipment are ready for transport and use</u>	
<u>Element 2: Personnel have required personal protective equipment, water, and other items necessary for welfare.</u>	
<u>Element 3: Personnel are competent, and are fit for duty</u>	
<u>Element 4: Respond to personnel injuries.</u>	
Describe how you meet each of the elements or outcomes:	

Competency #3: Proceed to fire, confirm location, and conduct initial size-up, note immediate needs, brief crew and supervisor.

Discuss and demonstrate what information you obtained on route, briefings or sit-reps you gave, how you conducted your size-up and what information it provided and what command structure you established:

Elements	Your Evidence, what have you got that shows you meet the competency element (e.g. documents or products you can show)
<u>Element 1: Arrive at the incident scene</u>	
<u>Element 2: Conduct preliminary size-up, report observations and needs, and secure scene</u>	
<u>Element 3: Note and report immediate and planned actions</u>	
Describe how you meet each of the elements or outcomes:	

Competency #4: Establish Tactical and Strategic Priorities; Determine and Communicate Immediate and Anticipated Resource needs

Briefly outline what strategy and tactics you employed, what resources were required and how you communicated this information either up and/or down:

Elements	Your Evidence, what have you got that shows you meet the competency element (e.g. documents or products you can show)
<u>Element 1: Develop plans for attack of fire based on knowledge of local conditions, continuous assessment of observed/anticipated risks, and incident management objectives</u>	
<u>Element 2: Assess and anticipate risks; mitigate hazards</u>	
Describe how you meet each of the elements or outcomes:	

Competency #6: Direct Engine Operations to Suppress Wildfire

Describe your experience directing engine-based wildland fire suppression operations.

Elements	Your Evidence, what have you got that shows you meet the competency element (e.g. documents or products you can show)
<u>Element 1: Procurement, delivery, and effective use of water is achieved</u>	
<u>Element 2: Employ engine-based suppression operation practices</u>	
<u>Element 3: Employ fire engine to conduct WUI fire suppression or structure protection operations</u>	
<p>Describe how you meet each of the elements or outcomes:</p>	

Competency #7: Communications with supervisors, crew and adjoining forces is consistent and clear.

Describe and demonstrate a time when you have implemented a communications plan, what briefings you have provided to your crew, supervisor or peers and/or other attending apparatus:

Elements	Your Evidence, what have you got that shows you meet the competency element (e.g. documents or products you can show)
<u>Element 1: Inform supervisors of conditions and planned actions at regular intervals</u>	
<u>Element 2: Ensure crew members clearly understand assigned tasks, are aware of, and will report hazards and changing circumstances when they feel it is appropriate to do so.</u>	
<u>Element 3: Communication with adjoining forces is consistent and clear</u>	
Describe how you meet each of the elements or outcomes:	

Competency #8: Solve problems and respond to changing circumstances

Describe a situation which involved changing circumstances and demonstrate how you managed this situation:

Elements	Your Evidence, what have you got that shows you meet the competency element (e.g. documents or products you can show)
<u>Element 1: Understand and evaluate circumstances accurately</u>	
<u>Element 2: Solve problems and mitigate stress effectively</u>	
<u>Element 3: Anticipate and compare potential outcomes of decisions</u>	
<u>Element 4: Recognize when incident complexity exceeds present capability</u>	
<p>Describe how you meet each of the elements or outcomes:</p>	

Competency #9: Manage Mop-Up Operations

Discuss and demonstrate your experience with managing mop-up operations; outline what tactics you implemented, including patrol

Elements	Your Evidence, what have you got that shows you meet the competency element (e.g. documents or products you can show)
Describe how you meet each of the elements or outcomes:	

Competency #10: Complete necessary incident documentation, assess performance, and prepare resources for re-deployment.

Describe and discuss what incident documentation you generally use for incident reporting, demonstrate that you have assessed performance and how you re-establish the resources for re-deployment.

Elements	Your Evidence, what have you got that shows you meet the competency element (e.g. documents or products you can show)
Describe how you meet each of the elements or outcomes:	