



UTAH FIRE SERVICE CERTIFICATION COUNCIL

Utah Fire and Rescue Academy

ACCREDITATION SITE-TEAM PROCEDURES

Accredited Firefighter Academy Training Program SITE-TEAM PROCEDURES

Reviewed, Modified and Adopted by
Utah Fire Service Certification Council
July 2024

Table of Contents

Site Team Selection	3
Site Team Code of Ethics	3
Characteristics of Successful Site Visitors	3
Conflicts of Interest	4
Public Disclosure and Confidentiality	4
Site Visit Code of Ethics	5
Site Team Leader Requirements	5
Preparing for the Accreditation Site Visit.....	6
The Accreditation Site Visit.....	7
Arrival	7
Preliminary Meeting with Non-Affiliated Firefighter Training Staff Arrival	7
Review of Policies and Procedures	8
Visit and Review of Support Services	8
Staff Interviews	8
Student Interviews	8
Conducting Interviews	8
The Exit Conference	10
Review of Report Forms	10
After the Site Visit	11
 APPENDICES – All Samples	
Appendix A - UFSSTC Site Visit Team Member Checklist	13
Appendix B - Model Site Visit Agenda	14
Appendix C - Model Site Visit Report	16
Appendix D – Thank You Letter	17
Appendix E – Final Report with Signatures	18
Appendix F – Summary of Recommended Actions	19
Appendix G – Memorandum of Agreement	20

THE SITE VISIT TEAM

Site Team Selection

The site team may consist of a minimum of two members of the Utah Fire Service Certification Council (UFSCC). Selections, where possible, are made to keep travel costs to a minimum, but are also based upon the availability of individuals who have been approved and trained to participate in site visits. Site team members should have no direct relationship, past or present, with the Accredited Firefighter Academy (AFA) training program visited that might be construed as a conflict of interest. The UFSCC has the right to select other “approved” site team members, if needed.

Utah Fire Service Certification Council and Utah Fire and Rescue Academy Site Team Code of Ethics

1. Members shall demonstrate the highest standards of personal integrity, truthfulness, honesty, and fortitude in all dealings with the Accredited Firefighter Academy (AFA) training programs, before, during, and after a site visit, to enhance Utah fire service.
2. Members shall serve in a manner as to not receive undue personal gain from the performance of their official duties as UFSCC and UFRA representatives.
3. Members shall conduct their assessment of the AFA training program in a manner that ensures its system is fair and equitable.
4. Members will treat the AFA training program representatives with respect, concern, courtesy, and responsiveness, recognizing that the improved service of an organization’s system is more important than infliction of punishment for the sake of noncompliance.
5. Members shall seek professional excellence and development through continued training as a site team participant.
6. Members shall approach their duties as UFSCC and UFRA representatives with a positive attitude and constructively support open channels of communication, creativity, dedication, and compassion when making decisions regarding the AFA training programs accreditation.
7. Members shall respect and protect the privileged information to which access is gained in the course of our official duties as UFSCC and UFRA representatives.

Characteristics of Successful Site Visitors

Background – Site visitors have sufficient general education and special training specific to a professional discipline to form a solid foundation for the AFA training program evaluations. Site visitors may be either generalists or content specialists who are themselves practitioners or educators within the field of fire service training, education, and certification.

Attitude – Effective site visitors demonstrate maturity, objectivity, diplomacy, and dedication. They project an image of professionalism both in behavior and appearance.

Knowledge – Effective site visitors have a thorough understanding of the fire service and of the accreditation process. They have sufficient general and special background to be able to exercise appropriate judgment. In addition, effective site visitors thoroughly understand the NFPA standards and what constitutes deviation from or noncompliance with these standards.

Skills – Site visitors are skilled in interviewing, interpersonal communications, and maintaining objectivity. They are skillful in dealing with attitudinal problems that may be presented by those being interviewed. Through experience and education, site visitors have developed capacities for deductive reasoning and logical analysis. They are skilled in writing and accurate in recall.

Conflicts of Interest

Evaluating site team members must be "impartial, objective and without conflict of interest." Some basic definitions appear to have wide acceptance: evaluators will not be current or past employees of the AFA training program being reviewed. The UFSCC and UFRA will not place on a team, individuals who have openly predetermined their decisions before the site visit.

Public Disclosure and Confidentiality

It is critical for a team to maintain the confidence of the institution and people within it. Site evaluators often learn things that are not meant to be shared. The evaluators must protect that confidence on site and away from it; the latter is as critical as the former. Site evaluators cannot interject themselves into the problems of the AFA training program. They can observe, assess, and describe these problems, but they are not there to solve them during the site visit. If it is not published in the site visit report, keep it to yourself.

It is imperative that team members be viewed as impartial, professional, and sincerely interested in the success and quality of both UFSCC and UFRA and the AFA training program. Site evaluators must be very sensitive to their language, both when soliciting information and when giving opinions, especially when discussing evaluative issues and observations regarding the AFA training programs compliance with UFSCC and UFRA accreditation criteria. Words with negative connotations should be avoided, as well as reprimands and lecturing, when ascertaining how faculty, students, and others perceive the program, its policies, and processes. Site evaluators should strive, through both verbal and non-verbal communication, to make the persons with whom they are talking feel comfortable about discussing the relative strengths and areas of concern, as well as what they contribute to or receive from the program. If notes are taken during the interviews or discussions, they should be recorded unobtrusively to avoid interfering with developing and maintaining good rapport.

Accredited Firefighter Academy Training Programs Site Visit and Code of Ethics

1. AFA Training Programs shall demonstrate the highest standards of personal integrity, truthfulness, honesty, and fortitude in all dealings with site team members, before, during, and after a site visit.
2. AFA Training Programs shall avoid any interest or activity which conflicts with the conduct of the site team's official duties as UFSCC and UFRA representatives.

3. AFA Training Programs shall present the site visit information in a manner that allows the site team to determine that the organization is administering its system in a fair and equitable manner.
4. AFA Training Programs will treat site team members with respect, concern, courtesy, and responsiveness, recognizing that the improved service of an organization's system is more important than infliction of undue pressure and argument to achieve accreditation.
5. AFA Training Program representatives shall seek professional excellence and development through continued training in the areas of preparing for and receiving a site visit.
6. AFA Training Programs should approach the site visit and team with a positive attitude and constructively support open channels of communication, creativity, dedication, and compassion when undergoing a site visit.
7. AFA Training Programs shall respect, support, study, and when necessary, work to improve UFSCC and UFRA's Criteria for Accreditation.
8. AFA Training Program and site team and/or other UFSCC and UFRA representatives are faced with unresolved issues where there is an obvious difference of opinion, it is the AFA training organization's responsibility to voice their concerns and/or appeal in a professional manner that is in accordance with UFSCC and UFRA policy.

Site Team Leader Requirements

The site team leader has responsibilities besides those of the other team members. These responsibilities primarily lie in the coordination and reporting of the visit. Communication is the key when working with both the Accredited Firefighter Academy training program and the other team members.

a) Scheduling the Site Visit

The Program Manager will schedule the visit, the team leader will be contacted for availability. Courtesy would dictate that any adjustments to the scheduled dates are concurred with other team members.

b) Working out the Schedule

Once the dates of the visit are established, it will be necessary for the team leader to contact the AFA training coordinator to plan an agenda and schedule.

c) Contacting and Communicating with Team Members

Constant communication between the team leader and team members is needed throughout the process on items such as schedules, reports, and additional information. Site visits are an ongoing process, as should be communication.

d) Contacting and communicating with the Accredited Firefighter Academy program coordinator.

Constant communication between the team leader and the AFA program coordinator is needed throughout the process on items such as schedules, reports, and additional information. The team leader becomes the point of contact for the AFA program coordinator

once the site visit process has begun, until UFSCC action. The team leader must communicate completely and effectively with the AFA program coordinator on all items.

e) Communication with the UFSCC and UFRA

The team leader is the voice of the team when presenting reports and information to the UFSCC. Individual team members should communicate their desires to the team leader, who will then forward them to UFSCC and the UFRA Program Manager.

f) Approval of the Report

Once the report has been approved by the team members, the team leader will make a report and recommendation to the UFSCC and UFRA Program Manager. The report must conform to the requirements outlined in the UFSCC and UFRA *Accreditation Procedures*.

PREPARING FOR THE ACCREDITATION SITE VISIT

The Program Manager will confirm all site visits with the program coordinator. Visits are scheduled as per the AFA's membership application proposed dates. AFA's shall provide a preferred date and an alternate date.

At the time a site visit is requested, the AFA training program must provide the name, address, and telephone number of a local contact person. It is the responsibility of the Program Manager to contact site team members to coordinate logistical aspects of the visit. This should be done well in advance of the scheduled site visit (two to six weeks).

Each site visit team member should carefully review the UFSCC and UFRA *Criteria for Accreditation* prior to participating in a site visit. Site visit team members should also study applications and support materials which have been submitted by the AFA training program seeking accreditation to determine the apparent degree of compliance with the UFSCC and UFRA *Criteria for Accreditation*. Self-study is required to be included in your information. Review it carefully, since their item analysis is very similar to the items you will be studying during the visit. In addition, site visit team members should review the UFSCC and UFRA Site Visit Team Checklist (see Appendix A) to be sure that they have all the necessary materials for the visit. A notation of questions and concerns should also be made to speed up the interview and information gathering tasks during the visit.

The site team leader should identify key entity personnel and confirm with the host entity their availability for interviews during the visit. These key personnel shall be at a minimum: the director of the program and at least two members of the entity's staff/faculty (full or part-time). The Program Manager will collect and distribute all application and support materials to the members of the site visit team at least thirty (30) days prior to the scheduled visit.

While the host entity's application for accreditation should include all materials essential for review, if it is determined that additional materials are needed prior to the visit, the Program Manager should make this request to the entity seeking accreditation via email or by phone well enough in advance of the site visit so that the Program Manager may receive and distribute any additional information to all the site visit team members at least ten working days in advance of the scheduled visit.

If you, as a site team member, need additional information for review prior to the visit, please request this through your site team leader, who will compile this information and inform the Program Manager of what is needed.

THE ACCREDITATION SITE VISIT

Site visits should last one day. An agenda for the site visit should be arranged between the site team leader and the program coordinator representing the program seeking accreditation (See Model Site Visit Agenda, Appendix B).

The model agenda outlines important events which should take place during the site visit. The agenda may be modified by the site team leader in coordination with the program coordinator due to local circumstances. This should be done well before the visit is to take place. The site team leader should then furnish a copy of the agenda to each member of the site visit team prior to arrival. Officials representing the AFA training program seeking accreditation should take part in the preparation of the agenda so that it accommodates the characteristics of local facilities and allows for scheduled interviews with appropriate faculty, students, and administrators.

Arrival

Upon arrival, the site team leader will contact the program coordinator for any final modifications to the schedule. After arrival and check-in, site team members should have a private meeting to discuss any strategies or assignments for the visit. The schedule should be reviewed at this time as well.

Preliminary Meeting with the Accredited Firefighter Academy Training Staff

Following an opening conference with program officials to state the purpose of the visit, and team expectations and needs, it is acceptable for the individual team members to undertake separate interviews and visits within the program. Team members should plan to come together for conferences and interviews as necessary.

Review of Policies and Procedures

All policies and procedures given to the team during the visit in presentation shall be backed up by a written policy and procedures manual. The team members should ensure that what the entity representatives are explaining is in written form. Review available materials both for substantive data and for information that will help in making professional judgments on such matters as the program's stability, effectiveness of operation, responsiveness and timeliness of correspondence and action, and scope of engagement.

Visit and Review of Support Services

The team should take the time to review any support services that may be relied upon by the program to carry out their mission. Team members should feel comfortable that these services provide the support indicated by the program. The program shall permit a representative designated by the Program Manager to observe any training process upon receiving notice of intent to observe training at least forty-eight (48) hours prior to the day of training. The program shall provide the dates, time, and location of any training process upon request for such information by the Program Manager.

Staff Interviews

During a site visit, site team members shall interview agency personnel, such as the executive director, staff and/or faculty, and students.

Program Coordinator

The individual responsible for the overall program should be interviewed separately from staff. Team members should watch for items such as: consistency with other employee views, and a thorough understanding of the program.

Faculty

The team members shall interview enough instructors and supervisory personnel to ensure overall program understanding as well as consistency with each other and the program coordinator.

Student Interviews

Probably the most effective means of finding out when procedures and policies may not be consistent is through interviews with students participating in the program. Interviews with students should be conducted without the presence of representatives of the program seeking accreditation. Interviews should be short, and care should be taken not to pressure them. They should be made to understand that their interview has nothing to do with their individual performance, and how critical their information is to the overall quality of the program.

Conducting Interviews

To gain the maximum utilization of time during the visit, each team member shall have a strong familiarization with interview tactics. This will help ensure an efficient interview and information-gathering session, as well as present a positive image of the UFSCC and UFRA to the staff and professionals of the program. Following are some tips for conducting successful interviews:

- *Punctual* - Be on time. If individuals have been scheduled to appear before the site team, they may be nervous. Keeping them waiting is both discourteous and may increase their nervous tension. Professionalism is increased by being on time.
- *Adaptable* - Be flexible in manner, adjusting to the different personalities of the people being interviewed. Be prepared to change the scheduled or planned questions based on new areas that may present themselves in the interview. Expand on areas that appear to be strong in the individual.
- *Courteous* - These people are not on trial. Treat them with professional courtesy, and remember that they are helping you, and maybe doing this voluntarily.
- *Personable* - Be well-groomed, neat, and friendly. Don't look like a police investigator after a criminal. Allow the environment to be relaxed.
- *Poised* - Regardless of what information comes out in the interview, remain poised and direct. Don't act surprised by information, and don't allow or force the individual to feel that he or she has disclosed some unknown secret.
- *Persistent* - Be persistent without being aggravating. Continue a point, short of becoming overbearing, to make sure you have obtained complete information.

- *Notes* - Take good notes and take them continuously. Don't jump to your pad on a particular issue, making them feel they just "spilled the beans." Good notes allow for a good report and make documentation for the report much easier.
- *Attitude* - Be positive. You're not there to convince people that you know more than they do. Remain positive about their program, even considering negative information.
- *A good listener* - Listen. Don't lead the individual. Remember that he/she is providing you with information, not vice versa.
- *Unbiased* - Remain unbiased on issues with which you don't agree. Consider before a site visit begins that there may be some items about a program you do not like. Keep your opinions to yourself and judge things on the merit of the accreditation criteria.
- *Concerned* - Present the impression that you are concerned and appreciative of the information being provided, that you have a deep desire to help improve the program, and that you care about it.
- *Discerning* - You must evaluate the reliability of what is being told. Mentally compare the information being voiced to you in comparison to written procedures. Be alert to BS.
- *Knowledgeable* - Allow the individual being interviewed to recognize that you know the subject as well. This will build a bond and encourage honesty.
- *Impressive* - Make a good first impression, as well as a good closing impression. In closing, thank everyone for his or her time.
- *Fair* - Be fair in your questions, recognizing that some questions are fair to ask certain individuals, and others are not. Allow the individual to express items without a question, such as closing remarks. This will allow the individual to feel as if he or she has contributed without request, allowing for some surprise information.
- *Be Yourself* - More than likely, you perform a similar job in your own department. Don't give the impression that you feel high and mighty.

THE EXIT CONFERENCE

The agenda should include a private site visit team meeting before the exit conference to reach consensus on findings, to continue preparation of the final report, and to designate team member roles for the final conference. The agenda should also indicate prompt closure at the end of the exit conference, with the immediate departure of the team.

A final exit conference takes place between the site visit team, program coordinator, as well as any others the program coordinator wishes to involve. This is the most challenging segment of the site visit during which the site visit team explains to the program coordinator exactly what they have found. To prepare for the exit conference, site team members should review their findings with other members of the team. The site team leader begins the exit conference by expressing appreciation for the hospitality extended and the arrangements made by the program coordinator and other representatives of the host program. The site team leader then reviews the way the exit conference will take place, explaining that the purpose of the site visit was to assess

the program's compliance with the UFSCC and UFRA *Criteria for Certificate Accreditation*; at the time of the visit and that the site visit team will now review its findings.

The site team leader should begin the discussion by listing the strengths of the program. Identifying strengths as well as weaknesses provides the host program with a more balanced report. This should be followed by a discussion of the specific areas related to the *UFSCC and UFRA Criteria for Certificate Accreditation* in which the program is weak, and how to improve in these areas. The host program should be informed in detail of all findings before the team leaves the site. There should be no surprises when the program seeking accreditation receives the final report. During the exit conference, the program coordinator and others should be allowed to ask any questions and/or make any comments that they wish. However, the discussion should avoid debating the accreditation criteria or the team's findings. The representatives of the host program should have the opportunity to understand *why* any deficiencies were cited. The host program should also have an opportunity to clarify the findings at this point.

It should be explained that the site visit team members are factfinders only and that the UFSCC will make the final decision on accreditation status. The site team leader should also explain the next steps in the accreditation process.

The site team leader then thanks the host once again and lets them know that the team's responsibilities are over and if they have any further questions regarding the site visit, they should contact the Program Manager.

REVIEW OF REPORT FORMS

Each team member must approve and sign the report form. It is suggested that before leaving the visit, the site team completes a rough draft of the report. After this, the team leader can return home and organize the report to its final form. The report should then be emailed to the remaining team members for concurrence.

AFTER THE SITE VISIT

The site team leader is responsible for the completion and filing of the team report in draft form with the Program Manager within thirty (30) days of the site visit. Before endorsing it by signature, each team member must review the final report.

The Certification Program Manager will present the report along with any comments that were received from the program seeking accreditation to the UFSCC. The report and any correspondence received will be reviewed by the UFSCC; who will then make a decision to accredit or reaccredit the AFA.

APPENDICES

Appendix A - UFSSTC Site Visit Team Member Checklist

Appendix B - Model Site Visit Agenda

Appendix C - Model Site Visit Report

Appendix D – Thank You Letter

Appendix E – Final Report with Signatures

Appendix F – Summary of Recommended Actions

Appendix G - Memorandum of Agreement

Sample - APPENDIX A - Sample

UFSCC and UFRA SITE VISIT TEAM MEMBER CHECKLIST

Name of training program to be visited: _____

Site visit date: _____

Name of site visit team leader: _____

Address: _____

Street Address

City State Zip

E-mail address: _____

Phone/Fax number: _____

Name of contact person: _____

Address: _____

Street Address

City State Zip

E-mail address: _____

Phone/Fax Number: _____

Contact the Program Manager if you need this.

Copy of ***Application*** and support materials from the AFA training program seeking accreditation

-Copy of site visit schedule/agenda

-Pertinent correspondence

Sample - APPENDIX B - *Sample*

MODEL SITE VISIT AGENDA

NOTE: This agenda is based on the program seeking accreditation.

PRIOR TO VISIT

Initial Meeting of Site Visit Team (Site Visit Team Members Only)

Purpose: To allow team members to get acquainted, review the site visit schedule and agenda, discuss their perspectives of the program based on the information provided in the application and support materials provided by the AFA training program seeking accreditation, and identify those areas the team believes merit more thorough review. In addition, the team determines if and how specific activities will be pursued by each member.

EVALUATION DAY

8:00 a.m. Welcome and Introductions

Hold a meeting with organization officers, the organization coordinator, and others as appropriate.

- Purpose:**
- a) To allow the site team to briefly review the purpose of the site visit, the accreditation process, and the roles and functions of the site team.
 - b) To review the schedule for the day as planned by the program coordinator, adjusting as necessary.

8:30 a.m. Training Program Presentation

- Purpose:**
- a) To provide the organization with the opportunity to present their program to the site team.
 - b) To provide the members of the site visit team with an opportunity to obtain a more complete understanding of the program.

9:00 a.m. Tour of Facilities

Purpose: To familiarize site visitors with classrooms, training ground, and other facilities used by students during instructive and/or supervised practice components of the program.

9:30 a.m. Visits to Support Services (if applicable)

Purpose: To review testing facilities, equipment, audio-visual resources, administrative facilities (offices and records), and other support services.

10:00 a.m. Review of Program's Materials (see Self Study)

1. Program Administration
2. Facility, Structure, Teaching and Equipment Criteria
3. Program Curriculum
4. Program Outcome and Assessment

12:00 p.m. Lunch

1:00 p.m. Interviews (Sequence and time allotments may vary as desired)

Faculty/Staff: To discuss various aspects of procedures, such as logistics, record keeping, testing, etc.

Students: To obtain reactions to all phases of the program through a group meeting or private interviews, without faculty or others being present.

Program Coordinator: To obtain additional information, to clarify points of information acquired during the day.

2:00 p.m. Continue Reviewing Program's Materials, if needed.

2:30 p.m. Observation of In-House Comprehensive Exam

3:00 p.m. Pre-Exit Conference Site Team Meeting (Site Visit Team Members Only)

Purpose: To provide a private site team meeting before the exit conference to reach consensus on findings, to prepare the final report, and to designate team member roles for the exit conference.

3:30 p.m. Exit Conference

Purpose: To present findings accompanied by reference to specific UFRA accreditation.

4:00 p.m. Conclusion of Site Visit

Appendix C

MODEL ACCREDITATION SITE VISIT REPORT

Utah Fire & Rescue Academy

This site visit report was developed not to portray a negative picture of a site visit, but to provide site visit personnel with enough information to allow for an honest and fair evaluation. It is offered both as a model on which site teams may wish to base their own reports and as an example of how findings and recommendations may be reported precisely. The coverage and span of this example should be seen as being the minimum required if the following two critical objectives are to be achieved. The report **must** provide:

1. A clear, accurate picture of the AFA training program for the UFSCC to review and subsequently make a final accreditation decision.
2. The site team leader with the information necessary to accurately remember the events that transpired during the site visit as he/she presents this information to the UFSCC.

There may be a lengthy period between the close of the site visit and the actual time when the site team leader presents this information to the Utah Fire Service Certification Council. Rather than the team leader trying to remember site visit events that took place months earlier, the report will serve to refresh his/her memory.

It may only be necessary for the Utah Fire Service Certification Council to read the "Summary of Site Visit" to decide on whether to accredit. On the other hand, the accompanying documents may be necessary to support the site team's recommendations.

Sample - Appendix D - Sample

Thank You Letter

Utah Fire Service Certification Council
Utah Fire and Rescue Academy
Utah Valley University
3131 Mike Jense Parkway
Provo UT 84601

Date

Dear UFSCC:

An AFA training program site visit was conducted at the _____ on _____. On behalf of the site team, I would like to take this opportunity to thank the _____ personnel for the accommodation, logistics, and assistance provided to the site-team.

The site team was to review the _____ level(s) in accordance with *Utah Fire Service Certification Council and Utah Fire & Rescue Academy guidelines* and *Criteria for Accreditation*. The site team reviewed the following aspects of the non-affiliated firefighter training system:

- a. Administration
- b. Curriculum
- c. Program Outcomes and Assessments
- d. Facility, Structure, Teaching and Equipment Criteria

The site visit team also participated in the following:

- a. Observed an In-House manipulative skills testing session.
- b. Interviewed staff, faculty, and students.

It is obvious that a lot of hard work went into this program and the staff should be commended on the work they have completed. The staff of was open to recommendations and comments concerning their program and were eager to seek new ideas for improvements.

The attached report reflects the findings and recommendations of the site team. Thank you for the privilege of allowing us to conduct this site visit.

Sincerely,

Name
UFSCC and UFRA, Site Team Leader

ACCREDITATION SITE VISIT FINAL REPORT

NAME OF PROGRAM: _____

DATES OF SITE VISIT: _____

ACCREDITATION TEAM MEMBERS:

SITE TEAM LEADER -

NAME	TITLE	REPRESENTING
_____	_____	_____

SITE TEAM MEMBER -

NAME	TITLE	REPRESENTING
_____	_____	_____

SITE TEAM MEMBER -

NAME	TITLE	REPRESENTING
_____	_____	_____

REPORT PREPARED BY:

Signed: _____

Date: _____

Signed: _____

Date: _____

Signed: _____

Date: _____

Sample - Appendix F - Sample

SUMMARY OF RECOMMENDED ACTIONS

Recommendation to UFSCC:

Due to the number of items needed to meet UFSCC AND UFRA accreditation requirements, the site visit team does not recommend accreditation at this time.

Specific Program Action Items

The site visit team recommends that the specific actions listed below be taken before awarding accreditation. Refer to Item #'s in the *Criteria for accreditation* for further information concerning these action items.

AFA Training Program Coordinator

1. Develop a written policy that specifies how _____
2. Establish procedures for _____
3. Develop a written policy that states _____
4. Develop a policy for _____

Pre-Requisites to enter the ARA Training Program

- 1.
- 2.

Curriculum

- 1.

Facility, Structure and Equipment Criteria

- 1.

Sample - Appendix G - Sample

MEMORANDUM OF AGREEMENT

This memorandum of Agreement (MOA) is to establish a training agreement between _____ and the Utah Fire and Rescue Academy (UFRA) for the oversight and accreditation of Firefighter I & II, Hazmat Awareness, Hazmat Operations, Rope Rescue Awareness, Rope Rescue Operations, Common Passenger Vehicle Awareness, common Passenger Vehicle Operations, and Wildland Firefighter I & II (does not include a red card). Training to be held at the (add program name here) _____ location.

The following information outlines the agreement between both parties:

- 1) _____ will prepare, organize, and deliver the training. UFRA will be the accrediting body for these training sessions.
- 2) _____ will only offer Firefighter I / II, HazMat Awareness and Operations as well as Rope Rescue Awareness, Rope Rescue Operations, Common Passenger Vehicle Awareness, common Passenger Vehicle Operations, and Wildland Firefighter I & II (does not include a red card). There will be no upper division courses offered as stand-alone training under _____.
- 3) _____ will register students through their registration system and the training will be part of _____ training and training hours. UFRA will not count any of these training or training hours as their own.
- 4) UFRA will provide oversight and support for curriculum, vetting new instructors, material sourcing, etc., when needed.
- 5) _____ will oversee all hiring and instructor coordination.
 - a. _____ must hire instructors that meet NFPA and UFRA minimum requirements.
- 6) _____ has responsibility for instructor pay for _____ sponsored classes. The instructors will be employees of _____.
- 7) _____ shall follow the Utah Fire Service Certification Council (UFSCC) State Standard.
- 8) NWCG certificates may be issued by _____ under the authorization Utah Forestry fire & State Lands (UFF&SL)
- 9) Curriculum will follow the UFSCC state standards.
 - IFSTA Essentials of Fire Fighting 7th Edition, and IFSTA 7th Edition Course Workbook. Oklahoma State University, OK.
 - ISBN: 978-0-87939-657-2 (textbook) ISBN: 978-0-87939660-2 (course workbook)
 - NFPA 470, Hazardous Materials/Weapons of Mass Destruction, 2022 Edition.
 - NFPA 1001, Standard for Fire Fighter Professional Qualifications, 2019 Edition
 - NFPA 1006, Standard for Technical Rescue, 2021 Edition
 - Current DOT, Emergency Response Guidebook
 - **Utah Forestry Fire & State Lands (UFF&SL) / NWCG**
 - a. **Follow the NWCG outlined content and lessons.**
 - b. **Follow the NWCG required hours.**
 - c. **Attendance of a minimum of 70%**
 - d. **Online FEMA I-100.c & I-700.b**
 - i. <http://training.fema.gov/is/courseoverview.aspx?code=is-100.c&lang=en>
 - ii. <http://training.fema.gov/is/courseoverview.aspx?code=IS-700.b&lang=en>
 - e. Incident Response Pocket Guide NFES #1077 / PMS 461
 - i. Shall provide to each student.
 - f. New generation Fire Shelter NFES #2710 /: PMS 411
 - i. Provided to each student.

This Agreement Is not intended by either party to create a legally enforceable or binding agreement. Either party may withdraw from the Agreement with 30 days' notice.

Utah Fire Service Certification Council Chair

Date

Accredited Firefighter Academy Program Coordinator

Date