NATIONAL QUALIFICATION SYSTEM (NQS)

POSITION TASK BOOK
FOR THE POSITION OF

PUBLIC ASSISTANCE SITE INSPECTOR

Version: October 2021

Check the appropriate position type:

☐ Single Type

POSITION TASK BOOK ASSIGNED TO:	
TRAINEE'S NAME:	
DUTY STATION:	
PHONE NUMBER:	
E-MAIL:	
POSITION TASK BOOK INITIATED BY:	
OFFICIAL'S NAME:	
TITLE:	
DUTY STATION:	
PHONE NUMBER:	
E-MAIL:	
POSITION TASK BOOK WAS INITIATED:	
LOCATION:	
DATE:	

Evaluator Verification

(Do <u>not</u> complete this form unless you are recommending the trainee for all-hazards certification.)

FINAL EVALUATOR VERIFICATION
I verify that _____ has successfully completed all tasks as a trainee and should therefore be considered for certification in this position. I also verify that all tasks are documented with appropriate initials.
FINAL EVALUATOR'S SIGNATURE:
DATE:
FINAL EVALUATOR'S PRINTED NAME:
TITLE:
DUTY STATION:
PHONE NUMBER:
E-MAIL:

Documentation of Agency Certification

DOCUMENTATION OF AGENCY CERTIFICATION
I certify that _____ has successfully met all of the criteria set out in the National Incident Management System (NIMS) Job Title/Position Qualifications document for the position and will hereby receive certification of his/her qualification.
OFFICIAL'S SIGNATURE:
DATE:
OFFICIAL'S NAME:
TITLE:
DUTY STATION:
PHONE NUMBER:
E-MAIL:

Position Task Book Overview

The Position Task Book (PTB) documents the performance criteria a trainee must meet to be certified for a position within the National Qualification System (NQS). The performance criteria are associated with core NQS competencies, behaviors, and tasks.

> **A trainee may not work on multiple position type PTBs for a specific position at the same time; for example, a trainee may not simultaneously work on a Type 1 Incident Commander PTB and a Type 2 Incident Commander PTB. If a position has multiple types, the trainee must, in most cases, qualify at the lowest type before pursuing the next higher type. For example, before seeking qualification for a Type 1 position, an individual must first qualify at the Type 3 level and then at the Type 2 level.**

Evaluation Process

- Evaluators observe and review a trainee's completion of PTB tasks, initialing and dating each successfully completed task in the PTB.

- Evaluators complete an Evaluation Record Form after each evaluation period by documenting the trainee's performance.

- The Authority Having Jurisdiction (AHJ) may not have enough resources to ensure that every evaluator is qualified in the position being assessed. Therefore, a trainee's supervisor may evaluate the completion of PTB tasks. For example, a Logistics Section Chief has the authority to sign off on completed PTB tasks for a Food Unit Leader trainee.

- The final evaluator is a leader who verifies that a trainee has completed the PTB and met all requirements for the position. A final evaluator is generally qualified in the same position for which the trainee is applying. When possible, the evaluator and the final evaluator should not be the same person, but in situations with limited resources, the evaluator can also serve as the final evaluator.

- Once the final evaluator has completed the Final Evaluator Verification, he/she forwards it to the Quality Review Board (QRB) along with supporting evidence that the trainee has completed all position requirements.

- After the QRB review, the AHJ completes the Documentation of Agency Certification form as appropriate.

Transferring Qualifications

- Personnel who have documentation of previous education, training, or significant on-the-job incident experience may receive credit toward qualification for a given position. Each AHJ establishes the requirements for transferring qualifications from another AHJ.

- If an AHJ chooses not to accept a trainee's existing certification of qualification, the trainee may be reevaluated in the specific position and issued a new PTB.

- An individual may hold multiple certifications of qualification (that is, the Final Evaluator Verification form and the Documentation of Agency Certification form) along with the completed PTB.

Position Task Book Competencies, Behaviors, and Tasks

> **The PTB sets minimum criteria for certification for a position. The AHJ has the authority to add content to the baseline PTB competencies, behaviors, and tasks as necessary.**

The PTB covers all type levels for a given position, but a trainee may check only one "Type" box and work on only one type at a time. (The National Incident Management System (NIMS) Job Title/Position Qualifications document describes all types.)

> **Command and General Staff job titles/positions qualifications are typed based on incident complexity, while all other NIMS positions are typed based on the minimum qualifications.**

Definitions

Competency: An observable, measurable pattern of knowledge, skills, abilities, and other characteristics an individual needs to perform an activity and its associated tasks. A competency specifies the skillset a person needs to possess to complete the tasks successfully.

Behavior: An observable work activity or a group of similar tasks necessary to perform the activity.

Task: A specific, demonstrable action necessary for successful performance in a position. Trainees must demonstrate completion of required tasks.

- Occasionally, PTB tasks are unique to one of the types; for example, certain tasks apply only to a Type 3 Incident Commander, not to a Type 2 or Type 1 Incident Commander. In those cases, the PTB indicates the corresponding type at the beginning of the task.

- All tasks require evaluation; however, bullet statements within a task are examples.

PTB Task Codes

Each task in the PTB model has at least one corresponding code conveying the circumstances in which the trainee can perform the task for evaluation. Evaluators may assess trainees during incidents, in classroom simulations and training sessions, in functional and full-scale exercises, and in other work situations. If a task has multiple codes, the evaluator may evaluate in ANY of those circumstances; the trainee does not need evaluation in all of the listed circumstances.

Code C: Task performed in training or classroom setting, including seminars and workshops.

Code E: Task performed during a full-scale exercise with equipment deployed under the Incident Command System (ICS).

Code F: Task performed during a functional exercise managed under the ICS.

Code I: Task performed during an incident or event managed under the ICS. Examples include oil spill, search and rescue operation, hazardous materials (hazmat) response, fire, and emergency or non-emergency (planned or unplanned) events.

Code J: Task performed as part of day-to-day job duties.

Code T: Task performed during a tabletop exercise.

Code R: Task performed very rarely and required only if applicable to the event.

How to Complete the Evaluation Record Form

Each Evaluation Record Form (see next page) covers one evaluation period. Evaluation periods may involve incidents, classroom simulations, or daily duties, depending on what the PTB recommends. The AHJ determines the number of evaluations required for position qualification and certification. If evaluators need additional evaluation periods, they can copy pages from a blank PTB and attach them to the PTB in question.

Complete these items AT THE START of the evaluation period:

Evaluation Record Number: Label each evaluation record with a number to identify the incident(s), exercise(s), or event(s) during which the trainee completed the PTB tasks. The evaluator should also write this number in the PTB column labeled "Evaluation Record #" for each task performed satisfactorily. This number enables reviewers of the completed PTB to ascertain the evaluators' qualifications before signing off on the PTB.

Evaluator's name; Incident/office title and agency: List the name of the evaluator, his/her incident position or office title, and the evaluator's home agency.

Evaluator's home unit address and phone: List evaluator's home unit address and phone number.

Name and location of incident or simulation/exercise: Identify the name (if applicable) and location where the trainee performed the tasks.

Incident kind: Enter the kind of incident (such as hazmat, law enforcement, wildland fire, structural fire, search and rescue, flood, or tornado).

Complete these items AT THE END of the evaluation period:

Number and kind of resources: Enter the number of resources assigned to the incident, and their kind (such as team, personnel, and equipment) pertinent to the trainee's PTB.

Evaluation period: Enter inclusive dates of trainee evaluation. This time span may cover several small, similar incidents.

Position type: Enter position type (such as Type 3, Type 2, Type 1, or Single Type).

Recommendation: Check the appropriate line and make comments below regarding the trainee's future development needs.

Additional recommendations/comments: Provide additional recommendations and comments about trainee, as necessary.

Date: List the current date.

Evaluator's initials: Initial here to authenticate your recommendations and to allow for comparison with initials in the PTB.

Evaluator's relevant qualification: List your certification relevant to the trainee position you supervised.

Evaluation Record Form

TRAINEE NAME:
TRAINEE POSITION:
Evaluation Record Number:
Evaluator's name:
Incident/office title and agency:
Evaluator's home unit address and phone:
Name and location of incident or simulation/exercise:
Incident kind:
Number and kind of resources:
Evaluation period:
Position type:
Recommendation: The above named trainee performed the initialed and dated tasks under my supervision. I recommend the following for this trainee's further development: _____ The trainee has successfully performed all required tasks for the position. The AHJ should consider the individual for certification. _____ The trainee could not complete certain tasks or needs additional guidance. See comments below. _____ Not all tasks were evaluated on this assignment. An additional assignment is needed to complete the evaluation. _____ The trainee is severely deficient in the performance of tasks and needs further training prior to additional assignment(s) as a trainee for this position.
Additional recommendations/comments:
Date:
Evaluator's initials:
Evaluator's relevant qualification:

Public Assistance (PA) Site Inspector

1. Competency: Assume position responsibilities

Description: Successfully assume the role of PA Site Inspector and initiate position activities at the appropriate time according to the following behaviors.

1a. Behavior: Ensure readiness for assignment

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
1. Acknowledge and accept site inspection assignments using grant management software such as FEMA Grants Manager and Grants Portal.	E, F, I		
2. Review site inspection work order details in the grant management software to ensure effective inspections; ensure the skills necessary to complete each inspection; perform pre-inspection activities: • Set site inspection date and time • Secure meeting location • Provide estimated duration of site inspection • Secure name and contact information for representative of the grant recipient, applicant, pass-through entity, or subrecipient (stakeholders collectively called "applicants") • Gather and review notes from the PA Site Inspector Task Force Leader about damage and other site information	E, F, I		
3. Gather appropriate site inspection report forms and other damage-specific reporting forms for the relevant work category.	E, F, I		
4. Gather and demonstrate the ability to use the appropriate tools to conduct each inspection: • Camera • Measuring tools • GPS unit or mapping applications • Sketching/drawing tools	E, F, I		
5. Ensure that site inspection work orders allow enough time to complete all inspection and post-inspection activities: • Upload all site inspection documents into grant management software	E, F, I		
6. Conduct site inspections, following prescribed security and safety norms.	E, F, I		

2. Competency: **Communicate effectively**

Description: Use suitable communication techniques to share relevant information with appropriate personnel on a timely basis to accomplish objectives in a potentially rapidly changing environment.

2a. Behavior: **Ensure documentation is complete and disposition is appropriate**

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
7. One day before a site inspection, call the applicant's representative to confirm appointment details, such as: • Meeting date, time, and location • Site(s) to be assessed • Repair status updates • Categories of permanent work repairs	E, F, I		
8. Meet with applicants to set expectations about work orders and the approach to inspecting the damage.	E, F, I		
9. Throughout each site inspection, discuss and confirm with applicants all damage captured in the site inspection report.	E, F, I		
10. Ensure that applicants acknowledge the accuracy of the measurements and quantities recorded in their report.	E, F, I		
11. Discuss with applicants the plan to repair the damage, including: • Whether repairs will change the site's pre-disaster design or function • The types of materials to be used in the repairs	E, F, I		
12. At the end of a site inspection, ensure that all sections of the site inspection report are complete, including: • Special considerations questionnaire	E, F, I		
13. Ask applicants to review and show concurrence by initialing and dating each page of the report.	E, F, I		

3. Competency: Ensure completion of assigned actions to meet identified objectives

Description: Identify, analyze, and apply relevant situational information and evaluate actions to complete assignments safely and meet identified objectives. Complete actions within established time frame.

3a. Behavior: Execute assigned tasks, assess progress, and make necessary adjustments

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
14. Arrive at the inspection site on time.	E, F, I		
15. Document all damage in an applicant's claim: • Description of the facility • Exact dimensions of the damage, including the specific materials affected and the size/capacity/model of damaged components • How the incident caused the damage	E, F, I		
16. Confirm that the damage occurred during the incident period and that the incident caused it.	E, F, I		
17. Photograph the damage from multiple angles and perspectives, including closeups; photograph anything that raises a concern or warrants discussion with the PA Site Inspector Task Force Leader, including: • Damage that does not appear to result from the incident • Areas that do not appear to have been regularly maintained before the incident • Areas that do not appear to have been in active use before the incident	E, F, I		
18. Upload all photos into the site inspection report in the grant management software.	E, F, I		
19. Maintain a descriptive list of the photos, including GPS coordinates and compass direction (such as east-facing or west-facing).	E, F, I		
20. Complete a sketch of each site to capture profile and cross-sectional perspectives on a permanent work site inspection report.	E, F, I		
21. Complete all relevant fields of the site inspection report while at the site.	E, F, I		
22. Use grant management software to submit the site inspection report to the PA Program Delivery Manager within two days of site inspection completion.	E, F, I		