



**DEPARTMENT OF FORESTRY AND FIRE PROTECTION  
OFFICE OF THE STATE FIRE MARSHAL  
STATE FIRE TRAINING**

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**Date:** January 9, 2026

**To:** Statewide Training and Education Advisory Committee  
State Board of Fire Services

**From:** Chris Fowler, Chief of State Fire Training, OSFM  
Allison L. Shaw, Editor, Sacramento State

**SUBJECT/AGENDA ACTION ITEM:**  
Fire Inspector (2024) (formerly Fire Inspector 2)

**Recommended Actions:**  
Motion to Approve

**Background Information:**

This is the second reading of the curriculum, with no stakeholder requests for edits following the October 2025 STEAC meeting.

SFT updated the Fire Inspector (2024) curriculum in alignment with National Fire Protection Association (NFPA) 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024). This curriculum was developed to ensure effective building and system inspections in California fire agencies.

**Analysis/Summary of Issue:**

**Name Change**

SFT changed the certification title from Fire Inspector 2 to Fire Inspector to align with the NFPA standard on which it is based.

**Fire Inspector (2024) Curriculum Launch**

SFT will release the Fire Inspector (2024) curriculum on March 1, 2026.

**Retirement of Fire Inspector 2 (2014) Curriculum**

Effective December 31, 2026, SFT will retire Fire Inspector 2 (2014). On January 1, 2027, SFT will remove the curriculum from the SFT course catalog, and it will no longer be available.

Candidates pursuing Fire Inspector 2 certification using the 2014 task book must complete and submit their Fire Inspector 2 Certification Task Book (2014) postmarked on or before December 31, 2026.

Candidates who do not meet this deadline will be required to meet the Fire Inspector (2024) certification requirements using the Fire Inspector (2024) Certification Task Book.

### **CTS Guide**

- Updated to new course plan template.

### **Course Plan 2A: Fire Prevention Administration**

- Updated to new course plan template.
- Removed Fire Prevention 1A, 1B, and 1C as a prerequisite option. These courses were replaced by Fire Inspector 1 and are older than 10 years.
- Changed course time from 16 hours to 20 hours to accommodate topic changes.
- Change Instructor/Student Ratio from 1:40 to 1:30.
- Added new topics:
  - Topic 2-1: Applying Applicable Codes, Standards, and Ordinances
  - Topic 6-1: Understanding Legal Proceedings
  - Topic 6-2: Completing Inspection Reports
- Removed topics:
  - Topic 5-2: Generating Written Appeals Correspondence
  - Topic 5-4: Evaluating Inspection Reports
  - Topic 6-1: Proposing Technical Reference Material Acquisition

### **Course Plan 2B: Fire and Life Safety Requirements**

- Updated to new course plan template.
- Changed course time from 24 hours to 30 hours to accommodate topic changes.

### **Course Plan 2C: Inspecting New and Existing Fire and Life Safety Systems and Equipment**

- Updated to new course plan template.

## **Course Plan 2D: Hazardous Materials, Operations, and Processes**

- Updated to new course plan template.
- Changed course time from 32 hours to 30 hours to accommodate Unit 3 reorganization.
- Reorganized the Hazardous Materials unit to combine hazardous materials and flammable and combustible liquids and gases, and then split into three topics:
  - Topic 3-1: Evaluating Code Compliance for Hazardous Materials
  - Topic 3-2: Evaluating Code Compliance for Storing Hazardous Materials
  - Topic 3-3: Evaluating Code Compliance for the Handling and Use of Hazardous Materials

## **Certification Task Book**

- Updated to new template
- Updated Prerequisite requirements
  - Added OSFM First Responder Inspector (2024) certification
  - Removed Prevention Officer (it was replaced by Fire Inspector 1)
- Added two new Education requirements
  - Statutes and Regulations (SFT – Completed within the last 10 years) because it dictates the fire inspector's authority to do their job
  - Fire and Life Safety Educator 1A: Fire and Life Safety Educator 1 because education is an important part of enforcement and community risk reduction
- Changed the Experience requirement from two (2) years' full-time paid or four (4) years' volunteer or part-time paid to three (3) years' full-time paid or six (6) year's volunteer or part-time paid experience in a recognized fire agency in California as Fire Inspector or Fire Prevention Officer.

## **Existing Registered Instructors**

SFT will authorize existing Fire Inspector 2 (2014) Registered Instructors to teach Fire Inspector (2024). SFT will update the SFT User Portal.

## **In Process Instructor Candidates**

Candidates actively pursuing Fire Inspector 2 (2014) instructor registration must submit all documentation postmarked on or before December 31, 2026. Anyone who applies to teach Fire Inspector (2024) on or after January 1, 2027, will be required to meet the Fire Inspector (2024) requirements.

## New Instructor Registration

New instructor candidates shall meet the following requirements:

Category	Requirement
<b>Instructor Registration</b>	Be an OSFM Registered Instructor
<b>Certification</b>	Fire Inspector 2 (2014) <b>or</b> Fire Inspector (2024)
<b>Education</b>	<ul style="list-style-type: none"> <li>• Fire Inspector 2A: Fire Prevention Administration (2014 <b>or</b> 2024)</li> <li>• Fire Inspector 2B: Fire and Life Safety Requirements (2014 <b>or</b> 2024)</li> <li>• Fire Inspector 2C: Inspecting New and Existing Fire and Life Safety Systems and Equipment (2014 <b>or</b> 2024)</li> <li>• Fire Inspector 2D: Hazardous Materials, Operations, and Processes (2014 <b>or</b> 2024)</li> <li>• Statutes and Regulations (SFT – completed within the last 10 years)</li> <li>• Fire and Life Safety Educator 1A: Fire and Life Safety Educator 1</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Held the position of Fire Inspector or Prevention Officer within a recognized California fire agency for a minimum of three (3) years</li> <li>• Specific expertise in the following areas as described in the chief's letter: <ul style="list-style-type: none"> <li>○ Prevention duties and administration (Fire Inspector 2A)</li> <li>○ Fire and life safety requirements (Fire Inspector 2B)</li> <li>○ Field inspections (Fire Inspector 2C)</li> <li>○ California specifications for field inspections (Fire Inspector 2D)</li> </ul> </li> </ul>
<b>Chief's Letter</b>	Provide a letter signed by their Fire Chief or authorized designee that verifies qualification to deliver Fire Inspector curriculum.
<b>Application</b>	Submit an SFT Instructor Registration Application
<b>Fee</b>	Pay the registration fee



# Fire Inspector (2024) Implementation Plan

Issued: Month ##, 2025

## OVERVIEW

This document is intended to provide information for all State Fire Training (SFT) stakeholders on the updated Fire Inspector (2024), formerly the Fire Inspector 2 (2014), curriculum requirements. Stakeholders are encouraged to study this information carefully and seek clarification from SFT if questions arise.

The Fire Inspector (2024) curriculum is presented as a Certification Fire Service Training and Education System (CFSTES) series. SFT updated the certification training standard (CTS) guide, course plans, and certification task book based on the current National Fire Protection Association (NFPA) standards:

- NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)

## IMPLEMENTATION

Candidates entering the SFT system should enroll in the 2024 Fire Inspector courses and comply with the most current Fire Inspector requirements.

New Curriculum	Hours
Fire Inspector 2A: Fire Prevention Administration (2024)	20 hours
Fire Inspector 2B: Fire and Life Safety Requirements (2024)	30 hours
Fire Inspector 2C: Inspecting New and Existing Fire and Life Safety Systems and Equipment (2024)	24 hours
Fire Inspector 2D: Hazardous Materials, Operations, and Processes (2024)	30 hours

**Fire Inspector (2024) Curriculum ..... March 1, 2026**

**Retirement of Fire Inspector 2 (2014) Curriculum ..... December 31, 2026**

Effective December 31, 2026, SFT will retire Fire Inspector 2 (2014). On January 1, 2027, SFT will remove the curriculum from the SFT course catalog, and it will no longer be available.

Candidates pursuing Fire Inspector 2 certification using the 2014 task book must complete and submit their Fire Inspector 2 Certification Task Book (2014) postmarked on or before December 31, 2026.

Candidates who do not meet this deadline will be required to meet the Fire Inspector (2024) certification requirements using the Fire Inspector (2024) Certification Task Book.

## INSTRUCTOR REQUIREMENTS

### **Instructor Registration ..... March 1, 2026**

Instructors for the Fire Inspector (2024) curriculum must meet the SFT requirements for Registered Instructor. Instructors must have appropriate education and practical experience relating to the specific course content.

### **Existing Registered Instructors**

SFT will authorize existing Fire Inspector 2 (2014) Registered Instructors to teach Fire Inspector (2024). SFT will update the SFT User Portal.

### **In Process Instructor Candidates**

Candidates actively pursuing Fire Inspector 2 (2014) instructor registration must submit all documentation postmarked on or before December 31, 2026. Anyone who applies to teach Fire Inspector (2024) on or after January 1, 2027, will be required to meet the Fire Inspector (2024) requirements.

### **New Instructor Registration**

New instructor candidates shall meet the following requirements:

Category	Requirement
<b>Instructor Registration</b>	Be an OSFM Registered Instructor
<b>Certification</b>	Fire Inspector 2 (2014) <b>or</b> Fire Inspector (2024)
<b>Education</b>	<ul style="list-style-type: none"><li>• Fire Inspector 2A: Fire Prevention Administration (2014 <b>or</b> 2024)</li><li>• Fire Inspector 2B: Fire and Life Safety Requirements (2014 <b>or</b> 2024)</li><li>• Fire Inspector 2C: Inspecting New and Existing Fire and Life Safety Systems and Equipment (2014 <b>or</b> 2024)</li><li>• Fire Inspector 2D: Hazardous Materials, Operations, and Processes (2014 <b>or</b> 2024)</li><li>• Statutes and Regulations (SFT – Completed within the last 10 years)</li><li>• Fire and Life Safety Educator 1A: Fire and Life Safety Educator 1</li></ul>
<b>Experience</b>	<ul style="list-style-type: none"><li>• Held the position of Fire Inspector or Prevention Officer within a recognized California fire agency for a minimum of three (3) years</li><li>• Specific expertise in the following areas as described in the chief's letter:<ul style="list-style-type: none"><li>○ Prevention duties and administration (Fire Inspector 2A)</li><li>○ Fire and life safety requirements (Fire Inspector 2B)</li><li>○ Field inspections (Fire Inspector 2C)</li><li>○ California specifications for field inspections (Fire Inspector 2D)</li></ul></li></ul>
<b>Chief's Letter</b>	Provide a letter signed by their Fire Chief or authorized designee that verifies qualification to deliver Fire Inspector curriculum.
<b>Application</b>	Submit an SFT Instructor Registration Application
<b>Fee</b>	Pay the registration fee

## **POTENTIAL AGENCY IMPACTS**

Fire agencies desiring to use the Fire Inspector (2024) curriculum as a requirement for their recruitment/promotion activities need to review the Fire Inspector (2024) curriculum requirements to be sure that all agency training needs are met. After review, fire agencies should update their job specifications and recruitment documentation to reflect these new courses and certification requirements.

Accredited Regional Training Programs (ARTP), Accredited Local Academies (ALA), community colleges, and all other local delivery venues need to review the curriculum and seek approval from their curriculum committee / program sponsor, as appropriate. ARTPs should review the new Fire Inspector (2024) curriculum and discuss potential impacts with their advisory committees.

# Fire Inspector

(NFPA 1030: Fire Inspector)

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## Certification Training Standards Guide (2024)



California Department of Forestry and Fire Protection  
Office of the State Fire Marshal  
State Fire Training



# Fire Inspector

## Certification Training Standards Guide (2024)

**Publication Date:** Month Year

This CTS guide utilizes the following NFPA standards to provide the qualifications for State Fire Training's Fire Inspector 1 (2024) curriculum:

- NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)

State Fire Training coordinated the development of this CTS guide. Before its publication, the Statewide Training and Education Advisory Committee (STEAC) and the State Board of Fire Services (SBFS) recommended this CTS guide for adoption by the Office of the State Fire Marshal (OSFM).

Cover photo courtesy of Jessica Power, Fire Marshal, San Bruno Fire Department.

Published by State Fire Training.

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### CAL FIRE

- Joe Tyler, Director
- Daniel Berlant, State Fire Marshal
- Chris Fowler, Chief of State Fire Training
- Mike Richwine, Chair, Statewide Training and Education Advisory Committee (STEAC); State Fire Marshal (Retired), CAL FIRE/Office of the State Fire Marshal

### Cadre – 2025 Curriculum Development

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- Allison L. Shaw, Lead Editor, California State University, Sacramento

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- Jessica Power, Fire Marshal, San Bruno Fire Department
- Tim Spears, Fire Marshal, South San Joaquin County Fire Authority
- Jack “CJ” Stinson, Division Chief, Fire and Life Safety, Office of the State Fire Marshal
- Rocque Yballa, Division Chief (retired), Central County Fire Department

## How to Read a CTS Guide

### Overview

A curriculum training standard (CTS) guide lists the requisite knowledge, skills, and job performance requirements an individual must complete to become certified in a specific job function.

It also documents and justifies the OSFM-approved revisions to the curriculum's NFPA standard and identifies where each curriculum training standard is taught (course plan), tested (skill sheets), and validated (task book).

Individuals aspiring to meet State Fire Training's curriculum training standards must do so in accordance with the codes, standards, regulations, policies, and standard operating procedures applicable within their own agency or jurisdiction.

### Format

Each curriculum training standard is comprised of eight sections.

#### Section Heading

Training standards are grouped by section headings that describe a general category. For example, the Fire Fighter 1 CTS guide includes the following section headings: NFPA Requirements, Fire Department Communications, Fireground Operations, and Preparedness and Maintenance.

#### Training Standard Title

The training standard title provides a general description of the performance requirement contained within the individual standard.

#### Authority

The CTS guide references each individual standard with one or more paragraphs of the corresponding National Fire Protection Association (NFPA) Professional Qualifications. This ensures that each fire service function within California's certification system meets or exceeds NFPA standards.

When California requirements exceed the NFPA standard, the CTS guide cites the Office of the State Fire Marshal as the authority and prints the corresponding information highlighted gray.

#### Job Performance Requirements

This segment includes a written statement that describes a specific job-related task, the items an individual needs to complete the task, and measurable or observable outcomes.

**Requisite Knowledge**

This segment lists the knowledge that an individual must acquire to accomplish the job performance requirement.

**Requisite Skills**

This segment lists the skills that an individual must acquire to accomplish the job performance requirement.

**Content Modification**

This table documents and justifies any revisions to the NFPA standard that the development or validation cadres make during the development of a CTS guide.

**Cross Reference**

This table documents where each training standard is taught (course plan), tested (skill sheets), and validated (task book).

# Fire Inspector

## Section 1: Definition of Duties

### 1-1: Definition of Duties

#### Authority

1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
  - Paragraph 7.2, 7.3, 7.4
2. Office of the State Fire Marshal

#### Job Performance Requirement

There are no job performance requirements identified for this training standard.

#### Requisite Knowledge

1. Identify the administrative duties of a Fire Inspector including conducting research, interpreting codes, implementing policy, testifying at legal proceedings, and facilitating training
2. Identify the legal duties of a Fire Inspector including participating in various legal proceedings, such as enforcement of the adopted codes and standards of the AHJ, handling various complaints, and initiating legal action where necessary
3. Identify the field inspection duties of a Fire Inspector including conducting fire and life safety inspections that include enforcement actions, and analyses of new and existing structures and properties for construction, occupancy, fire protection, and exposures
4. Identify the plans review duties of a Fire Inspector including field verification of shop drawings, plans, and construction documents to ensure that they meet the intent of applicable codes and standards for fire and life safety
5. Describe how one's ethics and core values impact the Fire Inspector's job performance and work environment

#### Requisite Skills

1. None

#### Content Modification

Block	Modification	Justification
RK5	Added new knowledge item.	(2014)

**Cross Reference**

Course Plan	Skill Sheet	Task Book
Fire Inspector 2A (2024) <ul style="list-style-type: none"><li>• Topic 1-3</li></ul>	N/A	Fire Inspector (2024) Certification Task Book <ul style="list-style-type: none"><li>• JPR 1</li></ul>



## Section 2: Administration

### 2-1: Applying Applicable Codes, Standards, and Ordinances

#### Authority

1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
  - Paragraph 7.2.1

#### Job Performance Requirement

Apply applicable codes, standards, and ordinances, given the findings of a completed inspection, the codes, standards, and ordinances and the policies of the AHJ, so that the applicable codes, standards, ordinances, and policies are identified, and compliance is determined.

#### Requisite Knowledge

1. Describe fire behavior
2. Describe fire department access
3. Describe water supply
4. Describe flame spread
5. Identify smoke development ratings of contents
6. Identify interior finishes
7. Identify building construction elements
8. Identify life safety systems
9. Identify decorations
10. Identify decorative materials
11. Identify furnishings
12. Describe safe housekeeping practices

#### Requisite Skills

1. Observe
2. Communicate
3. Apply codes, standards, and ordinances
4. Recognize hazardous conditions
5. Apply decision-making skills

#### Content Modification

Block	Modification	Justification
JPR	Added “ordinances” three times.	“Codes, standards, and ordinances” is more comprehensive and applicable to all situations. (2024)

Fire Inspector  
Section 2: Administration

RS3	Added “and ordinances”.	“Codes, standards, and ordinances” is more comprehensive and applicable to all situations. (2024)
RS5	Changed “Make correct and appropriate decisions” to “Apply decision-making skills”.	“Correct and appropriate” is too vague and subjective; the cadre’s change expresses what is really being asked. (2024)

**Cross Reference**

Course Plan	Skill Sheet	Task Book
Fire Inspector 2A (2024) <ul style="list-style-type: none"><li>• Topic 2-1</li></ul>	N/A	Fire Inspector (2024) Certification Task Book <ul style="list-style-type: none"><li>• JPR 1</li></ul>

## 2-2: Completing Inspection Reports

### Authority

1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
  - Paragraph 7.2.2

### Job Performance Requirement

Complete inspection reports, given agency policy and procedures and observations from an assigned field inspection, so that the report is clear and concise and reflects the findings of the inspection in accordance with the applicable codes, standards, and ordinances and the policies of the AHJ.

### Requisite Knowledge

1. Identify applicable codes, standards, ordinances, and policies adopted by the AHJ

### Requisite Skills

1. Conduct a field inspection
2. Apply codes, standards, and ordinances
3. Communicate orally, in writing, and electronically in a manner approved by the AHJ

### Content Modification

Block	Modification	Justification
JPR	Added "ordinances".	"Codes, standards, and ordinances" is more comprehensive and applicable to all situations. (2024)
RK1	Added "ordinances".	"Codes, standards, and ordinances" is more comprehensive and applicable to all situations. (2024)
RS2	Added "ordinances".	"Codes, standards, and ordinances" is more comprehensive and applicable to all situations. (2024)

### Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Inspector 2A (2024) <ul style="list-style-type: none"><li>• Topic 6-2</li></ul>	N/A	Fire Inspector (2024) Certification Task Book <ul style="list-style-type: none"><li>• JPR 2</li></ul>

## 2-3: Processing a Permit Application

### Authority

1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
  - Paragraph 7.2.3

### Job Performance Requirement

Process a permit application, given a specific request, so that the application is evaluated, and a permit is issued or denied in accordance with the applicable codes, standards, and ordinances and the policies and procedures of the AHJ.

### Requisite Knowledge

1. Describe the permit application process
2. Identify applicable codes, standards, and ordinances and policies and procedures of the AHJ

### Requisite Skills

1. Apply the applicable codes, standards, and ordinances and policies and procedures of the AHJ to the permit application process

### Content Modification

Block	Modification	Justification
JPR	Added “and ordinances”.	“Codes, standards, and ordinances” is more comprehensive and applicable to all situations. (2024)
RK2	Added “and ordinances”.	“Codes, standards, and ordinances” is more comprehensive and applicable to all situations. (2024)
RS1	Added “and ordinances”.	“Codes, standards, and ordinances” is more comprehensive and applicable to all situations. (2024)

### Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Inspector 2A (2024) <ul style="list-style-type: none"><li>• Topic 3-1</li></ul>	N/A	Fire Inspector (2024) Certification Task Book <ul style="list-style-type: none"><li>• JPR 3</li></ul>

## 2-4: Enforcing Permit Regulations

### Authority

1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
  - Paragraph 7.2.4

### Job Performance Requirement

Enforce permit regulations, given a permit application or report of a violation and applicable codes, standards, ordinances, and policies of the AHJ, so that enforcement actions are taken in accordance with the applicable codes, standards, and ordinances and the policies of the AHJ and the violation is corrected.

### Requisite Knowledge

1. Describe legal authority for permit issuance and revocation
2. Apply applicable codes, standards, and ordinances adopted by the AHJ

### Requisite Skills

1. Communicate
2. Apply decision-making skills
3. Explain consequences of improper enforcement

### Content Modification

Block	Modification	Justification
JPR	Added “ordinances” twice.	“Codes, standards, and ordinances” is more comprehensive and applicable to all situations. (2024)
RK2	Added “ordinances”.	“Codes, standards, and ordinances” is more comprehensive and applicable to all situations. (2024)
RS2	Changed “Make correct and appropriate decisions” to “Apply decision-making skills”.	“Correct and appropriate” is too vague and subjective; the cadre’s change expresses what is really being asked.
RS3	Changed “Evaluate” to “Explain”.	The cadre’s verb choice implies interaction and reporting out, which is a crucial distinction at this stage.

### Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Inspector 2A (2024) <ul style="list-style-type: none"><li>• Topic 3-2</li></ul>	N/A	Fire Inspector (2024) Certification Task Book <ul style="list-style-type: none"><li>• JPR 4</li></ul>

## 2-5: Processing a Plan Review Application

### Authority

1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
  - Paragraph 7.2.5

### Job Performance Requirement

Process a plan review application, given a specific submittal, so that the application is evaluated and processed in accordance with the applicable codes, standards, and ordinances and the policies of the AHJ.

### Requisite Knowledge

1. Describe the plan review application process
2. Describe the code, standard, and ordinance requirements and policies and procedures of the AHJ

### Requisite Skills

1. Communicate orally, in writing, and electronically in a manner approved by the AHJ on matters related to code, standard, and ordinance requirements and policies and procedures of the AHJ

### Content Modification

Block	Modification	Justification
JPR	Added “ordinances”.	“Codes, standards, and ordinances” is more comprehensive and applicable to all situations. (2024)
RK2	Changed “policies, procedures, and code requirements” to “code, standard, and ordinance requirements and policies and procedures”.	Revised order more closely aligns with order of importance. “Codes, standards, and ordinances” is more comprehensive and applicable to all situations. (2024)
RS1	Changed “policies, procedures, and code requirements” to “code, standard, and ordinance requirements and policies and procedures”.	Revised order more closely aligns with order of importance. “Codes, standards, and ordinances” is more comprehensive and applicable to all situations. (2024)

### Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Inspector 2A (2024) <ul style="list-style-type: none"><li>• Topic 3-3</li></ul>	N/A	Fire Inspector (2024) Certification Task Book <ul style="list-style-type: none"><li>• JPR 5</li></ul>

## 2-6: Investigating Complaints

### Authority

1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
  - Paragraph 7.2.6
2. Office of the State Fire Marshal

### Job Performance Requirement

Investigate complaints, given a reported situation or condition, so that complaint information is recorded, the investigation process is initiated, and the complaint is resolved or referred in accordance with the applicable codes, standards, and ordinances and the policies of the AHJ.

### Requisite Knowledge

1. Describe methods and procedures to record, validate, and resolve complaints
2. Identify applicable codes, standards, and ordinances and policies adopted by the AHJ
3. Describe how external pressures impact complaint investigation and resolution

### Requisite Skills

1. Interpret codes and standards as they apply to complaint resolution
2. Recognize problems during the investigation of a complaint
3. Refer complaints to other agencies when required

### Content Modification

Block	Modification	Justification
JPR	Added "ordinances".	"Codes, standards, and ordinances" is more comprehensive and applicable to all situations. (2024)
RK1	Added "Describe methods and procedures to record, validate, and resolve complex complaints".	Added to clarify intent of JPR.
RK2	Added "ordinances".	"Codes, standards, and ordinances" is more comprehensive and applicable to all situations. (2024)
RK3	Added "Discuss how external pressures impact complaint investigation and resolution".	Added to clarify intent of JPR.
RS1	Added "as they apply to complaint resolution".	Added to clarify intent.
RS2	Added "during the investigation of a complaint".	Added to clarify intent.

### Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Inspector 2A (2024) <ul style="list-style-type: none"><li>• Topic 4-1</li></ul>	N/A	Fire Inspector (2024) Certification Task Book <ul style="list-style-type: none"><li>• JPR 6</li></ul>



## 2-7: Explaining Modifications to Codes, Standards, and Ordinances

### Authority

1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
  - Paragraph 7.2.7

### Job Performance Requirement

Explain the modifications process to the adopted codes, standards, and ordinances of the AHJ, given a fire or life safety issue, so that the proposed modifications address the problem, need, or deficiency.

### Requisite Knowledge

1. Describe state statutes or local ordinances establishing or empowering the AHJ to adopt, enforce, and modify codes, standards, and ordinances
2. Describe the legal instruments establishing or adopting codes, standards, and ordinances
3. Describe the development and adoption process for fire and life safety legislation or regulations

### Requisite Skills

1. Recognize problems with adopted codes, standards, and ordinances
2. Collect information and develop alternative solutions
3. Identify cost/risk benefits of modifying codes, standards, and ordinances

### Content Modification

Block	Modification	Justification
JPR	Added “ordinances”.	“Codes, standards, and ordinances” is more comprehensive and applicable to all situations. (2024)
RK1	Added “ordinances”.	“Codes, standards, and ordinances” is more comprehensive and applicable to all situations. (2024)
RK2	Added “ordinances”.	“Codes, standards, and ordinances” is more comprehensive and applicable to all situations. (2024)
RS1	Changed “Recognize programs” to “Identify inconsistencies with adopted codes, standards, and ordinances”.	Added to clarify intent.
RS2	Added “of modifying codes, standards, and ordinances”.	Added to clarify intent.

### Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Inspector 2A (2024) <ul style="list-style-type: none"><li>• Topic 5-1</li></ul>	N/A	Fire Inspector (2024) Certification Task Book <ul style="list-style-type: none"><li>• JPR 7</li></ul>

## Section 3: Legal

### 3-1: Understanding Legal Proceedings

#### Authority

1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
  - Paragraph 7.3.1

#### Job Performance Requirement

Understand legal proceedings, given the findings of a field inspection or a complaint and consultation with legal counsel, so that all information is presented in a factual manner.

#### Requisite Knowledge

1. Identify legal requirements pertaining to rules of evidence
2. Identify enforcement measures consistent with AHJ
3. Identify types of legal proceedings applicable to this topic
4. Identify the appeal process

#### Requisite Skills

1. Maintain a professional demeanor
2. Communicate
3. Listen
4. Differentiate facts from opinions

#### Content Modification

Block	Modification	Justification
RK2	Added knowledge component.	Student understanding of local jurisdiction is key to meeting this JPR.
RK3	Added “applicable to this topic”.	Added to clarify intent.
RK4	Added knowledge component.	Student understanding of this is key to addressing RK3.

#### Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Inspector 2A (2024) <ul style="list-style-type: none"><li>• Topic 6-1</li></ul>	N/A	Fire Inspector (2024) Certification Task Book <ul style="list-style-type: none"><li>• JPR 8</li></ul>

### 3-2: Initiating Legal Action Related to a Fire Code Violation

#### Authority

1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
  - Paragraph 7.3.2

#### Job Performance Requirement

Initiate legal action related to a fire code violation, given a description of a violation and a legal opinion, so that the action taken is in accordance with the policies of the AHJ and due process of law is followed.

#### Requisite Knowledge

1. Apply legal procedure for fire code enforcement and authority and limitations of police powers

#### Requisite Skills

1. Prepare legal action in accordance with the policies and procedures of the AHJ

#### Content Modification

Block	Modification	Justification
RS1	Changed "Address" to "Prepare".	The new verb is a stronger and clearer choice.

#### Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Inspector 2A (2024) <ul style="list-style-type: none"><li>• Topic 6-3</li></ul>	N/A	Fire Inspector (2024) Certification Task Book <ul style="list-style-type: none"><li>• JPR 9</li></ul>

### 3-3: Recommending Policies and Procedures for the Delivery of Inspection Services

#### Authority

1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
  - Paragraph 7.3.3

#### Job Performance Requirement

Recommend policies and procedures for the delivery of inspection services, given management objectives, so that inspections are conducted in accordance with the policies of the AHJ.

#### Requisite Knowledge

1. Describe policies and procedures of the AHJ related to code enforcement
2. Evaluate sources of detailed and technical information relating to fire protection and life safety

#### Requisite Skills

1. Identify approved construction methods and materials related to fire safety
2. Read, interpret, and verify construction plans and specifications
3. Educate
4. Conduct research
5. Make decisions
6. Recognize problems
7. Resolve conflicts

#### Content Modification

Block	Modification	Justification
RS1	Changed “Identify” to “Evaluate”.	The new verb more precisely explains what California Fire Inspectors do. (2024)
RS2	Added “verify”.	This is an important part of this skill component.

#### Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Inspector 2A (2024) <ul style="list-style-type: none"><li>• Topic 6-4</li></ul>	N/A	Fire Inspector (2024) Certification Task Book <ul style="list-style-type: none"><li>• JPR 10</li></ul>

## Section 4: Field Inspection

### 4-1: Computing the Maximum Occupant Load of a Building

#### Authority

1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
  - Paragraph 7.4.1

#### Job Performance Requirement

Compute the maximum allowable occupant load of a building, given plans, field observations, or description of a building's uses, so that the maximum allowable occupant load calculation is in accordance with applicable codes, standards, and ordinances.

#### Requisite Knowledge

1. Verify the calculated occupant loads for an existing occupancy and for existing building use
2. Describe code, standard, and ordinance requirements, regulations, and operational features presented by various occupancies

#### Requisite Skills

1. Calculate occupant loads
2. Identify occupancy factors related to various occupancy classifications
3. Use measuring tools
4. Read plans
5. Use a calculator
6. Apply code, standard, and ordinance requirements, regulations, and operational features presented by various occupancies

#### Content Modification

Block	Modification	Justification
JPR	Added "a building's".	Added for clarity.
JPR	Added "ordinances".	"Codes, standards, and ordinances" is more comprehensive and applicable to all situations. (2024)
RK1	Changed "Describe how to calculate" to "Verify the calculated".	Students are in the field at this point.
RK1	Added "existing" twice.	Added for clarity.
RK2	Added "standard, and ordinance".	"Codes, standards, and ordinances" is more comprehensive and applicable to all situations. (2024)
RS4	Added skills component.	This is important when in the field.

### Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Inspector 2B (2024) <ul style="list-style-type: none"><li>• Topic 2-3</li></ul>	N/A	Fire Inspector (2024) Certification Task Book <ul style="list-style-type: none"><li>• JPR 11</li></ul>

## 4-2: Identifying the Occupancy Classifications of a Building

### Authority

1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
  - Paragraph 7.4.2

### Job Performance Requirement

Identify the occupancy classifications of a building, given a description of the uses, so that all areas are classified in accordance with applicable codes, standards, and ordinances.

### Requisite Knowledge

1. Describe the occupancy classification; applicable codes, standards, and ordinances; operational features; and hazard classifications presented by various occupancies

### Requisite Skills

1. Interpret code requirements
2. Recognize building uses associated with each occupancy classification

### Content Modification

Block	Modification	Justification
JPR	Added “and ordinances”.	“Codes, standards, and ordinances” is more comprehensive and applicable to all situations. (2024)
RK1	Changed “fire hazard classifications” to “hazard classifications”.	State Fire Marshal is tasked not just with fire but with fire and life safety. California exceeds NFPA. (2024)

### Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Inspector 2B (2024) <ul style="list-style-type: none"><li>• Topic 2-2</li></ul>	N/A	Fire Inspector (2024) Certification Task Book <ul style="list-style-type: none"><li>• JPR 12</li></ul>



### 4-3: Evaluating a Building's Compliance

#### Authority

1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
  - Paragraph 7.4.3
2. Office of the State Fire Marshal

#### Job Performance Requirement

Evaluate a building's area, height, occupancy classification, and construction type, given an approved set of plans and construction features, so that it is confirmed that the building is in compliance with applicable codes, standards, and ordinances.

#### Requisite Knowledge

1. Describe how to evaluate a building's area, height, and occupancy classification related to change of occupancy or use
2. Describe building construction type with emphasis on fire-rated construction
3. Describe how to evaluate and analyze construction methods and assemblies for fire rating
4. Interpret analysis of test results
5. Identify and describe manufacturer's specifications

#### Requisite Skills

1. Evaluate characteristics of each type of building construction and occupancy classification

#### Content Modification

Block	Modification	Justification
JPR	Added "ordinances".	"Codes, standards, and ordinances" is more comprehensive and applicable to all situations. (2024)
RK1	Added a knowledge component.	Added to match JPR requirements.
RK2	Added "type".	Added for clarity.
RK3	Added "how to evaluate and analyze".	Added to increase level of learning required by JPR.
RS1	Changed "Identify" to "Evaluate".	Added to increase level of learning required by JPR.

#### Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Inspector 2B (2024) <ul style="list-style-type: none"><li>• Topic 5-1</li></ul>	N/A	Fire Inspector (2024) Certification Task Book <ul style="list-style-type: none"><li>• JPR 13</li></ul>

## 4-4: Evaluating Fire, Life Safety, and Property Protection Equipment

### Authority

1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
  - Paragraph 7.4.4

### Job Performance Requirement

Evaluate fire protection systems and equipment provided for life safety and property protection, given field observations and hazard classifications of the facility and documentation, the hazards protected, and the system specifications, so that the fire protection systems provided are approved for the occupancy, commodity, or hazard being protected.

### Requisite Knowledge

1. Identify applicable codes, standards, and ordinances for fire protection systems
2. Identify types and classifications of commodities relative to fuel load and fire behavior
3. Describe basic physical science as it relates to fire behavior and fire suppression
4. Explain implications and hazards associated with system operation
5. Identify the hazard classifications as they pertain to a building's uses and/or potential commodities
6. Describe installation techniques and acceptance inspection
7. Describe testing and reports of maintenance of completed installations
8. Describe the use and function of various systems

### Requisite Skills

1. Recognize hazards and deficiencies
2. Use codes and standards
3. Read reports, plans, and specifications

### Content Modification

Block	Modification	Justification
RK1	Added "and ordinances".	"Codes, standards, and ordinances" is more comprehensive and applicable to all situations. (2024)
RK2	Added knowledge component.	Because NFPA introduced the concept of "commodities," we must teach it.
RK5	Added knowledge component.	Because NFPA added "hazard classifications" to the JPR, we must teach it.

### Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Inspector 2C (2024) <ul style="list-style-type: none"><li>Topic 2-1</li></ul>	N/A	Fire Inspector (2024) Certification Task Book <ul style="list-style-type: none"><li>JPR 14</li></ul>

## 4-5: Witnessing Integrated Fire Protection System Testing

### Authority

1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
  - Paragraph 7.4.5
2. Office of the State Fire Marshal

### Job Performance Requirement

Witness an acceptance test for an integrated fire protection system, given approved shop drawings, an integrated system test plan, and an installed system, so that the integrated system performance can be evaluated for compliance, and deficiencies are identified, documented, and reported and resolved in accordance with the applicable codes, standards, and ordinances and the policies of the AHJ.

### Requisite Knowledge

1. Define integrated system testing terms
2. Identify the general requirements of integrated system testing
3. Describe test methods used in integrated system testing
4. Describe test scenarios
5. Describe the testing frequencies for integrated system testing
6. Describe documentation methods for integrated system testing
7. Describe acceptance test procedures
8. Identify applicable codes and standards

### Requisite Skills

1. Review, evaluate, and follow the integrated test plan
2. Witness and validate the performance of acceptance tests

### Content Modification

Block	Modification	Justification
JPR	Changed “test protocols” with “an integrated system test plan”.	It is important to have a thorough understanding of NFPA 4, which is a California standard. (2024)
JPR	Added “the integrated”.	(2024)
JPR	Added “and resolved”.	Added for consistency with other standards. (2024)
JPR	Added “and ordinances”.	“Codes, standards, and ordinances” is more comprehensive and applicable to all situations. (2024)
RK1	Added new knowledge item.	(2024)
RK2	Added new knowledge item.	(2024)
RK3	Added new knowledge item.	(2024)

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RK4	Added new knowledge item.	(2024)
RK5	Added new knowledge item.	(2024)
RK6	Added new knowledge item.	(2024)
RS1	Added new skill item.	(2024)

**Cross Reference**

Course Plan	Skill Sheet	Task Book
Fire Inspector 2C (2024) <ul style="list-style-type: none"><li>• Topic 3-2</li></ul>	N/A	Fire Inspector (2024) Certification Task Book <ul style="list-style-type: none"><li>• JPR 15</li></ul>

## 4-6: Inspecting Means of Egress Elements

### Authority

1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
  - Paragraph 7.4.6

### Job Performance Requirement

Inspect means of egress elements, given observations made during a field inspection of an existing building, so that means of egress elements are maintained in compliance with applicable codes, standards, and ordinances, and deficiencies are identified, documented, and reported in accordance with the policies of the AHJ.

### Requisite Knowledge

1. Describe acceptable means of egress devices
2. Describe applicable codes, standards, and ordinances adopted the AHJ related to means of egress elements
3. Describe maintenance requirements of egress elements
4. Describe types of construction
5. Verify occupancy egress requirements
6. Describe relationship of fixed fire protection systems to egress requirements and to approved means of egress elements, including, but not limited to, doors, hardware, and lights
7. Describe the transition of existing exiting requirements to comply with new exit egress system requirements

### Requisite Skills

1. Observe, recognize, and communicate deficiencies
2. Calculate egress requirements
3. Apply decision-making skills related to means of egress
4. Use measuring tools
5. Make field sketches

### Content Modification

Block	Modification	Justification
JPR	Added "ordinances".	"Codes, standards, and ordinances" is more comprehensive and applicable to all situations. (2024)
RK1	Added new knowledge item.	
RK2	Added "ordinances".	"Codes, standards, and ordinances" is more comprehensive and applicable to all situations. (2024)

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RK7	Added knowledge component.	Required to meet JPR.
RS1	Added “communicate”.	Important to meet the JPR.
RS1	Changed “problems” to “deficiencies”.	Aligns with the JPR.
RS2	Added “egress requirements”.	Added for clarity.
RS3	Changed “Make correct and appropriate decisions to “Apply decision-making skills”.	“Correct and appropriate” is too vague and subjective; the cadre’s change expresses what is really being asked.

**Cross Reference**

Course Plan	Skill Sheet	Task Book
Fire Inspector 2B (2024) <ul style="list-style-type: none"><li>• Topic 3-2</li></ul>	N/A	Fire Inspector (2024) Certification Task Book <ul style="list-style-type: none"><li>• JPR 16</li></ul>

## 4-7: Evaluating Hazardous Conditions Involving Equipment, Processes, and Operations

### Authority

1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
  - Paragraph 7.4.7

### Job Performance Requirement

Evaluate hazardous conditions involving equipment, processes, and operations, given field observations and documentation, so that the equipment, processes, or operations are installed in accordance with applicable codes, standards, and ordinances, and deficiencies are identified, documented, and reported in accordance with the policies of the AHJ.

### Requisite Knowledge

1. Identify applicable codes and standards
2. Describe accepted fire protection practices
3. Evaluate fire behavior related to hazardous conditions, equipment, and processes
4. Evaluate ignition sources related to hazardous conditions, equipment, and processes
5. Describe safe housekeeping practices
6. Identify additional reference materials related to protection of hazardous processes and code enforcement

### Requisite Skills

1. Observe hazardous conditions created by installation of equipment, processes and operations
2. Recognize deficiencies with equipment, processes, and operations involving hazardous conditions
3. Interpret codes and communicate deficiencies in accordance with the policies of the AHJ
4. Apply decision-making skills determining adequate fire and life safety conditions involving equipment, processes, and operations

### Content Modification

Block	Modification	Justification
JPR	Changed “Identify” back to “Evaluate”, which was the previous NFPA verb for 7.4.7.	This level of learning is appropriate for a Fire Inspector. Students did the first step, identify, in First Responder Inspector. The language of the accompanying annex entry also indicates a higher capability. (2024)
JPR	Added “and ordinances”.	“Codes, standards, and ordinances” is more comprehensive and applicable to all situations. (2024)



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RK3	Added “related to hazardous conditions, equipment, and processes”.	Added for clarity.
RK4	Added “related to hazardous conditions, equipment, and processes”.	Added for clarity.
RS1	Added “hazardous conditions created by installation of equipment, processes and operations”.	Added for clarity.
RS2	Changed “problems” to “deficiencies.”	Change aligns with JPR.
RS2	Added “with equipment, processes, and operations involving hazardous conditions”.	Added for clarity.
RS3	Added “deficiencies in accordance with the policies of the AHJ”.	Added for clarity and to align with the JPR.
RS4	Changed “Make decisions” to “Apply decision-making skills”.	The cadre’s change expresses what is really being asked.
RS4	Added “determining adequate fire and life safety conditions involving equipment, processes, and operations”.	Added for clarity.

**Cross Reference**

Course Plan	Skill Sheet	Task Book
Fire Inspector 2D (2024) <ul style="list-style-type: none"><li>• Topic 2-1</li></ul>	N/A	Fire Inspector (2024) Certification Task Book <ul style="list-style-type: none"><li>• JPR 17</li></ul>

## 4-8: Evaluating Emergency Planning and Preparedness Procedures

### Authority

1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
  - Paragraph 7.4.8
2. Office of the State Fire Marshal

### Job Performance Requirement

Evaluate emergency planning and preparedness procedures, given existing or proposed plans and procedures and applicable codes, standards, and ordinances, so that compliance is determined.

### Requisite Knowledge

1. Describe occupancy requirements for emergency evacuation plans
2. Evaluate fire safety programs for crowd control
3. Identify roles of agencies and individuals in implementation and development of emergency plans
4. Evaluate emergency planning and preparedness procedures to determine applicability to the facility

### Requisite Skills

1. Compare submitted emergency plans and procedures with applicable codes and standards adopted by the AHJ

### Content Modification

Block	Modification	Justification
JPR	Added "ordinances".	"Codes, standards, and ordinances" is more comprehensive and applicable to all situations. (2024)
RS4	Added knowledge component.	Added to clarify intent of JPR.

### Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Inspector 2B (2024) <ul style="list-style-type: none"><li>• Topic 4-2</li></ul>	N/A	Fire Inspector (2024) Certification Task Book <ul style="list-style-type: none"><li>• JPR 18</li></ul>

## 4-9: Assisting with Emergency Planning and Procedures Development and Evaluation

### Authority

1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
  - Paragraph 7.4.9

### Job Performance Requirement

Assist with the development and evaluation of emergency planning and procedures, given a description of a building and its use, so that plans and procedures are in accordance with the applicable codes, standards, and ordinances and the policies of the AHJ.

### Requisite Knowledge

1. Identify applicable codes, standards, and ordinances adopted by the AHJ
2. Describe purpose, use, and applicability of evacuation plans
3. Describe human behavior in relation to emergency planning and procedures
4. Describe the adoption process of emergency planning and preparedness (California Fire Code Chapter 4)

### Requisite Skills

1. Read plans and reports
2. Recognize hazards and deficiencies in plans and reports

### Content Modification

Block	Modification	Justification
JPR	Added “ordinances”.	“Codes, standards, and ordinances” is more comprehensive and applicable to all situations. (2024)
RK1	Added “ordinances”.	“Codes, standards, and ordinances” is more comprehensive and applicable to all situations. (2024)
RK3	Added “in relation to emergency planning and procedures”.	Added to clarify intent.
RK4	Added knowledge component.	This is a necessary addition specific to California.
RS2	Changed “problems” to “hazards and deficiencies in plans and reports”.	This change aligns with NFPA language.

### Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Inspector 2B (2024) <ul style="list-style-type: none"><li>• Topic 4-1</li></ul>	N/A	Fire Inspector (2024) Certification Task Book <ul style="list-style-type: none"><li>• JPR 19</li></ul>

## 4-10: Verifying Code Compliance for Storage, Handling, and Use of Flammable and Combustible Liquids and Gases

### Authority

1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
  - Paragraph 7.4.10

### Job Performance Requirement

Verify code compliance for storage, handling, and use of flammable and combustible liquids and gases, given field observations and inspection guidelines from the AHJ, so that deficiencies are identified, documented, and reported in accordance with the applicable codes, standards, and ordinances and the policies of the AHJ.

### Requisite Knowledge

1. Define the properties and hazards of flammable and combustible liquids and gases
2. Discuss safety data sheets
3. Describe safe handling practices
4. Identify applicable codes and standards
5. Distinguish fire protection systems and equipment approved for the material
6. Describe fire behavior related to flammable and combustible liquids and gases
7. Identify safety procedures
8. Identify storage compatibility requirements

### Requisite Skills

1. Identify typical fire hazards associated with processes or operations utilizing flammable and combustible liquids
2. Observe and recognize deficiencies
3. Interpret codes to apply decision-making skills
4. Communicate deficiencies

### Content Modification

Block	Modification	Justification
JPR	Added “and ordinances”.	“Codes, standards, and ordinances” is more comprehensive and applicable to all situations. (2024)
RK1	Added “and gases”.	Added to match JPR requirements.
RK3	Changed “make appropriate decisions” to “apply decision-making skills”.	“Appropriate” is too vague and subjective; the cadre’s change expresses what is really being asked.
RK6	Added “related to flammable and combustible liquids and gases”.	Added for clarity.

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RK8	Added “requirements”.	
RS3	Added “to apply decision-making skills”.	

**Cross Reference**

Course Plan	Skill Sheet	Task Book
Fire Inspector 2D (2024) <ul style="list-style-type: none"><li>• Topic 3-1 (RK1, RK2, RK4, RK5, RK6, RK7, RS1, RS2, RS4)</li><li>• Topic 3-2 (RK8, RS2, RS3, RS4)</li><li>• Topic 3-3 (RK3, RS2, RS3, RS4)</li></ul>	N/A	Fire Inspector (2024) Certification Task Book <ul style="list-style-type: none"><li>• JPR 20</li></ul>

## **4-11: Evaluating Code Compliance for the Storage, Handling, and Use of Hazardous Materials**

### **Authority**

1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
  - Paragraph 7.4.11
2. Office of the State Fire Marshal

### **Job Performance Requirement**

Evaluate code compliance for the storage, handling, and use of hazardous materials, given field observations, so that deficiencies are identified, documented, and reported in accordance with the applicable codes, standards, and ordinances and the policies of the AHJ.

### **Requisite Knowledge**

1. Describe hazardous materials properties and hazards
2. Describe safety data sheets
3. Describe safe handling, use, and dispensing practices for hazardous materials
4. Identify applicable codes and standards
5. Describe fire protection systems and equipment approved for the material
6. Describe fire behavior related to hazardous materials
7. Identify safety procedures
8. Describe chemical reactions
9. Identify storage compatibility requirements
10. Describe how to determine maximum allowable quantities (MAQ)
11. Describe control areas
12. Describe how to evaluate control areas as they relate to hazardous materials storage
13. Describe general requirements for quantities not exceeding maximum allowable quantities per control area

### **Requisite Skills**

1. Evaluate fire and health hazards associated with processes or operations utilizing hazardous materials
2. Describe the requirements for, and contents of, a Hazardous Materials Management Plan
3. Observe and recognize deficiencies
4. Interpret codes to apply decision-making skills
5. Communicate deficiencies
6. Evaluate MAQs and control areas as they relate to hazardous materials storage

### Content Modification

Block	Modification	Justification
JPR	Added “ordinances”.	“Codes, standards, and ordinances” is more comprehensive and applicable to all situations. (2024)
RK3	Added “use and dispensing” and “for hazardous materials”.	Added to match JPR requirements and clarify NFPA intent.
RK6	Added “related to hazardous materials”.	Added to clarify intent.
RK9	Added “requirements”.	Added to clarify intent.
RK10	Added knowledge requirement.	This task is not included in NFPA 1030 but is required by California law (California Fire Code (2016)).
RK11	Added knowledge requirement.	This task is not included in NFPA 1030 but is required by California law (California Fire Code (2016)).
RK12	Added knowledge requirement.	This task is not included in NFPA 1030 but is required by California law (California Fire Code (2016)).
RK13	Added knowledge requirement.	This task is not included in NFPA 1030 but is required by California law (California Health & Safety Code, Division 20, Chapter 6.95).
RS1	Changed “Identify” to “Evaluate”.	This verb change speaks to the level of skill needed at Fire Inspector and is supported by the RKs.
RS1	Added “and health”.	California Fire Inspector’s evaluate mor than fire hazards.
RS2	Added skills component.	This task is not included in NFPA 1031 but is required by California law (California Health & Safety Code, Division 20, Chapter 6.11).
RS4	Added “to apply decision-making skills”.	Added for clarity.
RS4	Changed “appropriate decisions” to “apply decision-making skills”.	“Appropriate” is too vague and subjective; the cadre’s change expresses what is really being asked.
RS6	Added skills component.	This supports RK10.



### Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Inspector 2D (2024) <ul style="list-style-type: none"><li>• Topic 3-1 (RK1, RK2, RK4, RK5, RK6, RK7, RK8, RS1, RS2, RS3, RS5)</li><li>• Topic 3-2 (RK9, RK10, RK11, RK12, RK13, RS3, RS4, RS5, RS6)</li><li>• Topic 3-3 (RK3, RS3, RS4, RS5)</li></ul>	N/A	Fire Inspector (2024) Certification Task Book <ul style="list-style-type: none"><li>• JPR 21</li></ul>

## 4-12: Determining Fire Growth Potential

### Authority

1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
  - Paragraph 7.4.12
2. Office of the State Fire Marshal

### Job Performance Requirement

Determine fire growth potential in a building or space, given field observations or plans, so that the contents, interior finish, and construction elements are evaluated for compliance, and deficiencies are identified, documented, and corrected in accordance with the applicable codes, standards, and ordinances and the policies of the AHJ.

### Requisite Knowledge

1. Describe basic fire behavior in buildings and spaces
2. Identify flame spread and smoke development ratings of contents, interior finishes, building construction elements, decorations, decorative materials, and furnishings
3. Describe how to determine compliance of contents, interior finish, and construction elements
4. Describe how to identify, document, verify, and report or resolve deficiencies
5. Describe safe housekeeping practices

### Requisite Skills

1. Communicate deficiencies in building contents, interior finishes, and construction elements
2. Interpret codes and standards
3. Observe and recognize hazardous conditions
4. Demonstrate decision-making skills regarding corrections

### Content Modification

Block	Modification	Justification
JPR	Added "ordinances".	"Codes, standards, and ordinances" is more comprehensive and applicable to all situations. (2024)
RK1	Added "in buildings and spaces".	Added for clarity.
RK3	Added knowledge component.	Added to match JPR requirements.
RK4	Added knowledge component.	Added to match JPR requirements.
RS1	Added "deficiencies in building contents, interior finishes, and construction elements".	Added for clarity.

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RS4	Changed “make appropriate decisions” to “demonstrate decision-making skills”.	“Appropriate” is too vague and subjective; the cadre’s change expresses what is really being asked.
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**Cross Reference**

Course Plan	Skill Sheet	Task Book
Fire Inspector 2B (2024) <ul style="list-style-type: none"><li>• Topic 6-1</li></ul>	N/A	Fire Inspector (2024) Certification Task Book <ul style="list-style-type: none"><li>• JPR 22</li></ul>

## 4-13: Verifying Compliance with Construction Documents

### Authority

1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
  - Paragraph 7.4.13

### Job Performance Requirement

Verify compliance with construction documents, given a performance-based design, so that life safety systems and building services equipment are installed, inspected, and tested to perform as described in the engineering documents and the operations and maintenance manual that accompanies the design, so that deficiencies are identified, documented, and reported in accordance with the applicable codes, standards, and ordinances and the policies of the AHJ.

### Requisite Knowledge

1. Define prescriptive- and performance-based design
2. Identify conditions or situations that would trigger or result in the need for performance-based design
3. Describe applicable codes, standards, and ordinances for installation and testing of fire protection systems
4. Describe how to verify that means of egress are installed, inspected, and tested to perform as designed
5. Describe how to verify that building services equipment is installed, inspected, and tested to perform as designed

### Requisite Skills

1. Recognize and evaluate performance-based design in the field
2. Witness and validate tests of fire protection systems and building services equipment

### Content Modification

Block	Modification	Justification
JPR	Added “and ordinances”.	“Codes, standards, and ordinances” is more comprehensive and applicable to all situations. (2024)
RK1	Added knowledge component.	Needed to meet the JPR.
RK2	Added knowledge component.	Needed to meet the JPR.
RK3	Added “and ordinances”.	“Codes, standards, and ordinances” is more comprehensive and applicable to all situations. (2024)
RK4	Added “how to verify that” and “are installed, inspected, and tested to perform as designed”.	Added for clarity.

Fire Inspector  
Section 4: Field Inspection

RK5	Added “how to verify that” and “is installed, inspected, and tested to perform as designed”.	Added for clarity.
RS1	Added skills component.	Needed to meet the JPR.

**Cross Reference**

Course Plan	Skill Sheet	Task Book
Fire Inspector 2C (2024) <ul style="list-style-type: none"><li>• Topic 2-5</li></ul>	N/A	Fire Inspector (2024) Certification Task Book <ul style="list-style-type: none"><li>• JPR 23</li></ul>

## 4-14: Verifying Code Compliance of Building Service Equipment and Operations

### Authority

1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
  - Paragraph 7.4.14

### Job Performance Requirement

Verify code compliance of heating, ventilation, air conditioning, and other building service equipment and operations, given field observations, so that the systems and other equipment are maintained in accordance with applicable codes, standards, and operations and deficiencies are identified, documented, and reported in accordance with the policies of the AHJ.

### Requisite Knowledge

1. Describe types, installation, maintenance, and use of building service equipment
2. Describe operation of smoke and heat vents
3. Describe installation of kitchen cooking equipment (including hoods and ducts), laundry chutes, elevators, and escalators
4. Identify emerging technologies
5. Identify energy efficiency systems
6. Identify applicable codes and standards adopted by the AHJ

### Requisite Skills

1. Observe and recognize deficiencies
2. Interpret codes and standards related to building service equipment
3. Write reports to document deficiencies

### Content Modification

Block	Modification	Justification
JPR	Added “and ordinances”.	“Codes, standards, and ordinances” is more comprehensive and applicable to all situations. (2024)
RS2	Added “related to building service equipment”.	Added for clarity.
RS3	Added “to document deficiencies”.	Added for clarity.

### Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Inspector 2C (2024) <ul style="list-style-type: none"><li>• Topic 2-2</li></ul>	N/A	Fire Inspector (2024) Certification Task Book <ul style="list-style-type: none"><li>• JPR 24</li></ul>

## 4-15: Verifying Emergency Access for an Existing Site

### Authority

1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
  - Paragraph 7.4.15

### Job Performance Requirement

Verify emergency access for an existing site, given field observations and approved plans, so that the required access for emergency responders is maintained and deficiencies are identified, documented, and corrected in accordance with the applicable policies of the AHJ.

### Requisite Knowledge

1. Describe policies of the AHJ
2. Describe emergency access and accessibility requirements
3. Describe AHJ enforcement actions

### Requisite Skills

1. Observe and report deficiencies per the policies of the AHJ
2. Implement the emergency access requirements

### Content Modification

Block	Modification	Justification
RK3	Added knowledge component.	Added to meet the JPR.

### Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Inspector 2C (2024) <ul style="list-style-type: none"><li>• Topic 2-3</li></ul>	N/A	Fire Inspector (2024) Certification Task Book <ul style="list-style-type: none"><li>• JPR 25</li></ul>

## 4-16: Verifying Available Fire Flows for a Site

### Authority

1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
  - Paragraph 7.4.16

### Job Performance Requirement

Verify available fire flows for a site, given fire flow test results and water supply data, so that required fire flows are in accordance with applicable codes, standards, and ordinances and deficiencies are identified, documented, and reported in accordance with the applicable codes, standards, and ordinances and the policies of the AHJ.

### Requisite Knowledge

1. Define fire flow
2. Distinguish between fire flow and water flow
3. Identify the applicable codes, standards, and ordinances and the policies of the AHJ
4. Identify types of water distribution systems and other water sources in the local community
5. Describe water distribution system testing
6. Describe characteristics of public and private water supply systems
7. Describe flow testing procedures

### Requisite Skills

1. Use Pitot tubes, gauges, and other data gathering devices
2. Graph and evaluate fire flow results
3. Calculate the required fire flow

### Content Modification

Block	Modification	Justification
JPR	Added “and ordinances” twice.	“Codes, standards, and ordinances” is more comprehensive and applicable to all situations. (2024)
RK1	Added knowledge component.	This is key to meeting the JPR.
RK2	Added knowledge component.	This is key to meeting the JPR.
RK3	Added knowledge component.	This meets the JPR and accounts for the many modifications to what the fire code calls out.
RS3	Added skills component.	This skill is part of the process referenced in the JPR.



### Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Inspector 2C (2024) <ul style="list-style-type: none"><li>• Topic 2-4</li></ul>	N/A	Fire Inspector (2024) Certification Task Book <ul style="list-style-type: none"><li>• JPR 26</li></ul>

## 4-17: Computing Maximum Occupant Load of a Multi-Use Building

### Authority

1. Office of the State Fire Marshal

### Job Performance Requirement

Compute the maximum allowable occupant load of a multi-use building, given field observations or a description of a building's uses, in accordance with applicable codes and standards.

### Requisite Knowledge

1. Describe how to calculate occupant loads for an occupancy and for building use
2. Describe code requirements, regulations, operational features, and fire hazards presented by various occupancies

### Requisite Skills

1. Calculate occupant loads
2. Identify occupancy factors related to various occupancy classifications
3. Use measuring tools, including a calculator, to compute the maximum allowable occupant load of a multi-use building

### Content Modification

Block	Modification	Justification
CTS	Added a new standard.	This was paragraph 5.3.1 in NFPA 1031 (2014). NFPA dropped it in 2030 (2024). The cadre chose to keep it under OSFM authority.

### Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Inspector 2B (2024) <ul style="list-style-type: none"><li>• Topic 2-4</li></ul>	N/A	Fire Inspector (2024) Certification Task Book <ul style="list-style-type: none"><li>• JPR 27</li></ul>

## 4-18: Assessing Alternative Methods to Adjust Occupant Loads

### Authority

1. Office of the State Fire Marshal

### Job Performance Requirement

Assess alternative methods to adjust occupant loads, given a description of an area, building, or portion of a building and its intended use, to keep the occupant load in accordance with applicable codes and standards.

### Requisite Knowledge

1. Identify applicable codes and standards adopted by the jurisdiction
2. Describe occupancy requirements for adjusting occupant loads
3. Describe impact of egress requirements on alternative methods to adjust occupant loads
4. Describe how to evaluate evacuation plan procedures related to adjusted occupant loads

### Requisite Skills

1. Read plans and reports, interpret codes and standards, and make decisions related to adjusting occupant loads
2. Analyze performance-based reports

### Content Modification

Block	Modification	Justification
CTS	Added a new standard.	This was paragraph 6.3.1 in NFPA 1031 (2014). NFPA dropped it in 2030 (2024). The cadre chose to keep it under OSFM authority.

### Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Inspector 2B (2024) <ul style="list-style-type: none"><li>• Topic 2-5</li></ul>	N/A	Fire Inspector (2024) Certification Task Book <ul style="list-style-type: none"><li>• JPR 28</li></ul>

## 4-19: Proposing Correction for Egress Deficiencies

### Authority

1. Office of the State Fire Marshal

### Job Performance Requirement

Evaluate each deficiency and its proposed correction, given a list of means of egress deficiencies in a building and the proposed correction, so that the correction complies with applicable codes and standards and deficiencies are identified, documented, and reported in accordance with jurisdictional policies.

### Requisite Knowledge

1. Identify applicable codes and standards adopted by the jurisdiction
2. Describe impact of occupancy requirements on egress deficiencies
3. Describe means of egress requirements for a building or portion of a building

### Requisite Skills

1. Read and analyze plans and performance-based reports
2. Interpret codes and standards related to egress deficiencies and make decisions regarding correction

### Content Modification

Block	Modification	Justification
CTS	Added a new standard.	This was paragraph 6.3.2 in NFPA 1031 (2014). NFPA dropped it in 2030 (2024). The cadre chose to keep it under OSFM authority.

### Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Inspector 2B (2024) <ul style="list-style-type: none"><li>• Topic 3-3</li></ul>	N/A	Fire Inspector (2024) Certification Task Book <ul style="list-style-type: none"><li>• JPR 29</li></ul>

## 4-20: Evaluating Construction Type of an Addition or Remodel

### Authority

1. Office of the State Fire Marshal

### Job Performance Requirement

Evaluate the construction type required for an addition or remodeling project, given a description of a building and its use, so that construction type meets applicable codes and standards, and deficiencies are identified, documented, and reported in accordance with AHJ policies.

### Requisite Knowledge

2. Identify policies, procedures, and applicable codes and standards adopted by the AHJ
3. Describe the impact of occupancy requirements on construction type
4. Describe construction methods
5. Describe building construction features required in a wildland urban interface environment
6. Describe procedures for resolving deficiencies

### Requisite Skills

1. Recognize problems with the construction type of an addition or remodel project
2. Read reports and plans as necessary to evaluate construction type

### Content Modification

Block	Modification	Justification
CTS	Added a new standard.	This was paragraph 6.3.3 in NFPA 1031 (2014). NFPA dropped it in 2030 (2024). The cadre chose to keep it under OSFM authority.

### Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Inspector 2B (2024) <ul style="list-style-type: none"><li>• Topic 5-2</li></ul>	N/A	Fire Inspector (2024) Certification Task Book <ul style="list-style-type: none"><li>• JPR 30</li></ul>

## Section 5: Plans Review

### 5-1: Classifying a Building Occupancy

#### Authority

1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
  - Paragraph 7.5.1
2. Office of the State Fire Marshal

#### Job Performance Requirement

Classify an occupancy, given a set of plans, specifications, and a description of a building and its use, so that the classification is made in accordance with the applicable codes, standards, and ordinances and the policies of the AHJ.

#### Requisite Knowledge

1. Describe types of plan views
2. Describe the systematic plan review process
3. Describe how to identify an occupancy classification from a set of plans
4. Identify applicable codes, standards, ordinances, and regulations
5. Describe how operational features may impact occupancy classification
6. Identify hazards presented by various occupancies

#### Requisite Skills

1. Read plans to determine occupancy classification
2. Apply decision-making skills

#### Content Modification

Block	Modification	Justification
JPR	Added "ordinances".	"Codes, standards, and ordinances" is more comprehensive and applicable to all situations. (2024)
RK1	Added knowledge component.	Added to clarify intent of JPR.
RK2	Added knowledge component.	Added to clarify intent of JPR.
RK3	Added "how to identify an" and "from a set of plans".	Added to clarify intent of JPR.
RK4	Added "ordinances".	"Codes, standards, and ordinances" is more comprehensive and applicable to all situations. (2024)
RK5	Added "may impact occupancy classification".	Added to clarify intent of JPR.

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RK6	Deleted “fire”.	State Fire Marshal is tasked with more than just fire hazards. California exceeds NFPA.
RS1	Added “to determine occupancy classification”.	Added to clarify intent of JPR.
RS2	Changed “Make appropriate decisions” to “Apply decision-making skills”.	“Appropriate” is too vague and subjective; the cadre’s change expresses what is really being asked.

**Cross Reference**

Course Plan	Skill Sheet	Task Book
Fire Inspector 2B (2024) <ul style="list-style-type: none"><li>• Topic 2-1</li></ul>	N/A	Fire Inspector (2024) Certification Task Book <ul style="list-style-type: none"><li>• JPR 31</li></ul>

## 5-2: Computing Maximum Allowable Occupancy Load

### Authority

1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
  - Paragraph 7.5.2

### Job Performance Requirement

Compute the maximum allowable occupant load, given a floor plan of a building or portion of the building, so that the calculated occupant load is in accordance with the applicable codes, standards, and ordinances and the policies of the AHJ.

### Requisite Knowledge

1. Describe how to calculate occupant loads for an occupancy and building use
2. Identify code, standard, and ordinance requirements and regulations
3. Describe how operational features such as fixed seating impact occupant load
4. Identify hazards presented by various occupancies

### Requisite Skills

1. Calculate accurate occupant loads
2. Identify occupancy factors related to various occupancy classifications
3. Use measuring tools, including a calculator
4. Read plans

### Content Modification

Block	Modification	Justification
JPR	Added “and ordinances”.	“Codes, standards, and ordinances” is more comprehensive and applicable to all situations. (2024)
RK2	Added “standard, and ordinance”.	“Codes, standards, and ordinances” is more comprehensive and applicable to all situations. (2024)
RK3	Added “impact occupant load”.	Added to clarify intent.
RK4	Deleted “fire”.	State Fire Marshal is tasked with more than just fire hazards. California exceeds NFPA.

### Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Inspector 2B (2024) <ul style="list-style-type: none"><li>• Topic 2-3</li></ul>	N/A	Fire Inspector (2024) Certification Task Book <ul style="list-style-type: none"><li>• JPR 32</li></ul>



### 5-3: Reviewing Proposed Installation of Fire Protection Systems

#### Authority

1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
  - Paragraph 7.5.3

#### Job Performance Requirement

Review the proposed installation of fire protection systems, given shop drawings and system specifications for a storage commodity, process, or operation, so that the system is reviewed for code compliance and installed in accordance with the approved drawings, and deficiencies are identified, documented, and reported in accordance with the applicable codes, standards, and ordinances and the policies of the AHJ.

#### Requisite Knowledge

1. Describe proper selection, distribution, location, and testing of portable fire extinguishers
2. Identify methods used to evaluate the operational readiness of water supply systems used for fire protection
3. Describe evaluation and testing of automatic sprinkler, water spray, and standpipe systems and fire pumps
4. Describe evaluation and testing of fixed fire suppression systems
5. Describe evaluation and testing of automatic fire detection and alarm systems and devices

#### Requisite Skills

1. Read basic floor plans or shop drawings
2. Identify symbols recognized by the AHJ

#### Content Modification

Block	Modification	Justification
JPR	Added “and ordinances”.	“Codes, standards, and ordinances” is more comprehensive and applicable to all situations. (2024)

#### Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Inspector 2C (2024) <ul style="list-style-type: none"><li>• Topic 3-1</li></ul>	N/A	Fire Inspector (2024) Certification Task Book <ul style="list-style-type: none"><li>• JPR 33</li></ul>

## 5-4: Comparing an Approved Plan to an Existing Fire Protection System

### Authority

1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
  - Paragraph 7.5.4

### Job Performance Requirement

Compare an approved plan to an existing fire protection system, given approved plans and field observations, so that any modifications to the system are identified, documented, and reported in accordance with the applicable codes, standards, and ordinances and the policies of the AHJ.

### Requisite Knowledge

1. Identify fire protection symbols and terminology

### Requisite Skills

1. Read and comprehend plans for fire protection systems
2. Observe changes in the field
3. Apply codes, standards, and ordinances
4. Recognize, document, and communicate hazards and deficiencies
5. Apply decision-making skills

### Content Modification

Block	Modification	Justification
JPR	Added “and ordinances”.	“Codes, standards, and ordinances” is more comprehensive and applicable to all situations. (2024)
RS2	Added “changes in the field”.	Added for clarity.
RS3	Added “and ordinances”.	“Codes, standards, and ordinances” is more comprehensive and applicable to all situations. (2024)
RS4	Added “document”.	Added to meet JPR.
RS4	Added “hazards and deficiencies”.	Added for clarity.
RS4	Changed “Make appropriate decisions” to “Apply decision-making skills”.	“Appropriate” is too vague and subjective; the cadre’s change expresses what is really being asked.

### Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Inspector 2C (2024) <ul style="list-style-type: none"><li>• Topic 3-3</li></ul>	N/A	Fire Inspector (2024) Certification Task Book <ul style="list-style-type: none"><li>• JPR 34</li></ul>

## 5-5: Reviewing Means of Egress Elements

### Authority

1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
  - Paragraph 7.5.5

### Job Performance Requirement

Review the means of egress elements provided, given a floor plan of a building or portion of a building, so that all elements are identified and checked against applicable codes, standards, and ordinances and deficiencies are discovered and communicated in accordance with the policies of the AHJ.

### Requisite Knowledge

1. Identify applicable codes, standards, and ordinances adopted by the AHJ
2. Identify standard symbols recognized by the AHJ used in plans to denote means of egress
3. Discuss field verification practices used to confirm appropriate egress elements
4. Communicate findings with stakeholders

### Requisite Skills

1. Read plans
2. Research codes and standards to verify means of egress elements

### Content Modification

Block	Modification	Justification
JPR	Added “and ordinances”.	“Codes, standards, and ordinances” is more comprehensive and applicable to all situations. (2024)
RK1	Added “and ordinances”.	“Codes, standards, and ordinances” is more comprehensive and applicable to all situations. (2024)
RK2	Added “to denote means of egress”.	Added for clarity.
RK3	Added “used to confirm appropriate egress elements”.	Added for clarity.
RK4	Added knowledge component.	Added to meet JPR.
RS2	Added “verify means of egress elements”.	Added for clarity.

### Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Inspector 2B (2024) <ul style="list-style-type: none"><li>• Topic 3-1</li></ul>	N/A	Fire Inspector (2024) Certification Task Book <ul style="list-style-type: none"><li>• JPR 35</li></ul>

## 5-6: Reviewing Construction Type of a Building

### Authority

1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
  - Paragraph 7.5.6

### Job Performance Requirement

Review the construction type of a building or portion thereof, given a set of plans and specifications, so that the construction type complies with adopted codes, standards, and ordinances of the AHJ.

### Requisite Knowledge

1. Describe building construction type with emphasis on fire-rated construction
2. Describe evaluation of methods of construction and assemblies for fire rating
3. Interpret analysis of test results
4. Identify and describe manufacturer's specifications

### Requisite Skills

1. Recognize and describe characteristics of each type of building construction

### Content Modification

Block	Modification	Justification
JPR	Added "and ordinances".	"Codes, standards, and ordinances" is more comprehensive and applicable to all situations. (2024)
RK1	Added "type".	Added for clarity.
RS1	Changed "Identify" to "Recognize and describe".	Added to increase level of learning required by JPR.

### Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Inspector 2B (2024) <ul style="list-style-type: none"><li>• Topic 5-1</li></ul>	N/A	Fire Inspector (2024) Certification Task Book <ul style="list-style-type: none"><li>• JPR 36</li></ul>



# Fire Prevention Administration (2024)

## Course Plan

### Course Details

**Certification:** Fire Inspector

**CTS Guide:** Fire Inspector Certification Training Standard Guide (2024)

**Description:** This course provides students with a basic knowledge of the administrative requirements related to the roles and responsibilities of a Fire Inspector including administration; processing permit and plan review applications; investigating complaints; modifying codes, standards, and ordinances; inspection services; and legal proceedings.

**Designed For:** Personnel preparing to pursue Fire Inspector certification or anyone who performs the duties of an inspector within their agency

**Prerequisites:** Any one of the following options:

- First Responder Inspector 1A, 1B, 1C, and 1D (2024)
- Fire Inspector 1A, 1B, 1C, and 1D (2014 or newer)
- Five (5) years' experience as fire inspector in a California fire agency

**Standard:** Complete all activities and formative tests.  
Complete all summative tests with a minimum score of 80%.

**Hours (Total):** 20 hours  
(12 lecture / 6 application / 2 testing)

**Maximum Class Size:** 30

**Instructor Level:** SFT Fire Inspector Registered Instructor

**Instructor/Student Ratio:** 1:30

**Restrictions:** None

**SFT Designation:** CFSTES

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## Required Resources

### Instructor Resources

To teach this course, instructors need:

- One of the following textbooks (including Instructor Resource kit)
  - *Fire Inspection and Code Enforcement* (IFSTA, 9<sup>th</sup> edition, 2023)
  - or
  - *Fire Inspector: Principles and Practice* (Jones & Bartlett, revised enhanced 1<sup>st</sup> edition, 2016)
- California Building Code (International Code Council, current edition)
- California Code of Regulations (CCR) Title 19 (Office of Administrative Law, current edition)
- California Fire Code (International Code Council, current edition)

### Online Instructor Resources

The following instructor resources are available online at <https://osfm.fire.ca.gov/what-we-do/state-fire-training/professional-certifications>:

- Activity 4-1: Complaint Resolution
- Activity 5-1: Modifications to Jurisdictional Codes, Standards, and Ordinances

### Student Resources

To participate in this course, students need:

- Required textbook chosen by the instructor
- California Fire Code (International Code Council, current edition)
- Access to a computer and printer

### Facilities, Equipment, and Personnel

#### Facilities

The following facilities are required to deliver this course:

- Standard learning environment or facility, which may include:
  - Writing board or paper easel chart
  - Markers, erasers
  - Amplification devices
  - Projector and screen
  - Laptop or tablet with presentation or other viewing software
  - Internet access with appropriate broadband capabilities

## Time Table

Segment	Lecture	Application	Unit Total
<b>Unit 1: Introduction</b>			
Topic 1-1: Orientation and Administration	0.50	0.00	
Topic 1-2: Fire Inspector Certification Process	0.50	0.00	
Topic 1-3: Definition of Duties	0.50	0.00	
<b>Unit 1 Totals</b>	<b>1.50</b>	<b>0.00</b>	<b>1.50</b>
<b>Unit 2: Administration</b>			
Topic 2-1: Applying Applicable Codes, Standards, and Ordinances	1.00	0.00	
<b>Unit 2 Totals</b>	<b>1.00</b>	<b>0.00</b>	<b>1.00</b>
<b>Unit 3: Processing Permit &amp; Plan Review Applications</b>			
Topic 3-1: Processing Permit Applications	0.50	0.00	
Topic 3-2: Enforcing Permit Regulations	0.50	0.00	
Topic 3-3: Processing a Plan Review Application	0.50	0.50	
<b>Unit 3 Totals</b>	<b>1.50</b>	<b>0.50</b>	<b>2.00</b>
<b>Unit 4: Investigating Complaints</b>			
Topic 4-1: Investigating Complaints	1.00	0.50	
<b>Unit 4 Totals</b>	<b>1.00</b>	<b>0.50</b>	<b>1.50</b>
<b>Unit 5: Modification of Codes and Standards</b>			
Topic 5-1: Explaining Modifications to Codes, Standards, and Ordinances	1.50	1.00	
<b>Unit 5 Totals</b>	<b>1.50</b>	<b>1.00</b>	<b>2.50</b>
<b>Unit 6: Inspection Services and Legal Proceedings</b>			
Topic 6-1: Understanding Legal Proceedings	1.50	1.00	
Topic 6-2: Completing Inspection Reports	1.50	1.50	
Topic 6-3: Initiating Legal Action Related to a Fire Code Violation	1.00	0.50	
Topic 6-4: Recommending Inspection Services Policies and Procedures	1.50	1.00	
<b>Unit 6 Totals</b>	<b>5.50</b>	<b>4.00</b>	<b>9.50</b>
<b>Formative Assessments</b>			
Determined by AHJ or educational institution	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Summative Assessment</b>			
Determined by AHJ or educational institution	<b>0.00</b>	<b>2.00</b>	<b>2.00</b>
<b>Course Totals</b>	<b>12.00</b>	<b>8.00</b>	<b>20.00</b>



## Time Table Key

1. The Time Table documents the amount of time estimated to deliver the content included in the course plan.
2. Time is documented using the quarter system: 15 min. = .25 / 30 min. = .50 / 45 min. = .75 / 60 min. = 1.0.
3. The Course Totals do not reflect time for lunch (1 hour) or breaks (10 minutes per each 50 minutes of instruction or assessment). It is the instructor's responsibility to add this time based on the course delivery schedule.
4. Application (activities, skills exercises, and formative testing) time will vary depending on the number of students enrolled. The Application time documented is based on the maximum class size identified in the Course Details section.
5. Summative Assessments are determined and scheduled by the authority having jurisdiction. These are not the written or psychomotor State Fire Training certification exams. These are in-class assessments to evaluate student progress and calculate course grades.

## **Unit 1: Introduction**

### **Topic 1-1: Orientation and Administration**

#### **Terminal Learning Objective**

At the end of this topic, a student will be able to identify facility and classroom requirements and identify course objectives, events, requirements, assignments, activities, skills exercises, resources, evaluation methods, and participation requirements in the course syllabus.

#### **Enabling Learning Objectives**

1. Identify facility requirements
  - Restroom locations
  - Food locations
  - Smoking locations
  - Emergency procedures
2. Identify classroom requirements
  - Start and end times
  - Breaks
  - Electronic device policies
  - Special needs and accommodations
  - Other requirements as applicable
3. Review course syllabus
  - Course objectives
  - Calendar of events
  - Course requirements
  - Student evaluation process
  - Assignments
  - Activities
  - Required student resources
  - Class participation requirements

#### **Discussion Questions**

1. Determined by instructor

#### **Application**

1. Determined by instructor

## **Topic 1-2: Fire Inspector Certification Process**

### **Terminal Learning Objective**

At the end of this topic a student will be able to identify the requirements for Fire Inspector certification and describe the certification task book and testing process.

### **Enabling Learning Objectives**

1. Identify the levels of certification in the Fire Inspector certification track
  - First Responder Inspector
  - Fire Inspector
2. Identify other Fire Prevention certification tracks
  - Fire Plans Examiner
  - Fire Marshal
3. Identify the prerequisites for Fire Inspector certification
  - OSFM Fire Inspector 1 (2014) **or** First Responder Inspector (2024) certification
4. Identify the course work required for Fire Inspector certification
  - Fire Inspector 2A: Fire Prevention Administration (2014 or newer)
  - Fire Inspector 2B: Fire and Life Safety Requirements (2014 or newer)
  - Fire Inspector 2C: Fire and Life Safety Systems and Equipment Inspections (2014 or newer)
  - Fire Inspector 2D: Hazardous Materials, Operations, and Processes (2014 or newer)
  - Statutes and Regulations (SFT – Completed within the last 10 years)
  - Fire and Life Safety Educator 1A: Fire and Life Safety Educator 1
5. Identify the exam requirements for Fire Inspector certification
  - None
6. Identify the task book requirements for Fire Inspector certification
  - Fire Inspector Certification Task Book (2024)
7. Identify the experience requirements for Fire Inspector certification
  - Has a minimum of three (3) years' full-time paid experience or six (6) years' volunteer or part-time paid experience in a recognized California fire agency as a Fire Inspector or Prevention Officer
8. Identify the position requirements for Fire Inspector 1 certification
  - None
9. Identify the supporting documentation requirements for Fire Inspector certification
  - International Code Council Fire Code Inspector 1 certification
10. Describe the certification task book process
11. Describe the certification testing process
  - Not applicable
  - All formative and summative testing is completed in individual courses

### **Discussion Questions**

1. Determined by instructor

### **Application**

1. Determined by instructor

## **Topic 1-3: Definition of Duties**

### **Terminal Learning Objective**

At the end of this topic, a student given NFPA 1030 and applicable codes, standards, and ordinances, will be able to identify the administrative, legal, field inspection, and plan review duties of a Fire Inspector in accordance with national, state, and local standards.

### **Enabling Learning Objectives**

1. Identify the administrative duties of a Fire Inspector including conducting research, interpreting codes, implementing policy, testifying at legal proceedings, and facilitating training
2. Identify the legal duties of a Fire Inspector including participating in various legal proceedings, such as enforcement of the adopted codes and standards of the AHJ, handling various complaints, and initiating legal action where necessary
3. Identify the field inspection duties of a Fire Inspector including conducting fire and life safety inspections that include enforcement actions, and analyses of new and existing structures and properties for construction, occupancy, fire protection, and exposures
4. Identify the plans review duties of a Fire Inspector including field verification of shop drawings, plans, and construction documents to ensure that they meet the intent of applicable codes and standards for fire and life safety
5. Describe how ethics and core values impact the Fire Inspector's job performance and work environment

### **Discussion Questions**

1. What jurisdictional organizations require inspectors to conduct inspections?
2. What ethics-related situations have you encountered as a fire inspector?

### **Application**

1. Determined by instructor

**CTS Guide Reference:** CTS 1-1

## **Unit 2: Administration**

### **Topic 2-1: Applying Applicable Codes, Standards, and Ordinances**

#### **Terminal Learning Objective**

At the end of this topic a student, given the findings of a completed inspection; codes, standards, and ordinances; and AHJ policies, will be able to apply applicable codes, standards, and ordinances so that the applicable codes, standards, ordinances, and policies are identified, and compliance is determined.

#### **Enabling Learning Objectives**

1. Describe fire behavior
2. Describe fire department access
3. Describe water supply
4. Describe flame spread
5. Identify smoke development ratings of contents
6. Identify interior finishes
7. Identify building construction elements
8. Identify life safety systems
9. Identify decorations and decorative materials
10. Identify furnishings
11. Describe safe housekeeping practices
12. Observe
13. Communicate
14. Apply codes, standards, and ordinances
15. Recognize hazardous conditions
16. Apply decision-making skills

#### **Discussion Questions**

1. How might interior finishes affect flame spread?
2. How does fire behavior impact codes and standards?

#### **Application**

1. Determined by instructor

#### **Instructor Notes**

1. None

**CTS Guide Reference:** CTS 2-1

## **Unit 3: Processing Applications**

### **Topic 3-1: Processing a Permit Application**

#### **Terminal Learning Objective**

At the end of this topic a student, given a specific request, will be able to process a permit application so that the application is evaluated, and a permit is issued or denied in accordance with the applicable codes, standards, ordinances, and AHJ policies and procedures.

#### **Enabling Learning Objectives**

1. Describe the permit application process
  - Assessing fees or charges
  - Tracking documentation
  - Verifying application is complete
  - Verifying license and worker's compensation information
2. Describe components of a permit application
3. Identify applicable permit application codes, standards, and ordinances and policies and procedures of the AHJ
4. Apply applicable codes standards, ordinances, and AHJ policies and procedures to the permit application process

#### **Discussion Questions**

1. What are the types of permits issued within your AHJ?
2. What are the essential components of a permit application?
3. How is a permit application relevant to an inspection?

#### **Application**

1. Determined by instructor

#### **Instructor Notes**

1. None

**CTS Guide Reference:** CTS 2-3

## **Topic 3-2: Enforcing Permit Regulations**

### **Terminal Learning Objective**

At the end of this topic a student, given a permit application or report of a violation and applicable codes, standards, ordinances, and AHJ policies, will be able to enforce permit regulations so that enforcement actions are taken in accordance with the applicable codes, standards, ordinances, and AHJ policies and the violation is corrected.

### **Enabling Learning Objectives**

1. Describe legal authority for permit issuance and revocation
  - Operational
2. Describe how to enforce permit regulations, including:
  - Inspecting the permit site
  - Comparing permit scope to site conditions
  - Identifying and documenting deficiencies
  - Notifying responsible parties
  - Identifying deficiency resolution options
  - Verifying compliance
  - Issuing stop work notice
  - Revoking permit
3. Identify applicable permit enforcement codes, standards, and ordinances adopted by the AHJ
4. Apply applicable permit enforcement codes, standards, and ordinances adopted by the AHJ
5. Make decisions about permit violations and communicate as necessary to enforce permit regulations
6. Communicate
7. Explain consequences of improper enforcement

### **Discussion Questions**

1. What are an inspector's responsibilities when enforcing a permit?
2. What factors should be considered when issuing a stop work notice?
3. What is your AHJ notification procedure for stop work notice?

### **Application**

1. Determined by instructor

### **Instructor Notes**

1. None

**CTS Guide Reference:** CTS 2-4

### **Topic 3-3: Processing a Plan Review Application**

#### **Terminal Learning Objective**

At the end of this topic a student, given a specific submittal, will be able to process a plan review application so that the application is evaluated and processed in accordance with the applicable codes, standards, ordinances, and AHJ policies.

#### **Enabling Learning Objectives**

1. Define the intent of a plan review application
  - To ensure that building plans meet the requirements of building codes, zoning ordinances, and other relevant statutes for fire safety, life safety, and construction standards
2. Describe the plan review application process
  - Assessing fees or charges
  - Tracking documentation
  - Verifying application is complete
  - Verifying that all documents are included
    - Plan Views
    - Manufacturers installation instructions
    - Cut sheets
    - Listings and approvals
  - Rejecting plan review application
3. Describe AHJ codes, standards, ordinances, policies, and procedures
4. Communicate orally, in writing, and electronically in a manner approved by the AHJ on matters related to code, standard, and ordinance requirements and AHJ policies and procedures

#### **Discussion Questions**

1. What are the different types of plan views?
2. What purpose do cut sheets serve?

#### **Application**

1. Given a plan review application accompanied by an incomplete set of plans and documents, have students draft a letter informing the applicant of the jurisdictional code requirements, policies, and procedures.

#### **Instructor Notes**

1. None

**CTS Guide Reference:** CTS 2-5



## Unit 4: Investigating Complaints

### Topic 4-1: Investigating Complaints

#### Terminal Learning Objective

At the end of this topic a student, given a reported situation or condition, will be able to investigate complaints so that complaint information is recorded, the investigation process is initiated, and the complaint is resolved or referred in accordance with the applicable codes, standards, ordinances, and AHJ policies.

#### Enabling Learning Objectives

1. Describe methods and procedures to record, validate, and resolve complaints
  - Documenting complaint
  - Reviewing related past files
  - Researching complaint topic
  - Conducting a field inspection
  - Recognizing the problem
  - Documenting findings
  - Identifying options for resolution
  - Referring to appropriate level or other agencies when necessary
2. Identify applicable AHJ codes, standards, ordinances, and policies
3. Identify common complaints
  - Unpermitted construction
  - Change of use or occupancy
  - Electrical hazards
  - Fire safety violations
  - Blocked exits
  - Incorrect smoke alarm placement
  - Property maintenance issues (junk, debris, overgrown vegetation, etc.)
4. Describe how external pressures impact complaint investigation and resolution
  - Elected officials
  - Community members
  - Jurisdictional boundaries
5. Interpret codes and standards as they apply to complaint resolution
6. Recognize problems during the investigation of a complaint
7. Refer complaints to other agencies when required

#### Discussion Questions

1. How might external pressure affect complaint investigation?
2. What other resources (e.g., stakeholders, agencies, departments, etc.) might you need to involve in complaint resolution?
3. What steps do you take to investigate a complaint in your AHJ?

#### Application

1. Activity 4-1: Complaint Resolution

**Instructor Notes**

1. At this professional level, complaint resolution depends heavily on the technical evaluation of the complaint and the selection of possible corrective actions. More than one solution might be available.

**CTS Guide Reference:** CTS 2-6

## **Unit 5: Modifying Codes and Standards**

### **Topic 5-1: Explaining Modifications to Codes, Standards, and Ordinances**

#### **Terminal Learning Objective**

At the end of this topic a student, given a fire or life safety issue, will be able to explain the modifications process to the adopted codes, standards, and ordinances of the AHJ so that the proposed modifications address the problem, need, or deficiency.

#### **Enabling Learning Objectives**

1. Describe state statutes or local ordinances establishing or empowering the AHJ to adopt, enforce, and modify codes, standards, and ordinances
  - Health and Safety Code (Section 13143, 17921(b), 17958.7, 18938)
  - California Administrative Code
2. Describe the legal instruments establishing or adopting codes and standards
3. Describe the development and adoption process for fire and life safety legislation or regulations
  - Publication of model code used in California by ICC
  - Review and modification by state agencies
  - Adoption by State Building Standards Commission
  - Review and modification by local agencies (during 180-day waiting period)
  - Adoption by local agency
4. Recognize problems with adopted codes, standards, and ordinances
5. Collect information and develop alternative solutions
6. Identify cost/risk benefits of modifying codes, standards, and ordinances

#### **Discussion Questions**

1. Which state statutes give local agencies the authority to modify codes?
2. What fiscal impact might code modification have on a community?

#### **Application**

1. Activity 5-1: Modifications to Jurisdictional Codes, Standards, and Ordinances

#### **Instructor Notes**

1. None

**CTS Guide Reference:** CTS 2-7

## **Unit 6: Inspection Services and Legal Proceedings**

### **Topic 6-1: Understanding Legal Proceedings**

#### **Terminal Learning Objective**

At the end of this topic a student, given the findings of a field inspection or a complaint and consultation with legal counsel, will be able to understand legal proceedings so that all information is presented in a factual manner.

#### **Enabling Learning Objectives**

1. Identify legal requirements pertaining to rules of evidence
2. Identify enforcement measures consistent with AHJ
3. Create a notice and order
  - Citation
  - Elements
  - Direction
  - Appeal
4. Identify types of legal proceedings applicable to this topic
  - Local appeals
  - Appeals to the State Fire Marshal
  - Appeals to Building Standards Commission
  - Inspection warrants
5. Identify the appeals process
6. Maintain a professional demeanor
7. Communicate
8. Listen
9. Differentiate facts from opinions

#### **Discussion Questions**

1. Why is it important that fire inspectors understand legal proceedings?
2. What are the potential consequences for failing to comply with state regulations and local ordinances?

#### **Application**

1. Working in small groups, have students create a list of five examples of deficiencies.
2. Given written or visual scenarios, have students work in small groups to identify at least five examples of building code or fire code deficiencies.

#### **Instructor Notes**

1. None

**CTS Guide Reference:** CTS 3-1

## **Topic 6-2: Completing Inspection Reports**

### **Terminal Learning Objective**

At the end of this topic a student, given agency policy and procedures and observations from an assigned field inspection, will be able to complete inspection reports so that the report is clear and concise and reflects the findings of the inspection in accordance with the applicable codes, standards, and ordinances and the policies of the AHJ.

### **Enabling Learning Objectives**

1. Identify applicable codes, standards, ordinances, and policies adopted by the AHJ
2. Conduct a field inspection
3. Apply codes, standards, and ordinances
4. Communicate orally, in writing, and electronically in a manner approved by the AHJ

### **Discussion Questions**

1. What are some essential components of an inspection report?
2. What are some common challenges in interpreting codes, standards, and ordinances?
3. What are the benefits and challenges of using an electronic inspection report?

### **Application**

1. Determine by instructor

### **Instructor Notes**

1. None

**CTS Guide Reference:** CTS 2-2

## **Topic 6-3: Initiating Legal Action Related to a Fire Code Violation**

### **Terminal Learning Objective**

At the end of this topic a student, given a description of a violation and a legal opinion, will be able to initiate legal action related to a fire code violation so that the action taken is in accordance with AHJ policies and due process of law is followed.

### **Enabling Learning Objectives**

1. Describe legal procedure for fire code enforcement
  - Determine when legal action is required
  - Evaluate jurisdictional options related to legal action
  - Issue notice of legal action
  - Follow due process of the law
2. Apply legal procedure for fire code enforcement and authority, and limitations of police powers
  - Maintenance
  - Construction
  - Local ordinance
3. Describe authority and limitations of police powers
4. Prepare legal action in accordance with AHJ policies and procedures

### **Discussion Questions**

1. When do the building official and fire official have joint authority for application?
2. When should an inspector initiate legal action against a business owner?
3. Who is your legal counsel within your department or district?

### **Application**

1. Given the application of 6-1, choose an appropriate path for legal proceedings.

### **Instructor Notes**

1. None

**CTS Guide Reference:** CTS 3-2

## **Topic 6-4: Recommending Inspection Services Policies and Procedures**

### **Terminal Learning Objective**

At the end of this topic a student, given management objectives, will be able to recommend policies and procedures for delivering inspection services so that inspections are conducted in accordance with AHJ policies.

### **Enabling Learning Objectives**

1. Identify approved construction methods and materials related to fire safety
  - Passive or active fire protection systems which slow fire spread, contain smoke, and protect a building's structural integrity
2. Describe reasons to change a policy or procedure
  - Actual practices don't follow policy or procedure
  - Current policy or procedure creates another problem
  - Current policy or procedure is inefficient
  - Code changes
  - Current policy or procedure addresses a problem that no longer exists
  - No policy or procedure exists to address a specific topic
  - Policy or procedure is adopted into a higher-level code and no longer requires addressing at the local level
3. Describe AHJ code enforcement policies and procedures
  - Mandated inspection frequency
  - Follow-up visits
  - Timely response to complaints
4. Describe how to recommend policies and procedures for delivering inspection services, including:
  - Identify the reason or need for change
  - Conduct research to gather or create supporting documentation
  - Develop proposal
  - Draft proposed policy or procedural change
  - Meet with appropriate people for approval
  - Implement if approved
5. Evaluate sources of detailed and technical information relating to fire protection and life safety
6. Read, interpret, and verify construction plans and specifications
7. Educate stakeholders
8. Conduct research
9. Make decisions
10. Recognize problems
11. Resolve conflicts

### **Discussion Questions**

1. What inspection-related policy or procedure would you change in your jurisdiction? Why?

**Application**

1. Given an existing policy and possible reasons for change, have students break into small groups and write a sample policy change with justification.

**Instructor Notes**

1. None

**CTS Guide Reference:** CTS 3-3



## How to Read a Course Plan

A course plan identifies the details, logistics, resources, and training and education content for an individual course. Whenever possible, course content is directly tied to a national or state standard. SFT uses the course plan as the training and education standard for an individual course. Individuals at fire agencies, academies, and community colleges use course plans to obtain their institution's consent to offer course and provide credit for their completion. Instructors use course plans to develop syllabi and lesson plans for course delivery.

### Course Details

The Course Details segment identifies the logistical information required for planning, scheduling, and delivering a course.

### Required Resources

The Required Resources segment identifies the resources, equipment, facilities, and personnel required to deliver the course.

### Unit

Each Unit represents a collection of aligned topics. Unit 1 is the same for all SFT courses. An instructor is not required to repeat Unit 1 when teaching multiple courses within a single instructional period or academy.

### Topics

Each Topic documents a single Terminal Learning Objective and the instructional activities that support it.

### Terminal Learning Objective

A Terminal Learning Objective (TLO) states the instructor's expectations of student performance at the end of a specific lesson or unit. Each TLO includes a task (what the student must be able to do), a condition (the setting and supplies needed), and a standard (how well or to whose specifications the task must be performed). TLOs target the performance required when students are evaluated, not what they will do as part of the course.

### Enabling Learning Objectives

The Enabling Learning Objectives (ELO) specify a detailed sequence of student activities that make up the instructional content of a lesson plan. ELOs cover the cognitive, affective, and psychomotor skills students must master to complete the TLO.

### Discussion Questions

The Discussion Questions are designed to guide students into a topic or to enhance their understanding of a topic. Instructors may add to or adjust the questions to suit their students.

**Application**

The Application segment documents experiences that enable students to apply lecture content through cognitive and psychomotor activities, skills exercises, and formative testing. Application experiences included in the course plan are required. Instructors may add additional application experiences to suit their student population if time permits.

**Instructor Notes**

The Instructor Notes segment documents suggestions and resources to enhance an instructor's ability to teach a specific topic.

**CTS Guide Reference**

The CTS Guide Reference segment documents the standard(s) from the corresponding Certification Training Standard Guide upon which each topic within the course is based. This segment is eliminated if the course is not based on a standard.

**Skill Sheet**

The Skill Sheet segment documents the skill sheet that tests the content contained within the topic. This segment is eliminated if the course does not have skill sheets.

## Complaint Resolution

### Activity 4-1

**Format:** Individual

**Time Frame:** 30 minutes

### Description

This activity provides students with an opportunity to practice complaint resolution.

### Materials

- Activity sheet
- Pen or pencil

### Instructions

1. Review the five complaints listed below.
2. Prioritize them in the order that you would address them.
3. Describe possible corrective actions for each complaint. More than one solution might be available.

### Complaints

- A. A resident calls and tells you that while shopping in a big box store, she noticed that several exits were blocked.

Priority: \_\_\_\_\_

Corrective Action:

- B. A resident of a condominium calls and complains about cars always parking in the fire lane.

Priority: \_\_\_\_\_

Corrective Action:

- C. The mayor of your community complains to the city manager that her neighbor's house is a fire hazard because of the weeds and pack-rat-like conditions. The city manager calls you with the complaint.

Priority: \_\_\_\_\_

Corrective Action:

- D. A patron calls and complains that a night club he frequently visits is always overcrowded.

Priority: \_\_\_\_\_

Corrective Action:

- E. A patron calls and complains that on more than one occasion, while waiting for a table in a popular restaurant, what appears to be a fire alarm keypad is always beeping.

Priority: \_\_\_\_\_

Corrective Action:

## Modifications to Jurisdictional Codes, Standards, and Ordinances

### Activity 5-1

**Format:** Group

**Time Frame:** 60 minutes

#### Description

This activity provides students with an opportunity to recognize the impact that a modification to a jurisdictional code or standard might have on their fire department and surrounding community, and to practice developing recommendations for such modifications.

#### Materials

- Activity sheet

#### Instructions

1. Break into groups of four to five people.
2. Pick a spokesperson to discuss your findings.

#### Step 1

Develop a sprinkler ordinance for all buildings 5,000 square feet or greater.

#### Step 2

Answer the following questions:

1. What financial impact(s) will this ordinance have on your community?
2. What impact(s) will this ordinance have on the fire department?
  - Financial?
  - Staffing?
  - Political?
3. How will this ordinance benefit your community?
4. How will this ordinance benefit the fire department?

#### Instructor Notes

1. Consider creating multiple scenarios relevant to the region or AHJ and giving a different scenario to each group.



# Fire and Life Safety Requirements (2024)

## Course Plan

### Course Details

<b>Certification:</b>	Fire Inspector
<b>CTS Guide:</b>	Fire Inspector Certification Training Standards Guide (2024)
<b>Description:</b>	This course provides students with a basic knowledge of fire and life safety requirements related to the roles and responsibilities of a Fire Inspector including occupancy classification, load calculation, egress elements, emergency plans and procedures, building construction and fire growth potential.
<b>Designed For:</b>	Personnel preparing to pursue Fire Inspector certification or anyone who performs the duties of an inspector within their agency
<b>Prerequisites:</b>	Fire Inspector 2A: Fire Prevention Administration (2014 or newer)
<b>Standard:</b>	Complete all activities and formative tests. Complete all summative tests with a minimum score of 80%.
<b>Hours (Total):</b>	30 hours (17 lecture / 10.5 application / 2.5 testing)
<b>Maximum Class Size:</b>	30
<b>Instructor Level:</b>	SFT Fire Inspector Registered Instructor
<b>Instructor/Student Ratio:</b>	1:30
<b>Restrictions:</b>	None
<b>SFT Designation:</b>	CFSTES

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## Required Resources

### Instructor Resources

To teach this course, instructors need:

- One of the following textbooks (including Instructor Resource kit)
  - *Fire Inspection and Code Enforcement* (IFSTA, 9<sup>th</sup> edition, 2023)
  - or
  - *Fire Inspector: Principles and Practice* (Jones & Bartlett, revised enhanced 1<sup>st</sup> edition, 2016)
- California Building Code (International Code Council, current edition)
- California Code of Regulations (CCR) Title 19 (Office of Administrative Law, current edition)
- California Fire Code (International Code Council, current edition)

### Online Instructor Resources

The following instructor resources are available online at <https://osfm.fire.ca.gov/what-we-do/state-fire-training/professional-certifications>:

- Activity 3-1: Calculating Occupant Load

### Student Resources

To participate in this course, students need:

- Required textbook chosen by the instructor
- California Fire Code (International Code Council, current edition)
- Access to a computer and printer

### Facilities, Equipment, and Personnel

#### Facilities

The following facilities are required to deliver this course:

- Standard learning environment or facility, which may include:
  - Writing board or paper easel chart
  - Markers, erasers
  - Amplification devices
  - Projector and screen
  - Laptop or tablet with presentation or other viewing software
  - Internet access with appropriate broadband capabilities



## Time Table

Segment	Lecture	Application	Unit Total
<b>Unit 1: Introduction</b>			
Topic 1-1: Orientation and Administration	0.50	0.00	
Topic 1-2: Fire Inspector Certification Process	0.50	0.00	
<b>Unit 1 Totals</b>	<b>1.00</b>	<b>0.00</b>	<b>1.00</b>
<b>Unit 2: Occupancy Classification</b>			
Topic 2-1: Classifying a Building Occupancy	2.00	1.00	
Topic 2-2: Identifying Occupancy Classifications	1.00	0.50	
Topic 2-3: Computing Maximum Allowable Occupancy Load	1.50	1.00	
Topic 2-4: Computing the Maximum Occupant Load of a Multi-Use Building	0.50	0.50	
Topic 2-5: Assessing Alternative Methods to Adjust Occupant Loads	1.00	1.00	
<b>Unit 2 Totals</b>	<b>6.00</b>	<b>4.00</b>	<b>10.00</b>
<b>Unit 3: Egress Elements</b>			
Topic 3-1: Reviewing the Means of Egress Elements	0.50	1.00	
Topic 3-2: Inspecting Means of Egress Elements	2.00	2.00	
<b>Unit 3 Totals</b>	<b>2.50</b>	<b>3.00</b>	<b>5.50</b>
<b>Unit 4: Emergency Plans and Procedures</b>			
Topic 4-1: Assisting with Developing and Evaluating Emergency Planning and Procedures	1.00	0.00	
Topic 4-2: Evaluating Emergency Planning and Preparedness Procedures	1.00	0.00	
<b>Unit 4 Totals</b>	<b>2.00</b>	<b>0.00</b>	<b>2.00</b>
<b>Unit 5: Building Construction</b>			
Topic 5-1: Reviewing Building Construction and Construction Type	2.00	0.00	
Topic 5-2: Evaluating Construction Type of an Addition or Remodel	1.00	0.50	
<b>Unit 5 Totals</b>	<b>3.00</b>	<b>0.50</b>	<b>3.50</b>
<b>Unit 6: Fire Growth Potential</b>			
Topic 6-1: Determining Fire Growth Potential	2.50	1.00	
<b>Unit 7 Totals</b>	<b>2.50</b>	<b>1.00</b>	<b>3.50</b>
<b>Formative Assessments</b>			
Determined by AHJ or educational institution	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Summative Assessment</b>			
Determined by AHJ or educational institution	<b>0.00</b>	<b>2.50</b>	<b>2.50</b>

<b>Course Totals</b>	<b>17.00</b>	<b>13.00</b>	<b>30.00</b>

**Time Table Key**

1. The Time Table documents the amount of time estimated to deliver the content included in the course plan.
2. Time is documented using the quarter system: 15 min. = .25 / 30 min. = .50 / 45 min. = .75 / 60 min. = 1.0.
3. The Course Totals do not reflect time for lunch (1 hour) or breaks (10 minutes per each 50 minutes of instruction or assessment). It is the instructor's responsibility to add this time based on the course delivery schedule.
4. Application (activities, skills exercises, and formative testing) time will vary depending on the number of students enrolled. The Application time documented is based on the maximum class size identified in the Course Details section.
5. Summative Assessments are determined and scheduled by the authority having jurisdiction. These are not the written or psychomotor State Fire Training certification exams. These are in-class assessments to evaluate student progress and calculate course grades.

## **Unit 1: Introduction**

### **Topic 1-1: Orientation and Administration**

#### **Terminal Learning Objective**

At the end of this topic, a student will be able to identify facility and classroom requirements and identify course objectives, events, requirements, assignments, activities, skills exercises, resources, evaluation methods, and participation requirements in the course syllabus.

#### **Enabling Learning Objectives**

1. Identify facility requirements
  - Restroom locations
  - Food locations
  - Smoking locations
  - Emergency procedures
2. Identify classroom requirements
  - Start and end times
  - Breaks
  - Electronic device policies
  - Special needs and accommodations
  - Other requirements as applicable
3. Review course syllabus
  - Course objectives
  - Calendar of events
  - Course requirements
  - Student evaluation process
  - Assignments
  - Activities
  - Required student resources
  - Class participation requirements

#### **Discussion Questions**

1. Determined by instructor

#### **Application**

1. Determined by instructor

## **Topic 1-2: Fire Inspector Certification Process**

### **Terminal Learning Objective**

At the end of this topic a student will be able to identify the requirements for Fire Inspector certification and describe the certification task book and testing process.

### **Enabling Learning Objectives**

1. Identify the levels of certification in the Fire Inspector certification track
  - First Responder Inspector
  - Fire Inspector
2. Identify other Fire Prevention certification tracks
  - Fire Plans Examiner
  - Fire Marshal
3. Identify the prerequisites for Fire Inspector certification
  - OSFM Fire Inspector 1 (2014) **or** First Responder Inspector (2024) certification
4. Identify the course work required for Fire Inspector certification
  - Fire Inspector 2A: Fire Prevention Administration (2014 or newer)
  - Fire Inspector 2B: Fire and Life Safety Requirements (2014 or newer)
  - Fire Inspector 2C: Fire and Life Safety Systems and Equipment Inspections (2014 or newer)
  - Fire Inspector 2D: Hazardous Materials, Operations, and Processes (2014 or newer)
  - Statutes and Regulations (SFT – Completed within the last 10 years)
  - Fire and Life Safety Educator 1A: Fire and Life Safety Educator 1
5. Identify the exam requirements for Fire Inspector certification
  - None
6. Identify the task book requirements for Fire Inspector certification
  - Fire Inspector Certification Task Book (2024)
7. Identify the experience requirements for Fire Inspector certification
  - Has a minimum of three (3) years' full-time paid experience or six (6) years' volunteer or part-time paid experience in a recognized California fire agency as a Fire Inspector or Prevention Officer
8. Identify the position requirements for Fire Inspector 1 certification
  - None
9. Identify the supporting documentation requirements for Fire Inspector certification
  - International Code Council Fire Code Inspector 1 certification
10. Describe the certification task book process
11. Describe the certification testing process
  - Not applicable
  - All formative and summative testing is completed in individual courses

### **Discussion Questions**

1. Determined by instructor

### **Application**

1. Determined by instructor

## Unit 2: Occupancy Classification and Load Calculation

### Topic 2-1: Classifying a Building Occupancy

#### Terminal Learning Objective

At the end of this topic a student, given a set of plans, specifications, and a description of a building and its use, will be able to classify an occupancy so that the classification is made in accordance with the applicable codes, standards, ordinances and AHJ policies.

#### Enabling Learning Objectives

1. Describe types of plan views
  - Site plan
  - Floor plan
  - Elevation
  - Sectional
2. Describe the systematic plan review process
  - Building size
  - Occupancy classification
  - Use
  - Means of egress
    - Occupant load
    - Exit capacity
  - Building compartmentation
3. Describe how to identify an occupancy classification from a set of plans
4. Identify applicable codes, standards, ordinances, and regulations
5. Describe how operational features may impact occupancy classification
6. Describe how occupancy classifications affect permitted construction type
  - Might limit future building use
    - A different construction type or more flexible future building use might be possible
    - Exercise judgment when classifying occupancies within a mixed-used building
    - Evaluate small uses that are accessory to the main occupancy within the framework of adopted building code
      - Not all spaces require separation
      - Some spaces always require separation
7. Identify hazards presented by various occupancies
8. Read plans to determine occupancy classification
9. Apply decision-making skills

#### Discussion Questions

1. What types of operational features may change an occupancy's classification?
2. When you have a building that houses a variety of small businesses with mixed uses and audiences, how would you deal with providing an occupancy classification?

#### Application

1. Given sets of plans, have students identify the occupancy classification and means of egress for each building.

- Note the year plans were approved and determine the legacy occupancy classification identified by the plans with respect to current occupancy classifications. Ensure that the building was built correctly and was compliant at the time of construction and evaluate for legacy H8 vs. L.

**Instructor Notes**

1. None

**CTS Guide Reference:** CTS 5-1

## **Topic 2-2: Identifying Occupancy Classifications**

### **Terminal Learning Objective**

At the end of this topic a student, given a description of the uses, will be able to identify the occupancy classifications of a building so that all areas are classified in accordance with applicable codes, standards, and ordinances.

### **Enabling Learning Objectives**

1. Describe various occupancies
  - Occupancy classification
  - Applicable codes, standards, and ordinances
  - Operational features
  - Hazard classifications
2. Interpret code requirements
3. Recognize building uses associated with each occupancy classification
  - Accessory versus incidental uses

### **Discussion Questions**

1. How would you handle providing an occupancy classification when a use is less than 10% of the space? What if one of the spaces stores hazardous materials?
2. How would you classify a boiler room?

### **Application**

1. Using a set of plans for a mixed-use building, identify the different occupancy classifications.

### **Instructor Notes**

1. None

**CTS Guide Reference:** CTS 4-2

## **Topic 2-3: Computing Maximum Allowable Occupancy Load**

### **Terminal Learning Objective**

At the end of this topic a student, given a floor plan of a building or portion of the building and field observations or description of a building's uses, will be able to compute the maximum allowable occupant load so that the calculated occupant load is in accordance with the applicable codes, standards, ordinances and AHJ policies.

### **Enabling Learning Objectives**

1. Describe code, standard, and ordinance requirements, regulations, and operational features presented by various occupancies
2. Describe how to calculate occupant loads for an occupancy and building use
3. Describe how operational features impact occupant load
  - Fixed seating
  - Aisles
  - Bench seating
  - Identify hazards presented by various occupancies
4. Calculate accurate occupant loads
  - Net versus gross
5. Verify calculated occupant loads for an existing occupancy and for existing building use
6. Identify occupancy factors related to various occupancy classifications
7. Use measuring tools, including a calculator
8. Read plans
9. Describe occupant load signs in assembly occupancies
  - Identify when multiple occupant loads may need to be posted
10. Apply code, standard, and ordinance requirements, regulations, and operational features presented by various occupancies

### **Discussion Questions**

1. When computing occupant load, what types of information need to be considered?
2. Can you allow the number of occupants to exceed the maximum occupant load?
3. How does fixed seating impact occupant load?
4. Provide some instances where low assembly occupant load factor may be utilized in occupancies other than an A-occupancy.

### **Application**

1. Activity 3-1: Calculating Occupant Load

### **Instructor Notes**

1. None

**CTS Guide Reference:** CTS 4-1 and CTS 5-2



## **Topic 2-4: Computing Maximum Occupant Load of a Multi-Use Building**

### **Terminal Learning Objective**

At the end of this topic a student, given field observations or a description of a building's uses, will be able to compute the maximum allowable occupant load of a multi-use building in accordance with applicable codes and standards.

### **Enabling Learning Objectives**

1. Describe how to calculate occupant loads for an occupancy and for building use
2. Describe code requirements, regulations, operational features, and fire hazards presented by various occupancies
3. Calculate occupant loads
4. Identify occupancy factors related to various occupancy classifications
5. Use measuring tools, including a calculator, to compute the maximum allowable occupant load of a multi-use building

### **Discussion Questions**

1. When computing occupant load, what types of information need to be considered?
2. Can you allow the number of occupants to exceed the maximum occupant load?

### **Activities**

1. Using a set of plans for a multi-use building, compute the maximum allowable occupant load.

**CTS Guide Reference:** CTS 4-17

## **Topic 2-5: Assessing Alternative Methods to Adjust Occupant Loads**

### **Terminal Learning Objective**

At the end of this topic a student, given a description of an area, building, or portion of a building and its intended use, will be able to assess alternative methods to adjust occupant loads to keep the occupant load in accordance with applicable codes and standards.

### **Enabling Learning Objectives**

1. Identify applicable codes and standards adopted by the jurisdiction
2. Discuss occupancy requirements for adjusting occupant loads
3. Describe impact of egress requirements on alternative methods to adjust occupant loads
4. Describe how to evaluate evacuation plan procedures related to adjusted occupant loads
5. Read plans and reports, interpret codes and standards, and make decisions related to adjusting occupant loads
6. Analyze performance-based reports

### **Discussion Questions**

1. List alternative methods that can be used to allow for the adjustment of an occupant load.
2. How do evacuation plans impact occupant load?

### **Activities**

1. Using a description of an area, building, or portion of a building and its intended use, evaluate occupant load and recommend alternative methods to adjust occupant load.

**CTS Guide Reference:** 4-18

## Unit 3: Egress Elements

### Topic 3-1: Reviewing Means of Egress Elements

#### Terminal Learning Objective

At the end of this topic a student, given a floor plan of a building or portion of a building, will be able to review the means of egress elements provided so that all elements are identified and checked against applicable codes, standards, and ordinances, and deficiencies are discovered and communicated in accordance with AHJ policies.

#### Enabling Learning Objectives

1. Identify applicable codes, standards, and ordinances adopted by the AHJ
2. Identify standard symbols recognized by the AHJ used in plans to denote means of egress
3. Describe the elements of the means of egress
  - Exit access
    - Aisles
    - Corridors
    - Common path of egress travel
  - Exit
    - Exit passageways
    - Exit courts
    - Exit stairs
  - Exit discharge
  - Horizontal exits
4. Discuss field verification practices used to confirm appropriate egress element
5. Read plans to verify means of egress elements
6. Research codes and standards to verify means of egress elements
7. Communicate findings with stakeholders

#### Discussion Questions

1. In what portion of the means of egress is the common path of egress travel?
2. During a field inspection, how should appropriate egress elements be verified?

#### Application

1. Using a floor plan of a building or portion of a building, identify means of egress elements, check to ensure compliance with applicable codes, standards, and ordinances, and document any egress deficiencies noted.

#### Instructor Notes

1. None

**CTS Guide Reference:** CTS 5-5

## **Topic 3-2: Inspecting Means of Egress Elements**

### **Terminal Learning Objective**

At the end of this topic a student, given observations made during a field inspection of an existing building, will be able to inspect means of egress elements so that means of egress elements are maintained in compliance with applicable codes, standards, and ordinances and deficiencies are identified, documented, and reported in accordance with AHJ policies.

### **Enabling Learning Objectives**

1. Describe acceptable means of egress devices
2. Describe applicable codes, standards, and ordinances adopted the AHJ related to means of egress elements
3. Describe maintenance requirements of egress elements
4. Describe types of construction
5. Verify occupancy egress requirements
  - Under construction
  - Normal use
6. Describe relationship of fixed fire protection systems to:
  - Egress requirements
  - Approved means of egress elements, including, but not limited to, doors, hardware, and lights
7. Describe transition of existing exiting requirements to comply with new exit egress system requirements
8. Observe, recognize, and communicate deficiencies
9. Calculate egress requirements
10. Apply decision-making skills related to means of egress
11. Use measuring tools
  - Tape measure
  - Door pressure gauge
  - Luminometer
12. Make field sketches

### **Discussion Questions**

1. What does the California Fire Code identify as acceptable means of egress devices?
2. How has the risk of active shooters impacted means of egress devices?

### **Application**

1. Using observations made during a field inspection, analyze the provision and location of egress elements and document deficiencies as necessary.

### **Instructor Notes**

1. None

**CTS Guide Reference:** CTS 4-6

### **Topic 3-3: Proposing Correction for Egress Deficiencies**

#### **Terminal Learning Objective**

At the end of this topic, a student, given a list of means of egress deficiencies in a building and the proposed correction, will be able to evaluate each deficiency and its proposed correction for compliance with applicable codes and standards, and identify, document, and report deficiencies in accordance with jurisdictional policies.

#### **Enabling Learning Objectives**

1. Identify applicable codes and standards adopted by the jurisdiction
2. Describe impact of occupancy requirements on egress deficiencies
3. Describe means of egress requirements for a building or portion of a building
4. Read and analyze plans and performance-based reports
5. Interpret codes and standards related to egress deficiencies and make decisions regarding correction

#### **Discussion Questions**

1. What are some common egress violations?

#### **Application**

1. Determined by instructor

#### **Instructor Notes**

1. None

**CTS Guide Reference:** CTS 4-19

## **Unit 4: Emergency Plans and Procedures**

### **Topic 4-1: Assisting with Developing and Evaluating Emergency Planning and Procedures**

#### **Terminal Learning Objective**

At the end of this topic a student, given a description of a building and its use, will be able to assist with developing and evaluating emergency planning and procedures so that plans and procedures are in accordance with the applicable codes, standards, ordinances, and AHJ policies.

#### **Enabling Learning Objectives**

1. Identify occupancies that require emergency evacuation plans
2. Identify information sources and recommend criteria for emergency evacuation plans
  - California Fire Code
  - CCR Title 19
  - NFPA 101
  - Joint Commission on Accreditation of Hospitals (hospitals only)
3. Identify applicable codes, standards, and ordinances adopted by the AHJ
4. Describe purpose, use, and applicability of evacuation plans
5. Describe human behavior in relation to emergency planning and procedures
6. Describe how to evaluate emergency planning and procedures
  - Can incorporate location and operation of emergency shutdown systems installed in chemical, explosive, large mechanical, high-voltage electrical, or hazardous occupancies, and occupancies where security needs involve lock-down procedures or other egress procedures
7. Evaluate emergency planning and procedures, including:
  - Emergency shutdown systems
  - Lock-down procedures
  - Other egress procedures
8. Read plans and reports
9. Recognize hazards and deficiencies in plans and reports
10. Describe the adoption process of emergency planning and preparedness (California Fire Code Chapter 4)

#### **Discussion Questions**

1. What are the elements of an emergency plan for a school?
2. What are the elements of an emergency plan for a residential care facility?
3. What are key factors to determine a safe area of refuge?

#### **Application**

1. Determined by instructor

#### **Instructor Notes**

1. None

**CTS Guide Reference:** CTS 4-9

## **Topic 4-2: Evaluating Emergency Planning and Preparedness Procedures**

### **Terminal Learning Objective**

At the end of this topic a student, given existing or proposed plans and procedures and applicable codes, standards, and ordinances, will be able to evaluate emergency planning and preparedness procedures so that compliance is determined.

### **Enabling Learning Objectives**

1. Describe the occupancy requirements for emergency evacuation plans
2. Evaluate fire safety programs for crowd control
3. Describe when it's appropriate to shelter in place versus evacuate
4. Describe procedures involving lockdown.
5. Identify roles of agencies and individuals in implementing and developing emergency plans
6. Describe how to evaluate emergency planning and preparedness procedures to determine applicability to the facility
7. Compare submitted emergency plans and procedures with applicable codes and standards adopted by the AHJ

### **Discussion Questions**

1. What types of occupancies require an emergency evacuation plan?
2. What is the role of a crowd manager in evacuation planning?

### **Application**

1. Determined by instructor

### **Instructor Notes**

1. Recommend that students consider further training crowd manager certification.

**CTS Guide Reference:** CTS 4-8

## Unit 5: Building Construction

### Topic 5-1: Reviewing Building Construction and Construction Type

#### Terminal Learning Objective

At the end of this topic a student, given an approved set of plans, specifications, and construction features, will be able to review and evaluate a building's area, height, occupancy classification, and construction type to verify the building and its construction type comply with applicable AHJ codes, standards, and ordinances.

#### Enabling Learning Objectives

1. Describe how to evaluate a building's area, height, and occupancy classification
2. Describe the following building elements:
  - Primary structural frame
  - Secondary structural frame
  - Bearing walls
  - Nonbearing walls
  - Floor assemblies
  - Floor-ceiling assemblies
  - Roof assemblies
3. Describe how to evaluate construction methods and fire rating assemblies
4. Describe building construction type with an emphasis on fire-rated construction
5. Identify approved construction methods and materials related to fire safety
6. Identify characteristics of each type of building construction and occupancy classification
7. Describe the concept of performance-based versus prescriptive design, including:
  - Materials testing
  - Technical analysis
  - Human-factor studies
  - Fire protection engineering principles
8. Describe how to evaluate and analyze construction methods and assemblies for fire rating using the interpretation of test results and manufacturer specifications, including:
  - Design/listing criteria, such as:
    - ASTM E119
    - ASTM E84
    - UL 555 series
    - SFM 12-7A-2
9. Describe how to assess code compliant construction type based on new construction or changes that have occurred since the building's original use and/or occupancy
  - Renovations or additions
  - Changes in storage commodity
  - Changes in occupancy classification
  - Other changes that might occur throughout the life of a building
10. Identify and describe manufacturer specifications



11. Evaluate characteristics of each type of building construction and occupancy classification
12. Interpret analysis of test results

**Discussion Questions**

1. What is the process of an ASTM E119 test?
2. What are the construction characteristics of a Type II building, and how do they differ from a Type I?

**Application**

1. Determined by instructor

**Instructor Notes**

1. A fire inspector should be familiar with current building materials, concepts, and technologies. New building materials, processes, and technologies are continually being introduced in new building systems. The individual should be able to recognize new systems; research information relevant to the fire, life safety, and security impacts of a new system; and request a professional evaluation of a new system from the design engineer-of-record or architect-of-record. The individual should also be able to determine when further evaluation by an independent third party might be required.

**CTS Guide Reference:** CTS 4-3, CTS 5-6

## **Topic 5-2: Evaluating Construction Type of an Addition or Remodel**

### **Terminal Learning Objective**

At the end of this topic a student, given a description of a building and its use, will be able to evaluate the construction type required for an addition or remodeling project based on applicable codes and standards, and identify, document, and report deficiencies in accordance with jurisdictional policies.

### **Enabling Learning Objectives**

1. Identify policies, procedures, and applicable codes and standards adopted by the jurisdiction
2. Describe the impact of occupancy requirements on construction type
3. Describe construction methods
4. Describe building construction features required in a wildland urban interface environment, including:
  - Ignition-resistant construction
  - Roofing
  - Vents
  - Exterior coverings
  - Exterior doors and windows
  - Decking
  - Ancillary structures
5. Recognize problems with the construction type of an addition or remodel project
6. Read reports and plans as necessary to evaluate construction type
7. Describe the procedures for resolving deficiencies, including:
  - Identifying deficiencies
  - Referencing applicable codes and standards
  - Documenting deficiencies
  - Reporting a summary of deficiencies
  - Verifying corrective actions
  - Identifying alternate methods and materials for compliance

### **Discussion Questions**

1. Why do structures in the wildland urban interface environment require different construction features?
2. How do you resolve deficiencies identified in plan review?

### **Activities**

1. Given pictures of structures in a wildland urban interface, identify compliant and non-compliant construction features.

**CTS Guide Reference:** CTS 4-20

## Unit 6: Fire Growth Potential

### Topic 6-1: Determining Fire Growth Potential

#### Terminal Learning Objective

At the end of this topic a student, given field observations or plans, will be able to determine fire growth potential in a building or space so that the contents, interior finish, and construction elements are evaluated for compliance, and deficiencies are identified, documented, and corrected in accordance with the applicable codes, standards, ordinances, and AHJ policies.

#### Enabling Learning Objectives

1. Describe basic fire behavior in buildings and spaces
2. Identify flame spread and smoke development ratings of:
  - Contents
  - Interior finishes
  - Building construction elements
  - Decorations
  - Decorative materials
  - Furnishings
3. Describe factors related to fire growth potential:
  - Fuel load
  - Heat content of the materials involved
  - Exposed surface area
  - Material height and array
  - Continuity of combustible materials within a space
  - Ceiling height
  - Ventilation or openness of the space
4. Describe factors related to the fire growth potential of high piled combustible storage
5. Describe how to determine compliance of contents, interior finish, and construction elements
6. Describe how to identify, document, verify, and report or resolve deficiencies
7. Describe safe housekeeping practices
8. Communicate deficiencies in building contents, interior finishes, and construction elements
9. Interpret codes and standards related to building contents, interior finishes, and construction elements
10. Observe and recognize hazardous conditions and demonstrate decision-making skills regarding corrections
11. Demonstrate decision-making skills regarding corrections

#### Discussion Questions

1. What impact would windows have on a fire?
2. How does ceiling height/shape impact fire growth?
3. What are some factors that help determine fuel load?

4. What impact would open windows have on a fire?
5. How does ceiling height/shape impact fire growth?
6. What is high piled combustible storage?

**Application**

1. Given a set of NIST (National Institute of Standards and Technology) fire reports, discuss different factors that impact fires.
  - Watch a video (source from the NIST database) and discuss.

**Instructor Notes**

1. For ELO 1, review chapter 2 of *Fire Inspection and Code Enforcement* (International Fire Service Training Association, 9<sup>th</sup> edition)

**CTS Guide Reference:** CTS 4-12

## How to Read a Course Plan

A course plan identifies the details, logistics, resources, and training and education content for an individual course. Whenever possible, course content is directly tied to a national or state standard. SFT uses the course plan as the training and education standard for an individual course. Individuals at fire agencies, academies, and community colleges use course plans to obtain their institution's consent to offer course and provide credit for their completion. Instructors use course plans to develop syllabi and lesson plans for course delivery.

### Course Details

The Course Details segment identifies the logistical information required for planning, scheduling, and delivering a course.

### Required Resources

The Required Resources segment identifies the resources, equipment, facilities, and personnel required to deliver the course.

### Unit

Each Unit represents a collection of aligned topics. Unit 1 is the same for all SFT courses. An instructor is not required to repeat Unit 1 when teaching multiple courses within a single instructional period or academy.

### Topics

Each Topic documents a single Terminal Learning Objective and the instructional activities that support it.

### Terminal Learning Objective

A Terminal Learning Objective (TLO) states the instructor's expectations of student performance at the end of a specific lesson or unit. Each TLO includes a task (what the student must be able to do), a condition (the setting and supplies needed), and a standard (how well or to whose specifications the task must be performed). TLOs target the performance required when students are evaluated, not what they will do as part of the course.

### Enabling Learning Objectives

The Enabling Learning Objectives (ELO) specify a detailed sequence of student activities that make up the instructional content of a lesson plan. ELOs cover the cognitive, affective, and psychomotor skills students must master to complete the TLO.

### Discussion Questions

The Discussion Questions are designed to guide students into a topic or to enhance their understanding of a topic. Instructors may add to or adjust the questions to suit their students.

**Application**

The Application segment documents experiences that enable students to apply lecture content through cognitive and psychomotor activities, skills exercises, and formative testing. Application experiences included in the course plan are required. Instructors may add additional application experiences to suit their student population if time permits.

**Instructor Notes**

The Instructor Notes segment documents suggestions and resources to enhance an instructor's ability to teach a specific topic.

**CTS Guide Reference**

The CTS Guide Reference segment documents the standard(s) from the corresponding Certification Training Standard Guide upon which each topic within the course is based. This segment is eliminated if the course is not based on a standard.

**Skill Sheet**

The Skill Sheet segment documents the skill sheet that tests the content contained within the topic. This segment is eliminated if the course does not have skill sheets.

## Calculating Occupant Load

### Activity 5-1

**Format:** Individual

**Time Frame:** 30 minutes

### Description

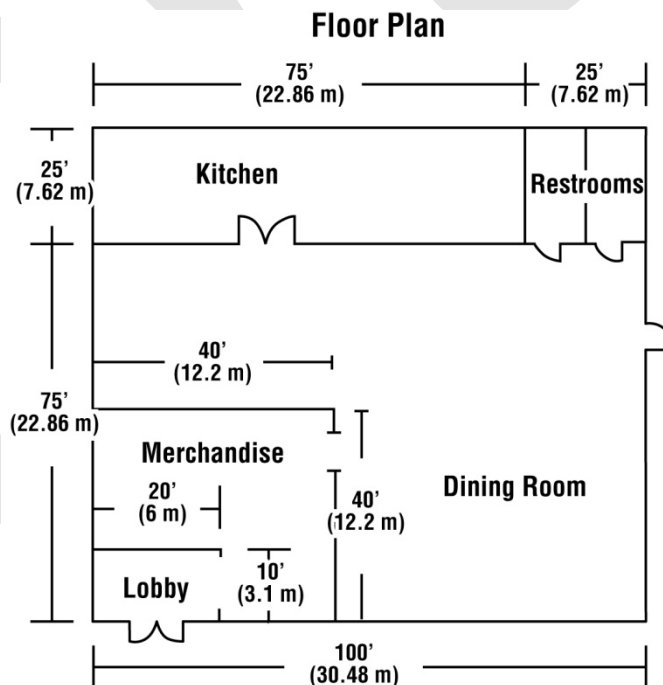
The term *occupant load* refers to the total number of persons who may occupy a building or a portion of it at any one time. For purposes of fire and life safety, inspectors must be able to determine the occupant load of existing occupancies during field inspections. This activity provides students with an opportunity to calculate occupant load.

### Materials

- Activity sheet
- Pen or pencil

### Instructions

1. Study the restaurant floor plan below.
2. Answer the questions regarding occupant load that follow.



#	Question	Answer
1.	What is the occupant load of the kitchen?	
2.	What is the occupant load of the dining room?	
3.	What is the occupant load of the lobby?	
4.	What is the occupant load of the merchandise area?	
5.	What is the occupant load of the entire building?	





# Inspecting New and Existing Fire and Life Safety Systems and Equipment (2024)

## Course Plan

### Course Details

<b>Certification:</b>	Fire Inspector
<b>CTS Guide:</b>	Fire Inspector Certification Training Standard Guide (2024)
<b>Description:</b>	This course provides students with a basic knowledge of inspection requirements related to the roles and responsibilities of a Fire Inspector including inspection of life safety systems and building services equipment, fire protection systems, and emergency access criteria.
<b>Designed For:</b>	Personnel preparing to pursue Fire Inspector certification or anyone who performs the duties of an inspector within their agency
<b>Prerequisites:</b>	Fire Inspector 2A: Fire Prevention Administration (2014 or newer)
<b>Standard:</b>	Complete all activities and formative tests. Complete all summative tests with a minimum score of 80%.
<b>Hours (Total):</b>	24 hours (20 lecture / 2 application / 2 testing)
<b>Maximum Class Size:</b>	30
<b>Instructor Level:</b>	SFT Fire Inspector Registered Instructor
<b>Instructor/Student Ratio:</b>	1:30
<b>Restrictions:</b>	None
<b>SFT Designation:</b>	CFSTES

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## Required Resources

### Instructor Resources

To teach this course, instructors need:

- One of the following textbooks (including Instructor Resource kit)
  - *Fire Inspection and Code Enforcement* (IFSTA, 9<sup>th</sup> edition, 2023)
  - or
  - *Fire Inspector: Principles and Practice* (Jones & Bartlett, revised enhanced 1<sup>st</sup> edition, 2016)
- California Building Code (International Code Council, current edition)
- California Code of Regulations (CCR) Title 19 (Office of Administrative Law, current edition)
- California Fire Code (International Code Council, current edition)

### Online Instructor Resources

The following instructor resources are available online at <https://osfm.fire.ca.gov/what-we-do/state-fire-training/professional-certifications>:

- None

### Student Resources

To participate in this course, students need:

- Required textbook chosen by the instructor
- California Fire Code (International Code Council, current edition)
- Access to a computer and printer

### Facilities, Equipment, and Personnel

#### Facilities

The following facilities are required to deliver this course:

- Standard learning environment or facility, which may include:
  - Writing board or paper easel chart
  - Markers, erasers
  - Amplification devices
  - Projector and screen
  - Laptop or tablet with presentation or other viewing software
  - Internet access with appropriate broadband capabilities

## Time Table

Segment	Lecture	Application	Unit Total
<b>Unit 1: Introduction</b>			
Topic 1-1: Orientation and Administration	0.50	0.00	
Topic 1-2: Fire Inspector Certification Process	0.50	0.00	
<b>Unit 1 Totals</b>	<b>1.00</b>	<b>0.00</b>	<b>1.00</b>
<b>Unit 2: Life Safety Systems and Building Services Equipment</b>			
Topic 2-1: Evaluating Fire, Life Safety, and Property Protection Equipment	2.50	0.00	
Topic 2-2: Verifying Code Compliance of Building Service Equipment and Operations	2.50	0.00	
Topic 2-3: Verifying Emergency Access for an Existing Site	0.50	0.00	
Topic 2-4: Verifying Available Fire Flows for a Site	2.50	0.00	
Topic 2-5: Verifying Compliance with Construction Documents	2.00	0.00	
<b>Unit 2 Totals</b>	<b>10.00</b>	<b>0.00</b>	<b>10.00</b>
<b>Unit 3: Fire Protection Systems</b>			
Topic 3-1: Reviewing Proposed Installation of Fire Protection Systems	6.00	0.00	
Topic 3-2: Witnessing Integrated Fire Protection Systems	2.00	2.00	
Topic 3-3: Comparing an Approved Plan to an Existing Fire Protection System	1.00	0.00	
<b>Unit 3 Totals</b>	<b>9.00</b>	<b>2.00</b>	<b>11.00</b>
<b>Formative Assessments</b>			
Determined by AHJ or educational institution	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Summative Assessment</b>			
Determined by AHJ or educational institution	<b>0.00</b>	<b>2.00</b>	<b>2.00</b>
<b>Course Totals</b>	<b>20.00</b>	<b>4.00</b>	<b>24.00</b>

### **Time Table Key**

1. The Time Table documents the amount of time estimated to deliver the content included in the course plan.
2. Time is documented using the quarter system: 15 min. = .25 / 30 min. = .50 / 45 min. = .75 / 60 min. = 1.0.
3. The Course Totals do not reflect time for lunch (1 hour) or breaks (10 minutes per each 50 minutes of instruction or assessment). It is the instructor's responsibility to add this time based on the course delivery schedule.
4. Application (activities, skills exercises, and formative testing) time will vary depending on the number of students enrolled. The Application time documented is based on the maximum class size identified in the Course Details section.
5. Summative Assessments are determined and scheduled by the authority having jurisdiction. These are not the written or psychomotor State Fire Training certification exams. These are in-class assessments to evaluate student progress and calculate course grades.

## **Unit 1: Introduction**

### **Topic 1-1: Orientation and Administration**

#### **Terminal Learning Objective**

At the end of this topic, a student will be able to identify facility and classroom requirements and identify course objectives, events, requirements, assignments, activities, skills exercises, resources, evaluation methods, and participation requirements in the course syllabus.

#### **Enabling Learning Objectives**

1. Identify facility requirements
  - Restroom locations
  - Food locations
  - Smoking locations
  - Emergency procedures
2. Identify classroom requirements
  - Start and end times
  - Breaks
  - Electronic device policies
  - Special needs and accommodations
  - Other requirements as applicable
3. Review course syllabus
  - Course objectives
  - Calendar of events
  - Course requirements
  - Student evaluation process
  - Assignments
  - Activities
  - Required student resources
  - Class participation requirements

#### **Discussion Questions**

1. Determined by instructor

#### **Application**

1. Determined by instructor

## **Topic 1-2: Fire Inspector Certification Process**

### **Terminal Learning Objective**

At the end of this topic a student will be able to identify the requirements for Fire Inspector certification and describe the certification task book and testing process.

### **Enabling Learning Objectives**

1. Identify the levels of certification in the Fire Inspector certification track
  - First Responder Inspector
  - Fire Inspector
2. Identify other Fire Prevention certification tracks
  - Fire Plans Examiner
  - Fire Marshal
3. Identify the prerequisites for Fire Inspector certification
  - OSFM Fire Inspector 1 (2014) **or** First Responder Inspector (2024) certification
4. Identify the course work required for Fire Inspector certification
  - Fire Inspector 2A: Fire Prevention Administration (2014 or newer)
  - Fire Inspector 2B: Fire and Life Safety Requirements (2014 or newer)
  - Fire Inspector 2C: Fire and Life Safety Systems and Equipment Inspections (2014 or newer)
  - Fire Inspector 2D: Hazardous Materials, Operations, and Processes (2014 or newer)
  - Statutes and Regulations (SFT – Completed within the last 10 years)
  - Fire and Life Safety Educator 1A: Fire and Life Safety Educator 1
5. Identify the exam requirements for Fire Inspector certification
  - None
6. Identify the task book requirements for Fire Inspector certification
  - Fire Inspector Certification Task Book (2024)
7. Identify the experience requirements for Fire Inspector certification
  - Has a minimum of three (3) years' full-time paid experience or six (6) years' volunteer or part-time paid experience in a recognized California fire agency as a Fire Inspector or Prevention Officer
8. Identify the position requirements for Fire Inspector 1 certification
  - None
9. Identify the supporting documentation requirements for Fire Inspector certification
  - International Code Council Fire Code Inspector 1 certification
10. Describe the certification task book process
11. Describe the certification testing process
  - Not applicable
  - All formative and summative testing is completed in individual courses

### **Discussion Questions**

1. Determined by instructor

### **Application**

1. Determined by instructor

## **Unit 2: Life Safety Systems and Building Services Equipment**

### **Topic 2-1: Evaluating Fire, Life Safety, and Property Protection Equipment**

#### **Terminal Learning Objective**

At the end of this topic a student, given field observations and hazard classifications of the facility and documentation, the hazards protected, and the system specifications, will be able to evaluate fire protection systems and equipment provided for life safety and property protection so that the fire protection systems provided are approved for the occupancy, commodity, or hazard being protected.

#### **Enabling Learning Objectives**

1. Identify applicable codes, standards, and ordinances for fire protection systems
2. Identify types and classifications of commodities relative to fuel load and fire behavior
3. Describe basic physical science as it relates to fire behavior and fire suppression
4. Explain implications and hazards associated with system operation
5. Identify hazard classifications as they pertain to a building's uses and/or potential commodities
  - California Code of Regulations (CCR) Title 19 (Public Safety)
6. Describe installation techniques and acceptance inspection
7. Describe testing and reports of maintenance of completed installations
  - Cloud-based record-management systems
8. Describe the use and function of various systems
9. Recognize hazards and deficiencies with fire protection systems, equipment, and commodities
10. Use codes and standards to evaluate fire protection systems and equipment
11. Read reports, plans, and specifications to determine whether life safety and property protection measures are appropriate for the protected occupancies or hazards

#### **Discussion Questions**

1. What are the key elements of an acceptance inspection?
2. Can an alternative automatic fire extinguishing system be utilized in lieu of fire sprinkler protection?
3. Under what circumstances may fire sprinklers be omitted in a fully sprinklered building?

#### **Application**

1. Determined by instructor

#### **Instructor Notes**

1. This Terminal Learning Objective includes buildings under construction or demolition. Building documentation includes performance-based design documents to ensure input features remain applicable to the building as it is currently configured. The design documentation should include an operations and maintenance manual, which acts as a user guide to the performance-based design. The operations and maintenance manual includes the assumptions and estimates made during the design regarding concepts such as selected fire scenarios and fuel loads, building use, occupant characteristics, and system reliability. The inspector should be able to compare these original assumptions



and estimates to those that would be used to evaluate the building as it is currently configured.

**CTS Guide Reference:** CTS 4-4

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## **Topic 2-2: Verifying Code Compliance of Building Service Equipment and Operations**

### **Terminal Learning Objective**

At the end of this topic a student, given field observations, will be able to verify code compliance of heating, ventilation, air conditioning, and other building service equipment and operations so that the systems and other equipment are maintained in accordance with applicable codes, standards, and operations and deficiencies are identified, documented, and reported in accordance with AHJ policies.

### **Enabling Learning Objectives**

1. Describe types, installation, maintenance, and use of building service equipment
  - Lighting
  - Heating, ventilating, and air conditioning
  - Elevators and escalators
2. Describe the operation of smoke and heat vents
3. Describe the installation of:
  - Kitchen cooking equipment (including hoods and ducts)
  - Laundry chutes
  - Elevators
  - Escalators
4. Identify emerging technologies
5. Identify energy efficiency systems
6. Identify applicable AHJ codes and standards
7. Describe how to coordinate with other agencies within the AHJ that have expertise in mechanical equipment to provide a uniform approach to achieve a fire-safe environment
8. Observe and recognize deficiencies with HVAC and other building service equipment and operations
9. Interpret codes and standards related to building service equipment
10. Write reports to document deficiencies

### **Discussion Questions**

1. What are the operating principles of heat or smoke vents?
2. What deficiencies might you find when reviewing kitchen cooking equipment for code compliance?

### **Application**

1. Determined by instructor

### **Instructor Notes**

1. None

**CTS Guide Reference:** CTS 4-14

## **Topic 2-3: Verifying Emergency Access for an Existing Site**

### **Terminal Learning Objective**

At the end of this topic a student, given field observations and approved plans, will be able to verify emergency access for an existing site so that the required access for emergency responders is maintained and deficiencies are identified, documented, and corrected in accordance with the applicable AHJ policies.

### **Enabling Learning Objectives**

1. Describe AHJ policies
2. Describe emergency access and accessibility requirements
  - Minimum vertical clearance
  - Access to fire protection equipment
  - Approach and departure angles
  - Slope
3. Explain impact of inadequate emergency access on response times and public safety
4. Observe and report deficiencies per AHJ policies
5. Describe AHJ enforcement actions
6. Identify alternative methods for providing access based on requirements of responding personnel
7. Implement emergency access requirements

### **Discussion Questions**

1. What types of operational permits and events might impact emergency access?
2. In an area with automatic aid, should all the jurisdictions adopt similar or identical red curb and signage requirements? Why or why not?
3. What are correction paths to ensure emergency access is provided?

### **Application**

1. Determined by instructor

### **Instructor Note**

1. None

**CTS Guide Reference:** CTS 4-15

## **Topic 2-4: Verifying Available Fire Flows for a Site**

### **Terminal Learning Objective**

At the end of this topic a student, given fire flow test results and water supply data, will be able to verify available fire flows for a site so that required fire flows are in accordance with applicable codes, standards, and ordinances, and codes and deficiencies are identified, documented, and reported in accordance with the applicable codes, standards, and ordinances, and AHJ policies.

### **Enabling Learning Objectives**

1. Define fire flow
2. Distinguish between fire flow and water flow
3. Identify applicable codes, standards, and ordinances and AHJ policies
4. Identify types of water distribution systems and other water sources in the local community
5. Describe water distribution system testing
6. Describe characteristics of public and private water supply systems
7. Describe flow testing procedures
8. Use Pitot tubes, gauges, and other data gathering devices
9. Graph and evaluate fire flow results
10. Calculate required fire flow

### **Discussion Questions**

1. How much credit do you give fire sprinklers in the reduction of fire flow, per your AHJ?
2. Under what circumstances should a fire flow be required?
3. Does water flow data expire?

### **Application**

1. Determined by instructor

### **Instructor Note**

1. None

**CTS Guide Reference:** CTS 4-16

## **Topic 2-5: Verifying Compliance with Construction Documents**

### **Terminal Learning Objective**

At the end of this topic a student, given a performance-based design, will be able to verify compliance with construction documents so that life safety systems and building services equipment are installed, inspected, and tested to perform as described in the engineering documents and the operations and maintenance manual that accompanies the design, so that deficiencies are identified, documented, and reported in accordance with the applicable codes, standards, and ordinances and AHJ policies.

### **Enabling Learning Objectives**

1. Define prescriptive- and performance-based design
2. Describe examples of performance-based design
  - Smoke control system
3. Identify conditions or situations that would trigger or result in the need for performance-based design
4. Describe applicable codes, standards, and ordinances for installing and testing fire protection systems
5. Describe how to verify that means of egress are installed, inspected, and tested to perform as designed
6. Describe how to verify that building services equipment is installed, inspected, and tested to perform as designed
7. Recognize and evaluate performance-based design in the field
8. Witness and validate tests of fire protection systems and building services equipment
  - Identify, document, and report deficiencies

### **Discussion Questions**

1. When do you seek professional assistance when reviewing performance-based design?

### **Application**

1. Determined by instructor

### **Instructor Notes**

1. None

**CTS Guide Reference:** CTS 4-13

## **Unit 3: Fire Protection Systems**

### **Topic 3-1: Reviewing Proposed Installation of Fire Protection Systems**

#### **Terminal Learning Objective**

At the end of this topic a student, given shop drawings and system specifications for a storage commodity, process, or operation, will be able to review the proposed installation of fire protection systems so that the system is reviewed for code compliance and installed in accordance with the approved drawings, and deficiencies are identified, documented, and reported in accordance with the applicable codes, standards, and ordinances and AHJ policies.

#### **Enabling Learning Objectives**

1. Describe proper selection, distribution, location, and testing of portable fire extinguishers
2. Identify methods used to evaluate the operational readiness of water supply systems used for fire protection
3. Describe evaluating and testing automatic sprinkler, water spray, and standpipe systems and fire pumps
  - Shop drawings
  - Storage commodity
  - Moderately technical applications
  - Compatibility and effectiveness of protection systems and equipment with hazard to be protected
4. Describe evaluation and testing of fixed fire suppression systems
5. Describe evaluation and testing of automatic fire detection and alarm systems and devices
6. Read basic floor plans or shop drawings
7. Identify symbols recognized by the AHJ

#### **Discussion Questions**

1. How do storage commodities affect requirements for sprinkler systems?

#### **Application**

1. Determined by instructor

#### **Instructor Notes**

1. None

**CTS Guide Reference:** CTS 5-3

## Topic 3-2: Witnessing Integrated Fire Protection System Testing

### Terminal Learning Objective

At the end of this topic a student, given approved shop drawings, integrated system test plan, and installed systems, will be able to witness integrated fire protection system testing so that the integrated system performance can be evaluated for compliance, and deficiencies are identified, documented, reported, and resolved in accordance with the applicable codes, standards, and ordinances and AHJ policies.

### Enabling Learning Objectives

1. Define integrated system testing terms
  - Acceptance test
  - Basis of design
  - Commissioning
  - Integrated tests
  - Integrated testing agent
  - Interface/interface device
  - Owner's project requirements
  - Sequence of operation
  - Integrated system
  - Systems connections
2. Identify applicable codes and standards
3. Identify general requirements of integrated system testing
  - Integrated testing team
  - Responsibilities
  - Testing plan
4. Describe test methods used in integrated system testing
  - Testing agent responsibilities
  - Risk assessment
  - Risk mitigation
  - End-to-end integrated systems testing
  - Test verification
  - Peripherally connected devices
    - Shunt trip
    - Building management system
5. Describe test scenarios
  - Test scenario documentation
6. Describe testing frequencies for integrated system testing
  - Initial
  - Periodic
  - Existing/Modification
7. Describe documentation methods for integrated system testing
  - Application
  - Minimum required documentation

- Completion documents
  - Record retention
  - Record maintenance
8. Review, evaluate, and follow an integrated test plan
  9. Describe acceptance test procedures
  10. Witness and validate the performance of acceptance tests

**Discussion Questions**

1. How does an integrated systems test plan differ from an acceptance test?
2. Who needs to be involved in developing an integrated systems test plan?

**Application**

1. Given a type of building, have students work in groups of five to role play the development of an integrated systems testing plan.
  - Each student should take on one of the following roles: building owner, contractor, fire inspector, fire alarm contractor, and fire protection engineer.

**Instructor Note**

1. Find Application scenarios in the Annex of NFPA 4.
2. ELOs 9 and 10 are NFPA 1030 requirements. Address them in the context of California requirements (NFPA 4).

**CTS Guide Reference:** CTS 4-5



### **Topic 3-3: Comparing an Approved Plan to an Existing Fire Protection System**

#### **Terminal Learning Objective**

At the end of this topic a student, given approved plans and field observations, will be able to compare an approved plan to an existing fire protection system so that any modifications to the system are identified, documented, and reported in accordance with the applicable codes, standards, and ordinances and AHJ policies.

#### **Enabling Learning Objectives**

1. Identify fire protection symbols and terminology
2. Compare existing plans to new or revised plans and identify changes
3. Read and comprehend plans for fire protection systems
4. Observe changes in the field
5. Recognize, document, and communicate deficiencies
6. Apply codes, standards, and ordinances
7. Make appropriate decisions

#### **Discussion Questions**

1. When are systems modifications, revisions, or as-builts required to be submitted for review and approval?

#### **Application**

1. Determined by instructor.

#### **Instructor Note**

1. None

**CTS Guide Reference:** CTS 5-4

## How to Read a Course Plan

A course plan identifies the details, logistics, resources, and training and education content for an individual course. Whenever possible, course content is directly tied to a national or state standard. SFT uses the course plan as the training and education standard for an individual course. Individuals at fire agencies, academies, and community colleges use course plans to obtain their institution's consent to offer course and provide credit for their completion. Instructors use course plans to develop syllabi and lesson plans for course delivery.

### Course Details

The Course Details segment identifies the logistical information required for planning, scheduling, and delivering a course.

### Required Resources

The Required Resources segment identifies the resources, equipment, facilities, and personnel required to deliver the course.

### Unit

Each Unit represents a collection of aligned topics. Unit 1 is the same for all SFT courses. An instructor is not required to repeat Unit 1 when teaching multiple courses within a single instructional period or academy.

### Topics

Each Topic documents a single Terminal Learning Objective and the instructional activities that support it.

### Terminal Learning Objective

A Terminal Learning Objective (TLO) states the instructor's expectations of student performance at the end of a specific lesson or unit. Each TLO includes a task (what the student must be able to do), a condition (the setting and supplies needed), and a standard (how well or to whose specifications the task must be performed). TLOs target the performance required when students are evaluated, not what they will do as part of the course.

### Enabling Learning Objectives

The Enabling Learning Objectives (ELO) specify a detailed sequence of student activities that make up the instructional content of a lesson plan. ELOs cover the cognitive, affective, and psychomotor skills students must master to complete the TLO.

### Discussion Questions

The Discussion Questions are designed to guide students into a topic or to enhance their understanding of a topic. Instructors may add to or adjust the questions to suit their students.

**Application**

The Application segment documents experiences that enable students to apply lecture content through cognitive and psychomotor activities, skills exercises, and formative testing. Application experiences included in the course plan are required. Instructors may add additional application experiences to suit their student population if time permits.

**Instructor Notes**

The Instructor Notes segment documents suggestions and resources to enhance an instructor's ability to teach a specific topic.

**CTS Guide Reference**

The CTS Guide Reference segment documents the standard(s) from the corresponding Certification Training Standard Guide upon which each topic within the course is based. This segment is eliminated if the course is not based on a standard.

**Skill Sheet**

The Skill Sheet segment documents the skill sheet that tests the content contained within the topic. This segment is eliminated if the course does not have skill sheets.



# Hazardous Materials, Operations, and Processes (2024)

## Course Plan

### Course Details

<b>Certification:</b>	Fire Inspector
<b>CTS Guide:</b>	Fire Inspector Certification Training Standards Guide (2024)
<b>Description:</b>	This course provides students with a basic knowledge of hazardous materials, operations, and processes related to the roles and responsibilities of a Fire Inspector including evaluating hazardous conditions involving equipment, processes, and operations; and evaluating code compliances for storage, handling, and use of hazardous materials, including flammable and combustible liquids and gases.
<b>Designed For:</b>	Personnel preparing to pursue Fire Inspector certification or anyone who performs the duties of an inspector within their agency
<b>Prerequisites:</b>	Fire Inspector 2A: Fire Prevention Administration (2014 or newer)
<b>Standard:</b>	Complete all activities and formative tests. Complete all summative tests with a minimum score of 80%.
<b>Hours (Total):</b>	30 hours (22 lecture / 5 application / 2 testing)
<b>Maximum Class Size:</b>	30
<b>Instructor Level:</b>	SFT Fire Inspector Registered Instructor
<b>Instructor/Student Ratio:</b>	1:30
<b>Restrictions:</b>	None
<b>SFT Designation:</b>	CFSTES

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## Required Resources

### Instructor Resources

To teach this course, instructors need:

- One of the following textbooks (including Instructor Resource kit)
  - *Fire Inspection and Code Enforcement* (IFSTA, 9<sup>th</sup> edition, 2023)
  - or
  - *Fire Inspector: Principles and Practice* (Jones & Bartlett, revised enhanced 1<sup>st</sup> edition, 2016)
- California Building Code (International Code Council, current edition)
- California Code of Regulations (CCR) Title 19 (Office of Administrative Law, <https://oal.ca.gov/>)
- California Fire Code (International Code Council, current edition)

### Online Instructor Resources

The following instructor resources are available online at <https://osfm.fire.ca.gov/what-we-do/state-fire-training/professional-certifications>:

- None

### Student Resources

To participate in this course, students need:

- Required textbook chosen by the instructor
- California Fire Code (International Code Council, current edition)
- Access to a computer and printer

### Facilities, Equipment, and Personnel

#### Facilities

The following facilities are required to deliver this course:

- Standard learning environment or facility, which may include:
  - Writing board or paper easel chart
  - Markers, erasers
  - Amplification devices
  - Projector and screen
  - Laptop or tablet with presentation or other viewing software
  - Internet access with appropriate broadband capabilities

## Time Table

Segment	Lecture	Application	Unit Total
<b>Unit 1: Introduction</b>			
Topic 1-1: Orientation and Administration	0.50	0.00	
Topic 1-2: Fire Inspector Certification Process	0.50	0.00	
<b>Unit 1 Totals</b>	<b>1.00</b>	<b>0.00</b>	<b>1.00</b>
<b>Unit 2: Hazardous Conditions</b>			
Topic 2-1: Evaluating Hazardous Conditions Involving Equipment, Processes, and Operations	5.00	1.50	
<b>Unit 2 Totals</b>	<b>5.00</b>	<b>1.50</b>	<b>6.50</b>
<b>Unit 3: Hazardous Materials</b>			
Topic 3-1: Evaluating Code Compliance for Hazardous Materials	6.00	1.50	
Topic 3-2: Evaluating Code Compliance for Storing Hazardous Materials	8.00	3.00	
Topic 3-3: Evaluating Code Compliance for the Handling and Use of Hazardous Materials	2.00	0.00	
<b>Unit 4 Totals</b>	<b>16.00</b>	<b>4.50</b>	<b>20.50</b>
<b>Formative Assessments</b>			
Determined by AHJ or educational institution	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Summative Assessment</b>			
Determined by AHJ or educational institution	<b>0.00</b>	<b>2.00</b>	<b>2.00</b>
<b>Course Totals</b>	<b>22.00</b>	<b>8.00</b>	<b>30.00</b>

## Time Table Key

1. The Time Table documents the amount of time estimated to deliver the content included in the course plan.
2. Time is documented using the quarter system: 15 min. = .25 / 30 min. = .50 / 45 min. = .75 / 60 min. = 1.0.
3. The Course Totals do not reflect time for lunch (1 hour) or breaks (10 minutes per each 50 minutes of instruction or assessment). It is the instructor's responsibility to add this time based on the course delivery schedule.
4. Application (activities, skills exercises, and formative testing) time will vary depending on the number of students enrolled. The Application time documented is based on the maximum class size identified in the Course Details section.

5. Summative Assessments are determined and scheduled by the authority having jurisdiction. These are not the written or psychomotor State Fire Training certification exams. These are in-class assessments to evaluate student progress and calculate course grades.

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## **Unit 1: Introduction**

### **Topic 1-1: Orientation and Administration**

#### **Terminal Learning Objective**

At the end of this topic, a student will be able to identify facility and classroom requirements and identify course objectives, events, requirements, assignments, activities, skills exercises, resources, evaluation methods, and participation requirements in the course syllabus.

#### **Enabling Learning Objectives**

1. Identify facility requirements
  - Restroom locations
  - Food locations
  - Smoking locations
  - Emergency procedures
2. Identify classroom requirements
  - Start and end times
  - Breaks
  - Electronic device policies
  - Special needs and accommodations
  - Other requirements as applicable
3. Review course syllabus
  - Course objectives
  - Calendar of events
  - Course requirements
  - Student evaluation process
  - Assignments
  - Activities
  - Required student resources
  - Class participation requirements

#### **Discussion Questions**

1. Determined by instructor

#### **Application**

1. Determined by instructor

## **Topic 1-2: Fire Inspector Certification Process**

### **Terminal Learning Objective**

At the end of this topic a student will be able to identify the requirements for Fire Inspector certification and describe the certification task book and testing process.

### **Enabling Learning Objectives**

1. Identify the levels of certification in the Fire Inspector certification track
  - First Responder Inspector
  - Fire Inspector
2. Identify other Fire Prevention certification tracks
  - Fire Plans Examiner
  - Fire Marshal
3. Identify the prerequisites for Fire Inspector certification
  - OSFM Fire Inspector 1 (2014) **or** First Responder Inspector (2024) certification
4. Identify the course work required for Fire Inspector certification
  - Fire Inspector 2A: Fire Prevention Administration (2014 or newer)
  - Fire Inspector 2B: Fire and Life Safety Requirements (2014 or newer)
  - Fire Inspector 2C: Fire and Life Safety Systems and Equipment Inspections (2014 or newer)
  - Fire Inspector 2D: Hazardous Materials, Operations, and Processes (2014 or newer)
  - Statutes and Regulations (SFT – Completed within the last 10 years)
  - Fire and Life Safety Educator 1A: Fire and Life Safety Educator 1
5. Identify the exam requirements for Fire Inspector certification
  - None
6. Identify the task book requirements for Fire Inspector certification
  - Fire Inspector Certification Task Book (2024)
7. Identify the experience requirements for Fire Inspector certification
  - Has a minimum of three (3) years' full-time paid experience or six (6) years' volunteer or part-time paid experience in a recognized California fire agency as a Fire Inspector or Prevention Officer
8. Identify the position requirements for Fire Inspector 1 certification
  - None
9. Identify the supporting documentation requirements for Fire Inspector certification
  - International Code Council Fire Code Inspector 1 certification
10. Describe the certification task book process
11. Describe the certification testing process
  - Not applicable
  - All formative and summative testing is completed in individual courses

### **Discussion Questions**

1. Determined by instructor

### **Application**

1. Determined by instructor

## Unit 2: Hazardous Conditions

### Topic 2-1: Evaluating Hazardous Conditions Involving Equipment, Processes, and Operations

#### Terminal Learning Objective

At the end of this topic a student, given field observations and documentation, will be able to evaluate hazardous conditions involving equipment, processes, and operations, so that the equipment, processes, or operations are installed in accordance with applicable codes, standards, and ordinances, and deficiencies are identified, documented, and reported in accordance with AHJ policies.

#### Enabling Learning Objectives

1. Identify applicable codes and standards
  - Energy systems
  - Welding
  - Flammable finishes
  - Manufacturer of organic coating
  - Quenching
  - Dry cleaning
  - Combustible dust- and fiber-producing operations
  - Combustible fibers
  - Asphalt and tar kettles
  - Semiconductor fabrication facilities
  - Motion picture and television production
  - Processing and extraction facilities
  - Motor fuel dispensing facilities and repair garages
  - Aviation facilities
  - Fruit and crop ripening
  - Fumigation
  - Industrial ovens
2. Describe accepted fire protection practices
3. Evaluate fire behavior related to hazardous conditions, equipment, and processes
4. Evaluate ignition sources related to hazardous conditions, equipment, and processes
5. Describe safe housekeeping practices
6. Identify additional reference materials related to protection of hazardous processes and code enforcement
7. Observe hazardous conditions created by equipment installation, processes, and operations
8. Recognize deficiencies with equipment, processes, and operations involving hazardous conditions
9. Interpret codes and communicate deficiencies in accordance with AHJ policies
10. Apply decision-making skills to determine adequate fire and life safety conditions for equipment, processes, and operations

**Discussion Questions**

1. When is an operational permit required?
2. How many operational permits can one business have?
3. For an existing occupancy/business, what conditions could elevate the existing conditions to be upgraded to an operational permit?

**Application**

1. Determined by instructor

**Instructor Notes**

1. Review Chapter Descriptions Part IV - Special Occupancies and Operations at the beginning of the California Fire Code.

**CTS Guide Reference:** CTS 4-7

## Unit 3: Hazardous Materials

### Topic 3-1: Evaluating Code Compliance for Hazardous Materials

#### Terminal Learning Objective

At the end of this topic a student, given field observations, will be able to evaluate code compliance regarding general requirements for hazardous materials so that deficiencies are identified, documented, and reported in accordance with applicable codes, standards, and ordinances and AHJ policies.

#### Enabling Learning Objectives

1. Identify applicable codes, standards, and ordinances
  - Hazardous materials - CFC, chapter 27
  - Compressed gases - CFC, chapter 30
  - Corrosive materials - CFC, chapter 31
  - Cryogenic fluids - CFC, chapter 32
  - Flammable & combustible liquids, chapter 34
  - Flammable solids - CFC, chapter 36
  - Highly toxic and toxic materials - CFC, chapter 37
  - Liquefied petroleum gases - CFC, chapter 38
  - Organic peroxides - CFC, chapter 39
  - Oxidizers - CFC, chapter 40
  - Unstable materials - CFC, chapter 43
  - Water-reactive solids and liquids - CFC, chapter 44
  - Radioactive materials - Nuclear Regulatory Commission
2. Describe properties and hazards associated with hazardous materials
3. Describe safety data sheets (SDS)
4. Describe fire protection systems and equipment approved for hazardous materials
5. Identify safety procedures
6. Describe chemical reactions
7. Describe fire behavior related to:
  - Flammable and combustible liquids and gases
  - Hazardous materials
8. Observe and recognize problems with storage, handling, and use of flammable and combustible liquids and gases
9. Identify and evaluate fire hazards associated with processes or operations utilizing hazardous materials
10. Communicate deficiencies in accordance with applicable codes, standards, and ordinances and AHJ policies
11. Describe a Hazardous Materials Management Plan
  - Requirements
  - Contents

#### Discussion Questions

1. In what occupancy types might you find hazardous materials

2. What hazard identification signs do indoor storage require?
3. Why are special requirements applied to group M and group S occupancies?
4. What type of fire protection system is required for flammable liquids and gases?

**Application**

1. Given SDS sheets and appropriate tables, have students determine MAQs for different types of flammable liquids and gases.

**Instructor Notes**

1. None

**CTS Guide Reference:** CTS 4-10, CTS 4-11

## **Topic 3-2: Evaluating Code Compliance for Storing Hazardous Materials**

### **Terminal Learning Objective**

Evaluate code compliance for storing hazardous materials, given field observations, so that deficiencies are identified, documented, and reported in accordance with the applicable codes, standards, ordinances, and AHJ policies.

### **Enabling Learning Objectives**

1. Identify storage compatibility requirements
2. Observe and recognize deficiencies with storing hazardous materials
3. Identify types of storage
  - Bulk
  - Cabinets
  - Tanks
  - Mercantile (ready for sale)
  - Exterior storage
4. Describe how to determine maximum allowable quantities (MAQ)
5. Describe control areas
6. Describe how to evaluate control areas as they relate to hazardous materials storage
7. Describe general requirements for quantities not exceeding maximum allowable quantities per control area
8. Evaluate MAQs and control areas as they relate to hazardous materials storage
9. Interpret codes to make appropriate decisions related to the compliant storage of hazardous materials
10. Communicate deficiencies in accordance with applicable codes, standards, ordinances, and AHJ policies

### **Discussion Questions**

1. What is considered a portable tank?
2. What is the proper distance for a fire station to locate an above-ground protected diesel storage tank?
3. What happens if maximum allowable quantities are exceeded?
4. What kind of fire-rated wall defines control areas?
5. What is the purpose of a control area?

### **Application**

1. Given a multi-story floor plan and an inventory of hazardous materials, have students list the maximum allowable quantity for each material assuming those materials are stored on the 6th floor.

### **Instructor Notes**

1. None

**CTS Guide Reference:** CTS 4-10, CTS 4-11

### **Topic 3-3: Evaluating Code Compliance for the Handling and Use of Hazardous Materials**

#### **Terminal Learning Objective**

Evaluate code compliance for the handling and use of hazardous materials, given field observations, so that deficiencies are identified, documented, and reported in accordance with the applicable codes, standards, ordinances, and AHJ policies.

#### **Enabling Learning Objectives**

1. Describe safe handling, use, and dispensing practices for hazardous materials
2. Observe and recognize problems with the handling and use of hazardous materials
3. Interpret codes to make decisions related to the compliant handling and use of hazardous materials
4. Communicate deficiencies in accordance with applicable codes, standards, ordinances, and AHJ policies

#### **Discussion Questions**

1. When should you include hazardous materials actively being handled and/or in use as part of your MAQ calculation?
  - How is this applied to O2 administered in a hospital?
2. When issues arise regarding hazardous materials during an inspection, how much information or responsibility is shared with the owner of the building versus the operator within the building?

#### **Application**

1. Determined by instructor

#### **Instructor Notes**

1. None

**CTS Guide Reference:** CTS 4-10, CTS 4-11



## How to Read a Course Plan

A course plan identifies the details, logistics, resources, and training and education content for an individual course. Whenever possible, course content is directly tied to a national or state standard. SFT uses the course plan as the training and education standard for an individual course. Individuals at fire agencies, academies, and community colleges use course plans to obtain their institution's consent to offer course and provide credit for their completion. Instructors use course plans to develop syllabi and lesson plans for course delivery.

### Course Details

The Course Details segment identifies the logistical information required for planning, scheduling, and delivering a course.

### Required Resources

The Required Resources segment identifies the resources, equipment, facilities, and personnel required to deliver the course.

### Unit

Each Unit represents a collection of aligned topics. Unit 1 is the same for all SFT courses. An instructor is not required to repeat Unit 1 when teaching multiple courses within a single instructional period or academy.

### Topics

Each Topic documents a single Terminal Learning Objective and the instructional activities that support it.

### Terminal Learning Objective

A Terminal Learning Objective (TLO) states the instructor's expectations of student performance at the end of a specific lesson or unit. Each TLO includes a task (what the student must be able to do), a condition (the setting and supplies needed), and a standard (how well or to whose specifications the task must be performed). TLOs target the performance required when students are evaluated, not what they will do as part of the course.

### Enabling Learning Objectives

The Enabling Learning Objectives (ELO) specify a detailed sequence of student activities that make up the instructional content of a lesson plan. ELOs cover the cognitive, affective, and psychomotor skills students must master to complete the TLO.

### Discussion Questions

The Discussion Questions are designed to guide students into a topic or to enhance their understanding of a topic. Instructors may add to or adjust the questions to suit their students.

**Application**

The Application segment documents experiences that enable students to apply lecture content through cognitive and psychomotor activities, skills exercises, and formative testing. Application experiences included in the course plan are required. Instructors may add additional application experiences to suit their student population if time permits.

**Instructor Notes**

The Instructor Notes segment documents suggestions and resources to enhance an instructor's ability to teach a specific topic.

**CTS Guide Reference**

The CTS Guide Reference segment documents the standard(s) from the corresponding Certification Training Standard Guide upon which each topic within the course is based. This segment is eliminated if the course is not based on a standard.

**Skill Sheet**

The Skill Sheet segment documents the skill sheet that tests the content contained within the topic. This segment is eliminated if the course does not have skill sheets.

# Fire Inspector

(NFPA 1030: Fire Inspector)

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## Certification Task Book (2024)



California Department of Forestry and Fire Protection  
Office of the State Fire Marshal  
State Fire Training

## Overview

### Authority

This certification task book includes the certification training standards set forth in the Fire Inspector Certification Training Standards Guide (2024) which is based on:

- NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)

Published: Month Year

Published by: State Fire Training, PO Box 944246, Sacramento, CA 94244-2460

Cover photo courtesy of Jessica Power, Fire Marshal, San Bruno Fire Department.

### Purpose

The State Fire Training certification task book is a performance-based document that identifies the minimum requirements necessary to perform the duties of that certification. Completion of a certification task book verifies that the candidate has the required experience, holds the required position, and has demonstrated the job performance requirements to obtain that certification.

### Assumptions

Except for the Fire Fighter and Emergency Vehicle Technician (EVT) certifications, a candidate may begin the task book initiation process upon completion of all required education components (courses).

Each job performance requirement (JPR) shall be evaluated after the candidate's fire chief initiates the task book.

An evaluator may verify satisfactory execution of a job performance requirement (JPR) through the following methods:

- First-hand observation
- Review of documentation that verifies prior satisfactory execution

State Fire Training task books do not count towards the NWCG task book limit. There is no limit to the number of State Fire Training task books a candidate may pursue at one time if the candidate meets the initiation requirements of each.

It is the candidate's responsibility to routinely check the State Fire Training website for updates to an initiated task book. All State Fire Training issued updates to an initiated task book are required for task book completion.

A candidate must complete a task book within five years its initiation date. Otherwise, a candidate must initiate a new task book using the certification's current published version.

## Roles and Responsibilities

### Candidate

The candidate is the individual pursuing certification.

#### Initiation

The candidate shall:

1. Complete all Initiation Requirements.
  - Please print or type.
2. Obtain their fire chief's signature as approval to open the task book.
  - A candidate may not obtain evaluation signatures prior to the fire chief's initiation approval date.

#### Completion

The candidate shall:

1. Complete all Job Performance Requirements.
  - Ensure that an evaluator initials, signs, and dates each task to verify completion.
2. Complete all Completion Requirements.
3. Sign and date the candidate verification statement under Review and Approval with a handwritten signature.
4. Obtain their fire chief's handwritten (not stamped) signature on the fire chief verification section.
5. Create and retain a physical or high-resolution digital copy of the completed task book

#### Submission

The candidate shall:

1. Submit a copy (physical or digital) of the completed task book and any supporting documentation to State Fire Training.
  - See Submission and Review below.

A candidate should not submit a task book until they have completed all requirements and obtained all signatures. State Fire Training will reject and return an incomplete task book.

### Evaluator

An evaluator is any individual who verifies that the candidate can satisfactorily execute a job performance requirement (JPR).

An evaluator may verify satisfactory execution through the following methods:

- First-hand observation
- Review of documentation that verifies prior satisfactory execution

A qualified evaluator is designated by the candidate's fire chief\* and holds an equivalent or higher-level certification. If no such evaluator is present, the fire chief shall designate an individual with more experience than the candidate and a demonstrated ability to execute the job performance requirements.

A task book evaluator may be, but is not required to be, a registered skills evaluator who oversees a State Fire Training certification exam.

A certification task book may have more than one evaluator.

All evaluators shall:

1. Complete a block on the Signature Verification page with a handwritten signature.
2. Review and understand the candidate's certification task book requirements and responsibilities.
3. Verify the candidate's successful completion of one or more job performance requirements through observation or review.
  - Do not evaluate any job performance requirement (JPR) until after the candidate's fire chief initiates the task book.
  - Sign all appropriate lines in the certification task book with a handwritten signature or approved digital signature (e.g., DocuSign or Adobe Sign) to record demonstrated performance of tasks.

\* For certification task books that do not require fire chief initiation, academy instructors serve as or designate evaluators.

## Fire Chief

The fire chief is the individual who initiates (when applicable) and then reviews and confirms the completion of a candidate's certification task book.

A fire chief may identify an authorized designee already on file with State Fire Training to fulfill any task book responsibilities assigned to the fire chief. (See *State Fire Training Procedures Manual*, 4.2.2: Authorized Signatories.)

## Initiation

The fire chief shall:

1. Review and understand the candidate's certification task book requirements and responsibilities.

2. Verify that the candidate has met all Initiation Requirements prior to initiating the candidate's task book.
3. Open the candidate's task book by signing the Fire Chief Approval verification statement with a handwritten (not stamped) signature.
4. Designate qualified evaluators.

## Completion

The fire chief shall:

1. Confirm that the candidate has obtained the appropriate signatures to verify successful completion of each job performance requirement.
  - Ensure that all Job Performance Requirements were evaluated after the initiation date.
2. Confirm that the candidate meets the Completion Requirements.
3. Sign and date the Fire Chief verification statement under Review and Approval with a handwritten signature.
  - If signing as an authorized designee, verify that your signature is on file with State Fire Training.

## Submission and Review

A candidate should not submit a task book until they have completed all requirements and obtained all signatures. State Fire Training will reject and return an incomplete task book.

To submit a completed task book, please send the following items to the address below:

- A copy of the completed task book (candidate may retain the original)
- All supporting documentation
- Payment

State Fire Training  
Attn: Certification  
PO Box 944246  
Sacramento, CA 94244-2460

State Fire Training reviews all submitted task books.

- If the task book is complete, State Fire Training will authorize the task book and retain a digital copy of the authorized task book in the candidate's State Fire Training file.
- If the task book is incomplete, State Fire Training will return the task book with a notification indicating what needs to be completed prior to resubmission.

Completion of this certification task book is one step in the certification process. Please refer to the *State Fire Training Procedures Manual* for the complete list of qualifications required for certification.



## Initiation Requirements

The following requirements must be completed prior to initiating this task book.

### Candidate Information

Name: \_\_\_\_\_

SFT ID Number: \_\_\_\_\_

Fire Agency: \_\_\_\_\_

### Prerequisites

The candidate has completed the following prerequisites:

- OSFM Fire Inspector 1 (2014) **or** First Responder Inspector (2024) certification

*Include documentation to verify prerequisite requirements when you submit your certification task book unless verification is already documented in your SFT User Portal.*

### Education

The candidate has completed the following course(s).

- Fire Inspector 2A: Fire Prevention Administration (2014 or newer)
- Fire Inspector 2B: Fire and Life Safety Requirements (2014 or newer)
- Fire Inspector 2C: Inspecting New and Existing Fire and Life Safety Systems and Equipment (2014 or newer)
- Fire Inspector 2D: Hazardous Materials, Operations, and Processes (2014 or newer)
- Fire and Life Safety Educator 1A: Fire and Life Safety Educator 1
- Statutes and Regulations (SFT – completed within the last 10 years)

*Include documentation to verify education requirements unless verification is already documented in your SFT User Portal.*

## Fire Chief Approval

Candidate's Fire Chief (please print): \_\_\_\_\_

I, the undersigned, am the person authorized to verify the candidate's task book initiation requirements and to initiate State Fire Training task books. I hereby certify under penalty of perjury under the laws of the State of California, that the completion of all requirements to open the task book documented herein are true in every respect. I understand that misstatements, omissions of material facts, or falsification of information or documentation may be cause for rejection.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Signature Verification

The following individuals have the authority to verify portions of this certification task book using the signature recorded below.

Please print except for the Signature line where a handwritten signature is required.  
Add additional signature pages as needed.

**Name:** \_\_\_\_\_  
Job Title: \_\_\_\_\_  
Organization: \_\_\_\_\_  
Signature: \_\_\_\_\_

**Name:** \_\_\_\_\_  
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Signature: \_\_\_\_\_

## Job Performance Requirements

The candidate must complete each job performance requirement (JPR) in accordance with the standards of the authority having jurisdiction (AHJ) or the National Fire Protection Association (NFPA), whichever is more restrictive.

When California requirements exceed or require revision to the NFPA standard, the corresponding Office of the State Fire Marshal-approved (OSFM) additions or revisions appear in gray.

All JPRs must be completed within a California fire agency or State Fire Training Accredited Regional Training Program (ARTP).

For JPRs that are not part of a candidate's regular work assignment or are a rare event, the evaluator may develop a scenario or interview that supports the required task and evaluate the candidate to the stated standard.

Each JPR shall be evaluated after the candidate's fire chief initiates the task book.

### Administration

1. Apply applicable codes, standards, and ordinances, given the findings of a completed inspection, the codes, standards, and ordinances and the policies of the AHJ, so that the applicable codes, standards, ordinances, and policies are identified, and compliance is determined. (NFPA 1030: 7.2.1) (CTS 2-1)

Evaluator Signature: \_\_\_\_\_ Date Verified: \_\_\_\_\_

2. Complete inspection reports, given agency policy and procedures and observations from an assigned field inspection, so that the report is clear and concise and reflects the findings of the inspection in accordance with the applicable codes, standards, and ordinances and the policies of the AHJ. (NFPA 1030: 7.2.2) (CTS 2-2)

Evaluator Signature: \_\_\_\_\_ Date Verified: \_\_\_\_\_

3. Process a permit application, given a specific request, so that the application is evaluated, and a permit is issued or denied in accordance with the applicable codes, standards, and ordinances and the policies and procedures of the AHJ. (NFPA 1030: 7.2.3) (CTS 2-3)

Evaluator Signature: \_\_\_\_\_ Date Verified: \_\_\_\_\_

4. Enforce permit regulations, given a permit application or report of a violation and applicable codes, standards, ordinances, and policies of the AHJ, so that enforcement actions are taken in accordance with the applicable codes, standards, and ordinances and the policies of the AHJ and the violation is corrected. (NFPA 1030: 7.2.4) (CTS 2-4)

Evaluator Signature: \_\_\_\_\_ Date Verified: \_\_\_\_\_

5. Process a plan review application, given a specific submittal, so that the application is evaluated and processed in accordance with the applicable codes, standards, and ordinances and the policies of the AHJ. (NFPA 1030: 7.2.5) (CTS 2-5)

Evaluator Signature: \_\_\_\_\_ Date Verified: \_\_\_\_\_

6. Investigate complaints, given a reported situation or condition, so that complaint information is recorded, the investigation process is initiated, and the complaint is resolved or referred in accordance with the applicable codes, standards, and ordinances and the policies of the AHJ. (NFPA 1030: 7.2.6) (CTS 2-6)

Evaluator Signature: \_\_\_\_\_ Date Verified: \_\_\_\_\_

7. Explain the modifications process to the adopted codes, standards, and ordinances of the AHJ, given a fire or life safety issue, so that the proposed modifications address the problem, need, or deficiency. (NFPA 1030: 7.2.7) (CTS 2-7)

Evaluator Signature: \_\_\_\_\_ Date Verified: \_\_\_\_\_

## Legal

8. Understand legal proceedings, given the findings of a field inspection or a complaint and consultation with legal counsel, so that all information is presented in a factual manner. (NFPA 1030: 7.3.1) (CTS 3-1)

Evaluator Signature: \_\_\_\_\_ Date Verified: \_\_\_\_\_

9. Initiate legal action related to a fire code violation, given a description of a violation and a legal opinion, so that the action taken is in accordance with the policies of the AHJ and due process of law is followed. (NFPA 1030: 7.3.2) (CTS 3-2)

Evaluator Signature: \_\_\_\_\_ Date Verified: \_\_\_\_\_

10. Recommend policies and procedures for the delivery of inspection services, given management objectives, so that inspections are conducted in accordance with the policies of the AHJ. (NFPA 1030: 7.3.3) (CTS 3-3)

Evaluator Signature: \_\_\_\_\_ Date Verified: \_\_\_\_\_

## Field Inspection

11. Compute the maximum allowable occupant load of a building, given plans, field observations, or description of a building's uses, so that the maximum allowable occupant load calculation is in accordance with applicable codes, standards, and ordinances. (NFPA 1030: 7.4.1) (CTS 4-1)

Evaluator Signature: \_\_\_\_\_ Date Verified: \_\_\_\_\_

12. Identify the occupancy classifications of a building, given a description of the uses, so that all areas are classified in accordance with applicable codes, standards, and ordinances. (NFPA 1030: 7.4.2) (CTS 4-2)

Evaluator Signature: \_\_\_\_\_ Date Verified: \_\_\_\_\_

13. Evaluate a building's area, height, occupancy classification, and construction type, given an approved set of plans and construction features, so that it is confirmed that the building is in compliance with applicable codes, standards, and ordinances. (NFPA 1030: 7.4.3) (CTS 4-3)

Evaluator Signature: \_\_\_\_\_ Date Verified: \_\_\_\_\_

14. Evaluate fire protection systems and equipment provided for life safety and property protection, given field observations and hazard classifications of the facility and documentation, the hazards protected, and the system specifications, so that the fire protection systems provided are approved for the occupancy, commodity, or hazard being protected. (NFPA 1030: 7.4.4) (CTS 4-4)

Evaluator Signature: \_\_\_\_\_ Date Verified: \_\_\_\_\_

15. Witness an acceptance test for an integrated fire protection system, given approved shop drawings, integrated system test plan, and an installed system, so that the integrated system performance can be evaluated for compliance, and deficiencies are identified, documented, and reported, and discrepancies are resolved in accordance with the applicable codes, standards, and ordinances and the policies of the AHJ. (NFPA 1030: 7.4.5) (CTS 4-5)

Evaluator Signature: \_\_\_\_\_ Date Verified: \_\_\_\_\_

16. Inspect means of egress elements, given observations made during a field inspection of an existing building, so that means of egress elements are maintained in compliance with applicable codes, standards, and ordinances, and deficiencies are identified, documented, and reported in accordance with the policies of the AHJ. (NFPA 1030: 7.4.6) (CTS 4-6)

Evaluator Signature: \_\_\_\_\_ Date Verified: \_\_\_\_\_

17. Evaluate hazardous conditions involving equipment, processes, and operations, given field observations and documentation, so that the equipment, processes, or operations are installed in accordance with applicable codes, standards, and ordinances, and deficiencies are identified, documented, and reported in accordance with the policies of the AHJ. (NFPA 1030: 7.4.7) (CTS 4-7)

Evaluator Signature: \_\_\_\_\_ Date Verified: \_\_\_\_\_

18. Evaluate emergency planning and preparedness procedures, given existing or proposed plans and procedures and applicable codes, standards, and ordinances, so that compliance is determined. (NFPA 1030: 7.4.8) (CTS 4-8)

Evaluator Signature: \_\_\_\_\_ Date Verified: \_\_\_\_\_

19. Assist with the development and evaluation of emergency planning and procedures, given a description of a building and its use, so that plans and procedures are in accordance with the applicable codes, standards, and ordinances and the policies of the AHJ. (NFPA 1030: 7.4.9) (CTS 4-9)

Evaluator Signature: \_\_\_\_\_ Date Verified: \_\_\_\_\_

20. Verify code compliance for storage, handling, and use of flammable and combustible liquids and gases, given field observations and inspection guidelines from the AHJ, so that deficiencies are identified, documented, and reported in accordance with the applicable codes, standards, and ordinances and the policies of the AHJ. (NFPA 1030: 7.4.10) (CTS 4-10)

Evaluator Signature: \_\_\_\_\_ Date Verified: \_\_\_\_\_

21. Evaluate code compliance for the storage, handling, and use of hazardous materials, given field observations, so that deficiencies are identified, documented, and reported in accordance with the applicable codes, standards, and ordinances and the policies of the AHJ. (NFPA 1030: 7.4.11) (CTS 4-11)

Evaluator Signature: \_\_\_\_\_ Date Verified: \_\_\_\_\_

22. Determine fire growth potential in a building or space, given field observations or plans, so that the contents, interior finish, and construction elements are evaluated for compliance, and deficiencies are identified, documented, and corrected in accordance with the applicable codes, standards, and ordinances and the policies of the AHJ. (NFPA 1030: 7.4.12) (CTS 4-12)

Evaluator Signature: \_\_\_\_\_ Date Verified: \_\_\_\_\_

23. Verify compliance with construction documents, given a performance-based design, so that life safety systems and building services equipment are installed, inspected, and tested to perform as described in the engineering documents and the operations and maintenance manual that accompanies the design, so that deficiencies are identified, documented, and reported in accordance with the applicable codes, standards, and ordinances and the policies of the AHJ. (NFPA 1030: 7.4.13) (CTS 4-13)

Evaluator Signature: \_\_\_\_\_ Date Verified: \_\_\_\_\_

24. Verify code compliance of heating, ventilation, air conditioning, and other building service equipment and operations, given field observations, so that the systems and other equipment are maintained in accordance with applicable codes, standards, and operations and deficiencies are identified, documented, and reported in accordance with the policies of the AHJ. (NFPA 1030: 7.4.14) (CTS 4-14)

Evaluator Signature: \_\_\_\_\_ Date Verified: \_\_\_\_\_

25. Verify emergency access for an existing site, given field observations and approved plans, so that the required access for emergency responders is maintained and deficiencies are identified, documented, and corrected in accordance with the applicable policies of the AHJ. (NFPA 1030: 7.4.15) (CTS 4-15)

Evaluator Signature: \_\_\_\_\_ Date Verified: \_\_\_\_\_

26. Verify available fire flows for a site, given fire flow test results and water supply data, so that required fire flows are in accordance with applicable codes, standards, and ordinances and deficiencies are identified, documented, and reported in accordance with the applicable codes, standards, and ordinances and the policies of the AHJ. (NFPA 1030: 7.4.16) (CTS 4-16)

Evaluator Signature: \_\_\_\_\_ Date Verified: \_\_\_\_\_

27. Compute the maximum allowable occupant load of a multi-use building, given field observations or a description of a building's uses, in accordance with applicable codes and standards. (OSFM) (CTS 4-17)

Evaluator Signature: \_\_\_\_\_ Date Verified: \_\_\_\_\_

28. Assess alternative methods to adjust occupant loads, given a description of an area, building, or portion of a building and its intended use, to keep the occupant load in accordance with applicable codes and standards. (OSFM) (CTS 4-18)

Evaluator Signature: \_\_\_\_\_ Date Verified: \_\_\_\_\_



29. Evaluate each deficiency and its proposed correction, given a list of means of egress deficiencies in a building and the proposed correction, so that the correction complies with applicable codes and standards and deficiencies are identified, documented, and reported in accordance with jurisdictional policies. (OSFM) (CTS 4-19)

Evaluator Signature: \_\_\_\_\_ Date Verified: \_\_\_\_\_

30. Evaluate the construction type required for an addition or remodeling project, given a description of a building and its use, so that construction type meets applicable codes and standards, and deficiencies are identified, documented, and reported in accordance with AHJ policies. (OSFM) (CTS 4-20)

Evaluator Signature: \_\_\_\_\_ Date Verified: \_\_\_\_\_

## Plans Review

31. Classify an occupancy, given a set of plans, specifications, and a description of a building and its use, so that the classification is made in accordance with the applicable codes, standards, and ordinances and the policies of the AHJ. (NFPA 1030: 7.5.1) (CTS 5-1)

Evaluator Signature: \_\_\_\_\_ Date Verified: \_\_\_\_\_

32. Compute the maximum allowable occupant load, given a floor plan of a building or portion of the building, so that the calculated occupant load is in accordance with the applicable codes, standards, and ordinances and the policies of the AHJ. (NFPA 1030: 7.5.2) (CTS 5-2)

Evaluator Signature: \_\_\_\_\_ Date Verified: \_\_\_\_\_

33. Review the proposed installation of fire protection systems, given shop drawings and system specifications for a storage commodity, process, or operation, so that the system is reviewed for code compliance and installed in accordance with the approved drawings, and deficiencies are identified, documented, and reported in accordance with the applicable codes, standards, and ordinances and the policies of the AHJ. (NFPA 1030: 7.5.3) (CTS 5-3)

Evaluator Signature: \_\_\_\_\_ Date Verified: \_\_\_\_\_

34. Compare an approved plan to an existing fire protection system, given approved plans and field observations, so that any modifications to the system are identified, documented, and reported in accordance with the applicable codes, standards, and ordinances and the policies of the AHJ. (NFPA 1030: 7.5.4) (CTS 5-4)

Evaluator Signature: \_\_\_\_\_ Date Verified: \_\_\_\_\_

35. Review the means of egress elements provided, given a floor plan of a building or portion of a building, so that all elements are identified and checked against applicable codes, standards, and ordinances and deficiencies are discovered and communicated in accordance with the policies of the AHJ. (NFPA 1030: 7.5.5) (CTS 5-5)

Evaluator Signature: \_\_\_\_\_ Date Verified: \_\_\_\_\_

36. Review the construction type of a building or portion thereof, given a set of plans and specifications, so that the construction type complies with adopted codes, standards, and ordinances of the AHJ. (NFPA 1030: 7.5.6) (CTS 5-6)

Evaluator Signature: \_\_\_\_\_ Date Verified: \_\_\_\_\_

## Completion Requirements

The following requirements must be completed prior to submitting this task book.

### Experience

The candidate meets one of the following experience requirements.

- Has a minimum of three (3) years' full-time paid experience or six (6) years' volunteer or part-time paid experience in a recognized California fire agency as a Fire Inspector or Prevention Officer

Agency	Experience	Start Date	End Date

*Include documentation to verify education requirements when you submit your certification task book unless verification is already documented in your SFT User Portal.*

### Position

The candidate meets the qualifications for this level of certification. The position requirement is met when the applicant fulfills the role of the specific duties as defined by the Fire Chief.

### Supporting Documentation

The candidate meets the following supporting documentation requirements:

- International Code Council Fire Code Inspector 1 certification

*Include documentation to verify supporting documentation requirements when you submit your certification task book unless verification is already documented in your SFT User Portal.*

### Updates

The candidate has completed and enclosed all updates to this certification task book released by State Fire Training since its initial publication.

Number of enclosed updates: \_\_\_\_\_

## Completion Timeframe

The candidate has completed all requirements documented in this certification task book within five years of its initiation date.

Initiation Date (see Fire Chief signature under **Initiation Requirements**): \_\_\_\_\_

## Review and Approval

### Candidate

Candidate (please print): \_\_\_\_\_

I, the undersigned, am the person applying for certification. I hereby certify under penalty of perjury under the laws of the State of California, that the completion of all requirements documented herein is true in every respect. I understand that misstatements, omissions of material facts, or falsification of information or documentation may be cause for rejection or revocation.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Fire Chief

Candidate's Fire Chief (please print): \_\_\_\_\_

I, the undersigned, am the person authorized to verify the candidate's qualifications for certification. I hereby certify under penalty of perjury under the laws of the State of California, that the completion of all requirements documented herein are true in every respect. I understand that misstatements, omissions of material facts, or falsification of information or documentation may be cause for rejection.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_