



**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:

First Responder Inspector (2024) (formerly Fire Inspector 1)

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 First Responder 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 1 to First Responder Inspector to align with the NFPA standard on which it is based.

First Responder Inspector (2024) Curriculum Launch

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

Retirement of Fire Inspector 1 (2014) Curriculum

Effective December 31, 2026, SFT will retire Fire Inspector 1 (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 1 certification using the 2014 task book must complete and submit their Company Officer Certification Task Book (2014) postmarked on or before December 31, 2026.

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

CTS Guide

- NFPA moved the content from NFPA 1031: Standard for Professional Qualifications for Fire Inspector and Plan Examiner (chapter 4) to NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (chapter 6).
- NFPA removed the following standards in the transition from 1031 (2014) to 1030 (2024) and SFT removed them from the curriculum:
 - 4.2.3: Recognize the need for plan review
 - 4.3.2: Compute the allowable occupant load of a single-use occupancy
 - 4.3.4: Verify the type of construction for an addition or remodeling project
 - 4.3.8: Recognize hazardous conditions involving equipment, processes, and operations
 - 4.3.10: Verify that emergency planning and preparedness measures are in place and have been practiced
 - 4.3.16: Verify fire flows for a site
- NFPA removed the following standards in the transition from 1031 (2014) to 1030 (2024) but SFT retained them under OSFM authority:
 - 4.3.9: Compare an approved plan to an existing fire protection system
 - 4.3.12: Verify code compliance for incidental storage, handling, and use of flammable and combustible liquids and gases
 - 4.3.13: Verify code compliance for incidental storage, handling, and use of hazardous materials
- NFPA added the following standards in the transition from 1031 (2014) to 1030 (2014) and SFT added them to the curriculum:
 - 6.3.1: Prepare internal written correspondence to communicate fire protection and prevention concerns
 - 6.3.6: Identify fire and life safety hazards or conditions
 - 6.5.1: Determine code compliance
 - 6.5.2: Identify the fire and life safety hazards
 - 6.5.5: Verify posted occupant load

Course Plan 1A: Duties and Administration

- Updated to new course plan template.
- Changed course time from 24 hours to 20 hours to accommodate topic changes.

- Created a new Unit 2 called Authority and Responsibilities to set a basis for the job.
 - Moved the topic Definition of Duties topic to Unit 2.
 - Moved the topic Identifying Legal Responsibility and Authority topic to Unit 2.
 - Moved the topic Ethical Conduct topic to Unit 2.
- Moved the topic Identifying Codes and Standards to Unit 3: Administration to align with NFPA categories.
- Moved the topic Conducting an Inspection to course plan 1C: Field Inspection. It doesn't really align with the administration or legal themes of this course.
- Removed the topic Recognizing the Need for Plan Review because NFPA removed this job performance requirement.
- Created a new Unit 4 called Legal Proceeding to align with NFPA 1030 content
 - Moved the topic Participating in Legal Proceedings topic to Unit 4: Legal Proceedings

Course Plan 1B: Fire and Life Safety

- Updated to new course plan template.
- Changed course time from 16 hours to 18 hours to accommodate topic changes.
- Removed the topic Computing the Allowable Occupant Load of a Single-use Occupancy
- Added the topic Verifying Posted Occupant Load based on new standards in NFPA 1030 (6.5.5)
- Added the topic Identifying Fire and Life Safety Hazards and Conditions based on new standards in NFPA 1030 (6.3.3 and 6.5.2)

Course Plan 1C: Field Inspection

- Updated to new course plan template.
- Changed course time from 24 hours to 32 hours to accommodate topic changes.
- Rearranged the 2014 units into three new units:
 - Unit 2: Conducting Inspections
 - Unit 3: Operational Readiness
 - Unit 4: Hazardous Materials
- Added the topic Conducting an Inspection from course plan 1A: Duties and Administration.
- Added the topic Determining Code Compliance based on new standard in NFPA 1030 (6.5.1)

Course Plan 1D: Field Inspection – California Specific

- Updated to new course plan template.

Certification Task Book

- Updated to new template
- Added three new education requirements for certification:
 - Home Ignition Zone/Defensible Space Inspector (SFT). This entry-level course expands on the WUI environment and is critical to fire and life safety in California.

- IS-200.C: Basic Incident Command System for Initial Response (FEMA). All students, and especially those without experience in the fire service, need to understand the command structure of the fire department and emergency response.
- PC-832 Arrest, Search, and Seizure (POST). This must be completed within two years of applying for certification unless candidate is employed as a peace officer. Inspectors have regulatory authority to enforce code.
- The following standards were removed in the transition from NFPA 1031: Standard for Professional Qualifications for Fire Inspector and Plan Examiner (chapter 4) to NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (chapter 6). They were also removed from the task book:
 - 4.2.3: Recognize the need for plan review
 - 4.3.4: Verify the type of construction for an addition or remodeling project
 - 4.3.8: Recognize hazardous conditions involving equipment, processes, and operations
 - 4.3.10: Verify that emergency planning and preparedness measures are in place and have been practiced
 - 4.3.16: Verify fire flows for a site
- The following standards were added in the transition from 1031 (2014) to 1030 (2014):
 - 6.3.1: Prepare internal written correspondence to communicate fire protection and prevention concerns
 - 6.3.6: Identify fire and life safety hazards or conditions
 - 6.5.1: Determine code compliance
 - 6.5.2: Identify the fire and life safety hazards
 - 6.5.5: Verify posted occupant load

Existing Registered Instructors

SFT will authorize existing Fire Inspector 1 (2014) Registered Instructors to teach First Responder Inspector (2024). SFT will update the SFT User Portal Acadis.

In Process Instructor Candidates

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

New Instructor Registration

New instructor candidates shall meet the following requirements:

Category	Requirement
Instructor Registration	Be an OSFM Registered Instructor
Certification	Fire Inspector 1 (2014) or First Responder Inspector (2024)
Education	<ul style="list-style-type: none"> • Fire Inspector 1A: Duties and Administration (2014) or First Responder Inspector 1A: Duties and Administration (2024)

	<ul style="list-style-type: none"> • Fire Inspector 1B: Fire and Life Safety (2014) or First Responder Inspector 1B: Fire and Life Safety (2024) • Fire Inspector 1C: : Field Inspection (2014) or First Responder Inspector 1C: Field Inspection (2024) • Fire Inspector 1D: : Field Inspection – California Specific (2014) or First Responder Inspector 1D: Field Inspection – California Specific (2024) • Hazardous Materials First Responder Awareness course (CSTI, IAFF, IFSAC/Pro Board, SFT) • Home Ignition Zone/Defensible Space Inspector (SFT) • IS-200.C: Basic Incident Command System for Initial Response (FEMA) • PC-832 Arrest, Search, and Seizure (POST) <ul style="list-style-type: none"> ○ Must be completed within two years of applying for certification unless candidate is employed as a peace officer
Experience	<ul style="list-style-type: none"> • Has a minimum of one (1) year full-time paid experience or two (2) years' volunteer or part-time paid experience in a recognized California fire agency as Fire Inspector/Prevention Officer • Has completed a minimum of one inspection for each of the following occupancies: A1, A2, A3, B-Medical, E, F-1, H-2 or H3, I-3, M, R-1, R.2, R-2.1, S-1 with high-piled stock, U <ul style="list-style-type: none"> ○ Inspections conducted prior to the completion of all educational requirements shall not apply.
Chief's Letter	Provide a letter signed by their Fire Chief or authorized designee that verifies qualification to deliver First Responder Inspector curriculum.
Application	Submit an SFT Instructor Registration Application
Fee	Pay the registration fee (if applicable)



First Responder 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 First Responder Inspector (2024), formerly the Fire Inspector 1 (2014), curriculum requirements. Stakeholders are encouraged to study this information carefully and seek clarification from SFT if questions arise.

The First Responder 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 First Responder Inspector courses and comply with the most current First Responder Inspector requirements.

New Curriculum	Hours
First Responder Inspector 1A: Duties and Administration (2024)	20 hours
First Responder Inspector 1B: Fire and Life Safety (2024)	18 hours
First Responder Inspector 1C: Field Inspection (2024)	32 hours
First Responder Inspector 1D: Field Inspection – California Specific (2024)	16 hours

First Responder Inspector (2024) Curriculum..... March 1, 2026

Retirement of Fire Inspector 1 (2014) Curriculum December 31, 2026

Effective December 31, 2026, SFT will retire Fire Inspector 1 (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 1 certification using the 2014 task book must complete and submit their Fire Inspector 1 Certification Task Book (2014) postmarked on or before December 31, 2026.

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

INSTRUCTOR REQUIREMENTS

Instructor Registration..... March 1, 2026

Instructors for the First Responder 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 1 (2014) Registered Instructors to teach First Responder Inspector (2024). SFT will update the SFT User Portal Acadis.

In Process Instructor Candidates

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

New Instructor Registration

New instructor candidates shall meet the following requirements:

Category	Requirement
Instructor Registration	Be an OSFM Registered Instructor
Certification	Fire Inspector 1 (2014) or First Responder Inspector (2024)
Education	<ul style="list-style-type: none">• Fire Inspector 1A: Duties and Administration (2014) or First Responder Inspector 1A: Duties and Administration (2024)• Fire Inspector 1B: Fire and Life Safety (2014) or First Responder Inspector 1B: Fire and Life Safety (2024)• Fire Inspector 1C: : Field Inspection (2014) or First Responder Inspector 1C: Field Inspection (2024)• Fire Inspector 1D: : Field Inspection – California Specific (2014) or First Responder Inspector 1D: Field Inspection – California Specific (2024)• Hazardous Materials First Responder Awareness course (CSTI, IAFF, IFSAC/Pro Board, SFT)• Home Ignition Zone/Defensible Space Inspector (SFT)• IS-200.C: Basic Incident Command System for Initial Response (FEMA)• PC-832 Arrest, Search, and Seizure (POST)<ul style="list-style-type: none">○ Must be completed within two years of applying for certification unless candidate is employed as a peace officer

Experience	<ul style="list-style-type: none">• Has a minimum of one (1) year full-time paid experience or two (2) years' volunteer or part-time paid experience in a recognized California fire agency as Fire Inspector/Prevention Officer• Has completed a minimum of one inspection for each of the following occupancies: A1, A2, A3, B-Medical, E, F-1, H-2 or H3, I-3, M, R-1, R.2, R-2.1, S-1 with high-piled stock, U<ul style="list-style-type: none">○ Inspections conducted prior to the completion of all educational requirements shall not apply.
Chief's Letter	Provide a letter signed by their Fire Chief or authorized designee that verifies qualification to deliver First Responder Inspector curriculum.
Application	Submit an SFT Instructor Registration Application
Fee	Pay the registration fee (if applicable)

POTENTIAL AGENCY IMPACTS

Fire agencies desiring to use the First Responder Inspector (2024) curriculum as a requirement for their recruitment/promotion activities need to review the First Responder 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 First Responder Inspector (2024) curriculum and discuss potential impacts with their advisory committees.

First Responder Inspector

(NFPA 1030: First Responder Inspector)

Certification Training Standards Guide (2024)



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

First Responder 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 First Responder Inspector (2024) curriculum:

1. 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 Brett Davidson, Deputy Chief, City of Vista Fire Department.

Published by State Fire Training.

Table of Contents

Acknowledgements	1
How to Read a CTS Guide	2
First Responder Inspector	4
Section 1: Definition of Duties.....	4
1:1: Definition of Duties for a First Responder Inspector	4
1-2: Identifying Legal Responsibilities and Authority	6
Section 2: Administration.....	7
2-1: Preparing Internal Written Correspondence	7
2-2: Preparing Inspection Reports.....	8
2-3: Identifying Codes, Standards, or Ordinances	10
2-4: Recognizing the Need for a Permit.....	11
2-5: Investigating Assigned Complaints.....	12
2-6: Identifying Fire and Life Safety Hazards or Conditions	14
Section 3: Legal.....	15
3-1: Participating in Legal Proceedings.....	15
Section 4: Field Inspection	16
4-1: Determining Code Compliance	16
4-2: Identifying Fire and Life Safety Hazards.....	17
4-3: Verifying Occupancy Classification for a Single-use Occupancy	18
4-4: Verifying that Means of Egress Elements Are Maintained.....	19
4-5: Verifying Posted Occupant Load	20
4-6: Determining Operational Readiness of Fixed Fire Suppression Systems	21
4-7: Determining Operational Readiness of Existing Fire Detection and Alarm Systems	22
4-8: Determining Operational Readiness of Portable Fire Extinguishers	23
4-9: Inspecting Emergency Access for an Existing Site	24
4-10: Recognizing Fire Growth Potential in a Building or Space.....	26
4-11: Inspecting Tents, Canopies, and Temporary Membrane Structures.....	27
4-12: Inspecting Safe and Sane Fireworks Retail Stands.....	28
4-13: Inspecting a Public Fireworks Display	29
4-14: Inspecting Proximate Fireworks or Special Effects Displays.....	30
4-15: Comparing Approved Plans and Existing Fire Protection Systems.....	31
4-16: Verifying Code Compliance for Incidental Storage, Handling, and Use of Flammable and Combustible Liquids and Gases	32
4-17: Verifying Code Compliance for Incidental Storage, Handling, and Use of Hazardous Materials	34
Section 5: Wildland Urban Interface Environments.....	36
5-1: Inspecting Exterior Hazards Abatement	36

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- Chris Fowler, Chief of State Fire Training
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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 in *italics*.

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).

First Responder Inspector

Section 1: Definition of Duties

1:1: Definition of Duties for a First Responder Inspector

Authority

1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
 - Paragraph 6.3, 6.4, 6.5
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 First Responder Inspector including the preparation of inspection reports, handling of complaints, and maintenance of records, as well as maintaining dialogue with fire inspectors and fire plans examiners and other relevant personnel
2. Identify the legal duties of a First Responder Inspector including enforcement of the adopted codes and standards of the AHJ, handling various complaints, and initiating legal action where necessary, knowledge of 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 First Responder Inspector including conducting assigned fire safety inspections of existing structures and properties, including those in the wildland urban interface environment, to identify fire and life safety hazards
4. Identify the ethics considerations that should guide a First Responder Inspector's job performance

Requisite Skills

1. None

Content Modification

Block	Modification	Justification
RK3	Added "including those in the wildland urban interface environment".	Not included in NFPA 1030 but required by California law (California Code of Regulations, Title 24, Chapter 7A (2016) and Public Resources Code, Section 4291).
RK4	Added knowledge component.	NFPA does not explicitly cover ethics, but they are a key part of the First Responder Inspector's role.

Cross Reference

Course Plan	Skill Sheet	Task Book
First Responder Inspector 1A: Duties and Administration (2024) <ul style="list-style-type: none">• Topic 2-1• Topic 2-4	N/A	N/A

1-2: Identifying Legal Responsibilities and Authority

Authority

1. Office of the State Fire Marshal

Job Performance Requirement

Identify codes, given California Health and Safety Code, California Code of Regulations Title 19, and California Code of Regulations Title 24, so that inspections are conducted in accordance with the codes that give a fire inspector legal authority to conduct inspections in the state of California.

Requisite Knowledge

1. Identify inspection authority in the California Health and Safety Code
2. Identify regulatory requirements found in California Code of Regulations Titles 19 and 24
3. Identify jurisdictional organizations other than the fire department that have requirements or conduct inspections related to fire prevention and life safety
4. Identify jurisdictional organizations other than the fire department that have requirements or conduct inspections related to the wildland urban interface
5. Identify an AHJ's liability for failure to perform

Requisite Skills

1. None

Content Modification

Block	Modification	Justification
CTS	Added new training standard.	Cadre believes it is vital for a First Responder Inspector to be able to identify the California codes that grant authority to their position. (2014)

Cross Reference

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

Section 2: Administration

2-1: Preparing Internal Written Correspondence

Authority

1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
 - Paragraph 6.3.1

Job Performance Requirement

Prepare internal written correspondence to communicate fire protection and prevention concerns, given a common fire safety issue, so that the correspondence is concise, accurately reflects applicable codes, standards, and ordinances, and is appropriate for the intended audience.

Requisite Knowledge

1. Identify applicable policies of the AHJ

Requisite Skills

1. Demonstrate communication methods as prescribed by the AHJ

Content Modification

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

Cross Reference

Course Plan	Skill Sheet	Task Book
First Responder Inspector 1A: Duties and Administration (2024) <ul style="list-style-type: none">• Topic 3-4	N/A	First Responder Inspector (2024) Certification Task Book <ul style="list-style-type: none">• JPR 2

2-2: Preparing Inspection Reports

Authority

1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
 - Paragraph 6.3.2
2. Office of the State Fire Marshal

Job Performance Requirement

Prepare inspection reports, given AHJ policy and procedures, observations from a field inspection, and a sample inspection report or template, 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 provides actions required based on the policies of the AHJ.

Requisite Knowledge

1. Identify applicable policies, codes, standards, and ordinances adopted by the AHJ
2. Describe common components of an inspection report
3. Describe AHJ's electronic reporting system policies and procedures

Requisite Skills

1. Conduct a field inspection
2. Apply AHJ policy
3. Communicate orally and in writing

Content Modification

Block	Modification	Justification
JPR	Added "and a sample inspection report or template".	A First Responder Inspector must understand content to prepare a report. (2014)
JPR	Changed "codes and standards" "codes, standards, 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 knowledge component.	A First Responder Inspector must understand content to prepare a report. (2014)
RK3	Added knowledge component.	Electronic reporting systems are now standard.

Cross Reference

Course Plan	Skill Sheet	Task Book
First Responder Inspector 1A: Duties and Administration (2024) <ul style="list-style-type: none">• Topic 3-5	N/A	First Responder Inspector (2024) Certification Task Book <ul style="list-style-type: none">• JPR 3

2-3: Identifying Codes, Standards, or Ordinances

Authority

1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
 - Paragraph 6.3.3

Job Performance Requirement

Identify the applicable code, standard, or ordinance, given fire protection, fire prevention, or life safety deficiencies observed during an assigned fire inspection, so that the applicable document, edition, and section are referenced.

Requisite Knowledge

1. Identify fire and life safety codes, standards, and ordinances
2. Identify policies as determined by the AHJ

Requisite Skills

1. Apply codes, standards, ordinances, and policies as determined by the AHJ

Content Modification

Block	Modification	Justification
JPR	Changed “code or standard” to “code, standard, or ordinance”.	“Code, standard, or ordinance” 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)
RS1	Added “ordinances”.	“Codes, standards, and ordinances” is more comprehensive and applicable to all situations. (2024)

Cross Reference

Course Plan	Skill Sheet	Task Book
First Responder Inspector 1A: Duties and Administration (2024) <ul style="list-style-type: none">• Topic 3-1	N/A	First Responder Inspector (2024) Certification Task Book <ul style="list-style-type: none">• JPR 4

2-4: Recognizing the Need for a Permit

Authority

1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
 - Paragraph 6.3.4

Job Performance Requirement

Recognize the need for a permit, given a situation or condition, so that requirements for permits are communicated to the building owner, owner's representative, occupant, event organizer, and fire prevention staff in accordance with applicable codes, standards, and ordinances and the policies of the AHJ.

Requisite Knowledge

1. Identify permit codes, standards, and ordinances, and policies of the AHJ
2. Identify the rationale for the permit

Requisite Skills

1. Communicate permit requirements orally and in writing

Content Modification

Block	Modification	Justification
JPR	Added "applicable codes, standards, and ordinances".	Permitting is complex. Even entry-level inspectors must be aware of codes, standards, and ordinances. (2024)
RK1	Added "codes, standards, and, ordinances, and".	Permitting is complex. Even entry-level inspectors must be aware of codes, standards, and ordinances. (2024)

Cross Reference

Course Plan	Skill Sheet	Task Book
First Responder Inspector 1A: Duties and Administration (2024) <ul style="list-style-type: none">• Topic 3-2	N/A	First Responder Inspector (2024) Certification Task Book <ul style="list-style-type: none">• JPR 5

2-5: Investigating Assigned Complaints

Authority

1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
 - Paragraph 6.3.5
2. Office of the State Fire Marshal

Job Performance Requirement

Investigate assigned complaints, given a reported situation or condition, so that complaint information is recorded, and the findings are forwarded to the appropriate department in accordance with AHJ policy.

Requisite Knowledge

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

Requisite Skills

1. Apply codes, standards, and ordinances
2. Apply fire prevention principles
3. Communicate orally and in writing
4. Forward as required to the appropriate department
5. Recognize whether a complaint addresses a violation of jurisdictional codes, standards, or ordinances

Content Modification

Block	Modification	Justification
JPR	Changed “to the AHJ” to “to the appropriate department”.	Findings may be forwarded to both internal and external departments. (2024)
RK1	Kept knowledge item from 2014 curriculum even through NFPA 2030 removed it.	Permitting is complex. Even entry-level inspectors must be aware of codes, standards, and ordinances. (2024)
RS1	Kept skill from 2014 curriculum even through NFPA 2030 removed it.	Permitting is complex. Even entry-level inspectors must be aware of codes, standards, and ordinances. (2024)
RS4	Changed “to the AHJ” to “to the appropriate department”.	Findings may be forwarded to both internal and external departments. (2024)
RS5	Replaced “Recognize problems” with new skills component	NFPA skill didn’t provide enough detail. (2024)

Cross Reference

Course Plan	Skill Sheet	Task Book
First Responder Inspector 1A: Duties and Administration (2024) <ul style="list-style-type: none">• Topic 3-3	N/A	First Responder Inspector (2024) Certification Task Book <ul style="list-style-type: none">• JPR 6

2-6: Identifying Fire and Life Safety Hazards or Conditions

Authority

1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
 - Paragraph 6.3.6

Job Performance Requirement

Identify fire and life safety hazards or conditions, given a fire protection, fire prevention, or life safety issue, so that the applicable action is taken per AHJ.

Requisite Knowledge

1. Identify fire and life safety hazards
2. Identify the applicable codes, standards, ordinances, and policies of the AHJ

Requisite Skills

1. Apply codes, standards, ordinances, and policies

Content Modification

Block	Modification	Justification
JPR	Changed “per AHJ policy” to “per AHJ”.	The term “policy” is too specific. Not all AHJs have policies. (2024)
RK2	Added “ordinances”.	“Codes, standards, and ordinances” is more comprehensive and applicable to all situations. (2024)
RS1	Added “ordinances”.	“Codes, standards, and ordinances” is more comprehensive and applicable to all situations. (2024)

Cross Reference

Course Plan	Skill Sheet	Task Book
First Responder Inspector 1B: Fire and Life Safety (2024) <ul style="list-style-type: none">• Topic 4-1	N/A	First Responder Inspector (2024) Certification Task Book <ul style="list-style-type: none">• JPR 7

Section 3: Legal

3-1: Participating in Legal Proceedings

Authority

1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
 - Paragraph 6.4.2

Job Performance Requirement

Participate in legal proceedings, given the findings of a field inspection or a complaint and consultation with the AHJ and legal counsel, so that all information is presented factually and the inspector's demeanor is professional.

Requisite Knowledge

1. Describe the legal requirements pertaining to evidence rules in the legal system
2. Identify types of legal proceedings in accordance with the AHJ

Requisite Skills

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

Content Modification

Block	Modification	Justification
JPR	Deleted "Ability to".	An action must lead a JPR.

Cross Reference

Course Plan	Skill Sheet	Task Book
First Responder Inspector 1A: Duties and Administration (2024) <ul style="list-style-type: none">• Topic 4-1	N/A	First Responder Inspector (2024) Certification Task Book <ul style="list-style-type: none">• JPR 8

Section 4: Field Inspection

4-1: Determining Code Compliance

Authority

1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
 - Paragraph 6.5.1

Job Performance Requirement

Determine code compliance, given the codes, standards, and ordinances, the policies of the AHJ, and a fire protection issue, so that the applicable codes, standards, ordinances, and policies are identified and compliance is determined.

Requisite Knowledge

1. Describe inspection practices
2. Describe how to apply code requirements

Requisite Skills

1. Observe, recognize, and report problems

Content Modification

Block	Modification	Justification
JPR	Added “ordinances” in two places.	“Code, standard, or ordinance” is more comprehensive and applicable to all situations. (2024)

Cross Reference

Course Plan	Skill Sheet	Task Book
First Responder Inspector 1C: Field Inspection (2024) <ul style="list-style-type: none">• Topic 2-3	N/A	First Responder Inspector (2024) Certification Task Book <ul style="list-style-type: none">• JPR 9

4-2: Identifying Fire and Life Safety Hazards

Authority

1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
 - Paragraph 6.5.2

Job Performance Requirement

Identify the fire and life safety hazards, given an existing occupancy, so that violations are identified based on a specific occupancy.

Requisite Knowledge

1. Evaluate fire and life safety hazards by occupancy

Requisite Skills

1. Observe and identify violations
2. Forward observations and hazards to the AHJ

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
First Responder Inspector 1B: Fire and Life Safety (2024) <ul style="list-style-type: none">• Topic 4-1	N/A	First Responder Inspector (2024) Certification Task Book <ul style="list-style-type: none">• JPR 10

4-3: Verifying Occupancy Classification for a Single-use Occupancy

Authority

1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
 - Paragraph 6.5.3

Job Performance Requirement

Verify occupancy classification of a single-use occupancy, given a description of an occupancy and its use, so that the classification is made according to the applicable codes, standards, and ordinances.

Requisite Knowledge

1. Describe the differences between “use” and “occupancy.”
2. Identify occupancy classification types adopted by the AHJ
3. Identify applicable codes, regulations, ordinances, and standards adopted by the jurisdiction
4. Identify operational features

Requisite Skills

1. Observe, recognize, and report problems

Content Modification

Block	Modification	Justification
JPR	Changed “codes and standards” to “codes, standards, and ordinances”.	“Code, standard, or ordinance” is more comprehensive and applicable to all situations. (2024)
RK1	Added knowledge component.	Baseline knowledge to teach JPR.
RK3	Kept skill from 2014 curriculum even though NFPA 2030 removed it.	Permitting is complex. Even entry-level inspectors must be aware of codes, standards, and ordinances. (2024)
RK4	Kept knowledge item from 2014 curriculum	California has a state-regulated occupancy classification.

Cross Reference

Course Plan	Skill Sheet	Task Book
First Responder Inspector 1B: Fire and Life Safety (2024) <ul style="list-style-type: none">• Topic 2-1	N/A	First Responder Inspector (2024) Certification Task Book <ul style="list-style-type: none">• JPR 11

4-4: Verifying that Means of Egress Elements Are Maintained

Authority

1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
 - Paragraph 6.5.4

Job Performance Requirement

Verify that the means of egress elements are maintained in compliance with applicable codes, standards, and ordinances, given an existing occupancy, so that the elements are free of obstructions; easily operated; not locked; and that deficiencies are identified, documented, and reported in accordance with the applicable codes, standards, ordinances, and policies of the AHJ.

Requisite Knowledge

1. Identify applicable codes, standards, ordinances, and knowledge related to means of egress elements
2. Identify maintenance requirements of egress elements

Requisite Skills

1. Observe and recognize problems with egress elements
2. Make decisions related to means of egress

Content Modification

Block	Modification	Justification
JPR	Added “in compliance with applicable codes, standards, and ordinances.”	Permitting is complex. Even entry-level inspectors must be aware of codes, standards, and ordinances. (2014)
JPR	Added “codes, standards, and ordinances”.	Permitting is complex. Even entry-level inspectors must be aware of codes, standards, and ordinances. (2014)
RK1	Added “codes, standards, ordinances, and”.	Permitting is complex. Even entry-level inspectors must be aware of codes, standards, and ordinances. (2014)
RS1	Added “with egress elements”.	Added to clarify intent

Cross Reference

Course Plan	Skill Sheet	Task Book
First Responder Inspector 1B: Fire and Life Safety (2024) <ul style="list-style-type: none">• Topic 3-1	N/A	First Responder Inspector (2024) Certification Task Book <ul style="list-style-type: none">• JPR 12

4-5: Verifying Posted Occupant Load

Authority

1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
 - Paragraph 6.5.5

Job Performance Requirement

Verify posted occupant load, given an occupancy classification, so that a building or structure is occupied in accordance with applicable codes, standards, ordinances, and policies of the AHJ.

Requisite Knowledge

1. Describe understanding of occupant loads

Requisite Skills

1. Observe, recognize, and report problems to the AHJ

Content Modification

Block	Modification	Justification
JPR	Added “ordinances”.	“Code, standard, or ordinance” is more comprehensive and applicable to all situations. (2024)

Cross Reference

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

4-6: Determining Operational Readiness of Fixed Fire Suppression Systems

Authority

1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
 - Paragraph 6.5.6

Job Performance Requirement

Determine the operational readiness of existing fixed fire suppression systems, given test documentation and field observations, so that the systems are in an operational state, maintenance is documented, 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. Identify components and operation of fixed fire suppression systems
2. Identify applicable codes, standards, and ordinances

Requisite Skills

1. Observe, recognize problems with, and make decisions
2. Read reports

Content Modification

Block	Modification	Justification
JPR	Added "ordinances".	"Code, standard, or ordinance" is more comprehensive and applicable to all situations. (2024)
RK2	Added "ordinances".	"Code, standard, or ordinance" is more comprehensive and applicable to all situations. (2024)

Cross Reference

Course Plan	Skill Sheet	Task Book
First Responder Inspector 1C: Field Inspection (2024) <ul style="list-style-type: none">• Topic 3-2	N/A	First Responder Inspector (2024) Certification Task Book <ul style="list-style-type: none">• JPR 14

4-7: Determining Operational Readiness of Existing Fire Detection and Alarm Systems

Authority

1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
 - Paragraph 6.5.7

Job Performance Requirement

Determine the operational readiness of existing fire detection and alarm systems, given observations, so that the systems are in an operational state, maintenance is documented, and deficiencies are identified, documented, and reported in accordance with the policies of the AHJ.

Requisite Knowledge

1. Identify the components and operation of fire detection and alarm systems and devices
2. Identify applicable codes, standards, and ordinances

Requisite Skills

1. Observe, recognize problems with, and make decisions
2. Read reports

Content Modification

Block	Modification	Justification
RK2	Added "ordinances".	"Code, standard, or ordinance" is more comprehensive and applicable to all situations. (2024)

Cross Reference

Course Plan	Skill Sheet	Task Book
First Responder Inspector 1C: Field Inspection (2024) <ul style="list-style-type: none">• Topic 3-3	N/A	First Responder Inspector (2024) Certification Task Book <ul style="list-style-type: none">• JPR 15

4-8: Determining Operational Readiness of Portable Fire Extinguishers

Authority

1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
 - Paragraph 6.5.8

Job Performance Requirement

Determine the operational readiness of existing portable fire extinguishers, given field observations, so that the equipment is in an operational state and deficiencies are identified, documented, and reported in accordance with the policies of the AHJ.

Requisite Knowledge

1. Identify portable fire extinguishers, including their components and placement
2. Identify codes, standards, and ordinances applicable to portable fire extinguishers

Requisite Skills

1. Observe, make decisions, and recognize and report problems

Content Modification

Block	Modification	Justification
RK1	Added “and placement”.	Identifying placement is key to completing the JPR. (2014)
RK2	Added new knowledge item.	Permitting is complex. Even entry-level inspectors must be aware of codes, standards, and ordinances. (2014)

Cross Reference

Course Plan	Skill Sheet	Task Book
First Responder Inspector 1C: Field Inspection (2024) <ul style="list-style-type: none">• Topic 3-4	N/A	First Responder Inspector (2024) Certification Task Book <ul style="list-style-type: none">• JPR 16

4-9: Inspecting Emergency Access for an Existing Site

Authority

1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
 - Paragraph 6.5.9

Job Performance Requirement

Inspect emergency access for an existing site, given field observations, so that the required access for emergency responders is maintained 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 codes, standards, ordinances, and policies of the AHJ
2. Describe emergency access and accessibility requirements

Requisite Skills

1. Locate emergency access requirements contained in the applicable codes and standards
2. Observe, recognize problems with, make decisions, and report deficiencies per the policies of the AHJ

Content Modification

Block	Modification	Justification
JPR	Added “and corrected”.	Correcting is part of California case law (see <i>Widmar vs. Marysville</i> and others). (2014)
JPR	Added “ordinances”.	“Code, standard, or ordinance” is more comprehensive and applicable to all situations. (2024)
RK1	Added “codes, standards, and ordinances”.	Permitting is complex. Even entry-level inspectors must be aware of codes, standards, and ordinances. (2014)
RS1	Changed “Identify” to “Locate”.	Changed to make a demonstratable skill.
RS1	Added “contained in the applicable codes and standards”.	Added to clarify intent.
RS2	Added “Observe, recognize problems with, make decisions,”.	These are key to this JPR and consistent with other standards. (2014)

Cross Reference

Course Plan	Skill Sheet	Task Book
First Responder Inspector 1C: Field Inspection (2024) <ul style="list-style-type: none">Topic 2-2	N/A	First Responder Inspector (2024) Certification Task Book <ul style="list-style-type: none">JPR 17

4-10: Recognizing Fire Growth Potential in a Building or Space

Authority

1. NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (2024)
 - Paragraph 6.5.10

Job Performance Requirement

Recognize fire growth potential in a building or space, given field observations, so that the hazardous conditions, material, liquids, or gases are identified, documented, and reported in accordance with the applicable codes, standards, ordinances, and policies of the AHJ.

Requisite Knowledge

1. Identify fire behavior, flame spread, and smoke development ratings of contents, interior finishes, building construction elements, decorations, decorative materials, and furnishings
2. Identify safe housekeeping practices

Requisite Skills

1. Observe, communicate, and make decisions
2. Apply codes, standards, and ordinances
3. Recognize hazardous conditions

Content Modification

Block	Modification	Justification
JPR	Deleted “a hazardous”.	There is no such thing as a non-hazardous fire growth potential.
JPR	Added “applicable codes, standards, ordinances, and”.	Permitting is complex. Even entry-level inspectors must be aware of codes, standards, and ordinances. (2014)
RS3	Changed “codes and standards” to “codes, standards, and ordinances”.	“Code, standard, or ordinance” is more comprehensive and applicable to all situations. (2024)

Cross Reference

Course Plan	Skill Sheet	Task Book
First Responder Inspector 1B: Fire and Life Safety (2024) <ul style="list-style-type: none">• Topic 4-2	N/A	First Responder Inspector (2024) Certification Task Book <ul style="list-style-type: none">• JPR 18

4-11: Inspecting Tents, Canopies, and Temporary Membrane Structures

Authority

1. Office of the State Fire Marshal

Job Performance Requirement

Inspect a tent, canopy, or temporary membrane structure, given applicable codes, standards, ordinances, and jurisdictional policies, to verify that it complies with applicable codes, standards, and ordinances, and identify, document, and report deficiencies in accordance with applicable codes and standards and jurisdictional policies.

Requisite Knowledge

1. Define terms: tent, canopy, temporary membrane structure
2. Identify permit requirements for tents, canopies, and temporary membrane structures
3. Identify state requirements for tents, canopies and other temporary membrane structures (15 persons or greater)
4. Identify when California Building Code regulates a tent, canopy or membrane structure

Requisite Skills

1. Apply codes, standards, and ordinances related to fireworks storage and display
2. Observe, recognize and document problems with, and make decisions about tents, canopies, and temporary membrane structures

Content Modification

Block	Modification	Justification
CTS	Added new training standard.	This responsibility is not included in NFPA 1030 but is required of a First Responder Inspector in California (California Code of Regulations, Title 19, Division 1, Chapter 2, Article 3).

Cross Reference

Course Plan	Skill Sheet	Task Book
First Responder Inspector 1D: Field Inspection—California Specific (2024) <ul style="list-style-type: none">• Topic 2-1	N/A	First Responder Inspector (2024) Certification Task Book <ul style="list-style-type: none">• JPR 19

4-12: Inspecting Safe and Sane Fireworks Retail Stands

Authority

1. Office of the State Fire Marshal

Job Performance Requirement

Inspect a “Safe and Sane” fireworks stand, given applicable codes, standards, ordinances, and jurisdictional policies, to verify that fireworks display and storage comply with applicable codes, standards, and ordinances, and identify, document, and report deficiencies in accordance with applicable codes, standards, ordinances, and jurisdictional policies.

Requisite Knowledge

1. Identify fireworks classifications
2. Identify codes, standards, and ordinances applicable to fireworks storage, display, and transportation
3. Describe types of licenses and permits required for fireworks storage and display

Requisite Skills

1. Apply codes, standards, and ordinances related to fireworks storage and display
2. Observe, recognize, and document problems with, and make decisions about fireworks storage and display

Content Modification

Block	Modification	Justification
CTS	Added new training standard.	This responsibility is not included in NFPA 1030 but is required of a First Responder Inspector in California if this activity occurs within their jurisdiction (California Code of Regulations, Title 19, Division 1, Chapter 6).

Cross Reference

Course Plan	Skill Sheet	Task Book
First Responder Inspector 1D: Field Inspection—California Specific (2024) <ul style="list-style-type: none">• Topic 3-1	N/A	First Responder Inspector (2024) Certification Task Book <ul style="list-style-type: none">• JPR 20

4-13: Inspecting a Public Fireworks Display

Authority

1. Office of the State Fire Marshal

Job Performance Requirement

Inspect a public fireworks display, given applicable codes, standards, ordinances, and jurisdictional policies, to verify that fireworks storage, handling, and use comply with applicable codes, standards, and ordinances, and identify, document, and report deficiencies in accordance with applicable codes and standards and jurisdictional policies.

Requisite Knowledge

1. Identify codes, standards, and ordinances applicable to public fireworks displays
2. Describe types of licenses and permits required for public fireworks displays
3. Describe fire and life safety aspects related to public fireworks displays

Requisite Skills

1. Observe, recognize problems with, and make decisions about public fireworks displays
2. Apply codes, standards, and ordinances related to public fireworks displays

Content Modification

Block	Modification	Justification
CTS	Added new training standard.	This responsibility is not included in NFPA 1030 but is required of a First Responder Inspector in California if this activity occurs within his or her jurisdiction (California Code of Regulations, Title 19, Division 1, Chapter 6).

Cross Reference

Course Plan	Skill Sheet	Task Book
First Responder Inspector 1D: Field Inspection—California Specific (2024) <ul style="list-style-type: none">• Topic 3-2	N/A	First Responder Inspector (2024) Certification Task Book <ul style="list-style-type: none">• JPR 21

4-14: Inspecting Proximate Fireworks or Special Effects Displays

Authority

1. Office of the State Fire Marshal

Job Performance Requirement

Inspect a proximate fireworks or special effects display, given applicable codes, standards, ordinances, and jurisdictional policies, to verify that fireworks storage, handling, and use comply with applicable codes, standards, and ordinances, and identify, document, and report deficiencies in accordance with applicable codes, standards, ordinances, and jurisdictional policies.

Requisite Knowledge

1. Identify codes, standards, and ordinances applicable to proximate fireworks or special effects displays
2. Describe types of licenses and permits required for proximate fireworks or special effects displays
3. Describe fire and life safety aspects related to proximate fireworks or special effects displays

Requisite Skills

1. Observe, recognize problems with, and make decisions about proximate fireworks or special effects displays
2. Apply codes, standards, and ordinances related to proximate fireworks or special effects displays

Content Modification

Block	Modification	Justification
CTS	Added new training standard.	This responsibility is not included in NFPA 1030 but is required of a First Responder Inspector in California if this activity occurs within their jurisdiction (California Code of Regulations, Title 19, Division 1, Chapter 6).

Cross Reference

Course Plan	Skill Sheet	Task Book
First Responder Inspector 1D: Field Inspection—California Specific (2024) <ul style="list-style-type: none">• Topic 3-3	N/A	First Responder Inspector (2024) Certification Task Book <ul style="list-style-type: none">• JPR 22

4-15: Comparing Approved Plans and Existing Fire Protection Systems

Authority

1. Office of the State Fire Marshal

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 applicable codes and standards and AHJ policies.

Requisite Knowledge

1. Identify construction document types
2. Identify fire protection symbols and terminology associated with plans for fire protection systems

Requisite Skills

1. Read and comprehend plans for fire protection systems
2. Observe, recognize problems with, and make decisions about existing fire protection systems
3. Apply codes and standards applicable to fire protection systems

Content Modification

Block	Modification	Justification
CTS	Added new training standard.	This was in NFPA 1031 (2014) as 4.3.9 but not carried over to 1030 (2024). This is required of a First Responder Inspector in California and has a significant impact on fire and life safety. (2024)

Cross Reference

Course Plan	Skill Sheet	Task Book
First Responder Inspector 1C: Field Inspection (2024) <ul style="list-style-type: none">• Topic 3-1	N/A	First Responder Inspector (2024) Certification Task Book <ul style="list-style-type: none">• JPR 23

4-16: Verifying Code Compliance for Incidental Storage, Handling, and Use of Flammable and Combustible Liquids and Gases

Authority

1. Office of the State Fire Marshal

Job Performance Requirement

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

Requisite Knowledge

1. Identify the classification of incidental amounts of flammable and combustible liquids and gases
2. Identify the properties of incidental amounts of flammable and combustible liquids and gases
3. Identify the labeling of incidental amounts of flammable and combustible liquids and gases
4. Identify the storage of incidental amounts of flammable and combustible liquids and gases
5. Identify the handling of incidental amounts of flammable and combustible liquids and gases
6. Identify the use of incidental amounts of flammable and combustible liquids and gases

Requisite Skills

1. Observe
2. Communicate
3. Apply codes and standards
4. Recognize problems
5. Make decisions

Content Modification

Block	Modification	Justification
CTS	Added new training standard.	This was in NFPA 1031 (2014) as 4.3.12 but not carried over to 1030 (2024). This is required of a First Responder Inspector in California and has a significant impact on fire and life safety. (2024)

Cross Reference

Course Plan	Skill Sheet	Task Book
First Responder Inspector 1C: Field Inspection (2024) <ul style="list-style-type: none">• Topic 4-1 (RK1)• Topic 4-2 (all other RK and RS)	N/A	First Responder Inspector (2024) Certification Task Book <ul style="list-style-type: none">• JPR 24

4-17: Verifying Code Compliance for Incidental Storage, Handling, and Use of Hazardous Materials

Authority

1. Office of the State Fire Marshal

Job Performance Requirement

Verify code compliance for incidental storage, handling, and use hazardous materials, given field observations, so that applicable codes and standards for each hazardous material encountered are addressed and deficiencies are identified, documented, and reported in accordance with the applicable codes and standards and the policies of the jurisdiction.

Requisite Knowledge

1. Identify the classification of hazardous materials
2. Identify the properties of hazardous materials
3. Identify the labeling of hazardous materials
4. Identify the transportation of hazardous materials
5. Identify the storage of hazardous materials
6. Identify the handling of hazardous materials
7. Identify the use of hazardous materials

Requisite Skills

1. Observe
2. Communicate
3. Apply codes and standards
4. Recognize problems
5. Make decisions

Content Modification

Block	Modification	Justification
CTS	Added new training standard.	This was in NFPA 1031 (2014) as 4.3.13 but not carried over to 1030 (2024). This is required of a First Responder Inspector in California and has a significant impact on fire and life safety. (2024)

Cross Reference

Course Plan	Skill Sheet	Task Book
First Responder Inspector 1C: Field Inspection (2024) <ul style="list-style-type: none">• Topic 4-1 (RK1)• Topic 4-2 (all other RK and RS)	N/A	First Responder Inspector (2024) Certification Task Book <ul style="list-style-type: none">• JPR 25

Section 5: Wildland Urban Interface Environments

5-1: Inspecting Exterior Hazards Abatement

Authority

1. Office of the State Fire Marshal

Job Performance Requirement

Inspect exterior hazards abatement on an existing property, given applicable codes, standards, ordinances, and jurisdictional policies, to verify compliance with applicable codes, standards, and ordinances, and identify, document, and report deficiencies and mitigation measures in accordance with applicable codes, standards, ordinances, and jurisdictional policies.

Requisite Knowledge

1. Describe wildland urban interface environments
2. Identify fire history in wildland urban interface environments
3. Describe consequences of severe wildland fire conditions on unmitigated wildland urban interface areas
4. Identify factors impacting wildland fire behavior
5. Define fire hazard severity zone classifications
6. Describe methods for dealing with fire hazards associated with wildland urban interface environment
7. Describe components of a vegetation management plan

Requisite Skills

1. Observe, recognize and document problems with, and make decisions about exterior hazard abatement
2. Apply codes, standards, and ordinances related to wildland urban interface environments

Content Modification

Block	Modification	Justification
CTS	Added new training standard.	This responsibility is not included in NFPA 1030 but is required of a First Responder Inspector in California (International Code Council (2016) and California Fire Code (2016)).

Cross Reference

Course Plan	Skill Sheet	Task Book
First Responder Inspector 1D: Field Inspection—California Specific (2024) <ul style="list-style-type: none">• Topic 4-1	N/A	First Responder Inspector (2024) Certification Task Book <ul style="list-style-type: none">• JPR 26



Duties and Administration (2024)

Course Plan

Course Details

Certification:	First Responder Inspector
CTS Guide:	First Responder Inspector (2024)
Description:	This course provides the skills and knowledge needed for the First Responder Inspector to safely, effectively, and competently carry out the authority and responsibilities of a fire inspector including identifying codes, standards, and ordinances; recognizing the need for a permit; investigating complaints; preparing written correspondence and inspection reports; and participating in legal proceedings.
Designed For:	Personnel preparing to pursue First Responder Inspector certification or anyone who performs the duties of an entry-level inspector within their agency.
Prerequisites:	None
Standard:	Complete all coursework and activities. Complete all summative tests with a minimum score of 80%.
Hours (Total):	20 hours (13.25 lecture / 4.75 application / 2.0 testing)
Maximum Class Size:	30
Instructor Level:	SFT First Responder Inspector Registered Instructor
Instructor/Student Ratio:	1:30
Restrictions:	None
SFT Designation:	CFSTES

Table of Contents

Course Details	1
Required Resources.....	3
Instructor Resources.....	3
Online Instructor Resources.....	3
Student Resources.....	3
Facilities, Equipment, and Personnel.....	3
Timetable.....	4
Timetable Key	5
Unit 1: Introduction.....	6
Topic 1-1: Orientation and Administration	6
Topic 1-2: First Responder Inspector Certification Process.....	7
Unit 2: Authority and Responsibilities	9
Topic 2-1: Definition of Duties	9
Topic 2-2: Legal Responsibilities and Authority.....	10
Topic 2-3: Confidentiality and Privacy Requirements.....	12
Topic 2-4: Ethical Conduct	13
Unit 3: Administration and Operations.....	14
Topic 3-1: Identifying Codes, Standards, or Ordinances	14
Topic 3-2: Recognizing the Need for a Permit.....	15
Topic 3-3: Investigating Assigned Complaints	16
Topic 3-4: Preparing Internal Written Correspondence.....	17
Topic 3-5: Preparing Inspection Reports.....	18
Unit 4: Legal Proceedings.....	19
Topic 4-1: Participating in Legal Proceedings.....	19
How to Read a Course Plan.....	20

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, 9th edition, 2023)
 - or
 - *First Responder Inspector: Principles and Practice* (Jones & Bartlett, revised enhanced 1st edition, 2026)
- California Code of Regulations (CCR, Title 19, current edition)
- California Building Code (CCR, Title 24, current edition)
- California Fire Code (CCR, Title 24, current edition)
- Ethical Practices Inventory (The Williams Institute, www.ethics-twi.org/home)
- NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (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 2-6: Core Values
- Activity 3-1: Fire Code Permit Types

Student Resources

To participate in this course, students need:

- Textbook chosen by the instructor
- California Fire Code (CCR, Title 24, 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

Timetable

Segment	Lecture	Application	Unit Total
Unit 1: Introduction			
Topic 1-1: Orientation and Administration	0.5	0.0	
Topic 1-2: First Responder Inspector Certification Process	0.5	0.0	
Unit 1 Totals	1.0	0.0	1.0
Unit 2: Authority and Responsibilities			
Topic 2-1: Definition of Duties	0.5	0.0	
Topic 2-2: Legal Responsibilities and Authority	2.0	1.0	
Topic 2-3: Confidentiality and Privacy Requirements	0.5	0.0	
Topic 2-4: Ethical Conduct	2.5	1.75	
Unit 2 Totals	5.5	2.75	8.25
Unit 3: Administration and Operations			
Topic 3-1: Identifying Codes, Standards, or Ordinances	2.0	0.0	
Topic 3-2: Recognizing the Need for a Permit	0.75	1.0	
Topic 3-3: Investigating Assigned Complaints	1.0	0.0	
Topic 3-4: Preparing Internal Written Correspondence	0.5	0.0	
Topic 3-5: Preparing Inspection Reports	1.0	1.0	
Unit 3 Totals	5.25	2.0	7.25
Unit 4: Legal Proceedings			
Topic 4-1: Participating in Legal Proceedings	1.5	0.0	
Unit 4 Totals	1.5	0.0	1.5
Formative Assessments			
Determined by AHJ or educational institution	0.0	0.0	0.0
Summative Assessment			
Determined by AHJ or educational institution	0.0	2.0	2.0
Course Totals	13.25	6.75	20.0

Timetable Key

1. The Timetable 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: First Responder Inspector Certification Process

Terminal Learning Objective

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

Enabling Learning Objectives

1. Identify the levels of certification in the 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 First Responder Inspector certification
 - None
4. Identify the course work required for First Responder Inspector certification
 - Fire Inspector 1A: Duties and Administration (2014) **or** First Responder Inspector 1A: Duties and Administration (2024)
 - Fire Inspector 1B: Fire and Life Safety (2014) **or** First Responder Inspector 1B: Fire and Life Safety (2024)
 - Fire Inspector 1C: Field Inspection (2014) **or** First Responder Inspector 1C: Field Inspection (2024)
 - Fire Inspector 1D: Field Inspection – California Specific (2014) **or** First Responder Inspector 1D: Field Inspection – California Specific (2024)
 - Hazardous Materials First Responder Awareness course (CSTI, IAFF, IFSAC/Pro Board, SFT)
 - Home Ignition Zone/Defensible Space Inspector (SFT)
 - IS-200.C: Basic Incident Command System for Initial Response (FEMA)
 - PC-832 Arrest, Search, and Seizure (POST)
 - Must be completed within two years of applying for certification unless candidate is employed as a peace officer
5. Identify the exams requirements for First Responder Inspector certification
 - Not applicable
6. Identify the task book requirements for First Responder Inspector certification
 - First Responder Inspector Certification Task Book (2024)
7. Identify the experience requirements for First Responder Inspector certification
 - Has a minimum of one (1) year full-time paid experience or two (2) years' volunteer or part-time paid experience in a recognized California fire agency as Fire Inspector/Prevention Officer
 - Has completed a minimum of one inspection for each of the following occupancies: A1, A2, A3, B-Medical, E, F-1, H-2 or H3, I-3, M, R-1, R.2, R-2.1, S-1 with high-piled stock, U (Inspections conducted prior to the completion of all educational requirements shall not apply.)

8. Identify the position requirements for First Responder Inspector certification
 - Met when the applicant fulfills the role of the specific duties as defined by their Fire Chief
9. Describe the certification task book process
10. 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: Authority and Responsibilities

Topic 2-1: 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 NFPA 1030 and California-specific duties of a First Responder Inspector, in accordance with national, state, and local standards.

Enabling Learning Objectives

1. Identify administrative duties of a First Responder Inspector
 - Prepare inspection reports
 - Handle complaints
 - Maintain records
 - Maintain dialogue with fire inspectors, fire plans examiners, and other relevant personnel
2. Identify legal duties of a First Responder Inspector
 - Enforce AHJ's adopted codes and standards
 - Handle various complaints
 - Initiate legal action where necessary
 - Know various legal proceedings such as
 - Enforcement of AHJ's adopted codes and standards
 - Handling various complaints
 - Initiating legal action where necessary
3. Identify field inspection duties of a First Responder Inspector
 - Conduct assigned fire safety inspections of existing structures and properties, including those in the wildland urban interface environment, to identify fire and life safety hazards
4. Identify ethics considerations that should guide a First Responder Inspector's job performance

Discussion Questions

1. What codes and standards are adopted by your AHJ?
2. What is one unique hazard or occupancy in your AHJ?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 1-1

Topic 2-2: Legal Responsibilities and Authority

Terminal Learning Objective

At the end of this topic a student, given the California Health and Safety Code and the California Code of Regulations Titles 19 and 24, will be able to identify the codes that give a fire inspector legal authority to conduct inspections in the state of California.

Enabling Learning Objectives

1. Identify inspection authority in the California Health and Safety Code
 - 13108
 - 13143
 - 13145
 - 13146
 - 17921
2. Identify regulatory requirements found in:
 - California Code of Regulations (CCR) Title 19 (Public Safety)
 - CCR Title 24, Part 2 (Building Code)
 - CCR Title 24, Part 2.5 (Residential Code)
 - CCR Title 24, Part 7 (California Wildland Urban Interface Code)
 - CCR Title 24, Part 9 (Fire Code)
 - Local adoption and enforcement authority
3. Identify jurisdictional organizations other than the fire department that have requirements or conduct inspections related to fire prevention and life safety, including but not limited to:
 - Building department
 - Planning department
 - Environmental health department
 - Public works engineering
 - Water department
 - Law enforcement
 - Division of Occupational Safety and Health (elevators)
 - Office of Statewide Health Planning and Development (OSHDP) (hospitals)
 - Division of the State Architect (DSA) (public schools)
 - Department of Social Services—Community Care Licensing
 - Contractors State License Board
 - CAL FIRE—Office of the State Fire Marshal
4. Identify jurisdictional organizations that have requirements or conduct inspections relating to the wildland urban interface environment, including:
 - Other local fire agencies
 - CAL FIRE
 - U.S. Forest Service
 - Bureau of Land Management
 - Park Service (state or federal)
 - California Department of Fish and Game

- California Coastal Commission
 - Fire Safe Council
5. Identify an AHJ's liability for failure to perform
- Ministerial actions
 - Discretionary actions
 - *Widmar vs. Marysville* (fire = 1974 / resulting law = 1984)

Discussion Questions

1. To what level can a fire inspector be held liable for negligence?
2. What occupancies does the state regulate?

Application

1. Given a list of different occupancies, identify who does the inspection, what document gives that agency inspection authority, and the required inspection frequency.

Instructor Notes

1. None

CTS Guide Reference: CTS 1-2

Topic 2-3: Confidentiality and Privacy Requirements

Terminal Learning Objective

At the end of this topic a student, given jurisdictional confidentiality and privacy policies as well as state law regarding public records, will be able to adhere to applicable confidentiality and privacy requirements throughout the inspection process.

Enabling Learning Objectives

1. Describe how to obtain agency policies on which records are considered public records
2. Describe AHJ confidentiality and privacy requirements
3. Describe a company's right to maintain trade secrets (processes and ingredients/components)
4. Describe how documents related to active inspections and code violations must remain confidential without specific court orders if a violation may result in legal action
5. Describe how the Public Records Act relates to confidentiality

Discussion Questions

1. When is an inspection history confidential?
2. What inspection information should remain unavailable to the public?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: None

Topic 2-4: Ethical Conduct

Terminal Learning Objective

At the end of this topic a student, given ethical scenarios, will be able to carry out their First Responder Inspector responsibilities in an ethical manner.

Enabling Learning Objectives

1. Define terminology
 - Ethics
 - Core values
2. Describe how one's ethics and core values impact the work environment
3. Describe AB 1234 (2023)
4. Describe ethical aspects of:
 - Code enforcement
 - Gifts and gratuities
 - Professional decorum
5. Describe decision-making models and systems

Discussion Questions

1. When is it acceptable to receive a "gift" during a fire inspection?
2. What practical steps should an inspector take during an inspection if they know the business operator or owner personally?

Application

1. Activity 2-6: Core Values
2. Given different scenarios, have students work in small groups to discuss the ethical aspects of each. The groups will present their response to the class.

Instructor Notes

1. Develop scenarios for the Application. Potential scenarios could include raffle prizes for a community meeting, not reporting a code violation, being offered gifts or gratuities (e.g., drinks or lunch) during an inspection, favoritism, etc.

CTS Guide Reference: CTS 1-1

Unit 3: Administration and Operations

Topic 3-1: Identifying Codes, Standards, or Ordinances

Terminal Learning Objective

At the end of this topic a student, given fire protection, fire prevention, or life safety deficiencies observed during an assigned fire inspection, will be able to identify the applicable code, standard, or ordinance so that the applicable document, edition, and section are referenced.

Enabling Learning Objectives

1. Identify commonly used codes, standards, and ordinances published by:
 - International Code Council (ICC codes)
 - National Fire Protection Association (NFPA standards)
2. Identify primary codes and standards adopted as part of California Code of Regulations, including:
 - Title 19
 - Title 24
 - California Electrical Code (part 3)
 - California Mechanical Code (part 4)
 - California Plumbing Code (part 5)
 - California Wildland Urban Interface Code (part 7)
 - California Historical Building Code (part 8)
 - California Reference Standards Code (part 12)
3. Identify statutes that relate to fire protection and life safety, including:
 - California Government Code (GC)
 - California Health and Safety Code (HSC)
 - California Public Resources Code (PRC)
4. Identify other applicable codes, standards, and ordinances adopted by the AHJ
5. Identify policies as determined by the AHJ
6. Apply codes, standards, ordinances, and policies to a fire protection, fire prevention, or life safety issue as determined by the AHJ

Discussion Questions

1. What is the difference between a code and a standard?
2. What ordinances are unique to your AHJ?

Application

1. Determined by instructor

Instructor Notes

1. Depending on the student audience, they may not be familiar with deficiencies. More instruction on that topic may be needed.
2. Consider mentioning the connection with *See vs. Seattle* (1967).

CTS Guide Reference: CTS 2-3

Topic 3-2: Recognizing the Need for a Permit

Terminal Learning Objective

At the end of this topic a student, given a situation or condition, will be able to recognize the need for a permit so that requirements for permits are communicated to the building owner, owner's representative, occupant, event organizer, and fire prevention staff in accordance with the applicable AHJ codes, standards, ordinances and policies.

Enabling Learning Objectives

1. Identify AHJ permit codes, standards, ordinances, and policies
2. Identify rationale for the permit
3. Identify situations and conditions requiring permits
 - Permit thresholds
 - Operational permits
 - Construction permits
4. Communicate permit requirements orally and in writing

Discussion Questions

1. What are some examples of operational permits in your local community?
2. What types of construction permits do the California Fire Code regulate?

Application

1. Activity 3-1: Fire Code Permit Types

Instructor Notes

1. None

CTS Guide Reference: CTS 2-4

Topic 3-3: Investigating Assigned Complaints

Terminal Learning Objective

At the end of this topic a student, given a reported situation or condition, will be able to investigate assigned complaints so that complaint information is recorded, and the findings are forwarded to the appropriate department in accordance with AHJ policy.

Enabling Learning Objectives

1. Identify applicable codes, standards, and ordinances adopted by the AHJ
2. Identify AHJ policies
3. Apply codes, standards, and ordinances
4. Describe the complaint resolution process
 - Receive and document a complaint
 - Check records for similar violations
 - Validate a complaint (inspection vs. records search)
 - Maintain complainant confidentiality
 - Communicate back with the original complainant
5. Recognize whether a complaint addresses a violation of jurisdictional codes or standards
6. Communicate orally and in writing
 - Determine the appropriate agency to act on the complaint
 - Refer a complaint to the appropriate department or agency
 - Act on a complaint
 - Issue a notice of violation for a validated complaint
 - Follow up to confirm compliance
7. Describe influences of external pressure on complaint resolution
8. Apply fire prevention principles
9. Forward complaint as required to the appropriate department

Discussion Questions

1. How would you prioritize a complaint received?
2. How would you respond to a non-fire-hazard complaint?
3. What types of complaints would an inspector refer to another agency or department?
4. How would you communicate back with the complainant?
 - What if the complainant was an elected official?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 2-5

Topic 3-4: Preparing Internal Written Correspondence

Terminal Learning Objective

At the end of this topic a student, given a common fire safety issue, will be able to prepare internal written correspondence to communicate fire protection and prevention concerns so that the correspondence is concise, accurately reflects applicable codes, standards, and ordinances, and is appropriate for the intended audience.

Enabling Learning Objectives

1. Identify applicable AHJ policies
2. Identify audiences for messaging
3. Identify appropriate communication methods
4. Demonstrate AHJ-prescribed communication methods

Discussion Questions

1. What chain-of-command considerations are needed for every internal communication?
2. How do you determine the appropriate communication method for a situation?

Application

1. Determined by instructor

Instructor Notes

1. Each AHJ has its own process. Focus on preparing professionally written correspondence for the intended internal audience.

CTS Guide Reference: CTS 2-1

Topic 3-5: Preparing Inspection Reports

Terminal Learning Objective

At the end of this topic a student, given AHJ policy and procedures, observations from a field inspection, and a sample inspection report or template, will be able to prepare inspection reports so that the report is clear and concise and reflects the findings of the inspection in accordance with the applicable codes and standards and provides actions required based on the policies of the AHJ.

Enabling Learning Objectives

1. Identify policies, codes, standards, and ordinances adopted by the AHJ
2. Describe common components of an inspection report
3. Describe policies and procedures of AHJ's electronic reporting system
4. Conduct a field inspection
5. Apply AHJ policy
6. Communicate orally and in writing

Discussion Questions

1. What are the critical components of an inspection report?
2. What records management system does your agency use?

Application

1. Given inspection scenarios with identifiable violations, have students work in small groups (2–3 students) to write an inspection report. Exchange reports with another group and offer feedback.

Instructor Notes

1. Create scenarios for the application activity.

CTS Guide Reference: CTS 2-2

Unit 4: Legal Proceedings

Topic 4-1: Participating in 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 the AHJ and legal counsel, will be able to participate in legal proceedings so that all information is presented factually, and the inspector's demeanor is professional.

Enabling Learning Objectives

1. Describe legal requirements pertaining to evidence rules in the legal system
2. Identify types of legal proceedings in accordance with the AHJ
3. Describe behaviors that demonstrate a professional demeanor in a legal or investigative setting
4. Identify the key components of effective communication in a legal environment
5. Describe the difference between active and passive listening
6. Describe the difference between a fact and an opinion
7. Describe chain of custody and documentation

Discussion Questions

1. What is the purpose of evidence rules in the legal system?
2. What are the consequences of poor communication in a legal environment?
3. Why is listening as important as speaking during an investigation or testimony?
4. How could the integrity of a legal case be affected if the chain of custody is broken?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 3-1

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.

Core Values

Activity 2-6

Format: Individual

Time Frame: 45 minutes

Description

Decision-making is driven by personal values. This activity provides students with an opportunity to gain a deeper understanding of their own value systems and shed some light on how these affect the decision-making process.

Materials

- One deck of Values Cards (including blank cards) for each student

Instructions

1. Spread the value cards face up in front of you.
2. Choose five cards that most closely represent your core values.
3. If needed, use the blank cards to write any missing value that pertains to you (as one of your five).
4. Place the remaining cards face down in a discard pile.
5. Of the five values, select the one value you most closely identify with.
6. Be prepared to discuss your decisions with the class.

Instructor Notes

- Print one set of cards (including the blank card) for each student participating in the activity.
- **Delete the Instructor Notes block if you choose to print and distribute this page to students.**

<p>ADVANCEMENT</p> <p>Growth Professional advancement Personal maturity</p>	<p>BEAUTY</p> <p>The appreciation of loveliness (e.g., enjoying art, nature, and work)</p>
<p>COOPERATION</p> <p>Communication Team effort Working together</p>	<p>CREATIVITY</p> <p>Freedom Imagination The desire for new ideas</p>
<p>DEDICATION</p> <p>A passionate belief in something</p>	<p>FAITH</p> <p>Believing in:</p> <ul style="list-style-type: none">• Yourself• A higher power• The goodness of life• The goals of your organization
<p>FREEDOM</p> <p>Absence of necessity or coercion Liberation Independence</p>	<p>HEALTH</p> <p>Physical and mental well-being</p>

<p>HELPFULNESS</p> <p>Sense of concern for others and outreach to attend to their needs</p>	<p>HONESTY</p> <p>Fairness Straightforwardness Sincerity Truthfulness</p>
<p>INTEGRITY</p> <p>Moral and intellectual honesty</p>	<p>JUSTICE</p> <p>Fairness Balance Moral equality</p>
<p>KNOWLEDGE</p> <p>Seeking and learning new insights</p>	<p>LIFE</p> <p>A focus on the force distinctive of animate beings</p>
<p>LOVE</p> <p>Personal warm feelings of caring and affection</p>	<p>LOYALTY</p> <p>Faithfulness to another person</p>

<p>MORALITY</p> <p>Ethical standards Conscience Sense of right and wrong</p>	<p>OPENNESS</p> <p>Willingness to try new things</p>
<p>PATIENCE</p> <p>Bearing pains or trials calmly Steadfastness in suffering or crisis</p>	<p>PLEASURE</p> <p>What you enjoy What delights you</p>
<p>POWER</p> <p>Ability to lead Direct Persuade Control</p>	<p>PROFESSIONALISM</p> <p>Commitment to quality Pride in your work</p>
<p>RECOGNITION</p> <p>To receive special attention To feel "important"</p>	<p>RELIGION</p> <p>Belief in a supreme being A spiritual relationship with others</p>

<p>RESPONSIBILITY</p> <p>Accountability Maturity Ability to respond</p>	<p>SECURITY</p> <p>Having the essentials you need to live</p>
<p>SENSITIVITY</p> <p>Awareness Responsiveness Approachability</p>	<p>SOCIAL</p> <p>Fun Friends Companionship</p>
<p>SUCCESS</p> <p>Attainment of wealth Favor or eminence Achieving your goals</p>	<p>TRUSTWORTHINESS</p> <p>Dependability deserving of confidence</p>
<p>VITALITY</p> <p>Spirit Life Intuition</p>	<p>WEALTH</p> <p>Material income</p>

WISDOM Mature understanding of life	WORK Feeling good about your job as challenging and rewarding
WORTHWHILENESS Acceptance and appreciation as a person	

Fire Code Permit Types

Activity 3-1

Format: Individual

Time Frame: 1 hour

Description

This activity provides students with an opportunity to identify situations and conditions that require operational and construction permits.

Instructions

1. Identify which activities or operations require an operational permit and which require a construction permit.

First Responder Inspector 1A
Activity 3-1: Fire Code Permit Types

Activity or Operation		Construction Permit	Operational Permit
1.	Spraying or dipping	<input type="checkbox"/> Construction	<input type="checkbox"/> Operational
2.	Aviation facilities	<input type="checkbox"/> Construction	<input type="checkbox"/> Operational
3.	Exhibits and trade shows	<input type="checkbox"/> Construction	<input type="checkbox"/> Operational
4.	Combustible Fibers	<input type="checkbox"/> Construction	<input type="checkbox"/> Operational
5.	Flammable liquids	<input type="checkbox"/> Construction	<input type="checkbox"/> Operational
6.	Floor finishing	<input type="checkbox"/> Construction	<input type="checkbox"/> Operational
7.	Automatic fire extinguishing systems	<input type="checkbox"/> Construction	<input type="checkbox"/> Operational
8.	Compressed gas systems	<input type="checkbox"/> Construction	<input type="checkbox"/> Operational
9.	Lumber yards	<input type="checkbox"/> Construction	<input type="checkbox"/> Operational
10.	Modifying an alarm system	<input type="checkbox"/> Construction	<input type="checkbox"/> Operational
11.	Installing a Class B furnace (industrial oven)	<input type="checkbox"/> Construction	<input type="checkbox"/> Operational
12.	Places of assembly	<input type="checkbox"/> Construction	<input type="checkbox"/> Operational
13.	Private fire hydrant in a commercial complex	<input type="checkbox"/> Construction	<input type="checkbox"/> Operational
14.	Waste handling	<input type="checkbox"/> Construction	<input type="checkbox"/> Operational
15.	Temporary tent installation	<input type="checkbox"/> Construction	<input type="checkbox"/> Operational

Answer Key

Remove the answer key from the student copy of this activity before distribution.

1. Spraying or dipping: C / O
2. Aviation facilities: O
3. Exhibits and trade shows: C
4. Combustible fibers: C
5. Flammable liquids: C / O
6. Floor finishing: O
7. Automatic fire-extinguishing systems: C
8. Compressed gas systems: C / O
9. Lumber yards: O
10. Modifying a fire alarm system: C
11. Installing a Class B furnace (industrial oven): C
12. Places of assembly: O
13. Private fire hydrant in a commercial complex: C / O
14. Waste handling: O
15. Temporary tent installation: C / O



Fire and Life Safety (2024)

Course Plan

Course Details

Certification:	First Responder Inspector
CTS Guide:	First Responder Inspector (2024)
Description:	This course provides the knowledge and skills needed to the First Responder Inspector to safety, effectively, and competently verify occupancy classification for single-use occupancies, posted occupant loads, and means of egress element maintenance; identify fire and life safety hazards or conditions; and recognize fire growth potential in a building or space.
Designed For:	Personnel preparing to pursue First Responder Inspector certification or anyone who performs the duties of an entry-level inspector within their agency.
Prerequisites:	Fire Inspector 1A: Duties and Administration (2014) or First Responder Inspector 1A: Duties and Administration (2024)
Standard:	Complete all activities and formative tests. Complete all summative tests with a minimum score of 80%.
Hours (Total):	18 hours (11.5 lecture / 4 application / 2.5 testing)
Maximum Class Size:	30
Instructor Level:	SFT First Responder Inspector Registered Instructor
Instructor/Student Ratio:	1:30
Restrictions:	None
SFT Designation:	CFSTES

Table of Contents

Course Details	1
Required Resources.....	3
Instructor Resources.....	3
Online Instructor Resources.....	3
Student Resources.....	3
Facilities, Equipment, and Personnel.....	3
Time Table	4
Time Table Key.....	5
Unit 1: Introduction.....	6
Topic 1-1: Orientation and Administration	6
Topic 1-2: First Responder Inspector Certification Process.....	7
Unit 2: Occupancy Classifications.....	9
Topic 2-1: Verifying Occupancy Classification for a Single-use Occupancy	9
Topic 2-2: Verifying Posted Occupant Load.....	10
Unit 3: Means of Egress.....	11
Topic 3-1: Verifying Means of Egress Element Maintenance	11
Unit 4: Hazardous Conditions and Fire Growth Potential	13
Topic 4-1: Identifying Fire and Life Safety Hazards or Conditions.....	13
Topic 4-2: Recognizing Fire Growth Potential in a Building or Space.....	14
How to Read a Course Plan.....	15

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, 9th edition, 2023)
 - or
 - *First Responder Inspector: Principles and Practice* (Jones & Bartlett, revised enhanced 1st edition, 2026)
- California Code of Regulations (CCR, Title 19, current edition)
- California Building Code (CCR, Title 24, current edition)
- California Fire Code (CCR, Title 24, current edition)
- Ethical Practices Inventory (The Williams Institute, www.ethics-twi.org/home)
- NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (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 2-1: Construction Types
- Activity 3-1: Means of Egress Elements

Student Resources

To participate in this course, students need:

- 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
Unit 1: Introduction			
Topic 1-1: Orientation and Administration	0.5	0.0	
Topic 1-2: First Responder Inspector Certification Process	0.5	0.0	
Unit 1 Totals	1.0	0.0	1.0
Unit 2: Occupancy Classifications			
Topic 2-1: Verifying Occupancy Classifications for a Single-use Occupancy	2.0	1.0	
Topic 2-2: Verifying Posted Occupant Load	2.0	0.0	
Unit 2 Totals	2.0	1.0	3.0
Unit 3: Means of Egress			
Topic 3-1: Verifying Means of Egress Elements Maintenance	4.5	2.0	
Unit 3 Totals	4.5	2.0	6.5
Unit 4: Hazardous Conditions and Fire Growth Potential			
Topic 4-1: Identifying Fire and Life Safety Hazards or Conditions	2.0	0.0	
Topic 4-2: Recognizing Fire Growth Potential in a Building or Space	2.0	1.0	
Unit 4 Totals	4.0	1.0	5.0
Formative Assessments			
Determined by AHJ or educational institution	0.0	0.0	0.0
Summative Assessment			
Determined by AHJ or educational institution	0.0	2.5	2.5
Course Totals	11.5	6.5	18.0

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: First Responder Inspector Certification Process

Terminal Learning Objective

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

Enabling Learning Objectives

1. Identify the levels of certification in the 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 First Responder Inspector certification
 - None
4. Identify the course work required for First Responder Inspector certification
 - Fire Inspector 1A: Duties and Administration (2014) **or** First Responder Inspector 1A: Duties and Administration (2024)
 - Fire Inspector 1B: Fire and Life Safety (2014) **or** First Responder Inspector 1B: Fire and Life Safety (2024)
 - Fire Inspector 1C: Field Inspection (2014) **or** First Responder Inspector 1C: Field Inspection (2024)
 - Fire Inspector 1D: Field Inspection – California Specific (2014) **or** First Responder Inspector 1D: Field Inspection – California Specific (2024)
 - Hazardous Materials First Responder Awareness course (CSTI, IAFF, IFSAC/Pro Board, SFT)
 - Home Ignition Zone/Defensible Space Inspector (SFT)
 - IS-200.C: Basic Incident Command System for Initial Response (FEMA)
 - PC-832 Arrest, Search, and Seizure (POST)
 - Must be completed within two years of applying for certification unless candidate is employed as a peace officer
5. Identify the exams requirements for First Responder Inspector certification
 - Not applicable
6. Identify the task book requirements for First Responder Inspector certification
 - First Responder Inspector Certification Task Book (2024)
7. Identify the experience requirements for First Responder Inspector certification
 - Has a minimum of one (1) year full-time paid experience or two (2) years' volunteer or part-time paid experience in a recognized California fire agency as Fire Inspector/Prevention Officer
 - Has completed a minimum of one inspection for each of the following occupancies: A1, A2, A3, B-Medical, E, F-1, H-2 or H3, I-3, M, R-1, R.2, R-2.1, S-1 with high-piled stock, U (Inspections conducted prior to the completion of all educational requirements shall not apply.)

8. Identify the position requirements for First Responder Inspector certification
 - Met when the applicant fulfills the role of the specific duties as defined by their Fire Chief
9. Describe the certification task book process
10. 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 Classifications

Topic 2-1: Verifying Occupancy Classification for a Single-use Occupancy

Terminal Learning Objective

At the end of this topic a student, given a description of an occupancy and its use, will be able to verify occupancy classification of a single-use occupancy so that the classification is made according to the applicable codes and standards.

Enabling Learning Objectives

1. Describe differences between “use” and “occupancy.”
2. Identify occupancy classification types adopted by the AHJ
3. Identify state-regulated occupancy classifications
4. Recognize existing buildings and their assigned occupancy classification/use
5. Observe, recognize, and report occupancy classification problems

Discussion Questions

1. Who determines occupant classifications?

Application

1. Given a fill-in-the-blank occupancy classification activity, have students identify the occupancy classification of different structures and uses.

Instructor Notes

1. Instructor to create and provide a fill-in-the-blank occupancy classification activity.

CTS Guide Reference: CTS 4-3

Topic 2-2: Verifying Posted Occupant Load

Terminal Learning Objective

At the end of this topic a student, given an occupancy classification, will be able to verify posted occupant load so that a building or structure is occupied in accordance with applicable AHJ codes, standards, ordinances, and policies.

Enabling Learning Objectives

1. Describe occupant loads
2. Describe how to verify posted occupant loads
3. Observe, recognize, and report occupant load problems

Discussion Questions

1. What is the difference between gross and net square footage?
2. What is a standard calculation for determining square footage for fixed seating versus standing?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 4-5

Unit 3: Means of Egress

Topic 3-1: Verifying Means of Egress Element Maintenance

Terminal Learning Objective

At the end of this topic a student, given an existing occupancy, will be able to verify that means of egress elements are maintained in compliance with applicable codes, standards, and ordinances and so that the elements are free of obstructions; easily operated; not locked; and that deficiencies are identified, documented, and reported in accordance with applicable AHJ codes, standards, ordinances, and policies.

Enabling Learning Objectives

1. Describe egress elements
 - Exit access
 - Exits
 - Exit discharge
2. Identify means of egress components, including:
 - Doors and gates
 - Door swing
 - Revolving
 - Sliding
 - Access-controlled doors
 - Hardware
 - Electronic
 - Magnetically locked egress doors
 - Corridors
 - Walls
 - Ceilings
 - Floors
 - Special egress control devices
 - Stairs
 - Ramps
 - Fire escape ladders
 - Fire escape slides
 - Safe dispersal areas
 - High-rises
 - Schools
3. Identify applicable AHJ codes, standards, ordinances, and knowledge related to means of egress elements
4. Identify egress element maintenance requirements
 - Operational doors
 - Locking and latching
 - Self-closers
 - Unobstructed pathways

- Proper illumination
- Proper signage
- Under alarm conditions
 - Delayed egress locks
 - Access control egress
 - Pressurized stairways
 - Smoke-control systems
 - Automatic closing fire doors

5. Observe, recognize problems with, and make decisions related to means of egress

Discussion Questions

1. How do you determine aisle width between unfixed tables and chairs?
2. What is the difference between a fire door and a smoke and draft assembly?
3. What mandates fire escape maintenance?
4. When does the code require pathway illumination?
5. When does the code require floor-level exit signs?
6. What are the illumination requirements for exit discharge?
7. What are some advantages of a one-hour fire-rated corridor?

Application

1. Activity 3-1: Means of Egress Elements
2. Given a plan, determine occupancy classification, square footage, occupant load, number of exits required, exit separation, door hardware, signage, and illumination.

Instructor Notes

1. Instructor to provide a plan set for each student or student group, with blank fields for the determination of occupancy classification, square footage, occupant load, number of exits required, exit separation, door hardware, signage, and illumination.

CTS Guide Reference: CTS 4-4

Unit 4: Hazardous Conditions and Fire Growth Potential

Topic 4-1: Identifying Fire and Life Safety Hazards or Conditions

Terminal Learning Objective

At the end of this topic a student, given an existing occupancy and a fire protection, fire prevention, or life safety issue, will be able to identify fire and life safety hazards or conditions so that violations are identified based on a specific occupancy and the applicable action is taken per AHJ policy.

Enabling Learning Objectives

1. Identify fire and life safety hazards
2. Identify applicable AHJ codes, standards, ordinances, and policies
3. Evaluate fire and life safety hazards by occupancy
4. Apply applicable codes, standards, ordinances, and policies
5. Observe and identify violations
6. Forward observations and hazards to the AHJ

Discussion Questions

1. Determined by instructor

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 2-6, CTS 4-2

Topic 4-2: Recognizing Fire Growth Potential in a Building or Space

Terminal Learning Objective

At the end of this topic a student, given field observations, will be able to recognize fire growth potential in a building or space, so that the hazardous conditions, material, liquids, or gases are identified, documented, and reported in accordance with AHJ policies.

Enabling Learning Objectives

1. Identify fire behavior, flame spread, and smoke development ratings of:
 - Contents
 - Interior finishes
 - Building construction elements
 - Decorations
 - Decorative materials
 - Furnishings
2. Identify safe housekeeping practices related to hazardous fire growth potential
3. Observe, recognize problems with, and make decisions about fire growth potential
4. Communicate
5. Apply codes and standards related to hazardous fire growth potential
6. Recognize hazardous conditions

Discussion Questions

1. What impact would an unprotected shaft have on a multistory building during a fire?
2. How does a material's flame spread impact fire behavior?
3. What is the difference between piled storage and high piled storage?

Application

1. Analyze a video of the MGM Grand fire (Las Vegas, November 1980) or the Station nightclub fire (Rhode Island, 2003). Look for occupancy classification and load, identifiable noncompliance issues, and factors that impacted fire growth potential.

Instructor Notes

1. None

CTS Guide Reference: CTS 4-10

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.

Construction Types

Activity 2-1

Format: Individual

Time Frame: 30 minutes

Description

This activity provides students with an opportunity to identify the construction type for different structures.

Instructions

1. Match each building with its appropriate construction type.

Construction Type

- Type I (A and B)
- Type II (A and B)
- Type III (A and B)
- Type IV – Heavy Timber
- Type V (A and B)

Building	Construction Type
1. Single family residence	
2. Hospital	
3. Strip center	
4. Office building with heavy timbers	
5. Strip center with limited wood	
6. Office building with concrete tilt up	
7. Residence with lightweight steel	

Means of Egress Elements

Activity 3-1

Format: Individual

Time Frame: 30 minutes

Description

This activity provides students with an opportunity to explore means of egress.

Instructions

1. Match each component with a means of egress element.
 - a. Exit Access
 - b. Exit
 - c. Exit Discharge

Component	Means of Egress
1. Exit passageway	
2. Horizontal exit	
3. Corridor	
4. Enclosed exit stair	
5. Egress court	
6. Room	
7. Exit balcony	
8. Aisle	
9. Exterior ramp	
10. Common path of egress travel	
11. Smoke-proof enclosure	
12. Exit door	



Field Inspection (2024)

Course Plan

Course Details

Certification:	First Responder Inspector
CTS Guide:	First Responder Inspector (2024)
Description:	This course provides the skills and knowledge needed for the First Responder Inspector to safely, effectively, and competently conduct inspections; determine the operational readiness of fixed fire protection systems, fire detection and alarm systems, and portable fire extinguishers; and verify code compliance for incidental storage, handling and use of hazardous materials.
Designed For:	Personnel preparing to pursue First Responder Inspector certification or anyone who performs the duties of an entry-level inspector within their agency.
Prerequisites:	Fire Inspector 1A: Duties and Administration (2014) or First Responder Inspector 1A: Duties and Administration (2024)
Standard:	Complete all activities and formative tests. Complete all summative tests with a minimum score of 80%.
Hours (Total):	32 hours (23.5 lecture / 6.5 application / 2 testing)
Maximum Class Size:	30
Instructor Level:	SFT First Responder Inspector Registered Instructor
Instructor/Student Ratio:	1:30
Restrictions:	None
SFT Designation:	CFSTES

Table of Contents

Course Details	1
Required Resources.....	3
Instructor Resources.....	3
Online Instructor Resources.....	3
Student Resources.....	3
Facilities, Equipment, and Personnel.....	3
Time Table	4
Time Table Key.....	5
Unit 1: Introduction.....	6
Topic 1-1: Orientation and Administration	6
Topic 1-2: First Responder Inspector Certification Process.....	7
Unit 2: Conducting Inspections	9
Topic 2-1: Conducting an Inspection	9
Topic 2-2: Inspecting Emergency Access for an Existing Site.....	11
Topic 2-3: Determining Code Compliance.....	12
Unit 3: Operational Readiness	13
Topic 3-1: Comparing Approved Plans and Existing Fire Protection Systems.....	13
Topic 3-2: Determining Operational Readiness of Fixed Fire Suppression Systems.....	15
Topic 3-3: Determining Operational Readiness of Fire Detection and Alarm Systems.....	17
Topic 3-4: Determining Operational Readiness of Portable Fire Extinguishers	19
Unit 4: Hazardous Materials	20
Topic 4-1: Classification and Properties.....	20
Topic 4-2: Verifying Code Compliance for Incidental Storage, Handling, and Use of Hazardous Materials.....	22
How to Read a Course Plan.....	23

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, 9th edition, 2023)
 - or
 - *First Responder Inspector: Principles and Practice* (Jones & Bartlett, revised enhanced 1st edition, 2026)
- California Code of Regulations (CCR, Title 19, current edition)
- California Building Code (CCR, Title 24, current edition)
- California Fire Code (CCR, Title 24, current edition)
- Ethical Practices Inventory (The Williams Institute, www.ethics-twi.org/home)
- NFPA 72: National Fire Alarm and Signaling Code (current edition)
- NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (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 3-3: Portable Fire Extinguisher Ratings

Student Resources

To participate in this course, students need:

- 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
Unit 1: Introduction			
Topic 1-1: Orientation and Administration	0.5	0.0	
Topic 1-2: First Responder Inspector Certification Process	0.5	0.0	
Unit 1 Totals	1.0	0.0	1.0
Unit 2: Conducting Inspections			
Topic 2-1: Conducting an Inspection	3.5	2.0	
Topic 2-2: Inspecting Emergency Access for an Existing Site	1.5	1.0	
Topic 2-3: Determining Code Compliance	1.5	0.0	
Unit 2 Totals	6.0	3.0	9.0
Unit 3: Operational Readiness			
Topic 3-1: Comparing Approved Plans and Existing Fire Suppression Systems	2.0	0.5	
Topic 3-2: Determining Operational Readiness of Fixed Fire Suppression Systems	5.0	1.0	
Topic 3-3: Determining Operational Readiness of Fire Detection and Alarm Systems	2.0	0.5	
Topic 3-4: Determining Operational Readiness of Portable Fire Extinguishers	1.0	0.5	
Unit 3 Totals	10.0	2.5	12.5
Unit 4: Hazardous Materials			
Topic 4-1: Classification and Properties	2.0	0.5	
Topic 4-2: Verifying Code Compliance for Incidental Storage, Handling, and Use of Hazardous Materials	4.0	0.5	
Unit 4 Totals	6.0	1.0	7.0
Formative Assessments			
Determined by AHJ or educational institution	0.0	0.0	0.0
Summative Assessment			
Determined by AHJ or educational institution	0.0	2.0	2.0
Course Totals	23.5	8.5	32.0

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: First Responder Inspector Certification Process

Terminal Learning Objective

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

Enabling Learning Objectives

1. Identify the levels of certification in the 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 First Responder Inspector certification
 - None
4. Identify the course work required for First Responder Inspector certification
 - Fire Inspector 1A: Duties and Administration (2014) **or** First Responder Inspector 1A: Duties and Administration (2024)
 - Fire Inspector 1B: Fire and Life Safety (2014) **or** First Responder Inspector 1B: Fire and Life Safety (2024)
 - Fire Inspector 1C: : Field Inspection (2014) **or** First Responder Inspector 1C: Field Inspection (2024)
 - Fire Inspector 1D: : Field Inspection – California Specific (2014) **or** First Responder Inspector 1D: Field Inspection – California Specific (2024)
 - Hazardous Materials First Responder Awareness course (CSTI, IAFF, IFSAC/Pro Board, SFT)
 - Home Ignition Zone/Defensible Space Inspector (SFT)
 - IS-200.C: Basic Incident Command System for Initial Response (FEMA)
 - PC-832 Arrest, Search, and Seizure (POST)
 - Must be completed within two years of applying for certification unless candidate is employed as a peace officer
5. Identify the exams requirements for First Responder Inspector certification
 - Not applicable
6. Identify the task book requirements for First Responder Inspector certification
 - First Responder Inspector Certification Task Book (2024)
7. Identify the experience requirements for First Responder Inspector certification
 - Has a minimum of one (1) year full-time paid experience or two (2) years' volunteer or part-time paid experience in a recognized California fire agency as Fire Inspector/Prevention Officer
 - Has completed a minimum of one inspection for each of the following occupancies: A1, A2, A3, B-Medical, E, F-1, H-2 or H3, I-3, M, R-1, R.2, R-2.1, S-1 with high-piled stock, U (Inspections conducted prior to the completion of all educational requirements shall not apply.)

8. Identify the position requirements for First Responder Inspector certification
 - Met when the applicant fulfills the role of the specific duties as defined by their Fire Chief
9. Describe the certification task book process
10. 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: Conducting Inspections

Topic 2-1: Conducting an Inspection

Terminal Learning Objective

At the end of this topic a student, given an occupancy, will be able to conduct a fire and life safety inspection in accordance with jurisdictional policies.

Enabling Learning Objectives

1. Describe the need for inspections
 - Enhance fire and life safety
 - Reduce community risk
 - Improve firefighter safety
2. Describe how to prepare for an inspection
 - Review past records
 - Review last inspection date
 - Review past violations and compliance
 - Gather necessary records or checklists
 - Gather safety equipment and clothing appropriate for the inspection conditions
 - Schedule an inspection appointment (if necessary)
3. Describe the physical inspection process
 - Make introductions and stating inspection purpose
 - Gain right of entry (voluntary)
 - Obtain an inspection warrant (if owner refuses entry)
 - Verify occupancy
 - Determine if there is a change of use or occupancy
 - Inspect building in an orderly manner (systematic approach)
 - Inspect operational and hazardous processes
 - Review inspection findings and compliance requirements with occupant
4. Describe methods for obtaining prescriptive and performance-based code compliance
 - Education
 - Explain benefits of code compliance
 - Teach building/property owner throughout inspection process to achieve behavior modification
 - Motivate self-regulation and compliance because building/property owner now understands value of compliance
 - Engineering
 - Alternate means and methods
 - Enforcement
 - Inspection warrants
 - Appeals
5. Describe how to document and report an inspection
 - Identify document template types
 - Notices of violation

- Notice and orders
- Occupancy-specific violation checklists
- Write report
 - Violations observed
 - Corrective action
 - Time allowed for compliance
 - Code sections (if applicable)
- Ensuring proper documentation, accuracy, and completeness
 - Use clear writing, and proper grammar and spelling
 - Identify premises, owner, and contact information
 - Identify violations, code sections cited, and descriptions
 - Identify applicable codes and standards
 - Identify a timeframe for violation compliance
 - Identify penalties for failure to correct violations
 - Realize that others will read and use your documents
 - Realize that initial inspection reports can become part of a legal process
- Distribute and retain inspection report
- 6. Describe inspection report follow-up process
 - Document remaining violations and issue additional notices of violation as necessary
 - Re-inspection to confirm violation correction
 - Documentation to verify compliance with violations
- 7. Describe how to document violations:
 - Require immediate compliance for imminent hazards
 - Allow appropriate and reasonable time for compliance after first inspection for standard violation
 - Allow appropriate and reasonable time after re-inspection for standard violations
 - Take legal action in conformance with agency requirements for failure to comply

Discussion Questions

1. What are the advantages and disadvantages of a checklist?
2. What documents should an inspector review prior to the inspection?
3. What components are necessary to justify an inspection warrant?
4. How does case law established through *See vs. Seattle* (1967) impact conducting an inspection?
5. What are determining factors for establishing compliance and re-inspection?

Application

1. Perform an inspection using the classroom building or a nearby facility to identify violations.

Instructor Notes

1. You may need to simulate violations for the application activity.

CTS Guide Reference: None

Topic 2-2: Inspecting Emergency Access for an Existing Site

Terminal Learning Objective

At the end of this topic a student, given field observations, will be able to inspect 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 codes, standards, and ordinances and the policies.

Enabling Learning Objectives

1. Describe codes, standards, and ordinances applicable to emergency access
2. Identify AHJ emergency access policies
 - Standard
 - Must provide access to within 150 feet of all portions of building exterior
 - Must provide access of more than 150 feet with an approved turnaround
 - Exceptions
 - Discretion of fire code official
3. Describe emergency access requirements
 - Minimum width
 - Minimum height
 - Weight must conform with local apparatus axle loads
 - Turn radii must conform with local apparatus
 - Fire apparatus turnaround
 - Access to fire protection equipment (e.g., fire hydrants, FDC)
 - Must have all-weather driving surface
 - Local approval required for road slope (see California Fire Code Appendix D)
 - Approach and departure angles
 - Bridges must support fire apparatus
 - Signage and curb marking must comply with California Vehicle Code
 - Gates and barricades
 - Key boxes or electronic switches
 - Requirements for buildings under construction
4. Locate emergency access requirements in applicable codes and standards
5. Observe, recognize problems with, and make decisions about emergency access

Discussion Questions

1. How does parking location impact fire lanes?
2. What are the hazards of noncompliant fire lanes?
3. What constitutes an all-weather driving surface?
4. What is the code requirement for minimum clear height and width for a fire lane?
5. Who designates fire lanes?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 4-9

Topic 2-3: Determining Code Compliance

Terminal Learning Objective

At the end of this topic a student, given codes, standards, and ordinances; AHJ policies; and a fire protection issue, will be able to determine code compliance so that applicable codes, standards, ordinances, and policies are identified and compliance is determined.

Enabling Learning Objectives

1. Describe inspection practices
2. Describe how to apply code requirements
3. Observe, recognize, and report problems

Discussion Questions

1. Determined by instructor

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 4-1

Unit 3: Operational Readiness

Topic 3-1: Comparing Approved Plans and Existing Fire Protection Systems

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 to identify, document, and report any modifications to the system in accordance with applicable codes and standards and AHJ policies.

Enabling Learning Objectives

1. Identify construction document types, including:
 - Plans
 - Cut sheets
 - Calculations
 - Technical reports
 - Specifications
2. Identify fire protection symbols and terminology associated with plans for fire protection systems (see NFPA 170)
 - Fire alarms
 - Fire sprinklers
 - Special systems
 - Fire protection
3. Read and comprehend plans for fire protection systems
 - Title sheet
 - Table of contents
 - Scope of work
 - Designer's information
 - General conditions
 - Compass point
 - Revision block
 - Key plan
 - Deferred submittals
 - Title block (all sheets)
 - Scale (all sheets)
 - Views
 - Plan
 - Elevation
 - Section
 - Detailed
4. Observe, recognize problems with, and make decisions about existing fire protection systems
5. Apply codes and standards applicable to fire protection systems

Discussion Questions

1. What is the difference between plan view and elevation view?
2. Where would you find installation details for a commercial hood system in a set of plans?

Application

1. Given a set of plans, have students identify the key components, symbols, and terminology.

CTS Guide Reference: CTS 4-15

Topic 3-2: Determining Operational Readiness of Fixed Fire Suppression Systems

Terminal Learning Objective

At the end of this topic a student, given test documentation and field observations, will be able to determine the operational readiness of existing fixed fire suppression systems so that the systems are in an operational state, maintenance is documented, and deficiencies are identified, documented, and reported in accordance with the applicable AHJ codes, standards, ordinances, and policies.

Enabling Learning Objectives

1. Identify components and operations of fixed fire suppression systems
 - Water-based
 - Automatic sprinklers
 - Water spray
 - Water mist
 - Foam water
 - Fire pumps
 - Special agent
 - Dry chemical
 - Wet chemical
 - Clean agent
 - CO₂ systems
 - Foam systems
2. Identify applicable codes, standards, and ordinances
3. Observe, recognize problems, and make decisions about fixed fire suppression systems
4. Read test documentation and maintenance reports
 - Determining adequacy of fire protection based on hazard present
 - Common components to inspect
 - Documentation
 - Other considerations
 - California adoption of NFPA 25
 - California Code of Regulations, Title 19, Chapter 5

Discussion Questions

1. What are indications that a water-based suppression system is not operational?
2. What are indications that a special extinguishing system is not operational?
3. How is a water spray system the same as or different from a fire sprinkler system?
4. Where do you find a dry pipe fire sprinkler system?
5. How often does the code require fire pump testing? Who can do the testing?
6. When does the code require inspection, testing, and maintenance for a fire sprinkler system?

Application

1. Given sample fixed fire protection systems, have students work in small groups to look up and discuss the inspection intervals for each system in ELO 1 (one system per group).

Instructor Notes

1. None

CTS Guide Reference: CTS 4-6

Draft

Topic 3-3: Determining Operational Readiness of Fire Detection and Alarm Systems

Terminal Learning Objective

At the end of this topic a student, given observations, will be able to determine the operational readiness of existing fire detection and alarm systems, so that the systems are in an operational state, maintenance is documented, and deficiencies are identified, documented, and reported in accordance with AHJ policies.

Enabling Learning Objectives

1. Identify components and operation of fire detection and alarm systems and devices
 - Alarm systems
 - Fire alarm control units
 - Power supplies
 - Initiating devices
 - Alerting devices
 - Auxiliary control interface
 - Alarm-initiating devices
 - Smoke detectors
 - Heat detectors
 - Manual pull stations
 - Flame detectors
 - Water flow switches
 - Gas detectors
 - Pilot sprinklers
 - Notification methods
 - Public mode
 - Private mode
 - Panel monitoring
 - Supervised
 - Non-supervised
 - Signal transmission
 - Supervisory
 - System trouble
 - Alarms
2. Identify codes and standards applicable to fire detection and alarm systems and devices
3. Observe, recognize problems with, and make decisions about fire detection and alarm systems and devices
 - Visually observe components
 - Determine panel readiness
 - Confirm that all initiating devices are unobstructed
 - Review owner's documentation of periodic inspections
 - Review any third-party notices of deficiencies in the system
4. Read test documentation and maintenance reports

Discussion Questions

1. What is the difference between an initiating and a notification appliance?
2. What is the difference between a supervisory and a trouble signal?
3. What types of signals does the code require be transmitted to a central station?
4. What is the difference between fire sprinkler monitoring and fire alarm system?
5. When is a fire alarm system required to be monitored?
6. When can a fire alarm system be disabled?
7. Who should be notified when a fire alarm system is disabled?
8. What is the inspection interval for inspection of a fire alarm system?

Application

1. Given a scenario, have students complete an NFPA 72 Inspection and Testing form.

Instructor Notes

1. Prepare or find appropriate scenarios for the Application activity.

CTS Guide Reference: CTS 4-7

Topic 3-4: Determining Operational Readiness of Portable Fire Extinguishers

Terminal Learning Objective

At the end of this topic a student, given field observations, will be able to determine the operational readiness of existing portable fire extinguishers so that the equipment is in an operational state, and deficiencies are identified, documented, and reported in accordance with AHJ policies.

Enabling Learning Objectives

1. Identify portable fire extinguishers
 - Classifications
 - Ratings
 - Types
 - Components
 - Placement
 - Agents used
2. Identify codes, standards, and ordinances applicable to portable fire extinguishers
3. Observe, recognize problems with, make decisions about, and report problems with portable fire extinguishers
 - Verify pressure
 - Check inspection tag(s)
 - Identify service intervals (California Code of Regulations, Title 19, Chapter 3)
 - Check service collar
 - Check seal
 - Identify hydrostatic test identification
 - Check for obstructions

Discussion Questions

1. How often should a building owner do a visual inspection of a fire extinguisher?
2. When does the code require a hydrostatic test for a fire extinguisher?
3. What are the classifications of fire as it relates to the classification of a fire extinguisher?
4. How many tags are required on a fire extinguisher?
5. When does the code require a licensed technician to inspect a fire extinguisher?

Application

1. Activity 3-3: Portable Fire Extinguisher Ratings

Instructor Notes

1. None

CTS Guide Reference: CTS 4-8

Unit 4: Hazardous Materials

Topic 4-1: Classification and Properties

Terminal Learning Objective

At the end of this topic, a student given a substance or material will be able to identify its properties and hazards in accordance with basic principles of chemistry.

Enabling Learning Objectives

1. Define solid, liquid, and gas
2. Identify physical properties of liquids, gases, and solids, including:
 - Color
 - Smell
 - Freezing point
 - Boiling point
 - Melting point
 - Opacity
 - Viscosity
 - Density
 - Specific gravity
 - Vapor density
 - Vapor pressure
 - Water solubility
 - Flammable/explosive range
 - Flashpoint
 - Evaporation rate
3. Identify chemical properties of liquids, gases, and solids, including:
 - Heat of combustion
 - Reactivity with water
 - pH scale
4. Describe physical hazards of:
 - Explosives and blasting agents
 - Flammable and combustible liquids
 - Flammable solids and gases
 - Organic peroxide materials
 - Oxidizer materials
 - Pyrophoric materials
 - Unstable (reactive) materials
 - Water reactive solids and liquids
 - Cryogenic fluids
 - Combustible fibers
5. Describe health hazards of:
 - Highly toxic materials
 - Toxic materials

- Corrosive material
- 6. Identify ways to determine chemical information, including:
 - Material Safety Data Sheet (MSDS)
 - Labels
 - Shipping documents
 - References (ERG, NIOSH, etc.)
 - Handling

Discussion Questions

1. What chemical properties have a significant impact on code requirements?
2. How do you classify a chemical?
3. Where can you find the properties for a specific chemical?

Activities

1. Given several MSDS examples, have students classify substances.

CTS Guide Reference: CTS 4-16, CTS 4-17

Topic 4-2: Verifying Code Compliance for Incidental Storage, Handling, and Use of Hazardous Materials

Terminal Learning Objective

At the end of this topic, a student given field observations and AHJ inspection guidelines, will be able to verify code compliance for incidental storage, handling, and use of hazardous materials so that applicable codes and standards for each hazardous material encountered are addressed and deficiencies are identified, documented, and reported in accordance with applicable codes and standards and AHJ policies.

Enabling Learning Objectives

1. Identify the labeling requirements of hazardous materials
2. Identify the transportation requirements of hazardous materials
3. Identify the storage requirements of hazardous materials
 - Maximum allowable quantities
 - California Fire Code, Table 2703.1.1 (1-4)
 - California Fire Code, Table 2703.11.1
 - Permittable quantities
 - Waste
4. Identify the handling requirements of hazardous materials
5. Identify the use of hazardous materials
 - CUPA (Certified Unified Program Agency) reporting requirements
6. Observe, recognize problems with, and make decisions about hazardous materials
7. Apply codes and standards applicable to hazardous materials

Discussion Questions

1. How many classifications are there for hazardous materials?
2. Where would storage information be found for maximum allowable quantities?
3. What is the difference between quantities requiring a permit and maximum allowable quantities?
4. What fire-code-regulated activities does the CUPA control?

Application

1. Given various scenarios, have students determine if the quantity and type of chemical exceeds the maximum allowable quantity.

Instructor Notes

1. Include information on incidental amounts of flammable and combustible liquids and gasses in all ELOs.

CTS Guide Reference: CTS 4-16, CTS 4-17

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.

Portable Fire Extinguisher Ratings

Activity 3-3

Format: Individual

Time Frame: 30 minutes

Instructions

1. Match each fire hazard with the appropriate fire extinguisher rating.

Fire Extinguisher Ratings

- Class A
- Class B
- Class C
- Class D
- Class K

Component	Fire Extinguisher Rating
1. Television	
2. Cardboard boxes	
3. Drop cloth soaked with oil-based paint	
4. Cooking oil in a deep fat fryer	
5. Electrical transformer	
6. Magnesium chips	
7. Propane from the relief valve on a small tank	
8. A small pile of waste lumber	
9. Broken kerosene lamp	
10. Extension cord that is smoking	
11. Road flare	
12. Oil on a cooking griddle	



Field Inspection—California Specific (2024)

Course Plan

Course Details

Certification:	First Responder Inspector
CTS Guide:	First Responder Inspector (2024)
Description:	This course provides the skills and knowledge needed for the First Responder Inspector to safely, effectively, and competently inspect tents, canopies, and temporary membrane structures; safe and sane fireworks retail stands; public and private fireworks displays; and exterior hazard abatement on an existing property.
Designed For:	Personnel preparing to pursue First Responder Inspector certification or anyone who performs the duties of a First Responder Inspector within their agency.
Prerequisites:	Fire Inspector 1: Duties and Administration (2014) or First Responder Inspector 1A: Duties and Administration (2024)
Standard:	Complete all activities and formative tests. Complete all summative tests with a minimum score of 80%.
Hours (Total):	16 hours (14.5 lecture / 0.5 application / 2 testing)
Maximum Class Size:	30
Instructor Level:	SFT First Responder Inspector Registered Instructor
Instructor/Student Ratio:	1:30
Restrictions:	None
SFT Designation:	CFSTES

Table of Contents

Course Details	1
Required Resources.....	3
Instructor Resources.....	3
Online Instructor Resources.....	3
Student Resources.....	3
Facilities, Equipment, and Personnel.....	3
Time Table	4
Time Table Key.....	5
Unit 1: Introduction.....	6
Topic 1-1: Orientation and Administration	6
Topic 1-2: First Responder Inspector Certification Process.....	7
Unit 2: Tents, Canopies, and Temporary Membrane Structures	9
Topic 2-1: Inspecting Tents, Canopies, and Temporary Membrane Structures.....	9
Unit 3: Fireworks and Explosives.....	10
Topic 3-1: Inspecting Safe and Sane Fireworks Retail Stands.....	10
Topic 3-2: Inspecting Public Fireworks Displays	12
Topic 3-3: Inspecting Proximate Fireworks Displays and Special Effects.....	13
Unit 4: Wildland Urban Interface	14
Topic 4-1: Inspecting Exterior Hazard Abatement on an Existing Property.....	14
How to Read a Course Plan.....	16

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, 9th edition, 2023)
 - or
 - *First Responder Inspector: Principles and Practice* (Jones & Bartlett, revised enhanced 1st edition, 2026)
- California Code of Regulations (CCR, Title 19, current edition)
- California Building Code (CCR, Title 24, current edition)
- California Fire Code (CCR, Title 24, current edition)
- Ethical Practices Inventory (The Williams Institute, www.ethics-twi.org/home)
- NFPA 1030: Standard for Professional Qualifications for Fire Prevention Program Positions (current edition)
- NFPA 1126: Standard for the Use of Pyrotechnics Before a Proximate Audience (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: Fireworks Classifications

Student Resources

To participate in this course, students need:

- Textbook chosen by the instructor
- California Fire Code (CCR, Title 24, 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
Unit 1: Introduction			
Topic 1-1: Orientation and Administration	0.5	0.0	
Topic 1-2: First Responder Inspector Certification Process	0.5	0.0	
Unit 1 Totals	1.0	0.0	1.0
Unit 2: Tents, Canopies, and Temporary Membrane Structures			
Topic 2-1: Inspecting Tents, Canopies, and Temporary Membrane Structures	1.5	0.0	
Unit 2 Totals	1.5	0.0	1.5
Unit 3: Fireworks and Explosives			
Topic 3-1: Inspecting Safe and Sane Fireworks Retail Stands	1.0	0.5	
Topic 3-2: Inspecting Public Fireworks Displays	2.0	0.0	
Topic 3-3: Inspecting Proximate Fireworks Displays	2.0	0.0	
Unit 3 Totals	5.0	0.5	5.5
Unit 4: Wildland Urban Interface			
Topic 4-1: Inspecting Exterior Hazard Abatement on an Existing Property	6.0	0.0	
Unit 4 Totals	6.0	0.0	6.0
Formative Assessments			
Determined by AHJ or educational institution	0.0	0.0	0.0
Summative Assessment			
Determined by AHJ or educational institution	0.0	2.0	2.0
Course Totals	13.5	2.5	16.0

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: First Responder Inspector Certification Process

Terminal Learning Objective

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

Enabling Learning Objectives

1. Identify the levels of certification in the 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 First Responder Inspector certification
 - None
4. Identify the course work required for First Responder Inspector certification
 - Fire Inspector 1A: Duties and Administration (2014) **or** First Responder Inspector 1A: Duties and Administration (2024)
 - Fire Inspector 1B: Fire and Life Safety (2014) **or** First Responder Inspector 1B: Fire and Life Safety (2024)
 - Fire Inspector 1C: : Field Inspection (2014) **or** First Responder Inspector 1C: Field Inspection (2024)
 - Fire Inspector 1D: : Field Inspection – California Specific (2014) **or** First Responder Inspector 1D: Field Inspection – California Specific (2024)
 - Hazardous Materials First Responder Awareness course (CSTI, IAFF, IFSAC/Pro Board, SFT)
 - Home Ignition Zone/Defensible Space Inspector (SFT)
 - IS-200.C: Basic Incident Command System for Initial Response (FEMA)
 - PC-832 Arrest, Search, and Seizure (POST)
 - Must be completed within two years of applying for certification unless candidate is employed as a peace officer
5. Identify the exams requirements for First Responder Inspector certification
 - Not applicable
6. Identify the task book requirements for First Responder Inspector certification
 - First Responder Inspector Certification Task Book (2024)
7. Identify the experience requirements for First Responder Inspector certification
 - Has a minimum of one (1) year full-time paid experience or two (2) years' volunteer or part-time paid experience in a recognized California fire agency as Fire Inspector/Prevention Officer
 - Has completed a minimum of one inspection for each of the following occupancies: A1, A2, A3, B-Medical, E, F-1, H-2 or H3, I-3, M, R-1, R.2, R-2.1, S-1 with high-piled stock, U (Inspections conducted prior to the completion of all educational requirements shall not apply.)

8. Identify the position requirements for First Responder Inspector certification
 - Met when the applicant fulfills the role of the specific duties as defined by their Fire Chief
9. Describe the certification task book process
10. 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: Tents, Canopies, and Temporary Membrane Structures

Topic 2-1: Inspecting Tents, Canopies, and Temporary Membrane Structures

Terminal Learning Objective

At the end of this topic a student, given applicable codes and standards and jurisdictional policies, will be able to inspect a tent, canopy, or temporary membrane structure to verify that it complies with applicable codes and standards, and identify, document, and report deficiencies in accordance with applicable codes and standards and AHJ policies.

Enabling Learning Objectives

1. Define the following terms: tent, canopy, temporary membrane structure
2. Identify permit requirements for tents, canopies, and temporary membrane structures
 - Applicable occupancy and usage
3. Identify when the California Building Code regulates a tent, canopy, or membrane structure
4. Identify state requirements for tents, canopies and other temporary membrane structures (15 persons or greater)
 - Vehicle parking
 - Location on site
 - Structural requirements
 - Prohibited smoking
 - Fireworks and open flame
 - Fire extinguishers and other fire protection equipment
 - Fire safety personnel
 - Abatement of fire and panic hazards
 - Exit requirements
 - Cooking and heating equipment
 - Flame resistance
 - Labeling of tents
 - Anchoring
5. Observe, recognize and document problems with, and make decisions about tents, canopies, and temporary membrane structures

Discussion Questions

1. What is the difference between a tent and a canopy?
2. What would trigger fire watch?
3. What canopy size does the code exempt from permitting and regulation?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 4-11

Unit 3: Fireworks and Explosives

Topic 3-1: Inspecting Safe and Sane Fireworks Retail Stands

Terminal Learning Objective

At the end of this topic a student, given applicable codes and standards and jurisdictional policies, will be able to inspect a safe and sane fireworks stand to verify that fireworks displays and storage comply with applicable codes and standards, and identify, document, and report deficiencies in accordance with applicable codes and standards and AHJ policies.

Enabling Learning Objectives

1. Identify fireworks classifications
 - Dangerous
 - Safe and sane
 - Agriculture and wildlife
 - Model rocket motor
 - Emergency signaling devices
 - Exempt
 - Party popper
 - Snap caps and snappers
 - High power rocket motors
2. Identify codes and standards applicable to fireworks storage, display, and transportation
 - Storage
 - Code of Federal Regulations, Title 49, Part 173, Subpart C
 - California Code of Regulations, Title 13, Division 2, Chapter 6, Article 1
 - Display
 - California Health and Safety Code, sections 12552 and 12553
 - California Fire Code, Chapter 33
 - California Code of Regulations, Title 19, Division 1, Chapter 6
 - Transportation
 - Code of Federal Regulations, Title 49
3. Describe types of licenses and permits required for fireworks storage and display
4. Observe, recognize problems with, and make decisions about fireworks storage and display
 - Requirements contained in California Code of Regulations, Title 19
 - Associated permits
 - Electrical permit
 - State Fire Marshal retail sales permit
 - AHJ (authority having jurisdiction) permit
 - Electrical power sources
 - Verification of age of sellers
 - Prohibition of alcohol and narcotics
 - No smoking
 - Booth construction type and location

- Onsite fire extinguishers
- Exiting

5. Apply codes and standards related to fireworks storage and display

Discussion Questions

1. Which fireworks are considered safe and sane?
2. Where in California are safe and sane fireworks approved for use?
3. When (dates and times) can someone sell safe and sane fireworks in California?

Application

1. Activity 3-1: Fireworks Classifications

Instructor Notes

1. None

CTS Guide Reference: CTS 4-12

Topic 3-2: Inspecting Public Fireworks Displays

Terminal Learning Objective

At the end of this topic, a student given applicable codes and standards and jurisdictional policies will be able to inspect a public fireworks display to verify that fireworks storage, handling, and use comply with applicable codes and standards, and identify, document, and report deficiencies in accordance with applicable codes and standards and jurisdictional policies.

Enabling Learning Objectives

1. Identify codes and standards applicable to public fireworks displays
2. Describe types of aerial fireworks
3. Describe types of public fireworks displays
 - Mortars and aerial shells
 - Pinwheels
 - Cakes
4. Describe types of licenses and permits required for public fireworks displays
 - Insurance
 - Licensed operator
 - Local permit
5. Describe fire and life safety aspects related to public fireworks displays
 - Firing methods
 - Mortars and aerial shells
 - Rack, trough, and direct burial inspection
 - Personal protective equipment
 - Post-display procedures
 - Safety tools and equipment
 - Site location requirements
 - Storage requirements
6. Observe, recognize problems with, and make decisions about public fireworks displays
 - Well secured to prevent movement
 - Angled if necessary to permit proper trajectory and landing
 - Undamaged and in good condition
 - Properly sized for launch tube
 - Properly and completely loaded
7. Apply codes and standards related to public fireworks displays

Discussion Questions

1. Who can operate a public display of fireworks?
2. What are the post-display procedures?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 4-13

Topic 3-3: Inspecting Proximate Fireworks Displays and Special Effects

Terminal Learning Objective

At the end of this topic, a student given applicable codes, standards, and jurisdictional policies will be able to inspect a proximate fireworks or special effects display to verify that fireworks storage, handling, and use comply with applicable codes and standards, and identify, document, and report deficiencies in accordance with applicable codes and standards and jurisdictional policies.

Enabling Learning Objectives

1. Describe proximate fireworks and special effects
2. Identify codes and standards applicable to proximate fireworks or special effects displays
3. Describe types of licenses and permits required for proximate fireworks or special effects displays
4. Describe fire and life safety aspects related to proximate fireworks or special effects displays
 - Display requirements
 - Physical hazards
 - Storage requirements
 - Types of devices
 - Pyrotechnic
 - Flame effect
 - General requirements for handling and use (NFPA 1126)
 - Specific requirements for various types of pyrotechnics
 - Fallout spheres
 - Distance from audience and other structures
 - Distance from overhead objects such as curtains, beams, etc.
 - Items projecting into the space of the sphere
 - Musicians, actors, or other participants within the sphere while device is fired
5. Observe, recognize problems with, and make decisions about proximate fireworks or special effects displays
6. Apply codes and standards related to proximate fireworks or special effects displays

Discussion Questions

1. What is considered close proximity?
2. Can you discharge fireworks inside a building?
3. What are the greatest concerns related to a proximate fireworks shoot?
4. When should local authorities prohibit a proximate fireworks shoot?
5. What training is available to qualify to properly oversee a special effects event?

Application

1. Determined by instructor

Instructor Notes

1. This topic does not include buildings and facilities used for motion picture, television, and commercial production.

CTS Guide Reference: CTS 4-14

Unit 4: Wildland Urban Interface

Topic 4-1: Inspecting Exterior Hazard Abatement on an Existing Property

Terminal Learning Objective

At the end of this topic a student, given applicable codes and standards and jurisdictional policies, will be able to inspect exterior hazards abatement on an existing property to verify compliance with applicable codes and standards, and identify, document, and report deficiencies and mitigation measures in accordance with applicable codes and standards and jurisdictional policies.

Enabling Learning Objectives

1. Identify wildland fire types in relation to communities
 - Interface
 - Intermix
 - Wildland
 - Conflagration
2. Describe the wildland urban interface environment
3. Identify fire history in wildland urban interface environments
4. Describe consequences of severe wildland fire conditions on unmitigated wildland urban interface areas
 - Interface conflagrations will exceed fire suppression resource capabilities
 - Life loss
 - Property loss
 - Environmental impact
 - Economic impact
5. Identify factors impacting wildland fire behavior
 - Fuel
 - Topography
 - Weather
 - Heat transfer
 - Direct flame contact
 - Convection
 - Radiation
 - Ember transfer
 - Structure to structure
 - Fuel and fire laddering
 - Crown fire migration
6. Define fire hazard severity zone classifications
 - Moderate
 - High
 - Very High
7. Identify responsibility areas, including:
 - Local Responsibility Area (LRA)

- State Responsibility Area (SRA)
 - Federal lands
8. Describe methods for dealing with fire hazards associated with WUI environment
 - Prescriptive construction requirements found in California Wildland Urban Interface Code
 - Fuel modification
 - Defensible space inspections
 - Prescribed fire
 - Fire-Smart Landscaping
 - Performance-based design
 - Master-planned communities
 - Construction features
 - Engineered fuel modification zone
 9. Describe components of a vegetation management plan
 - Defensible space
 - Size, distance and zones
 - Fuel modification
 - Changing existing plant materials
 - Fuel reduction
 - Reducing the amount of existing vegetation
 - Wildland urban interface maintenance
 - As required by AHJ or in accordance with a fuel management plan
 10. Observe, recognize and document problems with, and make decisions about exterior hazard abatement
 11. Apply codes and standards related to wildland urban interface environment.

Discussion Questions

1. What does WUI stand for?
2. How do weather conditions impact fire behavior?
3. How is fuel loading measured in a wildland urban interface environment?
4. What is aspect?
5. What are the differences between an SRA and an LRA?
6. Can an SRA be within city limits?
7. In which severity zones do the requirements of CA WUI Code apply?
8. What are the components of a vegetation management plan?
9. What are the components of a master-planned community in a WUI environment?
10. What construction features does CA WUI Code modify for structures in a WUI environment?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 5-1

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.

Fireworks Classifications

Activity 3-1

Format: Individual

Time Frame: 30 minutes

Instructions

1. Match each type of fireworks with the appropriate fireworks classification.

Fireworks Classifications

- Dangerous
- Safe and sane
- Model rocket motor
- Emergency signaling device
- Exempt
- Party popper / Snap cap
- High power rocket motor

Type of Fireworks	Fireworks Classification
1. "Brick" of firecrackers	
2. Railroad fuse	
3. "Piccolo Pete" fountain	
4. Fourth of July sparkler	
5. Small cylindrical party favor with a pull cord	
6. Maritime signaling flare	
7. Type K rocket motor (2500 N-s force)	
8. "Bomb" used to frighten wildlife	
9. Small, paper-wrapped impact device	
10. Size 1/2A rocket motor	

First Responder Inspector

(NFPA 1030: First Responder Inspector)

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 First Responder 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 Brett Davidson, Deputy Chief, City of Vista 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.

Draft

Initiation Requirements

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

Candidate Information

Name: _____

SFT ID Number: _____

Fire Agency: _____

Prerequisites

SFT confirms that there are no prerequisites required for this certification.

Education

The candidate has completed the following course(s).

- Fire Inspector 1A: Duties and Administration (2014) **or** First Responder Inspector 1A: Duties and Administration (2024)
- Fire Inspector 1B: Fire and Life Safety (2014) **or** First Responder Inspector 1B: Fire and Life Safety (2024)
- Fire Inspector 1C: Field Inspection (2014) **or** First Responder Inspector 1C: Field Inspection (2024)
- Fire Inspector 1D: : Field Inspection – California Specific (2014) **or** First Responder Inspector 1D: Field Inspection – California Specific (2024)
- Hazardous Materials First Responder Awareness course (CSTI, IAFF, IFSAC/Pro Board, SFT)
- Home Ignition Zone/Defensible Space Inspector (SFT)
- IS-200.C: Basic Incident Command System for Initial Response (FEMA)
- PC-832: Arrest, Search, and Seizure (POST)
 - Must be completed within two years of applying for certification unless candidate is employed as a peace officer

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: _____
Job Title: _____
Organization: _____
Signature: _____

Name: _____
Job Title: _____
Organization: _____
Signature: _____

Name: _____
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Job Title: _____
Organization: _____
Signature: _____

Name: _____
Job Title: _____
Organization: _____
Signature: _____

Name: _____
Job Title: _____
Organization: _____
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.

Definition of Duties

1. Identify codes, given California Health and Safety Code, California Code of Regulations Title 19, and California Code of Regulations Title 24, so that inspections are conducted in accordance with the codes that give a fire inspector legal authority to conduct inspections in the state of California. (OSFM) (CTS 1-2)

Evaluator Signature: _____ Date Verified: _____

Administration

2. Prepare internal written correspondence to communicate fire protection and prevention concerns, given a common fire safety issue, so that the correspondence is concise, accurately reflects applicable codes, standards, and ordinances, and is appropriate for the intended audience. (NFPA 1030: 6.3.1) (CTS 2-1)

Evaluator Signature: _____ Date Verified: _____

3. Prepare inspection reports, given AHJ policy and procedures, observations from a field inspection, and a sample inspection report or template, 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 provides actions required based on the policies of the AHJ. (NFPA 1030: 6.3.2) (CTS 2-2)

Evaluator Signature: _____ Date Verified: _____

4. Identify the applicable code, standard, or ordinance, given fire protection, fire prevention, or life safety deficiencies observed during an assigned fire inspection, so that the applicable document, edition, and section are referenced. (NFPA 1030: 6.3.3) (CTS 2-3)

Evaluator Signature: _____ Date Verified: _____

5. Recognize the need for a permit, given a situation or condition, so that requirements for permits are communicated to the building owner, owner's representative, occupant, event organizer, and fire prevention staff in accordance with applicable codes, standards, and ordinances and the policies of the AHJ. (NFPA 1030: 6.3.4) (CTS 2-4)

Evaluator Signature: _____ Date Verified: _____

6. Investigate assigned complaints, given a reported situation or condition, so that complaint information is recorded, and the findings are forwarded to the appropriate department in accordance with AHJ policy. (NFPA 1030: 6.3.5) (CTS 2-5)

Evaluator Signature: _____ Date Verified: _____

7. Identify fire and life safety hazards or conditions, given a fire protection, fire prevention, or life safety issue, so that the applicable action is taken per AHJ. (NFPA 1030: 6.3.6) (CTS 2-6)

Evaluator Signature: _____ Date Verified: _____

Legal

8. Participate in legal proceedings, given the findings of a field inspection or a complaint and consultation with the AHJ and legal counsel, so that all information is presented factually and the inspector's demeanor is professional. (NFPA 1030: 6.4.2) (CTS 3-1)

Evaluator Signature: _____ Date Verified: _____

Field Inspection

9. Determine code compliance, given the codes, standards, and ordinances, the policies of the AHJ, and a fire protection issue, so that the applicable codes, standards, ordinances, and policies are identified and compliance is determined. (NFPA 1030: 6.5.1) (CTS 4-1)

Evaluator Signature: _____ Date Verified: _____

10. Identify the fire and life safety hazards, given an existing occupancy, so that violations are identified based on a specific occupancy. (NFPA 1030: 6.5.2) (CTS 4-2)

Evaluator Signature: _____ Date Verified: _____

11. Verify occupancy classification of a single-use occupancy, given a description of an occupancy and its use, so that the classification is made according to the applicable codes, standards, and ordinances. (NFPA 1030: 6.5.3) (CTS 4-3)

Evaluator Signature: _____ Date Verified: _____

12. Verify that the means of egress elements are maintained in compliance with applicable codes, standards, and ordinances, given an existing occupancy, so that the elements are free of obstructions; easily operated; not locked; and that deficiencies are identified, documented, and reported in accordance with the applicable codes, standards, ordinances, and policies of the AHJ. (NFPA 1030: 6.5.4) (CTS 4-4)

Evaluator Signature: _____ Date Verified: _____

13. Verify posted occupant load, given an occupancy classification, so that a building or structure is occupied in accordance with applicable codes, standards, ordinances, and policies of the AHJ. (NFPA 1030: 6.5.5) (CTS 4-5)

Evaluator Signature: _____ Date Verified: _____

14. Determine the operational readiness of existing fixed fire suppression systems, given test documentation and field observations, so that the systems are in an operational state, maintenance is documented, and deficiencies are identified, documented, and reported in accordance with the applicable codes, standards, and ordinances and the policies of the AHJ. (NFPA 1030: 6.5.6) (CTS 4-6)

Evaluator Signature: _____ Date Verified: _____

15. Determine the operational readiness of existing fire detection and alarm systems, given observations, so that the systems are in an operational state, maintenance is documented, and deficiencies are identified, documented, and reported in accordance with the policies of the AHJ. (NFPA 1030: 6.5.7) (CTS 4-7)

Evaluator Signature: _____ Date Verified: _____

16. Determine the operational readiness of existing portable fire extinguishers, given field observations, so that the equipment is in an operational state and deficiencies are identified, documented, and reported in accordance with the policies of the AHJ. (NFPA 1030: 6.5.8) (CTS 4-8)

Evaluator Signature: _____ Date Verified: _____

17. Inspect emergency access for an existing site, given field observations, so that the required access for emergency responders is maintained and deficiencies are identified, documented, and corrected in accordance with the applicable codes, standards, and ordinances and the policies of the AHJ. (NFPA 1030: 6.5.9) (CTS 4-9)

Evaluator Signature: _____ Date Verified: _____

18. Recognize fire growth potential in a building or space, given field observations, so that the hazardous conditions, material, liquids, or gases are identified, documented, and reported in accordance with the applicable codes, standards, ordinances, and policies of the AHJ. (NFPA 1030: 6.5.10) (CTS 4-10)

Evaluator Signature: _____ Date Verified: _____

19. Inspect a tent, canopy, or temporary membrane structure, given applicable codes, standards, ordinances, and jurisdictional policies, to verify that it complies with applicable codes, standards, and ordinances, and identify, document, and report deficiencies in accordance with applicable codes and standards and jurisdictional policies. (OSFM) (CTS 4-11)

Evaluator Signature: _____ Date Verified: _____

20. Inspect a "Safe and Sane" fireworks stand, given applicable codes, standards, ordinances, and jurisdictional policies, to verify that fireworks display and storage comply with applicable codes, standards, and ordinances, and identify, document, and report deficiencies in accordance with applicable codes, standards, ordinances, and jurisdictional policies. (OSFM) (CTS 4-12)

Evaluator Signature: _____ Date Verified: _____

21. Inspect a public fireworks display, given applicable codes, standards, ordinances, and jurisdictional policies, to verify that fireworks storage, handling, and use comply with applicable codes, standards, and ordinances, and identify, document, and report deficiencies in accordance with applicable codes and standards and jurisdictional policies. (OSFM) (CTS 4-13)

Evaluator Signature: _____ Date Verified: _____

22. Inspect a proximate fireworks or special effects display, given applicable codes, standards, ordinances, and jurisdictional policies, to verify that fireworks storage, handling, and use comply with applicable codes, standards, and ordinances, and identify, document, and report deficiencies in accordance with applicable codes, standards, ordinances, and jurisdictional policies. (OSFM) (CTS 4-14)

Evaluator Signature: _____ Date Verified: _____

23. 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 applicable codes and standards and AHJ policies. (OSFM) (CTS 4-15)

Evaluator Signature: _____ Date Verified: _____

24. Verify code compliance for incidental storage, handling, and use of flammable and combustible liquids and gases, given field observations and inspection guidelines from the AHJ, so that applicable codes and standards are addressed and deficiencies are identified, documented, and reported in accordance with the applicable codes and standards and the policies of the jurisdiction. (OSFM) (CTS 4-16)

Evaluator Signature: _____ Date Verified: _____

25. Verify code compliance for incidental storage, handling, and use hazardous materials, given field observations, so that applicable codes and standards for each hazardous material encountered are addressed and deficiencies are identified, documented, and reported in accordance with the applicable codes and standards and the policies of the jurisdiction. (OSFM) (CTS 4-17)

Evaluator Signature: _____ Date Verified: _____

Wildland Urban Interface Environments

26. Inspect exterior hazards abatement on an existing property, given applicable codes, standards, ordinances, and jurisdictional policies, to verify compliance with applicable codes, standards, and ordinances, and identify, document, and report deficiencies and mitigation measures in accordance with applicable codes, standards, ordinances, and jurisdictional policies. (OSFM) (CTS 5-1)

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 one (1) year full-time paid experience or two (2) years' volunteer or part-time paid experience in a recognized California fire agency as Fire Inspector/Prevention Officer

Agency	Experience	Start Date	End Date

- Complete a minimum of one inspection for each of the following occupancies.
Inspections conducted prior to the completion of all educational requirements shall not apply.

Occupancy Type	Address	Date
A-1		
A-2		
A-3		
B-Medical		
E		
F-1		
H-2 or H-3		
I-3		

M		
R-1		
R-2		
R-2.1		
S-1 with high-piled stock		
U		

Include documentation to verify experience requirements when you submit your instructor 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

State Fire Training confirms that there are no supporting documentation requirements for this job function certification.

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: _____