



# Fire and Life Safety (2024)

## Course Plan

### Course Details

<b>Certification:</b>	First Responder Inspector
<b>CTS Guide:</b>	First Responder Inspector (2024)
<b>Description:</b>	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.
<b>Designed For:</b>	Personnel preparing to pursue First Responder Inspector certification or anyone who performs the duties of an entry-level inspector within their agency.
<b>Prerequisites:</b>	Fire Inspector 1A: Duties and Administration (2014) <b>or</b> First Responder Inspector 1A: Duties and Administration (2024)
<b>Standard:</b>	Complete all activities and formative tests. Complete all summative tests with a minimum score of 80%.
<b>Hours (Total):</b>	18 hours (11.5 lecture / 4 application / 2.5 testing)
<b>Maximum Class Size:</b>	30
<b>Instructor Level:</b>	SFT First Responder Inspector Registered Instructor
<b>Instructor/Student Ratio:</b>	1:30
<b>Restrictions:</b>	None
<b>SFT Designation:</b>	CFSTES

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## Required Resources

### Instructor Resources

To teach this course, instructors need:

- One of the following textbooks (including Instructor Resource kit)
  - *Fire Inspection and Code Enforcement* (IFSTA, 9<sup>th</sup> edition, 2023)
  - or**
  - *First Responder Inspector: Principles and Practice* (Jones & Bartlett, revised enhanced 1<sup>st</sup> 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](http://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
<b>Unit 1: Introduction</b>			
Topic 1-1: Orientation and Administration	0.5	0.0	
Topic 1-2: First Responder Inspector Certification Process	0.5	0.0	
<b>Unit 1 Totals</b>	<b>1.0</b>	<b>0.0</b>	<b>1.0</b>
<b>Unit 2: Occupancy Classifications</b>			
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	
<b>Unit 2 Totals</b>	<b>2.0</b>	<b>1.0</b>	<b>3.0</b>
<b>Unit 3: Means of Egress</b>			
Topic 3-1: Verifying Means of Egress Elements Maintenance	4.5	2.0	
<b>Unit 3 Totals</b>	<b>4.5</b>	<b>2.0</b>	<b>6.5</b>
<b>Unit 4: Hazardous Conditions and Fire Growth Potential</b>			
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	
<b>Unit 4 Totals</b>	<b>4.0</b>	<b>1.0</b>	<b>5.0</b>
<b>Formative Assessments</b>			
Determined by AHJ or educational institution	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>
<b>Summative Assessment</b>			
Determined by AHJ or educational institution	<b>0.0</b>	<b>2.5</b>	<b>2.5</b>
<b>Course Totals</b>	<b>11.5</b>	<b>6.5</b>	<b>18.0</b>

### **Time Table Key**

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

## **Unit 1: Introduction**

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

#### **Terminal Learning Objective**

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

#### **Enabling Learning Objectives**

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

#### **Discussion Questions**

1. Determined by instructor

#### **Application**

1. Determined by instructor

## Topic 1-2: 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.