



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

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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, 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

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.