



# Duties and Administration (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 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.
<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>	None
<b>Standard:</b>	Complete all coursework and activities. Complete all summative tests with a minimum score of 80%.
<b>Hours (Total):</b>	20 hours (13.25 lecture / 4.75 application / 2.0 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 2-6: 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
<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: Authority and Responsibilities</b>			
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	
<b>Unit 2 Totals</b>	<b>5.5</b>	<b>2.75</b>	<b>8.25</b>
<b>Unit 3: Administration and Operations</b>			
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	
<b>Unit 3 Totals</b>	<b>5.25</b>	<b>2.0</b>	<b>7.25</b>
<b>Unit 4: Legal Proceedings</b>			
Topic 4-1: Participating in Legal Proceedings	1.5	0.0	
<b>Unit 4 Totals</b>	<b>1.5</b>	<b>0.0</b>	<b>1.5</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>2.0</b>	<b>2.0</b>
<b>Course Totals</b>	<b>13.25</b>	<b>6.75</b>	<b>20.0</b>

### **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 (OSHPD) (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.