



COURSE INFORMATION AND REQUIRED MATERIALS

Course: Fire Inspector 2A: Fire Prevention Administration (2011) CFSTES
Hours: 16:00 (14:30 instruction/1:30 testing)
Designed For: The certified Fire Inspector I advancing to the Fire Inspector II classification
Description: Upon completion of this course, the student will be familiar with the role of a Fire Inspector II; processing permit applications and enforcing permit regulations; investigating and resolving complex complaints; modifying jurisdictional codes and standards; and recommending inspection policies and procedures, evaluating inspection reports, and initiating inspection-related legal action.
Prerequisites: Fire Inspector 1A: The Role of the Fire Inspector
 Fire Inspector 1B: Introduction to Fire and Life Safety
 Fire Inspector 1C: Systems and Equipment, Hazards, and Emergency Planning
 Fire Inspector 1D: Fireworks and Explosives
Certification: Fire Inspector II
Standard: Complete all activities and formative tests; complete the summative test with a minimum 80%
Class Size: 30
Restrictions: None

| REQUIRED STUDENT MATERIALS | | EDITION | PUBLISHER |
|---|--|---------|-----------------|
| ▪ California Fire Code | | current | ICC |
| ▪ Fire Inspection and Code Enforcement | | Seventh | FPP |
| REQUIRED INSTRUCTOR MATERIALS | | | |
| ▪ California Fire Code | | current | ICC |
| ▪ California Building Code | | current | ICC |
| ▪ California Code of Regulations (CCR) Title 19 | | current | OAL or Barclays |
| ▪ Fire Inspection and Code Enforcement | | Seventh | FPP |
| ▪ Inspection and Code Enforcement Instructor Resource Kit | | Seventh | FPP |

| PUBLISHER CONTACT INFORMATION | | |
|-------------------------------|------------------------------|---|
| Barclays | Barclays | www.west.thompson.com |
| FPP | Fire Protection Publications | www.ifsta.org |
| ICC | International Code Council | http://www.iccsafe.org/STORE/Pages/default.aspx |
| OAL | Office of Administrative Law | www.oal.ca.gov/publications.htm |

FIRE INSPECTOR 2A COURSE PLAN

Unit 1: Course Introduction

Topic 1-1: Orientation and Administration 0:30

Terminal Learning Objective (TLO): At the end of this topic, the student will be able to identify the classroom and facility requirements along with the course completion requirements.

Enabling Learning Objectives (ELO):

1. Identify facility and classroom considerations
 - Start time, end time, and breaks
 - Restrooms
 - Food and smoking locations
 - Emergency procedures
 - Electronic devices
 - Special needs and accommodations
 - Other requirements
2. Review the course information, required materials, and course plan
 - Course objectives
 - Course requirements
 - Student evaluation process
 - Assignments and activities



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- Required student resources
- Class participation requirements

Discussion Questions

1. What are formative and summative tests?

Activities

1. Complete all required registration and enrollment forms.

Topic 1-2: Fire Inspector Certification Process 0:30

Terminal Learning Objective (TLO): At the end of this topic, the student will be able to describe certification levels within the Fire Marshal certification track, identify courses required for each certification level, and describe the capstone task book completion process.

Enabling Learning Objectives (ELO):

1. Describe the different levels of certification within the Fire Marshal certification track
 - Fire Inspector I
 - Fire Inspector II
 - Plans Examiner
 - Fire Marshal
2. Describe the capstone task book process (bullets below differ than the directions in the task book)
 - Completion of all course work and prerequisites
 - Must be employed by a California fire agency in the position required
 - Must complete all job performance requirements in the task book
 - Must have task book signed by an evaluator and the Fire Chief or identified designee

Discussion Questions

1. What are the certification levels within the Fire Marshal certification track?

Activities

1. To be determined by the instructor

Unit 2: Role of the Fire Inspector II

Topic 2-1: The Role of the Fire Inspector II 2:00

Terminal Learning Objective (TLO): At the end of this topic, the student will be able to describe the role of the fire inspector II, the jurisdictional organizations that conduct inspections, and how one's ethics and values impact the work environment.

Enabling Learning Objectives (ELO):

1. Describe the role of the Fire Inspector II
 - Conducting research
 - Interpreting codes
 - Implementing policy
 - Testifying at legal proceedings
 - Creating forms and job aids
 - Delivering public education
 - Conducting field inspections
 - Analyzing new and existing structures and properties for code compliance related to
 - Construction
 - Occupancy
 - Fire protection
 - Exposures
2. Describe the jurisdictional organizations that have requirements or conduct inspections related to life safety or fire prevention, including:
 - Local authority
 - State authority
 - Federal authority



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3. Describe how one's ethics and core values impact the work environment, including:
 - Code enforcement
 - Decision-making models and systems
 - Principle-centered decision making
 - Gifts and gratuities
 - Professional decorum

Discussion Questions

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

Activities

1. Given several ethics-related scenarios, use principle-centered decision making to come up with solutions.

Unit 3: Permits and Plan Review Applications

Topic 3-1: Permit Application Process 1:00

Terminal Learning Objective (TLO): At the end of this topic, the student will be able to describe the legal authority for permit issuance and revocation; the components of construction and operational-use permit applications; and how to receive, process, and evaluate permit or plan review applications.

Enabling Learning Objectives (ELO):

1. Describe the legal authority for permit issuance and revocation
2. Describe the components of a construction permit (plan review) application, including:
 - Calculations
 - Manufacturer's cut sheets
 - Plans
 - Relevant supporting documents or materials
 - Specifications
3. Describe the components of an operational-use permit application, including:
 - Process or operation description
 - Plans
 - Relevant supporting documents or materials
4. Describe the procedures for receiving, processing, and evaluating a permit or plan review application, including:
 - Collecting fees or charges
 - Tracking documentation
 - Verifying application is complete
 - Verifying license and worker's compensation information

Discussion Questions

1. What are the components of a construction permit?
2. What purpose do manufacturer's cut sheets serve?

Activities

1. Given a scenario and a sample permit application, complete a permit application.

Topic 3-2: Permit Regulation Enforcement 1:00

Terminal Learning Objective (TLO): At the end of this topic, the student will be able to enforce permit regulations and identify, document, verify, and report deficiencies.

Enabling Learning Objectives (ELO):

1. Describe enforcing permit regulations, including:
 - Visiting the permit activity site
 - Comparing permit to actual activity
 - Identifying and documenting discrepancies
 - Notifying responsible parties
 - Identifying deficiency resolution options



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- Verifying compliance
 - Issuing stop work notice if necessary
 - Revoking permit if necessary
2. Describe how to identify, document, verify, and report deficiencies

Discussion Questions

1. When would an inspector visit a permit activity site?
2. When would an inspector issue a stop work notice?

Activities

1. To be determined by instructor.

Unit 4: Complex Complaints

Topic 4-1: Investigating Complex Complaints 2:00

Terminal Learning Objective (TLO): At the end of this topic, the student will be able to validate and resolve complex complaints, identify responses to frequent complex complaints, and describe how political pressure can impact complaint investigations and resolutions.

Enabling Learning Objectives (ELO):

1. Describe how to validate complex complaints, including:
 - Documenting complaint
 - Reviewing related past files
 - Researching complaint topic
 - Conducting a field inspection
 - Applying related codes and ordinances
 - Documenting findings
2. Describe procedures for recording complaint information
3. Describe how to resolve complex complaints, including:
 - Recognizing the problem
 - Evaluating deficiencies
 - Identifying options for resolution
 - Referring to appropriate level or other agencies when necessary
4. Identify responses to frequent complex complaints, including:
 - Fire or life safety issues requiring an immediate response, including:
 - Impaired fire alarm systems
 - Impaired fire sprinkler systems
 - Overcrowding
 - Construction deficiencies that require time to resolve
 - Change in use or occupancy that may or may not require an immediate response
5. Describe how political pressures impact complaint investigation and resolution

Discussion Questions

1. What type of complaint requires an immediate response?
2. What type of complaint requires immediate correction?

Activities

1. Activity 4-1: Complex Complaints

Unit 5: Modifying Jurisdictional Codes and Standards

Topic 5-1: Recommending Modifications to Jurisdictional Codes and Standards 2:00

Terminal Learning Objective (TLO): At the end of this topic, the student will be able to identify state statutes that establish authority for state and local agencies to modify codes and standards; describe the legal instruments for establishing or adopting codes and standards; develop and adopt codes and standards at the local level; and determine the cost/risk benefits of modifying local codes and standards.

Enabling Learning Objectives (ELO):



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1. Identify the state statutes that establish authority for state agencies to modify codes and standards
 - Health and Safety Code (Section 13143 and 17921(b))
 - California Administrative Code
2. Identify the state statutes that establish authority for local agencies to modify codes and standards
 - Health and Safety Code (Section 17958.7)
 - Express findings to include: climate, geology and topography
3. Describe the legal instruments for establishing or adopting codes and standards
4. Describe the development and adoption process for fire and life safety codes and standards, including:
 - Publication of model code used in California by ICC
 - Review and modification by state agencies
 - Adoption by State Building Standards Commission
 - Review and modification by local agencies (during 180 day waiting period)
 - Adoption by local agency
5. Describe the cost/risk benefits of modifying local codes and standards, including:
 - Dollar cost of modification to:
 - Enforcing agency
 - Private industry
 - Citizens
 - Reduction in fire death and injuries
 - Reduction in property loss

Discussion Questions

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

Activities

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

Unit 6: Inspection Policies, Procedures, and Processes

Topic 6-1: Recommend Inspection Policies, Procedures, and Processes 2:00

Terminal Learning Objective (TLO): At the end of this topic, the student will be able to describe legal procedures for fire code enforcement, the authority and limitation of police powers, code enforcement policies and procedures, and the reasons for changing a policy or procedure; identify reference materials related to fire protection, life safety, code enforcement, and inspection services; and recommend policies and procedures for delivering inspection services.

Enabling Learning Objectives (ELO):

1. Describe legal procedures for fire code enforcement
2. Describe the authority and limitations of police powers
3. Identify reference materials related to fire protection, life safety, code enforcement, and inspection services
4. Describe code enforcement policies and procedures, including:
 - State mandated
 - Local policies and procedures of the jurisdiction
5. Describe reasons why you might change a policy or procedure
 - Actual practices don't follow policy or procedure
 - A current policy or procedure creates another problem
 - A current policy or procedure is inefficient
 - Code changes
 - A policy or procedure addresses a problem that no longer exists
 - No policy or procedure exists to address a specific topic
 - A policy or procedure is adopted into a higher level code and no longer requires addressing at the local level



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6. Describe how to recommend policies and procedures for delivering inspection services, including:
 - Identifying the reason or need for change
 - Developing proposal and gathering or creating supporting documentation
 - Drafting proposed policy or procedural change
 - Meeting with appropriate people for approval
 - Implementation if approved

Discussion Questions

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

Activities

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

Topic 6-2: Inspection Report Evaluation 1:30

Terminal Learning Objective (TLO): At the end of this topic, the student will be able to evaluate the inspection process and completed inspection documentation.

Enabling Learning Objectives (ELO):

1. Describe how to evaluate completed inspection reports, forms, and checklists
 - Confirm that information is complete, correct, clear, and concise
2. Describe how to evaluate the inspection process to determine:
 - Code application
 - Timeliness
 - Compliance

Discussion Questions

1. Why should an inspection report be complete, correct, clear, and concise?
2. Should someone other than the inspector review all inspection reports?

Activities

(Instructor to develop)

1. Given sample inspection forms, identify which are complete and what information might be missing.

Topic 6-3: Initiating Legal Action 1:30

Terminal Learning Objective (TLO): At the end of this topic, the student will be able to initiate legal action related to fire code violations and work cooperatively with legal counsel.

Enabling Learning Objectives (ELO):

1. Describe how to initiate legal action related to a fire code violation, including:
 - Determining when legal action is required
 - Notice of violation issued
 - Refusal to comply documented
 - Evaluating jurisdictional options related to legal action
 - Issuing notice of legal action
 - Following the due process of the law
2. Describe the process of working cooperatively with legal counsel, including:
 - Meeting with jurisdictional counsel
 - Gathering and submitting all available information
 - Recommending an outcome or penalty
 - Giving depositions with legal counsel present

Discussion Questions

1. When should an inspector initiate legal action against a business owner?
2. Who is your legal counsel within your department or district?

Activities

1. To be determined by instructor.



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| Topic 6-4: Proposing Technical Resources for Acquisition | 00:30 |
| Terminal Learning Objective (TLO): At the end of this topic, the student will be able to describe publication types and sources, identify the correct materials for acquisition, calculate budget impact, and develop an acquisition plan. | |
| Enabling Learning Objectives (ELO): | |
| 1. Describe publication types and sources including: | |
| ▪ Approval and listing guides | |
| ▪ Codes | |
| ▪ Standards | |
| ▪ Technical references | |
| ▪ Electronic media | |
| 2. Describe how to identify the correct materials for acquisition: | |
| ▪ Selecting nationally recognized standards | |
| ▪ Ensuring applicability in California | |
| ▪ Selecting the proper edition | |
| ▪ Assessing value of the information reference provides versus alternate less expensive materials | |
| ▪ Paper versus. digital versions | |
| 3. Describe how to anticipate and calculate budget impact | |
| ▪ Initial costs | |
| ▪ Recurring costs | |
| ▪ Purchase/update schedule | |
| Discussion Questions | |
| 1. Are paper versions or electronic versions of reference materials better? | |
| 2. How should these technical resources be made available to the public? | |
| Activities | |
| 1. 1. Given a projected budget and a list of specific needs, develop an acquisition plan and budget proposal. | |
| Formative Tests | 3:00 |
| Summative Test | 1:00 |