



COURSE SYLLABUS

Course: Fire Inspector 2A: Fire Prevention Administration CFSTES
Hours: 16:00 (14:00 = instruction / 2:00 = 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: Fire Inspector Fundamentals
 Fire Inspector 1B: Foundations of Fire and Life Safety
 Fire Inspector 1C: Fire Prevention Systems and Hazards
 Fire Inspector 1D: Fireworks and Explosives
Passing Criteria: 80%
Certification: Fire Inspector II
Class Size: 30
Restrictions: None

REQUIRED STUDENT MATERIALS	EDITION	PUBLISHER
▪ California Fire Code	current	International Code Council (ICC)
▪ <i>Fire Inspection and Code Enforcement</i>	7th	IFSTA
REQUIRED INSTRUCTOR MATERIALS	EDITION	PUBLISHER
▪ California Fire Code	current	International Code Council (ICC)
▪ California Building Code	current	International Code Council (ICC)
▪ California Code of Regulations (CCR) Title 19	current	Online: www.oal.ca.gov/publications.htm Print: Barclays (www.west.thompson.com)
▪ <i>Inspection and Code Enforcement Instructor Resource Kit</i>	7th	IFSTA

FIRE INSPECTOR 2A: FIRE PREVENTION ADMINISTRATION COURSE SYLLABUS

Course Objectives: to provide the student with...

- a) Information about the role of a Fire Inspector II
- b) Information about processing permit applications and enforcing permit regulations
- c) Information about investigating and resolving complex complaints
- d) Information about modifying jurisdictional codes and standards
- e) Information about recommending inspection policies and procedures, evaluating inspection reports, and initiating inspection-related legal action

Course Content..... 16:00

Unit 1: Introduction

Topic 1: Orientation and Administration0:30

Terminal Learning Objective (TLO): At the end of this topic, the student will be able to

Enabling Learning Objectives (ELO):

1. Identify the requirements of the facility that is hosting the program
2. Will complete all required paperwork for State Fire Training and the organization that is hosting the class.

Discussion Questions

1. To be determined by instructor

Activities

1. Complete State Fire Paperwork and Organizational paperwork

Evaluation: Formative Test, Summative Test

Unit 2: Role of the Fire Inspector II (CTS: 1-1)

Topic 1: The Role of the Fire Inspector II2:00

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, including:
 - 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:
 - o Construction
 - o Occupancy
 - o Fire protection
 - o 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
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.

Evaluation: Formative Test, Summative Test

Unit 3: Permits (CTS: 1-2)

Topic 1: Permit Application Processing 1:00

Terminal Learning Objective (TLO): At the end of this topic, the student will be able to describe the components of construction and operational-use permit applications and receive permit applications.

Enabling Learning Objectives (ELO):

1. Describe the components of a construction permit (plan review) application, including:
 - Calculations
 - Manufacturer's cut sheets
 - Plans
 - Relevant supporting documents or materials
 - Specifications
2. Describe the components of an operational-use permit application, including:
 - Process or operation description

- Plans
 - Relevant supporting documents or materials
3. Describe the procedures for receiving a permit 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

(Instructor to develop)

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

Evaluation: Formative Test, Summative Test

Topic 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.

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
 - Verifying compliance
 - Issuing stop work notice if necessary
 - Revoking permit if necessary

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.

Evaluation: Formative Test, Summative Test

Unit 4: Complex Complaints (CTS: 1-3)

Topic 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 methods for resolving complex complaints, including:
 - Recognizing the problem
 - Evaluating deficiencies
 - Identifying options for resolution
 - Referring to appropriate level or other agencies when necessary
3. 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
4. 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

Evaluation: Formative Test, Summative Test

Unit 5: Modifications to Jurisdictional Codes and Standards (CTS: 1-4)

Topic 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, 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):

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 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
4. 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

Evaluation: Formative Test, Summative Test

Unit 6: Inspection Services (CTS: 1-5)

Topic 1: Recommend Inspection Services Policies and Procedures.....2:30

Terminal Learning Objective (TLO): At the end of this topic, the student will be able to describe code enforcement policies and procedures and the reasons for changing a policy or procedure, and recommend policies and procedures for delivering inspection services.

Enabling Learning Objectives (ELO):

1. Describe code enforcement policies and procedures, including:
 - State mandated

- Local policies and procedures of the jurisdiction
2. 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
 3. 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.

Evaluation: Formative Test, Summative Test

Topic 2: Inspection Report Evaluation 1:30

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

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.

Evaluation: Formative Test, Summative Test

Topic 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 violations, 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.

Evaluation: Formative Test, Summative Test

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Activity 4-1: Complex Complaints

Review the five complaints listed below.
Prioritize them in the order that you would address them.
Describe a potential resolution for each complaint.

Complaints

A resident calls and tells you that while shopping in a big box store, she noticed that several exits were blocked.

Priority *Resolution*

A resident of a condominium calls and complains about cars always parking in the fire lane.

Priority *Resolution*

The mayor of your community complains to the city manager that her neighbor's house is fire hazard because of the weeds and pack-rat-like conditions. The city manager calls you with the complaint.

Priority *Resolution*

A patron calls and complains that a night club he frequently visits is always overcrowded.

Priority *Resolution*

A patron calls and complains that on more than one occasion, while waiting for a table in a popular restaurant, what appears to be a fire alarm key pad is always beeping.

Priority *Resolution*

Activity 5-1: Modifications to Jurisdictional Codes and Standards

Break into groups of four to five people.
Pick a spokesperson to discuss your findings.

Step 1

Develop a sprinkler ordinance for all buildings 5,000 square feet or greater.

Step 2

Answer the following questions.

1. What financial impact(s) will this ordinance have on your community?
2. What impact(s) will this ordinance have the fire department?
 - a. Financial?
 - b. Staffing?
 - c. Political?
3. How will this ordinance benefit your community?
4. How will this ordinance benefit the fire department?