

National Certification Program for Canadian Home and Property Inspectors

Standards for the Accreditation of Training Providers January 24th, 2006

These standards for accreditation of continuing education and training institutions and organizations have been approved by the National Certification Authority for home and property inspectors.

They are to be referenced in conjunction with formal policies, bylaws, etc of the National Certification Authority when evaluating the 'accreditability' of training providers – institutions and organizations.

These standards serve a number of functions, including:

- A representation of good practice against which training providers can be evaluated and improved;
- Guidance for evaluation teams when conducting on-site and documentary reviews;
- To enable any concerned party to know the criteria by which an accredited institution or program has been evaluated.

HPI Accreditation Standard ONE – MISSION

The institution has a mission that is compatible with the NCA mission, scope, and standards.

A. Mission Statement: The institution clearly states its mission, thereby providing a definitive basis upon which to deliver and assess the education and training programs in an ethical, quality management environment. The reasons for offering the education and training are consistent with the institution's mission and are documented by either a needs assessment or market experience.

B. Goals: Broad institutional goals are clearly stated, inform and support the mission statement, and are understood at all levels of the organization.

C. Planning: The institution has sound, written one-year and longer-range plans that encompass both the educational and business objectives of the institution. The plans support the mission, facilitate the accomplishment of the institutional goals, and are updated at least annually. The plans include clearly defined specific objectives and operational strategies with time frames, resources, and measurable results identified for subsequent evaluation.

HPI Accreditation Standard TWO – MANAGEMENT

The institution is capably and responsibly managed.

A. Governance: The institution has a governing board and senior management team that are responsible for developing and maintaining an effective framework of written strategies and policies.

This management structure ensures the integrity and effectiveness of the institution and its compliance with statutory, regulatory, and accreditation requirements.

B. Operational Management: Operational management is responsible for systematically and effectively implementing the strategies and policies of senior management within an organizational framework that is clearly defined, understood, and effective. Written policies and procedures guide the day-to-day operations of the institution.

C. Personnel Management: Management develops, implements, and maintains overall policies and procedures for the systematic and effective recruitment, selection, hiring, and retention of all personnel, but particularly instructional personnel. Management provides orientation, supervision, evaluation, and training and development of its employees to ensure that qualified and capable personnel, at appropriate staffing levels, are placed and effectively utilized.

D. Records: The institution has an organized record-keeping system that ensures all records are maintained in an accurate, orderly, and up-to-date manner. The record-keeping system facilitates convenient review of those records by appropriate parties. All records are protected from unauthorized access and undue risk of loss. Employees and students have appropriate access to information contained in their files. Records are maintained for a period of time consistent with applicable statutes, regulations, and sound business and educational practices.

E. Communications: Management ensures regular and effective communication among appropriate members of the institution on pertinent aspects of its operations, including the delivery of quality education and training services. To maintain operational effectiveness, periodic meetings with employees are conducted and appropriate documentation is maintained on significant issues, consistent with the size and purpose of the institution.

F. Professional Relationships: The institution establishes relationships with other organizations within the education/training and employer/industry network. These relationships are maintained, utilized, and documented to enhance the quality of the education and training services.

HPI Accreditation Standard THREE – FINANCES

The institution is fiscally sound and demonstrates ethical financial practices.

A. Stability: The institution demonstrates a record of responsible financial management with resources sufficient both to maintain quality training and educational services and to complete the instruction of all enrolled participants. Financial reports provide clear evidence of financial stability and sound fiscal practices.

B. Financial Procedures: The institution assesses its finances at adequate intervals, not less than quarterly. Written policies and procedures exist for proper financial controls and supervision of financial management staff. Tuition charges are applied fairly and consistently; receipt of tuition

payments and other monies is properly recorded and tracked. Cancellation and refund policies are written, fair and equitable; are consistently administered; and comply with statutory, regulatory, and accreditation requirements. Qualified and capable individuals manage and evaluate the effectiveness of the financial operations and practices.

C. Financial Assistance/Scholarships: Institutions administering public and private student assistance programs, including scholarships, ensure that these programs are responsibly managed and adhere to all applicable provincial and federal laws and regulations.

HPI Accreditation Standard FOUR – CURRICULA

The institution's curricular design, materials, and outcomes measurements follow sound educational practices.

A. Educational Goals and Objectives: The institution's programs and courses have appropriate educational goals and objectives. The curricular content and learning experiences are pre-planned and present a sound, systematic, and sequential educational methodology. Sufficient and appropriate knowledge and skill elements are included to ensure that defined performance outcomes are met.

When required as part of a program, an externship/internship or other training- related work experience is based on a pre-planned outline of the specific knowledge, skills, and experience to be acquired.

B. Program/Instructional Materials: Program materials, including syllabi, lesson plans, instructional guides, and texts demonstrate the appropriate scope, sequence, and depth of each program or course in relation to the stated goals and objectives. Instructional materials, including supplementary textbooks, software, learning activities, visual aids, electronic links, and other teaching tools support the goals and objectives. All materials are up-to-date, readily available, and facilitate positive learning outcomes.

C. Performance Measurements: Performance measurements are written and are periodically evaluated and updated to ensure instructional effectiveness. Measurements are consistently utilized and validated. The institution has a sound, written assessment system that contains a set of defined elements, such as grading scale, weighting factors, tests, quizzes, reports, projects, attendance, and participation, that are appropriately related to the performance objectives of the course or program and consistently implemented.

D. Curriculum Review/Revision: The institution uses systematic and effective procedures, including completion and, if applicable, placement results to continuously monitor and improve the curriculum.

The written procedures include soliciting feedback from relevant constituencies, such as faculty, students, graduates, employers, and advisory/certification boards. The procedures focus on a comprehensive review of the curriculum as it relates to the expected learning outcomes.

E. Certification and Licensing: The curriculum includes appropriate modules to equip trainees for the requirements of the certification process, which may include mock peer review sessions, test inspections, and other scenarios. The training provider keeps track of the success rate of graduates to both measure the applicability and improve the quality of the programs offered.

HPI Accreditation Standard FIVE – INSTRUCTIONAL DELIVERY

The institution utilizes appropriate and effective instructional methods and other resources to ensure sound instructional delivery.

A. Instructional Methods: Instructional methods encourage active and motivated responses from participants. Policies and procedures are in place to ensure that the curricula are followed and that there is consistency of application by all instructional staff. The instructional methodology is consistent with contemporary training industry standards and appropriate to the educational goals and curricular objectives, facilitates learning, and serves the individual learning needs and objectives of participants. Instructional methods provide encouragement, challenges, and learning opportunities for all enrolled participants, taking into account different backgrounds, learning abilities and styles, and prior levels of achievement.

B. Externships/Internships: Written policies and procedures for the supervision and evaluation of externships/internships are established and followed by the institution to ensure consistency and effectiveness. The institution provides an adequate number of sites to ensure appropriate and timely learning experiences in its externship/internship program.

C. Equipment/Supplies: Adequate, appropriate, and functional equipment, supplies, and furnishings required to effectively provide the education and training services are readily available for instructor and participant use.

D. Facilities: The characteristics of the facility are suitable and serve to enhance the education and training services offered. Instruction is conducted in a safe, accessible, sanitary, and comfortable environment, which is free from distraction. The facility meets all applicable local, provincial, and/or federal requirements.

HPI Accreditation Standard SIX – INSTRUCTIONAL PERSONNEL

The institution ensures that qualified instructors, under professional and capable direction, effectively deliver educational and training services.

A. Qualifications of Instructional Personnel: Instructional personnel possess the appropriate combination of educational credential(s), specialized training and/or certification, work experience, and demonstrated teaching and classroom management skills, which qualifies them for their training assignments.

B. Supervision of Instruction: Individuals with relevant education and experience in instructional delivery and management supervise instructional personnel. Supervisors of instructional personnel demonstrate good practice in the evaluation and direction of instructors. Classroom observations, along with student, peer, and supervisory feedback, are effectively utilized.

C. Instructor Orientation and Training: The institution develops and implements a written policy for the effective orientation and training of instructional personnel to ensure a consistent, high level of instruction. The institution has an effective policy for the continued professional development of instructional personnel that is systematically implemented, monitored, and documented.

HPI Accreditation Standard SEVEN – EVALUATION

The institution utilizes appropriate methods of evaluation to ensure that outcomes are consistent with the mission and goals. The institution maintains all required documentation.

A. Student Progress: The institution uses effective means to assess and record the progress of participants. Semester credits, quarter credits, clock hours, and/or continuing education units are used to denote the successful completion of the education and training services provided.

Assessment results are documented consistently in accordance with institutionally established performance outcomes and are communicated to all participants. Participants are informed of their progress on a regular and timely basis. Institutions required under explicit regulatory authority to assess student progress utilize sound written policies and procedures that clearly describe the institution's requirements for satisfactory academic progress.

B. Attendance: Written policies and procedures are established and followed to ensure that student participation and preparation are consistent with the expected performance outcomes of the course or program.

C. Participant Satisfaction: Written policies and procedures are followed that provide an effective means to regularly assess, document, and validate student satisfaction relative to the quality of education and training offered, as well as the student services provided. Open lines of communication with participants exist and demonstrate responsiveness to student issues. Interim evaluations and a final evaluation upon completion of the term of enrolment are specified components of determining participant satisfaction.

D. Employer/Sponsor Satisfaction: Written policies and procedures are followed that provide an effective means to regularly assess, document, and validate employer/sponsor satisfaction relative to the quality of the education and training services provided.

E. Completion and Placement: Written policies and procedures are followed that provide an effective means to regularly assess, document, and validate the quality of the education and training services provided relative to completion and placement rates, as applicable.

- Completion: An appropriate number of participants who enrol actually complete their programs and courses.
- Placement: Institutions offering vocational programs track the success rates of graduates when they hit 'the real world'.