

*CHIBO*

*Certification and Accreditation Model for Home  
and Property Inspectors*

*Report Sections 2 to 8*

*Final Draft  
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# Home and Property Inspector CHIBO Report Section 2 Introduction & Background

*Note – elements in this section have been drawn from the CMHC 'Research Highlights Technical Series 04-112' as published by CMHC in April 2004.*

The Canadian home and building inspection industry consists of municipal building officials (MBO), who are responsible for plan review and inspection services to ensure that construction projects are code compliant; home and property inspectors (HPI), who provide inspection services primarily to existing residential buildings; and First Nations Building Officers (FNBO), who provide residential, commercial and institutional construction and renovation technical services (i.e., plans review, inspections, recommendations for repairs, technical advocacy and advisory role) mainly for buildings located in First Nation/Aboriginal communities.

In the 1990s, Canada Mortgage and Housing Corporation (CMHC) research indicated that the private inspection industry was fragmented, comprised of a number of private inspection associations, organizations, franchises and firms across the country, each with different inspection standards and levels of qualifications. There was also considerable variation in the availability and quality of the home inspection services offered in different regions of the country. Other issues confronting the industry included differences in certification requirements and procedures across Canada, a lack of portability of certification from one province to another, and the fact that no minimum standards of performance were required to work as a home and property inspector. Moreover, although some of the training materials were shared, there was limited control over the quality of the courses, and in accreditation of the training institutions; and little sector or public recognition for those who had taken the courses. Finally, there was no national code of ethics, and provincial codes varied considerably.

On the municipal side, provincial/territorial Acts varied in the certification and licensing requirements for Building Officials within their jurisdictions; and municipal building code officials had tried, with limited success, to agree on training standards with DACUMS (an acronym for Developing A Curriculum) at the provincial level. This inconsistency in standards, qualifications and quality resulted in confusion and a lack of credibility for the industry. An industry survey conducted in 1996 by CMHC showed that there was a desire to have a unified national body to represent both the private inspection industry and public building officials, but as separate entities.

As a result, the Canadian Association of Home and Property Inspectors (CAHPI) was formed to represent the existing provincial associations and oversee a uniform national standard of competency for the private home inspection industry. The building officials already had a national body, the Alliance of Canadian Building Officials' Associations (ACBOA) to represent their provincial associations.

In 1999, the Canadian Home Inspectors and Building Officials National Initiative was launched to enhance the credibility and status of the building inspection industry and to harmonize licensing, standards of performance and certification of both private home inspectors and municipal building inspectors across the country. The industry-led initiative began as a partnership effort involving ACBOA and CAHPI. The two associations contributed to funding the project, which was also supported by CMHC and the former federal department of Human Resources Development Canada (HRDC), now Human Resources and Skills Development (HRSD).

# *FINAL DRAFT*

A steering committee called CHIBO (Canadian Home Inspectors and Building Officials) was established in 2000 with the mandate to conduct occupational analyses and establish minimum National Occupational Standards, a national code of ethics, inspector criteria and consistent performance standards for home and property inspectors and building officials across Canada. At this time, CHIBO included representatives from the MBO sector and the HPI sector, as well as a non-voting independent chair and a number of ex-officio members.

Phase One of the Canadian Home Inspectors and Building Officials National Initiative resulted in the development of National Occupational Standards (NOS) for the HPI and the MBO sectors. The NOS will benefit both consumers and the home inspector and building official occupations. The NOS are very detailed, describing the range and depth of skills, knowledge and ability necessary to perform their tasks at a professional level. A third document identified Common Core Competencies of the two occupations.

The First Nations National Building Officers Association (FNBOA) was created in 2002 and subsequently joined the initiative after the completion of Phase One. National Occupational Standards for the FNBO were completed in March 2003 by reviewing the standards developed by the HPI and the MBO, and adapting them to reflect the unique characteristics of the FNBO.

## **Phase Two Development of Certification and Accreditation Models**

In December 2003, the Canadian Home Inspectors and Building Officials National Initiative moved into Phase Two, the development of certification and accreditation models to facilitate the application of the National Occupational Standards across Canada.

The work was performed in conjunction with the Construction Sector Council (CSC). Created in April 2001, and financed by both government (through the federal department of Human Resources and Skills Development) and industry, the Construction Sector Council is a partnership between labor and business within the sector. CSC is a national organization committed to the development of a highly skilled workforce that will support the current and future needs of the construction industry in Canada.

## **The Issues**

Demographic indicators show that the construction sector is confronting an aging workforce and an inadequate supply of skilled workers. These challenges are compounded by changes to the National Building Code, municipal out-sourcing of services, and recent Supreme Court judgments concerning the role and responsibility of municipalities and 'joint and several liability' issues. In addition, the Auditor General's report in 2003 stated that federal housing programs needed to meet national building codes. These factors are putting pressure on the home and property inspection industry, particularly the MBO and FNBO occupations.

A major issue facing the home and property inspection industry, which is national in scope, is the limited degree of labor mobility among jurisdictions. The industry recognizes the need to increase the transferability of skills and the portability of certification. Accessible training programs are needed that reflect and comply with the National Occupational Standards developed in Phase One of the Canadian Home Inspectors and Building Officials National Initiative. To address these issues, CHIBO has initiated the Certification and Accreditation Models Phase Two project to use the National Occupational Standards from Phase One, and to design certification and accreditation models to reflect the national standards for the HPI and MBO sectors. The FNBO are participating on the CHIBO committee, but will develop their own certification program in parallel with the CHIBO initiative. To conduct the project, which is funded by CHIBO (representing the three sectors of the industry), CMHC and HRSD through the CSC, a Memorandum of Understanding was signed in December 2003 between CHIBO-II and the CSC.

## **Project Structure**

The work of the Development of Certification and Accreditation Models Phase Two project was overseen by an Operating Committee comprised of two CHIBO representatives; two CSC representatives; one FNNBOA representative (ex-officio); one HRDC official (ex-officio); and one CMHC official (ex-officio). The Operating Committee will work in partnership to set objectives and priorities, provide advice on the development of the accreditation and certification models, and provide regular information to the involved parties.

A Working Committee was struck to develop an Accreditation and Certification model with reference to the National Occupational Standards. The Working Committee was co-chaired by the CSC and CHIBO. It was comprised of seven Home Inspectors (CAHPI) representatives, seven Building Officials (MBCO) representatives, two First Nations Building Officers (FNNBOA) representatives, one Construction Sector Council representative, one HRSD representative (ex-officio) and one CMHC representative (ex-officio), and two management consultants from Benchmark Performance Inc., based in Calgary.

## **Project Objectives**

The primary objective of the CHIBO Development of Certification and Accreditation Models Phase Two project was to establish certification and accreditation models that will lead to a recognizable and credible inspection industry and also increase worker mobility between jurisdictions. Specifically, the objectives of the project were:

- To conduct a high level comparative analysis of the current curriculum and training materials to determine their future use in the development of courses related to the National Occupational Standards for the HPI, MBO and FNBO sectors;
- To identify training institutions (private and public) which have an affinity for certification training coupled with the capabilities and infrastructure to implement curriculum and training programs in accordance to the National Occupational Standards. It is important to note that this list is not intended to be a comprehensive listing of all delivery agents, but rather to act as a starting point for the industry to determine which types of training institutions have the capabilities and the “appetite” to provide the necessary certification training for each sector;
- To identify and develop a certification model for MBO and HPI sectors (2 models);
- To identify and develop an accreditation model for the MBO and HPI sectors (2 models). The certification and accreditation models will be adapted to suit the needs of the FNBO at a later date;
- To develop an implementation plan for the roll-out of the certification and accreditation models. The implementation process will take place across both the MBO and HPI sectors; and
- To provide a framework or process for the MBO, HPI and FNBO sectors to complete program review of their existing certification programs against the defined tasks in the National Occupational Standards for the HPI, MBO and FNBO sectors.

## **Project Activities**

The Development of Certification and Accreditation Models Phase Two project was divided into four steps:

- Step 1: Documentation Review, Framework Analysis, and “Gap” Analysis
- Step 2: Design and Development of the Certification Models and Implementation Outlines
- Step 3: Design and Development of the Accreditation Models and Implementation Outlines
- Step 4: Implementation Plan of the Certification and Accreditation Models

Step 1 consisted of a documentation review and gap analysis. This process reviewed existing curriculum and training materials in relation to the National Occupational Standards for the HPI, MBO and FNBO sectors; identified curriculum and training programs that need to be developed to ensure that the National Occupational Standards are met; and identifies private and public training institutions that have an affinity for certification training coupled with the capabilities and infrastructure to implement curriculum and training programs in accordance with the National Occupational Standards. It is important to note that the list produced is not intended to be a comprehensive listing of all delivery agents, but rather to act as a starting point for the industry to determine which types of training institutions have the capabilities and the “appetite” to provide the necessary certification training for each sector. The findings of Step 1 will be presented to the project’s Working Committee for feedback, and then to the Operating Committee.

Step 2 involved a review and assessment of certification models as they relate to the National Occupational Standards for the HPI, MBO and FNBO sectors. This step reviewed organizational structures that represent HPIs, MBOs, and FNBOs and sought sector input to be used in the development of the certification model for each sector. The consultants used the CAN-P-9 Standard for Certification and Accreditation bodies as a guideline for developing the unique sector models. The certification model will be adapted to meet the needs of the FNBO sector at a later date; this is not part of the present project.

Step 3 involved a review and assessment of accreditation models as they relate to the National Occupational Standards for the HPI, MBO and FNBO sectors. This followed in parallel with Step Two, utilizing the same CAN-P-9 framework to develop appropriate sector-unique accreditation models.

Step 4 includes an implementation plan or blueprint outlining how the models will be implemented within each sector (HPI, MBO, and FNBO). The implementation plan will serve as a guide to help sectors prepare for implementation.

Following approval of the certification and accreditation models and the implementation strategy, further work may be required to develop training materials, if gaps exist, to be consistent with the National Occupational Standards and the approved certification and accreditation models. Once the national certification programs and standards of performance are fully adopted and put in place by their respective sectors, the result will be a recognizable and professional home and building inspection industry to better serve the public.

# Home and Property Inspector CHIBO Report Section 3 Glossary of Terms

## **Accreditation**

- The process of verifying that a training course or program provides adequate skill and/or knowledge to meet some or all of the requirements of the National Occupational Standard
- See 'National Accreditation Committee'

## **Appeal**

- A request by an individual for reconsideration of any decision made by a Certification Committee.
- *CAN-P-9: Request by applicant, candidate, or certified person for reconsideration of any adverse decision made by the certification body related to his/her desired certification status.*

## **Associate**

- Stage 1 in the Certification Process.
- In order to become a Stage 1 Associate, an individual must meet the requirements of the certification Scheme.
- *CAN-P-9: Applicant who has fulfilled specified pre-requisites, allowing his/her participation in the certification process*

## **Association Membership**

- Individual or organizational membership in a provincial or national association that represents an occupation.
- An individual can be a member of an CAHPI provincial association. CAHPI provincial associations are members of CAHPI.
- Individuals will need to be members in good standing of a provincial association in order to be part of the CAHPI Certification Program.

## **Background Requirement**

- A combination of personal background, education, and experience relevant to the occupation that is required for an individual to be part of the CAHPI Certification Program (either Stage).
- The Background Requirement should be linked to the tasks that make up the National Occupation Standard for Home and Property Inspectors.

## **Background Review**

- The process that a Certification Committee uses to determine whether or not an individual should be part of the CAHPI Certification Program, and if so the appropriate Stage for the individual.
- The Background Review process compares an individual's Personal Background to the Background Requirement for each Stage.

## **Board of Examiners**

- See 'Certification Committee'

## **CAHPI (Canadian Association of Home and Property Inspectors)**

- The National Association which represents the Home and Property Inspection.
- CAHPI members are Provincial Home and Property Inspectors Associations.
- Individuals are associated with CAHPI National through membership in a CAHPI provincial association CAHPI will likely coordinate the National Certification and Accreditation of Home and Property Inspectors.

## **CAHPI Certification Program**

- The program administered by CAHPI that oversees all aspects of Certification.
- 'Stage 1 Associate' individuals and 'Stage 2 Certified' individuals are part of the CAHPI Certification Program.
- See 'Certification Program'

## **CAHPI Code of Ethics**

- The ethical commitment that an individual must make in order to be a member of a CAHPI provincial association
- And/or the ethical commitment that an individual must make in order to receive Certification Status.

## **CAHPI Logo**

- A national symbol that identifies CAHPI
- The logo should be a registered trademark with restrictions on use imposed by CAHPI
- Rights to use the logo can be granted to CAHPI members, OR
- Rights to use the logo can be granted to individuals at specific CAHPI Levels of Certification

## **CAHPI Standards of Practice**

- The CAHPI approved criteria for conducting Home and Property Inspections.
- Defines what HPIs do and what they do NOT do.

## **CAN-P-9**

- A Standard endorsed by the Standards Council of Canada which defines 'Criteria for Accreditation of Personnel Certification Bodies'.
- The standards are based on ISO/IEC 17024:2003

## **Certificate of Competence**

- A printed confirmation of Certification that is provided to an individual.
- Certificates of Competence remain the property of the Certification Body.

## **Certification**

- See 'Certification Process'
- See 'Certification Scheme'
- See 'Certification Program'

## **Certification Body**

- The Association or Organization that oversees the Certification Process. In this case, the Certification Body will be CAHPI.

## **Certification Committee**

- A group of appointed individuals who are empowered to determine whether an individual meets the Background Requirements defined in the Certification Scheme, and if so, the Stage that the individual has achieved.
- See 'National Certification Committee'
- See 'Provincial Certification Committee'

## **Certification Program**

- The program administered by CAHPI that oversees all aspects of Certification.
- ‘Stage 1 Associate’ individuals and ‘Stage 2 Certified’ individuals are part of the CAHPI Certification Program.
- See ‘CAHPI Certification Program’

## **Certification Process**

- All activities by which a Certification Committee establishes that an individual fulfils specified competence requirements defined within a Certification Scheme, including application, evaluation, decision on certification, surveillance and recertification, use of certificates and logos/marks.
- *CAN-P-9: All activities by which a certification body establishes that a person specified competence requirements, including application, evaluation, decision on certification, surveillance and recertification, use of certificates and logos/marks*

## **Certification Scheme**

- The specific Background Requirements defined for each Stage and for each National Endorsement.
- *CAN-P-9: specific certification requirements related to specified categories of persons to which the same particular standards and rules, and the same procedures apply*

## **Certification System**

- See ‘Certification Process’
- *CAN-P-9: Set of procedures and resources for carrying out the certification process as per a certification scheme, leading to the issue of a certificate of competence including maintenance.*

## **Certified**

- Stage 2 in the Certification Process
- In order to become Stage 2 Certified, an individual must meet the requirements of the certification Scheme.

## **Competence**

- See ‘Personal Background’
- *CAN-P-9: Demonstrated ability to apply knowledge and/or skills, and where relevant, demonstrated personal attributes, as defined in the certification scheme.*

## **Complaint**

- Concerns raised by members of the public regarding the conduct of an individual who is part of the Certification Program.
- *CAN-P-9: conformity assessment request, other than an appeal, by any organization or individual to a certification body, for corrective action relating to the activities of that body or to those of any of its customers*

## **Credentials**

- See ‘Personal Background’

## **Disciplinary Process**

- A process used by Certification Bodies and/or Certification Committees to deal with complaints against individuals who are part of the Certification Program.

## **Ethics & Professional Standards**

- This part of the Certification Scheme and Certification Program is intended to provide the public with assurance that certified individuals will abide by a set of rules and be governed by standards of



practice that are enforceable. The best way of maintaining this component of certification is through membership in a provincial association

## **Evaluation**

- See 'Background Review'
- *CAN-P-9: Process that assesses a person's fulfillment of the requirements of the scheme, leading to a decision on certification.*

## **Examination**

- A mechanism which measures an individual's competence by one or more means such as written, oral, practical and by observation. Examination is normally part of a Background Review process.
- Examinations should test for knowledge and demonstrated ability to perform the tasks defined in the National Occupation Standard.
- *CAN-P-9: Mechanism that is part of the evaluation, which measures a candidate's competence by one or more means such as written, oral, practical and observational*

## **Examiner**

- An individual with relevant technical and personal qualifications, competent to conduct and/or score an examination
- Normally, an examiner of elements of a Certification Scheme would be Stage 2 Certified and part of the Certification Program.
- *CAN-P-9: Person with relevant technical and personal qualifications, competent to conduct and/or score an examination.*

## **FNBO (First Nations Building Officer)**

- An occupation that has been defined by a National Occupation Standard.
- The occupation combines some of the Tasks that are part of the MBO (Municipal Building Official) and HPI (Home and Property Inspector) occupations.
- As a rule, the work performed by FNBOs takes place on First Nations in Canada.
- The FNBO occupation is represented nationally by FNNBOA.

## **General Education**

- All the courses and programs taken and completed by an individual in their lifetime...AND their general work experience in all occupations.

## **Good Standing**

- A member of an association may be in 'good standing' when they:
  - Have paid all membership fees up to date
  - Are in compliance with other membership requirements, such as meeting attendance
  - Are not under the Disciplinary Process.
- 'Good Standing' is normally part of the membership requirement of a provincial association.

## **Grand Fathering**

- An optional element of a Certification Process where individuals who practice within an occupation become part of the Certification Program based on their experience, without further Background Review

## **Grand Parenting**

- See 'Grand Fathering'

## **HPI (Home and Property Inspector)**

- An occupation that has been defined by a National Occupation Standard.
- HPIs conduct visual inspections of new and existing buildings and properties to assess the condition of the building or property, and provide observations and recommendations to their customers.
- The HPI occupation is represented nationally by CAHPI and provincially by CAHPI affiliated provincial associations.

## **Jurisdiction**

- Examples of jurisdictions include municipalities, towns, cities, or counties.

## **Levels of Certification**

- See 'Stages'

## **MBO (Municipal Building Official)**

- An occupation that has been defined by a National Occupation Standard.
- MBOs conduct inspections and review plans for buildings under construction to ensure compliance with National or Provincial Building Code.
- MBOs are empowered by one or more jurisdictions to enforce Building Code compliance.
- The MBO occupation is represented nationally by ACBOA and provincially by ACBOA affiliated provincial associations.

## **Maintenance Requirement**

- Activities required in order for an individual to remain within the Certification Program.
- Requirements may be different depending on an individual's Stage in the Certification Program.
- Maintenance activities may include continued industry involvement, courses, continued professional development, association membership, meeting attendance, etc.
- Maintenance Requirements are defined in the Certification Scheme.

## **Member**

- An individual or organization who is a member in good standing of a provincial association.

## **Mentor**

- A Certified individual who assists an Associate to advance within a Certification Program.

## **Municipality**

- See 'Jurisdiction'

## **National Accreditation Committee**

- A national committee made up of members of the national organization.
- Responsible for reviewing and granting accreditation to institutions for their courses or programs.

## **National Certification Committee**

- A Certification Committee that oversees the Certification Scheme on behalf of provincial Certification Committees.
- A National Certification Committee would investigate alleged ethical breaches and conflicts of interest by provincial Certification Committees.
- See 'Certification Committee'

## **National Occupation Standard**

- A document that defines the Blocks, Task, and Sub-tasks that define a specific occupation.
- These defined Blocks, Tasks, and Sub-tasks should be understood and applied by competent individuals working in the occupation.
- The National Occupation Standard is the basis for determining the Background Requirement within a Certification Scheme.

## **National Registrar**

- An individual or organization that is responsible for keeping track of all individuals who are part of the Certification Program.
- Normally the national association representing an occupation (such as CAHPI) would act as National Registrar.

## **Occupation**

- A series of tasks that have been organized and defined through a National Occupation Standard.

## **Personal Background**

- An individual's combination of personal attributes, education, training and/or work experience
- The individual may be required to demonstrate their ability to apply knowledge and/or skills and, where relevant, demonstrate personal attributes, as defined in the Certification Scheme

## **Practice**

- Working within an occupation for pay or some other consideration.

## **Practitioner**

- An individual who works within an occupation for pay or some other consideration.

## **Provincial**

- Pertaining to a province of Canada
- Also used to define a territory of Canada

## **Provincial Certification Committee**

- A Certification Committee that oversees the Certification Scheme within a province.
- See 'Certification Committee'

## **Provincial Endorsements**

- Granted by Provincial Associations to meet the unique requirements of each province.
- Provincial Endorsements do not affect National Certification.

## **Provincial Registrar**

- An individual or organization responsible for keeping track of the all individuals who are part of the Certification Program within a province.

## **Qualification**

- See 'Personal Background'
- *CAN-P-9: demonstration of personal attributes, education, training, and/or work experience*

## **Sponsor**

- A Stage 2 Certified individual who publicly supports or endorses another individual for advancement within a Certification Scheme.

## **Stages**

- Individuals who are part of the CAHPI Certification Program will be at one of two Stages.
- Stage ONE ‘Candidate’ individuals have been accepted into the CAHPI Certification Program but are not Certified.
- Stage TWO ‘ Certified’ individuals have been accepted into the CAHPI Certification Program and are Certified.

## **Technical Training**

- Courses or programs specifically related to an occupation.

## **Technical Experience**

- Work experience specifically related to an occupation.

## **Verification**

- A means of proving or testing absorbed or learned knowledge.
- For example, a course examination is a way of proving that an individual has learned and benefited from a course or program.

# Home and Property Inspector CHIBO Report Section 4 Drivers & Business Case for Certification

At present the home and property inspection industry is largely unregulated. Currently there is nothing to prevent any individual from 'printing business cards' and providing home and property inspection services.

The primary driver for certification is a desire to protect the public from unscrupulous and/or incompetent practitioners. There are a number of Canadian legal cases involving homeowners who have sued over alleged improper inspections.

Several external groups have enough market leverage to drive the certification process:

**Lenders** - At a macro level, lenders are in need of a system that will provide them with a measure of assurance that properties they agree to mortgage are structurally and mechanically sound. It is not yet the norm for a lender to demand an inspection, let alone to demand it be done by an individual certified to the National Standard;

**Insurers** - The increasing use of litigation in cases where a house inspection has been done incorrectly may drive insurers to demand a higher standard in order to underwrite professional liability and/or error and omissions insurance, or may offer preferred rates for individuals who are certified to the National Standards.

**Provincial Regulators** - If provincial legislation required Home and Property Inspectors to be Certified through a certification Body, all individuals wishing to practice in the province would have to become certified or leave the industry.

**CREA –Canadian Real Estate Association** – Realtors are a major source of business for Home and Property Inspectors, and want to see high levels of organization and professionalism in the home inspection industry.

These organizations have all bought into the concept of national certification, and await the implementation of the model....
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The open nature of the industry does not at present demonstrate a compelling business case for certification. The market is not especially vocal in demanding that home and property inspectors possess certain credentials. However, this scenario could change overnight if a major lender, major insurer, or provincial regulators required inspections be conducted by Certified individuals.

For the certification program to achieve widespread acceptance, marketing is vital. In the case of this industry, the marketing effort should be aimed at organizations which can exert the necessary pressure in the market place. If and when the market demands it, the business case for certification will be self-evident - in essence, non-certified practitioners will no longer be able to operate. Thus, marketing to the market drivers is probably more important than 'selling' the program to practitioners.

## *FINAL DRAFT*

Other professional organizations have made the mistake of believing that certification for its own sake would be sufficient (if we build it, they will come). In reality, the key to achieving the overall aim of public protection is developing a Certification Process that is rigorous enough to entice market forces to drive for certification, rather than national and provincial professional organizations try to push certification upon membership for its own sake.

# Home and Property Inspector CHIBO Report Section 5 National Occupational Standard and National Standard of Practice

The competency requirements for this occupation are defined in the National Occupational Standard (NOS). The standard recommends individuals working in this occupation demonstrate competence in the following areas:

## **Block A – Professional Practice**

Task 1	Performs pre-inspection procedures
Task 2	Communicates orally
Task 3	Provides written reports
Task 4	Resolves conflicts
Task 5	Recognizes legal responsibility

## **Block B – Exteriors**

Task 6	Visually inspects exterior structure
Task 7	Visually inspects exterior elements.
Task 8	Visually inspects site elements.

## **Block C – Interiors**

Task 9	Visually inspects windows and doors.
Task 10	Visually inspects insulation and ventilation.
Task 11	Visually inspects interior surfaces
Task 12	Visually inspects interior structure.

## **Block D – Heating and Air Conditioning**

Task 13	Visually inspects primary heating systems.
Task 14	Visually inspects supplemental heating systems.
Task 15	Visually inspects permanent cooling systems
Task 16	Visually inspects air-handling systems

## **Block E – Plumbing**

Task 17	Visually inspects water service supply and distribution
Task 18	Visually inspects and operates fixtures
Task 19	Visually inspects and operates water heaters
Task 20	Visually inspects drain, waste and venting

**Block F – Electrical**

Task 21	Visually inspects drain, waste and venting
Task 22	Visually inspects main panel
Task 23	Visually inspects distribution
Task 24	Visually inspects outlets, switches and fixtures

**The primary objective of the Certification Scheme is to verify competence in each of these Blocks and Tasks, and in the Sub Tasks that define each Task**

**CAHPI Standards of Practice**

While the main criteria for determining individual competence is the National Occupation Standard (NOS), the CAHPI Standards of Practice are also relevant.

The CAHPI Standards of Practice do not define the Background Requirement for individuals conducting home and property inspections, but do define a METHOD for conducting home and property inspections. The CAHPI Standards of Practice are based on a Standards of Practice developed and adopted by ASHI – the American Society of Home Inspectors.

Individual members of CAHPI provincial associations are required to apply the CAHPI Standards of Practice to their inspections.

Where possible , we have identified the links between blocks and tasks defined in the NOS and the standards identified in the CAHPI Standards of Practice document.



# Home and Property Inspector CHIBO Report Section 6 Elements of a National Certification Scheme

## **Authority to Certify**

The authority to determine an individual's appropriate Stage (if any) within the national Certification Program is held by the National Association that represents the occupation. In the case of Home and Property Inspectors this authority is held by CAHPI.

Under this model, CAHPI would delegate authority to determine the appropriate Stage of individuals to CAHPI affiliated Provincial Associations. Provincial Association Boards would further delegate this responsibility to a provincial Certification Committee.

The provincial Certification Committee determines the Stage of individuals using a Background Review process. In essence, the Background Review process compares an individual's level of knowledge...and the individual's ability to apply that knowledge..... to the Blocks, Tasks, and Sub Tasks defined in the National Occupation Standard (NOS) for Home and Property Inspectors.

Following Background Review, the provincial Certification Committee recommends the appropriate Stage of individuals to the Provincial Association Board. The Provincial Board would then decide whether or not to accept the recommendation of the Certification Committee.

*Note – individuals who wish to appeal the recommendation of a provincial Certification Committee could do so through the national Certification Committee.*

## **Provincial Certification Committee**

The Provincial Certification Committee is responsible for placing individuals at the appropriate Stage within the National Certification Program. The Committee's placement decisions will be based on Background Review - the comparison of an individual's Personal Background to the Background Requirement for each Stage.

While in most cases individuals move from Stage 1 'Associate' to Stage 2 'Certified' over time, there may be circumstances where the Certification Committee will move individuals from Stage 2 to Stage 1, and/or remove individuals from the Certification Program. One example of a situation where an individual would be moved downward or out is 'failure to comply with maintenance requirements'.

A Provincial Certification Committee should consist of at least three and possibly five individuals. The majority of the individuals on the Committee should be Stage 2 'Certified'. One or more of the Committee members could come from outside the Home and Property Inspection occupation.

***Individuals at Stage 1 should not be part of a Provincial Certification Committee.***

## **Provincial Registrar**

Each Province should have a Provincial Registrar to keep track of the Stage and National Endorsements held by individuals within the Province. The Provincial Registrar would be appointed by the board of the Provincial Association. This information would also be provided to the National Registrar (CAHPI) on a regular basis.

Alternatively, provincial registry could be handled by the CAHPI National Association.

## **National Certification Committee**

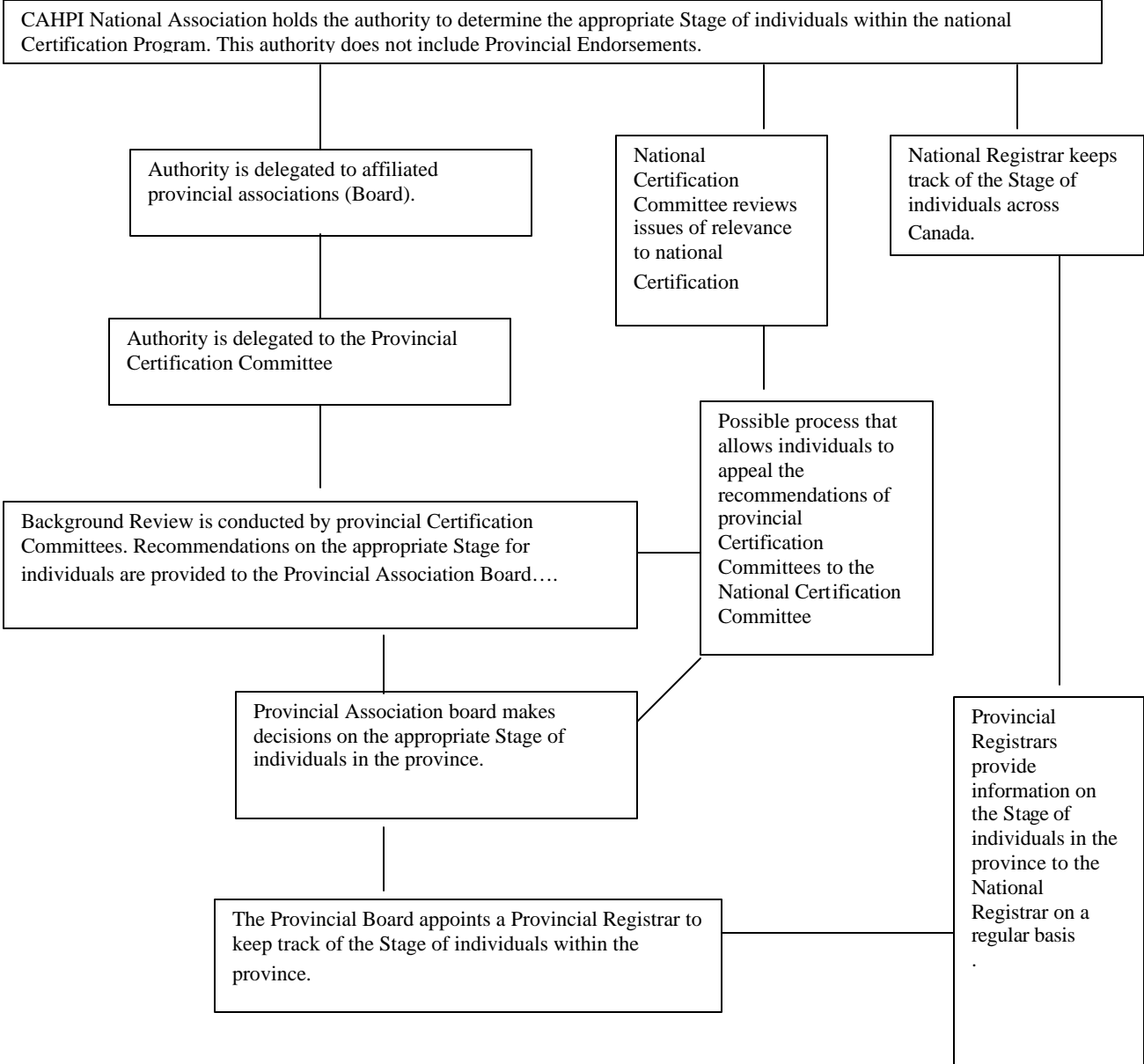
CAHPI should maintain a National Certification Committee to review issues relevant to national Certification. The National Certification Committee may have a process that allows individuals to appeal the recommendations of provincial Certification Committees.

**For more information on the National Certification Committee, please see Section 8 of this Report**

## **National Registrar**

CAHPI should have a National Registrar to keep track of the Stage and National Endorsements held individuals across Canada. This information would be gathered on a regular basis from Provincial Registrars. The National Registrar would be appointed by the CAHPI National Association board.

**Authority to Certify – Flow Chart**



## **Two Stage Approach to Certification**

The working group decided on a two stage approach to certification. This will allow individuals to gain experience while working within the Certification Program. This has benefits for the organization, the individual, and the empowering province, since it allows the organization to exercise a degree of control over the practice of individuals at Stage 1, while recognizing their achievement along the way.

## **Applying for Background Review**

The 'Background Review' process will be used by provincial Certification Committees to determine the appropriate Stage for each individual.

Any individual who wants to be considered for either Stage would apply to the provincial Certification Committee and present their Personal Background. This includes individuals who want to enter into the Certification Program, and individuals who want to move from the Associate to the Certified stage. Personal Background would be presented through a structured application form completed by the individual, and possibly through an interview.

The criteria used in the Background Review process are discussed in a different section of this report.

## **Ethics and Professional Standards**

The 'ethics and professional practice' component of certification is intended to provide the public with assurance that certified individuals will abide by a set of rules and be governed by standards of practice that are enforceable. The best way of maintaining this component of certification is through membership in a provincial association affiliated with CAHPI, which would require that individuals (members of provincial associations) uphold a National Code of Ethics and/or Code of Conduct, and operate in accordance with established Standards of Practice.

## **Maintenance Requirement**

In order to ensure the competence of Stage 2 Certified Home and Property Inspectors is sustained, a Certification Scheme must include a Maintenance Requirement. Maintenance activities may include continued industry involvement, courses, continued professional development, association membership, meeting attendance, etc. It is customary for maintenance to involve both recency and continuous learning components. The working group decided that maintenance should include the following activities:

- Continued membership in good standing of a CAHPI regional association.
- Annual courses in both technical and non technical subjects related to Home and Property Inspection.
- Some service to CAHPI or CAHPI affiliated provincial associates each year.
- Occasional test inspections with peer review.

## **Grand Fathering**

Grand Fathering or 'Grand Parenting' is an optional element of a Certification Process where individuals who practice within the Home and Property Inspection occupation were made Stage 1 Associates or Stage 2 Certified based on their experience or history alone.... without further Background Review.

Because of the comprehensive nature of the Certification Process, the working group decided there would be no Grand Fathering of individuals into the CAHPI Certification Program. Instead, any individual who is interested in participating in the CAHPI Certification Program present their Personal Background to a provincial Certification Committee for Background Review. The Certification Committee would make a decision on whether to place the individual in the Certification Program.... and at what Stage.

## **Provincial Endorsement**

Provincial Certification Committees decide which individuals should be part of the CAHPI Certification Program, and whether individuals are Stage 1 Associates or Stage 2 Certified.

While 'Stage 2 Certified' will meet the criteria for national certification, it MAY NOT meet the requirements as set by Associations in each province.

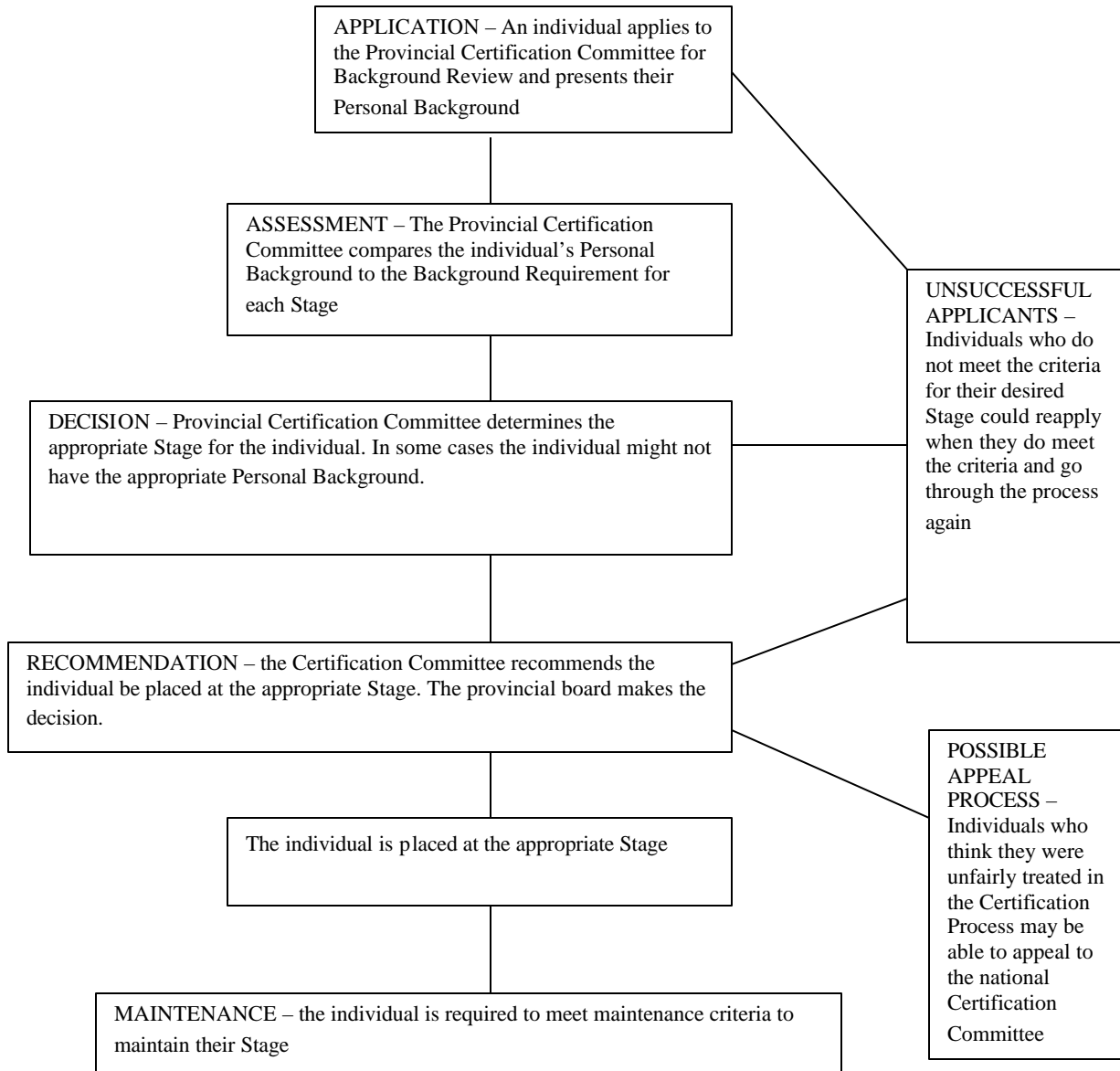
Should the individual move to another province or choose to work as a building official in another province, they would have to apply to the Provincial Association for a Provincial Endorsement of their Stage in the CAHPI Certification Program.

The mechanism for gaining a Provincial Endorsement is Background Review, conducted by the Provincial Certification Committee.

Depending on the requirements of the Certification Committee, individuals from other provinces may have to take additional courses or Exams, or complete other requirements in order to receive a Provincial Endorsement.

## Certification Process Flowchart

*As used by Provincial Certification Committees*



## **Anticipated Costs**

The cost of operating the National Certification Program must be considered, as neither CAHPI nor the various provincial associations have large infrastructure or resources.

Cost is difficult to determine, but the following elements will ensure the certification program will remain viable for a volunteer-based organization.

- Volunteer provincial Certification Committees made up of Stage 2 Certified individuals.
- Structured use of Background Review, where Certification Committees use a checklist approach to compare Personal Background to Background Requirement to make decisions about which Stage (if any) is appropriate for an individual.
- Use of computer based tools and records/data/examination/administration to quickly establish whether or not an individual's general education, technical education, and technical training meets the requirements of the NOS.
- An emphasis on individual applicants 'making their case' for certification. Individuals will do the majority of the work in assembling their Personal Background information for Background Review by the Certification Committee.

Even with volunteers on provincial Certification Committees, there will be costs associated with running a National Certification Program. These costs must be borne by the individuals who apply for a change to their Certification Status and possibly by provincial associations.

In order to become Stage 2 Certified, an individual must demonstrate, through a combination of training, experience and verification that they are competent in all tasks in the National Occupational Standard for the Home and Property Inspection occupation.

To provide a set of guidelines for verifying compliance, we have mapped each of the elements of the National Occupational Standard to an appropriate primary and secondary verification method, as well as a cursory indication of where training may be obtained to meet the standards. This is then fully developed into a checklist for conducting the Background Review and determining the appropriate Stage for an individual.

### **Special Note on Liability and Certification Committees**

Certification Body (or Certification Committee) that determines the appropriate Stage for individuals MAY be held liable in some circumstances for the competence of that individual. We recommend that CAHPI and each affiliated provincial association obtain a legal opinion on this issue, and procure appropriate insurance should it be required.

# CHIBO Report Section 7

## National Certification Model for Home and Property Inspectors

### Profile of a Stage ONE ‘Associate’ Home and Property Inspector

**Stage ONE ‘Associate’ is the entry point into the national Certification Scheme.**  
*In this section, individuals at this Stage are called ‘Associates’*

#### **Purpose of this Stage**

- Provides individuals interested in working as Home and Property Inspectors with a way to begin working through the Certification Process.
- Gives CAHPI affiliated Provincial Associations some control over the activities of individuals who are working in or interested in the Home and Property Inspection occupation.

#### **Mentoring Entitlement**

Individuals who have entered into the certification scheme as Associates should have access to guidance in working through the Certification scheme.

#### **The Background Review Process for individuals interested in becoming Associates**

Individuals interested in becoming Associates would complete an application for Background Review. This application would include detailed information on how the individual meets the Background requirements for Associates.

This application would include a provision that requires Associates uphold the CAHPI Code of Ethics and comply with the CAHPI Standards of Practice.

#### **Proposed Fees for Stage One ‘Associate’ Background Review**

For individuals interesting in becoming Associates, the Background Review process should be straight forward. When the fee is implemented, we recommend the Application Fee be kept relatively low – approximately \$100.



## **General Education Requirement for Individuals interested in becoming Associates**

General education consists of all the courses and programs taken and completed by individuals in their lives AND their general work experience. The working group determined that in order to apply to become a Stage 1 Associate, an individual should have :

- **High School Diploma (or Equivalent)**
- **Two years of practical experience in Residential Construction or Renovation**

and one or more of the following:

- Completion of a diploma or degree program in a building science (eg architecture, relevant engineering or engineering technology)
- Journeyperson provincial or red seal trade ticket in a construction trade
- Ten years work experience in Residential Construction or Renovation, or the equivalent work experience

In our opinion, the General Education Requirement provides candidates with the threshold knowledge and abilities necessary to learn the required technical skills of the House Inspection occupation.

*Individuals who are already working as Home and Property Inspectors may be granted an exemption for some or all of these requirements.*

## **Technical Training Requirement for Individuals interested in becoming Associates**

The working group determined that prior to becoming and Associate, an individual Stage 1 candidate would complete a number of courses specific to the occupation.

In order to apply for Associate status, an individual should:

- Complete a minimum of 200 hours of training courses covering ALL aspects of Home and Property Inspection from an accredited training institution.
- The courses must include an minimum of 50 hours of field training covering all aspects of Home and Property Inspection.
- Many of these courses could be taken online or through distance learning, but several of the courses must be completed in the classroom All courses must include an exam... which must be passed

### **Rationale**

The National Occupational Standard for House and Property Inspectors requires practitioners to be skilled in diagnosing the condition of buildings based on a visual inspection. The work has a forensic nature, in that visible clues are used to determine the condition of a building and its systems, as well as determining possible causes for discrepancies. This is requires a sound education in building science (from the general education requirement), as well as specific and focused training in the inspection and diagnostics peculiar to each type of construction and their associated systems.

The comprehensive training mandated by the working group will ensure that Associates have the requisite skill and knowledge to begin performing house and property inspections for hire in accordance with the National Occupation Standard and the CAHPI Standards of Practice.

### **Next Step**

- Apply to the CAHPI Provincial Certification Committee for Associate Status
- Associates are permitted to perform inspections
- Associates must comply with the CAHPI Code of Ethics

## **Ethics and Professional Standard Criteria for Individuals interested in becoming Associates**

- Individuals applying to the provincial Certification Committee to become Associates would be required to sign an undertaking to uphold the CAHPI Code of Ethics.
- Associates would be subject to disciplinary proceedings if they violated the Code of Ethics.
- Associates would also be required to uphold CAHPI National bylaws.

## **Maintenance Requirements for Associates**

- Continued membership in good standing in a CAHPI affiliate Provincial Association.
- Continued compliance with the national Code of Ethics
- Individual can remain at the 'Associate' Stage for as long as they wish, with no requirement to advance to the 'Certified' stage.

## Profile of a Stage 2 ‘Certified’ Home and Property Inspector

*In this section, individuals at this Stage are called ‘Certified’*

### **Purpose of this Stage**

- For individuals who are actively practicing as Home and Property Inspectors.

### **Associate Status Requirement**

As a rule, individuals should hold Associate status before they can apply for Certified status, unless they are already highly experienced Home and Property Inspectors.

### **The Background Review Process for individuals interested in becoming Certified**

Individuals interested in becoming Certified would complete an application for Background Review. This application would include detailed information on how the individual meets the Background requirements for the Certified Stage.

This application would include a provision that requires Certified individuals to uphold the CAHPI Code of Ethics.

### **Test Inspection with Peer Review**

The test inspection is a method for verifying the competence of a Home and Property Inspector. A test inspection consists of the following steps:

- The individual undergoing test inspection inspects a house with known defects.
- The individual prepares a Written Report and makes a Verbal Presentation on noted defects to a panel of ‘Certified’ Home and Property Inspectors
- The panel evaluates and grades the report and presentation for compliance with Standards of Practice, competencies as defined in the National Occupation Standard, and Code of Ethics.

### **Proposed Fees for Stage 2 ‘Certified’ Background Review**

For individuals interesting in becoming Certified, the Background Review process should be straight forward. When the fee is implemented, we recommend the Application Fee be approximately \$100 to \$150.

## **General Requirements for Associates interested in becoming Certified**

The public expects a Certified practitioner to have sufficient occupation-specific experience to be competent. Technical experience is measured in four ways:

- Duration - the total length of time working as a building official
- Quantity – the total number of inspections or plan reviews performed in a career
- Recency - the total number of inspections or plan reviews performed in the last year
- Quality – confirmation that inspections or plan reviews meet NOS or Standards of Practice criteria

The working group determined that in order to apply for Stage 2 Certification, an Associate candidate would:

- Perform inspections as an ‘Associate’ for a minimum of ONE year
- Perform a minimum of 150 paid Home and Property Inspections as an ‘Associate’
- Complete and pass a minimum of 2 test inspections with peer review

These requirements will ensure that Certified individuals have demonstrated the knowledge and ability to apply all aspects of the National Occupation Standard for Home and Property Inspectors and the CAHPI Standards of practice.

## **Next Step**

- Apply to the CAHPI Provincial Certification Committee for Certified Status.

## **Ethics and Professional Standard Criteria for Certified Individuals**

- Candidates applying to the provincial Certification Committee to become Certified would be required to sign an undertaking to uphold the CAHPI Code of Ethics.
- Certified individuals would be subject to disciplinary proceedings if they violate the Code of Ethics.
- Certified individuals would also be required to uphold CAHPI National bylaws.

## **Maintenance Requirements for Certified Individuals**

In order to retain Certified status, individuals must:

- Complete a minimum of 10 hours of technical courses or workshops related to Home and Property Inspection each year
- Complete a minimum of 5 hours of legal, ethics, business practices, communication, or conflict resolution courses each year
- Complete a minimum of 5 hours of service to CAHPI national or CAHPI provincial association each year
- Complete and pass 1 test inspection with peer review every third year.
- Remain a member in good standing of a CAHPI Provincial Association.

# CHIBO Report Section 8

## Accreditation Model for Home and Property Inspectors

### Introduction

Accreditation is the process by which a certifying organization determines that the courses or programs of an education or training provider meet the skill and knowledge requirements of all or part of the National Occupational Standard. It also involves an assessment of a provider's ability to provide a consistent standard of training.

The steps in accreditation are:

1. Establishing the *bona fides* of the training provider.
2. Gathering information regarding specific courses or programs provided;
3. Determining skill and/or knowledge levels delivered in the program;
4. Mapping course or program topics to the requirements of the occupational standard;
5. Determining the degree of compliance with the elements of the occupational standard
6. Auditing courses or programs
7. Reviewing program participants for satisfaction and competency

In addition, it is necessary to review the occupational standard for indications of the degree of competency required for each listed task in order to allow comparison with course/program learning objectives (Step 5).

### **1. Establishing the *bona fides* of a Training Provider**

This first step ensures that the certifying organization maintains credibility by not granting accreditation to 'fly-by-night' operators. It is important that the accreditation, which is in effect the organization's seal of approval for a training provider, only be granted to legitimate going concerns who meet certain eligibility criteria.

As a minimum, we recommend that training providers demonstrate that they are:

- a. legitimate (that is, legally established, solvent and with a track record of providing training and development);
- b. demonstrate adequate processes for maintaining instructional standards; and,
- c. maintain adequate processes for verifying trainee competence.

### **Test of Legitimacy**

This critical element ensures that the institution seeking accreditation is a legitimate entity. For any course or program being considered for accreditation, it is necessary to determine whether or not the provider:

- a. is a legal entity registered within its jurisdiction;
- b. has been in operation a minimum of three years;
- c. is solvent, and likely to remain so.

The first criterion is easy to establish: the training provider will have a business number or other registration, which can be traced through the jurisdiction that granted it. It may also be prudent to conduct a background check through the local chamber of commerce, better business bureau or other organization to clearly establish in the mind of the reviewer that the provider is legitimate.

The second criterion is somewhat harder to establish, but again if the entity is registered the information is available through the registering agency.

The third criterion requires a credit check. These can be done (for a fee), and normally the permission of the entity being checked is required. This last check is important where doubts exist as to the viability of a training provider. The criterion to submit to a credit check will often act as a disincentive to questionable practitioners.

There are instances where this first step can be fast-tracked, and we recommend that the organization consider these as a means of jump-starting the accreditation program without expending a great deal of resources.

## **“Piggy-back” Accreditation**

In many cases, the tests of legitimacy may already have been accomplished by another agency. A good example of this would be a training provider that is accredited by a provincial education ministry as a post-secondary or vocational school. This would constitute *prima facie* evidence of legitimacy. All chartered Canadian universities, community colleges and technical institutes fall into this category, as do many private training providers who have proven to a provincial authority that they are legitimate centers of learning.

International colleges and technical schools are a bit trickier. Some have received accreditation from government departments (particularly in the USA) whose processes are rigorous and well documented, and these institutes may also be deemed as having passed the test of legitimacy. Accrediting bodies whose standards may be considered as the equivalent of a Canadian charter include the Accrediting Commission of Career Schools and Colleges of Technology (ACCST), Accrediting Council for Continuing Education and Training (ACCET).

There are other international accreditation agencies, many of which are serious, legitimate and rigorous in their processes. Wherever a claim to accreditation is made, CAHPI must undertake due diligence to verify that the claimant is in fact accredited, and also that the process of accreditation meets the standards of the test of legitimacy.

## **Private Training Providers**

Finally, non-chartered independent or private training providers could be granted this standing. There are a number of private providers with a history of service to this occupation, and these cases it should be relatively simple to establish the bona fides under the test of legitimacy. In other cases, verifying the legitimacy of a provider is more complex, invasive and expensive, and may include verification of financial statements, testimonials from faculty and graduates, and other tests of viability.

## **Instructional Standards Test**

As part of the verification process, institutions seeking accreditation must provide details of their process for establishing and maintaining instructional standards, that is, how they determine the standards required for teaching, and what processes they have in place internally to ensure these standards are being met. Where an institution has a formal instructional standards program in place, it will be necessary to determine when the course/program under consideration was last audited, and what the findings of the audit were.

Again, Canadian chartered institutions may be deemed to have passed this test. International institutions with adequate standing in their respective jurisdictions *MAY* pass this test. Note that it may be difficult to determine the standing of private, non-chartered institutions under this criterion without conducting an on-site audit, which adds to the complexity and expense of the accreditation process.

## **Trainee Evaluation Test**

It is necessary to determine the mechanism(s) that a training provider uses to verify the competence of trainees. Accreditation cannot be granted to a course or program where no means of testing competence or confirming learning is in place. This would eliminate many seminar-type courses from consideration unless there is a testing component built in.

Canadian chartered institutions can be considered as having passed this test for courses or programs offered as part of a recognized post-secondary curriculum. For adult education courses that are not part of a recognized program or curriculum, it will be necessary to verify the type and quantity of testing that occurs. Once again, private non-chartered providers present the greatest difficulty in verifying this criterion.

## **Recommendations:**

- Canadian chartered institutions should be deemed to have passed the test of legitimacy for courses or programs that are part of a recognized post-secondary curriculum
- International institutions should not be considered at this time due to the cost and complexity of verifying standards. Once the certification and accreditation programs are implemented and have been running for a period of 3 to 5 years, the organization may begin to consider international institutions.
- Caution should be exercised in verifying private, non-chartered training providers, and this verification should be conducted on a case-by-case basis and only where sufficient information exists to indicate that the organization will have a reasonable chance of passing the test of legitimacy.

## **2. Gathering of Information Regarding Specific Courses or Programs Provided**

Information about the learning objectives of a course or program is gathered. The information can be provided by the institute as part of a submission of accreditation, or gathered by the organization independent of the institution.

**A form for recording this information can be found in the Appendices to this report.**



### **3. Mapping of the Course or Program Topics to the Requirements of the National Occupation Standard**

Every course or program will be ‘mapped’ against specific tasks in the National Occupational Standard. These may be quite apparent: for example, a program may have an obvious link to an NOS element, and this may be apparent in the name of the course (“Visual Inspection of Concrete Foundations”). In other cases the link may be a bit more tenuous, as in the case of a course that requires a trainee to submit a written or verbal report (part of testing) that may satisfy a requirement under an administrative component of the NOS.

**The mapping is conducted using a standard form. A copy of the form can be found in the Appendices to this report.**

#### **Recommendation:**

- This review should be conducted by two or more individuals and the results compared to ensure that all elements are correctly mapped.

### **4. Determination of Skill and/or Knowledge Levels required in the NOS and Delivered in the Program**

The NOS tasks have been analyzed as part of this project. In all cases, it is presumed that the NOS tasks describe a practitioner who is able to perform a task independently and in accordance with recognized standards of practice and safety. By applying the same taxonomic criteria we apply to a candidate course or program, all NOS tasks have been evaluated at an Application level of 3, and a Knowledge level of 2.

Elements of the course or program that map to specific elements of the NOS are then analyzed for the level of skill/knowledge that will be acquired by successful trainees. Skill and knowledge levels are determined by analyzing the wording of learning objectives for course modules using a technique called taxonomic analysis.

**The complete procedure for performing this analysis is included in the Appendices to this report. It must be noted that the taxonomic analysis will only determine what level of skill or knowledge has been *designed* into a program.**

### **5. Determination of the Degree of Compliance with the Elements of the National Occupation Standard**

A comparison is made between the required skill and knowledge level under the NOS and the design levels of a course or program. Once the analysis is complete, the reviewer may make a statement such as:

- *“the course is designed to meet the skill and knowledge requirements for Task xyz of the NOS”;*
- or**
- *“the course is designed to meet the knowledge components of the NOS, additional training and/or experience would be required to fully meet the skill requirements of the NOS”.*

It is unlikely that a course or program will deliver the required application elements. Accreditation should be considered as a means of determining those courses or programs that will provide adequate knowledge, and move a candidate closer to the required skill level. Candidate skills are better evaluated through the experience requirements of the certification scheme.

## 6. Audit of Course or Program

A process for auditing a course or program to verify that it delivers in accordance with its design goals must be established.

In addition, the organization should establish an audit procedure for verifying courses or programs on a random basis as a quality control mechanism, as well as performing an audit in circumstances where the organization has reason to believe that there may be a problem with maintaining the standard of accreditation. Such circumstances could include complaints from trainees or the public, or the discovery of competency gaps in graduates of a course or program.

**Audit may also consist of a review of average marks of trainees enrolled in the program, number of successful graduates versus the total number of enrollees, etc. A format and checklist for conducting an audit is included in the Appendices to this report.**

### Recommendation:

- Periodic audit of programs should be a prerequisite for granting and maintaining accreditation. All accredited programs should be reviewed on a periodic basis to ensure they are still in compliance with the criteria for accreditation. At a minimum, this review should occur following any change to the NOS.

## 7. Review of Program Participants

The last element of accreditation is a review of program participants, including current trainees and recent graduates. This can be accomplished through a survey tool administered after completion of a course to determine both the trainees' level of satisfaction with the training course or program, and the degree to which they believe the training is meeting their needs.

While it is true that such an evaluation is subjective, it does provide valuable information and point to trends and areas where further investigation may be required.

## Infrastructure Required to Support Accreditation

### Governance

While the certification programs must be regionally/provincially administered, accreditation is best handled centrally by a national organization. At a minimum, the responsibility for performing accreditation reviews at the request of a particular institution should be national. This gives training providers a single point of entry into the accreditation scheme.

Close coordination between the various provincial/regional organizations will be necessary, and a mechanism for achieving this must be established. This will ensure a consistency of approach and sharing of best practices across the organization.

Each provincial/regional association must also have the capability to conduct an independent review of courses/programs as part of their authority, particularly in an instance where an applicant submits information on a previously un-accredited program in support of their standing in the certification scheme.

### Roles and Responsibilities

**We assume that a complete breakdown of responsibilities and authorities between the national organization and the various regional affiliated organizations will be negotiated as part of a formal affiliation or teaming agreement. There is adequate room to accommodate specific regional requirements (legislated or otherwise) while maintaining a national accreditation model.**

In order to implement and administer a viable accreditation scheme, a number of roles would need to be established. These include:

- National Accreditation Committee
- Provincial Certification Committees
- National Certification Committee
- Boards of Directors of Provincial/Regional Associations

### National Accreditation Committee

A National Accreditation Committee made up of members of the national organization will be responsible for reviewing and granting accreditation to institutions for their course or programs. The National Accreditation Committee would act as the single point of contact for organizations seeking accreditation. While the National Accreditation Committee could be made up of members of regional/provincial associations, it should have a national face (eg, national address, phone number, etc) to ensure that the face of the organization is national in scope.

National Accreditation Committee activities would consist of reviewing submissions from institutions seeking accreditation for courses or programs, making recommendations to provincial/regional associations for granting accreditation, and conducting audits of courses/programs as required under the accreditation scheme.

## **Provincial Certification Committee**

Each provincial association will establish a certification committee to administer the certification process within its jurisdiction. As part of the background review of an applicant for certification, a provincial/regional certification committee may be called upon to perform an accreditation review of a course or program that has been presented by a candidate for consideration as part of their dossier. The certification committee would follow the same process as the National Accreditation Committee in these cases, and make recommendations for granting accreditation through the National Certification Committee or other mechanism for ratification by the various provincial/regional associations.

## **National Certification Committee**

### ***Mandate***

A National Certification Committee should be constituted by the national organization and its provincial affiliates to ensure coordination and consistency of the certification and accreditation programs across Canada, and to provide guidance and direction to the national organization as it carries out specified administrative functions on behalf of the provincial affiliated organizations.

The National Certification Committee would be accountable to the provincial associations on all matters related to certification and accreditation. Except for questions of administration or interpretation, it would not make decisions on certification and accreditation, but rather recommendations that would be submitted to the provincial associations for ratification. Representatives from the provincial associations would act as a conduit for the flow of information from the National Certification Committee to their home associations.

### ***Membership***

The composition of the National Certification Committee would be as follows:

- One representative from each provincial association. The representative would be a Stage 2 Certified individual and a member in good standing, and would be appointed for a fixed term (3 years is a standard length in other organizations). Back-up or alternate candidates could also be designated to ensure continuity and attend Board meetings in the absence of the prime representative. Representatives would normally serve at most two consecutive terms, unless otherwise agreed upon by the provincial associations. In the interests of continuity, staggered terms or other adjustments to the timing of National Certification Committee appointments may be necessary.
- A Committee Chair. For continuity, the term of the Chair would normally be the same as the term of a provincial representative, with an individual normally limited to two consecutive terms; the Chair may not also represent a specific provincial association. The Chair would be selected by the members of the National Certification Committee from candidates selected from the current representatives or other individuals put forward by their associations. The election of a person to the Chair would need to be ratified by a majority of the provincial associations.
- Other individuals as deemed appropriate by the national organization, and approved by the provincial associations.

For purposes of decisions and recommendations proceeding back to provincial associations, only provincial representatives would have votes.

## ***Responsibilities***

Representatives would have two prime responsibilities:

- i) to represent the views and interests of their respective provincial associations
- ii) to ensure that their respective association is advised of the activities and decisions of the committee and the expected actions of the provincial association. Unless specifically designated, representatives would not have the power to bind their association on matters being put forward for ratification, until such matters have been given due consideration by their respective association and a decision made under that association's constitution or bylaws.

## ***National Certification Committee Responsibilities Related to Accreditation***

- Make recommendations to provincial associations in the areas of admissions, certification, and accreditation to ensure consistency of practice and hence reciprocity among the associations is maintained.
- Validate accreditation recommendations from provincial associations for inclusion in the national list of accredited courses/programs
- Develop, monitor and coordinate provincial association activity on matters of accreditation
- Make recommendations necessary to ensure the continued evolution of processes for accreditation on a national basis.
- Assume additional roles and responsibilities as may be agreed upon from time to time by the provincial associations.

## ***Meetings of the National Certification Committee***

The National Certification Committee would meet on a regular basis (at least twice per calendar year is recommended), with other meetings as may be designated from time to time. Work of the committee will continue between such meetings through the work of sub committees and task groups who can communicate in other ways (e.g. e-mail, writing, phone calls) with both the committee and the associations to expedite particular issues as designated by the committee and report on such actions at subsequent meetings.

The committee will submit a budget for approval before each fiscal year.

## ***Provincial Associations***

The Boards of provincial associations would be required to oversee the operation of and ratify the decisions of the National Accreditation Committee, National Certification Committee, and any other structures set up to assist in the administration of the national accreditation scheme. Decisions of the various provincial associations would be in accordance with their unique legislation, constitution or bylaws and is beyond the purview of this project.

## ***Maintenance of an Accreditation Database***

As shown above, a number of different agencies and organizations may be involved in conducting accreditation reviews. In order to avoid duplication of effort, a central repository of information on accredited courses/programs must be established. Periodic updates to this database (at least annually) will be required. Each provincial certification body must have access to the database, which forms part of a necessary communication link between provincial certification committees to ensure consistency in approach.

**We have provided a model database populated with data reviewed under this project as a starting point for the national accreditation database.**

## *Funding Considerations*

It is customary to charge a fee to institutions and training providers who seek accreditation. The fee is a reflection of the time and effort required to adequately determine whether a course or program meets the needs of the certification scheme. The logic is that accreditation provides a marketing advantage to organizations that achieve it; that is, they will be able to attract more students/trainees (or charge higher rates) if they can show that their product is accepted as part of a certification scheme for the occupation.

Initially, however, it is not practical to charge (or to charge more than a token fee) for accreditation, since there is currently no certification scheme in place. We propose that an initial list of accredited programs be established, for internal use during the launch phase of the program and for the background verification of the first batch of individuals who will be put through the certification process (existing practitioners).

**A partial list of these courses/programs is provided in the Appendices to this report**

Once the certification program is launched, it will be necessary to market the accreditation program to training providers. The success of a “for fee” accreditation will hinge on the overall marketing of the certification. If certification becomes mandatory (either through regulation or through market forces) then individuals who seek certification must first seek out accredited training providers.

Attempting to launch a “for fee” accreditation program without the prerequisite market conditions will likely result in failure, and a loss of credibility for the organization.

## **Recommendation:**

As an interim measure, the organization should partner with one or more community colleges to develop a complete, accredited training program for the occupation. Subsequent programs can then be measured against this standard, and a fee charged for the analysis.

Appendix xx: Taxonomic Analysis Procedures

Appendix xx: Partial list of candidate courses/programs recommended for accreditation

Form 1: Identification of Training Provider

Form 2: Course or Program Description

Form 3: Course or Program Review/Mapping

Form 4: Taxonomic Analysis