

Inspection Preparation for Organizations and Inspection Teams

NAME OF ORGANIZATION:

DATE:

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This document is designed to be used by site teams during the accreditation inspection. It is requested that site teams use this document and forward a copy to IFE Accreditation Committee Administration with the final report. This copy will be placed in the organization's file for historical purposes.

1. Does the organization have a written mission statement supported by various goals?

2. Does the organization have available correlation sheets for various certification levels being sought?

3. Does the organization have facilities and equipment that ensure the health and safety of participants?
 - A. Provide documentation indicating that training facilities where applicable have been certified and are safe and practical for training use and testing.

 - B. Provide documentation indicating that the organization meets or exceeds applicable Occupational Health and Safety

 - C. Provide documentation indicating that personal protective equipment, apparatus, and equipment meet or exceed applicable NFPA standards or their equivalent.

4. Establish policies and procedures for testing that ensures due process is followed so certification is not jeopardized.



5. Does the organization have a written policy on the various methods of certification? The policy shall address this matter in one of the following ways:
(Explain your process)
 - A. Personnel shall be granted an equivalent certification upon request;

 - B. Personnel shall be examined to determine if they meet the certification requirements;

6. Any organization seeking initial accreditation or re-accreditation shall certify personnel to the current standard. Accredited entities may continue to certify to previous editions of the recognized standard for a period of two (2) calendar years from the official date of adoption of the newest version. If the site visit occurs during the time that an organization is using a previously recognized standard, a recommendation for accreditation shall be contingent upon compliance with the two-year rule.

7. The organization shall have a methodology for scheduling and administering testing.
 - A. Does the organization have and publish the prerequisites required to take examinations at the various certification levels.

- B. Does the organization publish information that specifies (if required) a prescribed course of study prior to candidate taking certification exams. Explain the prerequisites for taking certification exams.

 - C. Written material regarding written and skills test descriptions, preparation, types of questions used in the written test, study references, and skills test criteria shall be accessible to the candidate.

 - D. The organization shall provide the date, time, and location of any testing process upon receipt of a request for such information from IFE. Explain your procedures for scheduling of testing. Include your methods of approving site selection, safety, timing, proctoring, and adequacy of facilities.
8. Accredited organizations shall permit a representative designated by the accreditation committee to observe any testing process upon receiving notice of intent to observe the test at least forty-eight (48) hours prior to the test. The organization shall provide the dates, time, and location of any testing process upon request for such information from IFE Canada.

9. Accredited entities shall collect the following data and report it to IFE Accreditation Committee at least annually.

- A. Names of candidates tested;
- B. Name/Birthday Identifier (See note below)
- C. Certification level records
- D. IFE seal number
- E. Date of Certification

Note: IFE tracking number

- A. First seven letters of the individual's last name
- B. Complete first name
- C. Individual's birth date in the following format YYDDMM

Example – For an individual named John Cranberry with birthday of July 10, 1975, the identifier would be entered as “CranberJohn751007”.

10. Accredited organizations shall make test items for all levels available to inspection teams. Test items shall be reviewed in a secure setting, and shall not be copied by site team members or administrative reviewers in any way.

11. Accredited organizations shall have a written procedure to allow participants in their certification system to appeal certification decisions. Explain from beginning to end your appeal process.

12. Accredited organizations shall agree to review the certification credentials of individuals certified by other IFSAC or Proboard accredited entities to determine which level of certification, if any, is applicable (Reciprocity). Describe the conditions under which certification would be granted to individuals certified by other accredited entities.

WRITTEN & SKILLS TESTING

Accredited organizations shall establish and utilize examination procedures which are valid. Examinations shall measure the performance of personnel consistent with the standards adopted by IFE to include the following:

1. Accredited organizations shall offer examinations for any level for which certification is offered. Examinations shall be subject to the following conditions:
 - A. JPRs, requisite knowledge and skills (to the extent possible) shall be examined through a process of objectively assessed examinations/tests.
 - B. JPRs and requisite knowledge may be examined/tested through written or skills examinations/tests.
 - C. JPRS involving skills and requisite skills shall be examined/tested through manipulative skills examinations/tests.
2. Correlation sheets in the IFE format must be prepared.
 - A. A correlation sheet in the IFE Canada format shall be prepared by the organization for every level of accreditation being sought.



- (1) As a minimum, each applicable component listed in the JPRs, requisite knowledge and skill shall have at least one associated test item. A test item (written or skill) may support more than one component, when relevant.
- (2) Each component listed under JPRs and requisite knowledge shall be covered by either a written item or skill sheet.
- (3) Each component listed under JPRs requisite skills shall be included in the skills sheet associated with that element. The skill sheet shall be listed in the block titled "Skill Sheet #".
- (4) For those standards that are not in the JPR format (e.g. NFPA 472, 473, 1521,), it is incumbent upon the organization to demonstrate that they are meeting the intent of the standard.

B. In the testing of requisite knowledge and skills, an organization may choose one of the following:

- (1) Test requisite knowledge and skills as a pre-test prior to testing the job performance requirements for the level being tested.
- (2) Test the requisite knowledge and skills within the job performance requirement.

- (3) Test the job performance requirements provided there is reasonable assurance that a lack of requisite knowledge and skills would cause failure by the candidate.

3. If an organization is using a written test bank to test requisite knowledge, the organization shall have no less than one test question to support each component within the requisite knowledge. A test item may support more than one component, when relevant.

4. Organizations shall ensure that the pre-requisite and/or co-requisite levels are successfully completed in conjunction with the level of certification itself to demonstrate participant competency.

5. The organization shall be prepared to test all the JPRs and components of requisite knowledge and skills in the given standard. The actual testing process shall demonstrate that:
 - A. All JPRs and components of requisite knowledge and skills tested, or

 - B. A random selection of JPRs and components of requisite knowledge and skills are examined (this random selection shall be made from the items covering the entire standard).

WRITTEN TEST BANKS

1. Organizations shall maintain a test item bank or other recognized means of evaluation for all accredited levels of certification testing.
 - A. Test banks shall include sufficient questions to correlate to 100% of the applicable requisite knowledge requirements set for the certification level.
 - B. Test banks shall be at least twice as large as the number of questions used per test generated.

Level:	Test Size:	Bank Size:
Level:	Test Size:	Bank Size:
Level:	Test Size:	Bank Size:
Level:	Test Size:	Bank Size:
Level:	Test Size:	Bank Size:
Level:	Test Size:	Bank Size:
Level:	Test Size:	Bank Size:
Level:	Test Size:	Bank Size:

- C. A separate test bank shall be maintained for each level of certification.

 - D. The standard and edition being tested are identified.

 - E. The test bank shall test the same standard and edition as the accredited level.

 - F. Each item shall include a reference to the standard being measured and to the reference source.
2. Test banks may be developed by the organization or purchased from an outside source. In either case, the following applies:
- A. Test items shall be reviewed by subject matter experts from the organization's jurisdiction.

 - B. Each item shall be reviewed to ensure its applicability for use within the jurisdiction.
3. Test scores and test items shall be reviewed on a regular basis. In addition, procedures for analysis and corrective action shall be outlined for special circumstances, including but not limited to situations when questions are challenged, or a validation issue arises.

- A. The organization shall demonstrate their process for analyzing test items for validity and reliability.

- B. The organization shall analyze and maintain test statistics including the following:
 - I. Number of persons taking the test
 - II. Distribution of test scores
 - III. Average test score

WRITTEN/SKILLS TEST GRADING

1. An organization shall have identified criteria for the grading of all exams (written, skills, etc.).
 - A. The scoring of exams shall be impartial.
 - B. Any parts of an exam that are weighed shall be identified and explained.
 - C. Knowledge examinations shall be graded with a predetermined grade level denoting the pass level (pass level shall be determined by the organization).
 - D. Skills examinations shall be graded on a pass/fail basis.
2. The organization shall have a means by which candidates are notified of test scores.
3. Records shall be kept on all test results (e.g., hardcopy or electronic at the organizations discretion) for a period of time which the organization deems necessary.
4. Organization shall establish a written policy regarding re-testing candidates.



TEST SECURITY

1. The certifying organization shall provide documentation of an evaluation security system that prevents compromising the evaluation instrument(s) and the evaluation process.

2. The security system shall identify the following:
 - A. Restrictions limiting personnel access to the question sets, system, etc.

 - B. Secure storage of test development materials and computer disks.

 - C. Disposal/security of old exam development materials, disks, etc.

TEST PROCTORS/EVALUATORS

1. Accredited organizations shall have written procedures that govern test proctors/evaluators.
 - A. Accredited organizations shall have written criteria for the selection of test proctors/evaluators.
 - B. The guidelines issued to test proctors/evaluators for administering the test shall be clear, concise, and compatible with other procedures within the organizations policies and procedures document.
 - C. The organization shall adopt and publish the minimum criteria for proctors/evaluators used in its programs. The certifying organization shall maintain a process of periodic evaluation of proctors/evaluators to assess currency of skills and knowledge levels.
 - D. The organization shall have written procedures for conducting evaluator training to include evaluation, policies and the record-keeping process.
 - E. Proctors/evaluators of skill examinations shall have adequate knowledge and skills for the subject matter.

- F. Proctors/evaluators shall not be the same person who instructed a given prerequisite course of instruction.
- G. The Accredited organizations shall have a policy and/or procedure in place requiring the updating of evaluators on all policy and/or procedural changes.
- H. The Accredited organizations shall provide policies and procedures that ensure evaluators of manipulative skills testing perform their evaluations in an objective manner.
2. Organization shall establish procedures for proctors/evaluators to ensure that the candidates understand all instructions before proceeding with the exam. Instructions shall include:
- A. Test time limits.
- B. Proper completion of all forms and answer sheets.

- C. Materials or equipment needed for the test.

- D. Proper handling of test interruptions (i.e. broken pencils, restroom needs).

- E. Limitations of proctor/evaluator assistance (i.e. definitions, rewording questions).

- F. General and life safety instructions.

WRITTEN TESTS

1. If the organization uses a written test, information shall be documented for each level being accredited, including, and as a minimum:
 - A. The standard and edition being tested.
 - B. The number of questions on the exam.
 - C. Types of questions.

2. Written tests may be generated manually or by using random question selection processes.
 - A. Manually generated tests shall represent a fair evaluation of all components of cognitive knowledge in both the JPR and requisite knowledge areas. Different forms shall be constructed with no more than 75% redundancy.



- B. Randomly generated tests shall represent a fair evaluation of all components of cognitive knowledge in both the JPR and requisite knowledge areas. Tests constructed using random question selection processes will be exempt from the redundancy requirement.
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- 3. Knowledge examinations shall be graded with a predetermined passing score determined by the organization.
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- 4. The organization shall have more than one form of the test being used for each level.

SKILLS TESTS

1. The organization shall be prepared to test all the skills in the given standard. The actual testing process shall demonstrate that:
 - A. All JPRs and requisite skills within the JPR are tested, or
 - B. A random selection of skills associated with the JPRs and requisite skills are examined.
 - (1) Any random selection process shall take into consideration the need for a diverse degree of difficulty and a diverse range of job areas.
 - (2) Any random selection process shall also produce the possibility for a unique set of skills in each testing session.
 - C. For those standards that are not in the JPR format (e.g., NFPA 472, 473, 1521), it is incumbent upon the organization to demonstrate that they are meeting the intent of the standard.

2. The organization shall demonstrate that skill evaluation scenarios ensure consistent skill evaluation by different proctors. This process shall include:
 - A. The use of individual grading sheets for each candidate
 - B. A written procedure for grading skill tests
 - C. A pretest briefing for all evaluators involved in testing to include:
 - (1) Review of acceptable test performance criteria
 - (2) Proper completion of any forms used in the evaluation
 - (3) Procedures for handling questions or problems which arise during testing

3. The organizations shall provide secure staging for students to ensure unevaluated students cannot observe candidates being tested. A mechanism shall be in place to ensure evaluated and unevaluated students cannot communicate with each other.