



Accreditation and Certification Applicant Information Booklet 2003

Renewable Energy, Energy
Efficiency, and Distributed
Generation Training
Accreditation and Certification

Quality Standards,
Practices, and Auditing
Requirements

Instructor Certification
Master Trainer Certification
Training Program Accreditation
Continuing Education Accreditation

January 2003

Is your application complete?

Please verify that the following information is included in your application before you mail it.

- Application letter
- Application/Self Evaluation form
- Did you make a complete copy of your application for your records?
- Did you enclose your application fee?
- Did you sign, date, and enclose the Code of Ethics?

Accreditation Committee

Dr. Jerry Ventre, Florida Solar Energy Center
Dr. Mike Thomas, Sandia National Laboratories
Dr. Jonathan Bates, IT Power
Dr. M. Kumareval, India Institute of Technology, Madras
Dr. Jamie Mulkey, Hewlett-Packard
Dr. Janet King, Viviance New Education

Copyright ©2003 by the Institute for Sustainable Power, Inc. All rights reserved.

January 2003

Dear Fellow Energy Training Professional:

Congratulations on your good work to date, and on your choice to pursue a third-party review and accreditation of the quality of your program or certification of you as a trainer.

Accreditation/Certification offers a number of benefits, both to you and to your clientele. For you and your organization, accreditation/certification offers an opportunity to review your program, its content, your resources, and your staff against objective, third-party quality standards; accreditation/certification also provides recognition of quality in the market, opening doors to new opportunities. For your students, customers, and other interested stakeholders, accreditation/ certification provides a means to evaluate you and your program against others in the market.

With the growth in both general interest and in actual market size for renewable energy, “green” technologies, energy efficiency, and distributed generation, there is a rapidly expanding workforce need for qualified practitioners and professionals who can demonstrate knowledge, skills, and experience in their areas of specialization. To support the qualification of these practitioners and professionals, it is essential that programs exist to provide qualified training in specific areas of expertise. The Institute for Sustainable Power, Inc., was organized in 1996 to work with industry, the training community, standards professionals, and other interested stakeholders to develop and implement a set of globally recognized quality standards for the accreditation of training programs and the certification of trainers in support of quality workforce development.

Accreditation is the official qualification of a program, or organization, and certification is the qualification of an individual, by auditing the candidate against objective standards and recognizing the candidate as maintaining standards of resources, instruction, and evaluation designed to qualify its students to appropriate levels of knowledge, skills, and professional practice. The procedure involves the individual or organization submitting a letter of intent to pursue accreditation/certification. This is accompanied or followed by a full self-assessment/application, as detailed in this manual, and the appropriate fees. A qualified auditor reviews the self-assessment/application to determine compliance with the standards and, if and when appropriate, schedules and performs an on-site audit to evaluate and confirm compliance of the candidate against the standard. The results of these review activities is a report to the Accreditation Board of the ISP, which makes the final determination. The determination of the Board is provided as a report to the candidate on either the achievement of accreditation/certification or a notice of deficiency, with the report specifying the areas requiring additional development or support.

These are evolving standards and practices, and we look forward to your input and involvement in the global quality accreditation/certification framework for training programs and trainers in renewable energy, energy efficiency, distributed generation. Thank you for your interest and participation.

Sincerely,

Mark C. Fitzgerald
Executive Director
Institute for Sustainable Power, Inc.

Table of Contents

Letter from the Executive Director	3
Table of Contents	4
Summary	5
Instructor Certification	8
Master Trainer Certification	9
Training Program Accreditation	10
Continuing Education Accreditation	11
Staff Qualification Metrics	12
Facilities Qualification Metrics	13
Organizational Quality Metrics	14
Hardware Resource Requirements	15
Resource Library	16
Maintaining Accreditation.....	16
Code of Ethics	16
Accreditation and Certification Code of Ethics Forms	17
Use of the Accreditation Seal	18
Publication and Media Statements.....	18
Accreditation/Certification Fees	19
Program and Master Trainer Application	20
Instructor Application	27
Continuing Education Application.....	32

SUMMARY

This manual deals with the accreditation framework for qualifying Training and Continuing Education Programs, and the certification framework for qualifying Master Trainers and Instructors, specializing in renewable energy, energy efficiency, and distributed generation practitioner and management training. It reviews the components of the accreditation/certification framework and the specifics of auditing four levels of accreditation/certification: Accredited Training Program; Accredited Continuing Education Program; Certified Instructor; and, Certified Master Trainer. Note: It is possible that a single organization may participate in any or all of these levels of accreditation/certification.

Accreditation/Certification Development

The International Accreditation Standards for Renewable Energy, Energy Efficiency, and Distributed Generation Training Programs, Continuing Education Providers, Instructors, and Master Trainers presented in this manual were developed in conjunction and in consultation with trade and professional organizations, in alignment with existing vocational accreditation procedures and standards for related practitioner fields (e.g., electricians, computer maintenance, etc.). The Accreditation/Certification framework presented in this manual is based on the framework of the Institute for Sustainable Power, Inc. (ISP), and the participating actors (industry, financial community, government agencies, trainers, etc.) that continue to work together to ensure the credibility of the standards and their applicability to the needs of the Renewable Energy, Energy Efficiency, and Distributed Generation industries and international communities. The ISP acts as an objective body to qualify the compliance to accreditation and certification.

The Accreditation/Certification parameters have been developed with input from the training community, Renewable Energy/Energy Efficiency/Distributed Generation industries, accreditation/certification professionals, and financing/investment institutions, to determine the basic components of the Accreditation/Certification requirements that constitute the core resources, capabilities, and experience of the Training Programs, Continuing Education Providers, Instructors, and Master Trainers to receive Accreditation/Certification.

The Importance of Metrics

Quantifiable metrics are the key to a successful program of this type. These metrics include those to measure the usefulness of the program content, the ability and capabilities of the training organizations and trainers to successfully deliver the content to the course participants, and the successful acquisition and practice of that content by the program participants.

The development of rigorous auditing mechanisms for the Programs, Providers, Instructors, and Master Trainers is critical to both the reality and perception of quality and value of the accreditations/certifications. These auditing mechanisms have been developed using the best practices available for evaluating the technical, administrative, and instructional capabilities of those seeking accreditation/certification, regardless of their regional, national, or social circumstances. When implemented in the manner outlined in this manual, the system also ensures that the applicants are audited fairly and equitably, regardless of where the auditing occurs, by providing objective auditors and evaluation methods, with auditing verified by the ISP.

Much as with organizations accrediting traditional educational institutions and programs to award certificates and degrees, the key to the general acceptance of proposed accreditation and certification standards is the development of metrics and parameters that are

- Appropriate

- Comprehensive
- Authoritative
- Rigorous
- Unbiased as to technology, venue, language, or application
- Measurable against an objective third-party standard
- Flexible enough to take into account local conditions and the variety of environments in which they will be used.

Accreditation/Certification Requirements

The training accreditation/certification is available at four levels: one for programs offering training developed against an approved task analysis (Program Accreditation); Accreditation for providers of Continuing Education; and, two for professional trainers (Instructor and Master Trainer Certification). Generally, accreditation/certification of Programs and Master Trainers will be based on the existence/establishment of a quality and management program; the experience and capabilities of the training staff; the numbers of trainers relative to the type and level of accreditation and the number of students per class; and, the available equipment, facilities, and resources. Continuing Education and Instructor qualification must meet a subset of these requirements. Accreditation of Programs and CE Providers, and Certification of Instructors and Master Trainers, will be for a specific period of time (initially for 3 years, with annual reviews), and will be renewable based on a review of the accreditation/certification criteria; documentation of continuing training activities, including metrics on the numbers of participants, the rate of successful completion by the participants, a sampling of responses to random surveys of the successful and unsuccessful participants, interviews with clients, customers, and employers of the successful participants of the programs; the level of staff development and continuing education in which the instructors participate, to ensure the maintenance of their skills, both technical and instructional; and other surveys, as appropriate.

Auditing Procedures and Metrics

As noted above, there are several auditing steps in the accreditation/certification process. The critical nature of this procedure requires strict compliance with ethics rules to avoid any possibility of conflicts of interest.

A Training Program, CE Provider, Instructor, or Master Trainer can be certified/accredited to offer evaluated courses through participation in the training quality assessment procedures. This requires

- a submission of a statement of intent to pursue accreditation,
- a summary of the scope of the program's course offerings,
- a detailed assessment of the credentials and experience of the instructor/staff,
- a listing of the relevant facilities, resources, and equipment available for instructional programming and skills training,
- an outline of the course offering, with an evaluation of the curriculum against the requirements of the relevant task analysis,

- a historic record of the development and presentation of the course offering, and
- references of previous program participants.

After review of these materials, an accreditation/certification auditor, or an auditing team, performs an on-site assessment of the Training Program or Trainer Candidate and the subject course offerings (candidates for Accredited Continuing Education and Certified Instructor may not require an on-site audit). Finally, the results of the initial audit and the on-site audit are passed on to the Accreditation Board for the final review and decision on accreditation/certification—providing an arms-length final assessment of the candidate.

If awarded an accreditation/certification, the candidate receives a full debriefing on the findings of the auditing team, and the designation will remain in force for a period of time (3 years), unless revoked for cause as defined in the ISP Handbook and ISPQ Manual, with provisions for an annual review—though the review could come more or less often, depending on the program status.

If an accreditation/certification is not awarded, the candidate will receive a full debriefing, including a discussion of any deficiencies, with suggestions on the development required to attain an accreditation/certification. The candidate may then reapply for accreditation/certification.

Instructor Certification

The Instructor certification is based on the ability to train students in both the knowledge and skills competencies necessary to meet the requirements set out in the relevant Task Analysis. The Instructor must have the relevant experience and technical competence to instruct participants to the competence level of the appropriate Task Analysis. The instructor must be affiliated with an accredited program or affiliated with a Certified Master Trainer to practice, to ensure that the appropriate facilities, quality, and documentation are in place.

The audit procedures vary from those of other candidates in that the candidate must be affiliated with an otherwise qualified Program or Master Trainer.

The application for candidates seeking ISP Certified Instructor status can be found on page 27 of this Manual.

Criteria for Accepting or Rejecting the Application for Instructor Certification

- Documentation of affiliation with a qualified institution, Program, or Master Trainer
- Minimum Instructor experience, including
 - Minimum of 2 years (26 weeks) as a classroom instructor (1 wk = 30 contact hours)
 - Minimum of 12 weeks of renewable energy-, energy efficiency-, or distributed generation-specific classroom/hands-on training experience (1 week = 30 contact hours)
 - Candidate fully certified or otherwise qualified to all requirements of the appropriate certification level(s)
- Documentation forms (description of employer's facilities, resources, equipment, etc.)
- Syllabus for each course of for which the candidate is applying for Certification
- Metrics/Evaluations for each course of for which the candidate is applying for Certification, with an evaluation of the curriculum against the contents of the appropriate Task Analysis
- References of Students/Clients

Certification is preliminary for one year, during which time the Instructor Certification Candidate must show evidence of the successful completion of the training of a minimum of 30 students, or of the successful completion of a minimum of three (3) training courses (of a minimum of 1 week* each). Failure to meet this standard will result in the loss of certification status unless there is evidence of extenuating circumstances.

Acceptance or Rejection of the Certification status of a candidate is based on the evaluation of the auditor against the prescribed standards and evaluation criteria, and the review of that audit by the ISP Accreditation Board.

*One week equals 30 contact hours

Master Trainer Certification

The Master Trainer certification is based on the special skills necessary to train and qualify instructors and train students. Not only is it necessary for the Master Trainers to have the technical competence to instruct participants in all aspects of the relevant and approved Task Analysis, these individuals must also have the knowledge and skills to instruct candidate trainers/instructors in the most appropriate and effective means to deliver this material to practitioners and to evaluate the capabilities of the students. In addition, the Master Trainer should provide or assist the trainers/instructors in obtaining or developing instructional design materials and methods; and, they must assist these instructors in integrating these materials into their instructional styles and program requirements.

The auditing criteria for the certification of a Master Trainer are below, and the application document is provided at the end of this Manual. The audit procedures vary from those of an Program candidate only in that the Master Trainer may not be required to have a fixed training site or a full complement of training hardware, because the training may be carried out at a third-party site. However, if the candidate Master Trainer does not have either approved facilities or a full complement of approved hardware, the Master Trainer must warrant that any site that any site they use has the requisite facilities and hardware. Failure to ensure this will be cause for suspension or revocation of the Master Trainer's certification.

In auditing candidate Master Trainers, the auditor/audit team will use the information from the application provided at the end of this Manual, along with other research and an on-site evaluation. The application forms can be found on page 20 of this Manual.

Criteria for Accepting or Rejecting the Application for Master Trainer Certification

- Training is non-discriminatory, within the bounds of acceptable national norms
- Documentation of appropriate quality and management systems
- Evidence of appropriate administrative systems (financial, documentation, etc.)
- Minimum Instructor experience, including
 - Minimum of 4 years (52 weeks) as a classroom instructor (1 wk = 30 contact hours)
 - Minimum of 24 weeks of renewable energy-, energy efficiency, and/or distributed generation-specific classroom/hands-on training experience
 - Candidate fully certified or evaluated to all requirements of the appropriate Task Analysis
- Client documentation forms (description of facilities, resources, equipment, etc.)
- Evidence of linkages with industry and the community
- Syllabus for each course of for which the candidate is applying for Certification, with an evaluation of the curriculum against the contents of the appropriate Task Analysis
- Metrics/Evaluations for each course for which the candidate is applying for Certification
- Student records and evaluation documentation
- References of Students/Clients

Certification is preliminary for one year, during which time the Master Trainer must show evidence of the successful completion of a minimum of three (3) training courses (of a minimum of 1 week* each). Failure to meet this standard will result in the loss of certification status unless there is evidence of extenuating circumstances.

Acceptance or Rejection of the Certification status of a candidate is based on the evaluation of the auditor against the prescribed standards and evaluation criteria, and the review of that audit by the ISP Accreditation Board.

*One week equals 30 contact hours

Training Program Accreditation

Accreditation is awarded to a program rather than an individual, making the program responsible for ensuring that the instructors it hires or retains are sufficiently well qualified.

The application forms can be found on page 20 of this Manual.

The audit procedures for an Accreditation candidate Program vary from those of a Master Trainer candidate only in that the Program must have a fixed training site and a full complement of training hardware and resources. While the program may perform training at client sites, it must have a qualified primary facility with the appropriate hardware resources; and, when training is provided away from its primary site, the Program must warrant that the third-party site will have sufficient training hardware and resources. Failure to meet this requirement will be cause for the rejection of an application for accreditation, in a new candidate, or the suspension or revocation of the Program's accreditation, if such facilities, resources, and hardware materials become unavailable.

Criteria for Accepting or Rejecting the Application for Program Accreditation

- Training is non-discriminatory, within the bounds of acceptable national norms
- Documentation of appropriate quality and management systems
- Evidence of appropriate administrative systems (financial, documentation, etc.)
- Classroom/Laboratory facilities sufficiently well lighted, with proper acoustics, at comfortable temperature and ventilation levels, with sufficient instructional support materials (e.g., chalk boards/white boards/flip charts)
- Job-placement resources available to students
- Evidence of linkages with industry and the community
- Sufficient and appropriate training hardware resources
- An appropriate resource library
- Appropriate Instructor/Staff Qualifications
- Applicant resources (description of facilities, resources, equipment, etc.)
- Syllabus for each course of for which the candidate is applying for Accreditation, with prerequisites and an evaluation of the curriculum against the contents of the appropriate Task Analysis
- Metrics/Evaluations for each course of for which the candidate is applying for Certification
- Student training records and evaluation documentation
- References of Students/Clients

Accreditation is preliminary for one year, during which time the Candidate Program must show evidence of the successful completion of the training of a minimum of 40 student-week equivalents (e.g., 10 students X 120 contact hours (2 semesters, 4 contact hours/week, 15 weeks/semester)=1200 contact hours, divided by 30 contact hours per week-equivalent = 40 student-week equivalents), or of the successful completion of four (4) training courses, at the approved level. Failure to meet this standard could result in the loss of accreditation status (waiver requires significant reason and documentation).

Acceptance or Rejection of the Accreditation status of a candidate is based on the evaluation of the auditor against the prescribed standards and evaluation criteria, and the review of that audit by the ISP Accreditation Board.

Continuing Education Accreditation

Continuing education is a means by which professionals in a field maintain their currency and familiarity with changes and advances in their area of expertise and involvement. To maintain an ISP accreditation or certification, it is important that participating individuals, among other requirements, comply with a Continuing Education Policy. In addition, many credentialing programs (local, national, international, industry, etc.) have specific requirements for participation in approved continuing education classes to retain their credential.

For individuals or organizations pursuing accreditation to provide continuing education resources, the minimum requirements are that the organization has the experience, technical qualifications, instructional capability, and appropriate quality and record-keeping facilities to ensure that the candidates receive the advertised information, that the participants' knowledge is evaluated, and that their participation is recorded.

The application forms can be found on page 32 of this Manual.

Criteria for Accepting or Rejecting the Application for Continuing Education Accreditation

- Training is non-discriminatory, within the bounds of acceptable national norms
- Documentation of appropriate quality and management systems
- Evidence of appropriate administrative systems (financial, documentation, etc.)
- Evidence of linkages with industry and the community
- Sufficient and appropriate resources necessary for the course/workshop subject
- Applicant documentation (description of facilities, resources, equipment, etc.)
- Syllabus for each course/workshop
- Metrics/Evaluations for each course/workshop being accredited
- Student records and evaluation documentation
- References of Participants/Clients

Accreditation is preliminary for one (1) year, during which time the Continuing Education Provider must show evidence of the successful completion of a minimum of 20 students in the course/workshop, or of the successful completion of four (4) continuing education courses/workshops. Failure to meet this standard could result in the loss of accreditation status.

Acceptance or Rejection of the Accreditation status of a candidate is based on the evaluation of the auditor to the prescribed standards and evaluation criteria, and the review of that audit by the ISP Accreditation Board.

Staff Qualification Metrics

In reviewing and auditing training/trainers for accreditation/certification, the most obvious place to start is with the instructor's capabilities. The instructor is the interface with the students and the direct link between these students and the training materials. Consequently, it is important to be sure that the instructors have the requisite experience, education, abilities, competencies, and understanding to represent and transfer the knowledge and skills required. The auditor will assess the capabilities of the instructors based on a number of criteria, ranging from education to experience to evaluations.

- **Experience as a Training Provider**
When reviewing the instructor's credentials, the auditor will look to see evidence of previous and current teaching experience. And, while all teaching experience is good, specific experience in vocational or technical trades education is a significant plus. And, there are specific requirements for both total and subject-specific training experience.
- **Continuing Education**
While an academic background in teaching is useful, continuing education (whether in teaching techniques or subject-specific industry workshops) is critical to the quality and development of a training instructor. Evidence of continuing training shows a desire to remain current and/or to expand the instructor's range of knowledge and skills. This experience and enthusiasm typically translates into better capabilities on the part of the instructor and a better learning experience for the students.
- **Technical/Industry Experience**
As important as the ability to teach is the instructor's knowledge of the subject matter. In the case of renewable energy, energy efficiency, and distributed generation training, it is imperative that the instructor be able to show an understanding of, and a facility with, both the technical and practical issues involved. The instructor must hold a current, valid certification for the level of the courses they will teach, or they must obtain that certification within the period of the first probationary year, or they must be assessed as competent by a qualified and approved evaluator.
- **Practical Experience**
Another asset for an instructor is evidence of practical field experience. When providing training for students who expect to move quickly into the field to work, first-hand experience with technology and its applications gives the instructor insights into the industry and technology that will be extremely valuable to the students.
- **Educational Background**
While it is an asset to have an educational background or training as a teacher or in the area of instructional design or presentation, this is not a critical criterion. People from all walks of life—from actors to accountants—make wonderful presenters and teachers. And, some people with teaching credentials have less-than-stellar abilities. However, a course of study that has provided a solid grounding in the instructional development, delivery, and evaluation is extremely helpful.
- **Student Feedback**
Finally, the auditor may randomly contact previous students to provide additional perspective on the capabilities of the instructor.

Facilities Qualification Metrics

When auditing a training program for accreditation, the training program must have sufficient facilities so as to provide the participants/candidates with the resources and environment necessary to meet the knowledge and skills competencies required for certification. **Master Trainers must either possess the appropriate facilities or ensure that they will only provide training at facilities that meet the stated requirements.** As part of this process, the auditor will review

➤ **Safety Procedures and Equipment**

All facilities (classroom, laboratory, and field sites) must have and post appropriate and complete safety policies and procedures (including emergency phone numbers) so that instructors, students, and visitors will have sufficient information to deal with emergency conditions, including bodily injury or illness, hazardous spills and releases, fire, and other relevant events. In addition, each facility and site must be provided with sufficient and appropriate safety equipment to meet the facility, training, and relevant construction standards, including all necessary and appropriate personal protective equipment (clothing, eye protection, gloves, climbing harnesses and protection, etc.), and appropriate site safety equipment (water supplies and eye wash for acid spills, baking soda for acid spills, fire extinguishers, first aid kit(s), neck braces/back board for falls, ladders/scaffolding, insulated tools, etc.).

➤ **Classroom Facilities**

The candidate for accreditation must have sufficient and appropriate classroom facilities in which to properly present the instructional portions of the training. This includes classrooms that are safe, properly conditioned (heat and cold), lighted, ventilated, with appropriate ancillary facilities (toilet, storage, dining, etc.), and presentation and learning resources (desks, projectors, flip charts, etc.).

➤ **Laboratory Facilities**

The candidate for accreditation must have sufficient and appropriate laboratory facilities in which to properly present the hands-on and skills portions of the training. This includes work areas that are safe, contain appropriate safety and first-aid resources, and are equipped with hardware that is appropriate for the technology covered and that that works properly and is representative of the current commercial industry.

➤ **Resource Library**

The candidate for accreditation must have sufficient reference and resource materials (bibliographic, computer, video, etc.) available and accessible that students will be able to research specific topics in greater depth.

Organizational Quality Metrics

Finally, the candidate must have appropriate and sufficient administrative and organizational systems in place to ensure continuity and quality in the training experience. The auditor will look at the following, relative to the requirements and best practices in the candidate's country, to determine the appropriate level of administrative and organizational systems. This will vary from country to country. However, the items noted as required constitute the necessary minimum administrative and organizational systems for accreditation and/or certification.

- **Legal Entity (required for Program Accreditation)**
The candidate for accreditation must be a legal entity (corporation, partnership, etc.).
- **Impartial and Non-Discriminatory (required)**
The candidate for accreditation must show evidence that it does not discriminate against potential participants and that it has a stated policy to that effect. In addition, it must show that it will be impartial in its instruction and evaluation of all participants.
- **Quality System in Place (required)**
The candidate for accreditation must have an articulated and documented Quality Plan, Quality System, Policies and Procedures, and Documentation Procedures in place.
- **Resources and/or Insurance to Address Liability Issues (required where legally relevant)**
In some countries, legal liability is a significant issue whenever providing a product or a service. For those countries where liability is a concern, and because of the potential liability involved in hands-on training, it may be necessary that the candidate for accreditation be able to show resources or insurance policies sufficient to cover any anticipated legal or liability issues.
- **Other Accreditations or Third-Party Recognitions**
Has the candidate already been accredited by another external body, to recognized standards? If so, it is likely that there is very little additional work the auditor might have to do to evaluate such a program's administrative systems in an audit. Most of the work in quality development and documentation issues would have been reviewed in the other audit (if it is current).
- **Job Placement Facilities (strongly recommended)**
A very good indicator of the quality of a training program is the placement of its graduates into the workforce. In addition, it is an important resource for the students, in their search for work after completing their training. The Programs and Master Trainers with better placement programs will develop and maintain links with industry (e.g., having industry representatives serve on the program's advisory board, inviting industry representatives to lecture to classes, etc.), to keep the lines of communication open.
- **Record Keeping (required)**
The documentation of the activities, academic developments, student evaluations and comments, and maintenance of the program's quality system, is critically important to the proper evaluation of a program by an auditor. In addition, proper record keeping and documentation are the central activities of a quality system.
- **Linkages with Industry and the Community (required)**
As noted in "Job Placement Facilities," above, linkages with industry are extremely important in evaluating the quality of training and an applicant's candidacy for accreditation/certification. Industry representatives, as part of an Advisory Panel, can provide timely and useful insights into the industry, and they will provide the jobs that will validate the development of the program. In addition, linkages with the community are also quite important.

Hardware Resource Requirements

To properly and competently carry out a qualified training program, it is necessary to have available a minimum amount of hardware (components, systems, and testing hardware) for demonstration and hands-on exercises, for practical skills evaluation, and for installation experience.

As an example, for the accreditation of a program for training photovoltaic (PV) installers, the training organization might have the following, along with associated specification sheets and documentation:

Training Equipment Recommendations

Equipment: Safety, Meters, Calculators, and Testing

- Safety Equipment (rubber gloves, safety glasses, wire brushes, first aid kit, fire extinguishers, eye wash, etc.)
- Digital Multi-Meters (one for every two participants)
- Two battery hydrometers with battery safety and maintenance kit
- Calculators (one for every two participants)
- Variable dc power supply to test and evaluate charger controllers (one per class)
- Watt power meter to measure power consumption and load efficiency (one per class)
- Solar Pathfinder or Site Selector (determining solar access)

Hands-On Installation and Maintenance Equipment

- Working power electronics for installation and maintenance training (inverter where appropriate)
- Batteries
- Matched PV modules (average one module per two students)
- Assorted electrical connectors and boxes
- Solder station and equipment
- Supplies to fabricate (crimp and solder) battery cables
- Supplies to fabricate (crimp and solder) array interconnect wires
- Typical loads (e.g., ac and dc pumps, dc lights, refrigerator, radio/TV, etc.)

Examples and Samples

- Samples of mounting hardware
- Samples of wire of varying sizes
- Samples of diodes, fuses, disconnects, grounding hardware, etc.
- Samples of power electronics (regulators/charge controllers, etc.)
- Sample batteries (sealed, lead acid, etc.)
- Sample PV modules (variety of technologies and sizes)
- Samples of loads (e.g., lights, radio, black & white TV, dc pump, etc.)

Depending on the level of the training that the organization will provide, the systems hardware requirements will vary, as noted in the list above (e.g., training organizations only training Solar Home Systems installers will have different hardware requirements than those training grid-tied systems installers).

Hardware requirements for wind systems installation, microhydro, solar thermal installation, biomass, fuel cells, combined cycle generation, village power hybrid systems, etc., will vary accordingly.

Resource Library

To properly and competently carry out a qualified training program, it is necessary to have available a library of resource materials and documents that will provide the students and instructors with both summary and in-depth information on system components and loads, systems installation and maintenance, and industry information. In addition, it is important to maintain subscriptions to periodicals that provide regular and current information on new products, examples of applications and installation/maintenance techniques, and news.

Maintaining Accreditation/Certification

The accreditation/certification is valid only for a period of three (3) years, with annual visits and/or audits where appropriate, depending on the experience with these organizations. These audits would most often be in the form of short reports filed by the training organization to the ISP. Randomly (or, in some cases, based on reports that raise concerns), a field auditor from an objective third party, at no cost to the program, might perform a site evaluation at intermediate times. The first accreditation/certification would be probationary for the first year, so that a more thorough and experiential assessment can be made.

After any audit, the procedure is to write up an official evaluation, noting any deficiencies. If the deficiencies are deemed extreme, and depending on their severity, the organization could be placed on probation or could lose its accreditation completely, though any organization or individual would have recourse against such actions by bringing appeals and/or concerns to the ISP Board, through the proper procedures outlined in the ISP Accreditation Handbook.

Maintaining an accreditation in good standing requires more than compliance with the appropriate audit activities, though. It also requires continuing adherence to the Code of Ethics and acceptable business practices, documented through customer and student records and additional appropriate, relevant information.

Code of Ethics

Accreditation/certification brings with it a serious responsibility and requires that those involved – in accreditation, certification, and those accredited and certified – meet the highest standards of ethics as well as the standards for technical knowledge and skills. Without ethical guidelines, and the commensurate sanctions for failing to meet those standards, any credential awarded would be suspect in the market.

All participants in an accredited program (or a certified Master Trainer or Instructor), no matter at what level, must read, understand, and attest their compliance in writing with the Code of Ethics. In addition, the Code of Ethics must be available to all customers and clients, along with information on specific remedies and recourse.

ACCREDITATION CODE OF ETHICS

Having received Accreditation from the Institute for Sustainable Power, Inc., I agree, on behalf of my program and its associated staff, to adhere to the standards of professionalism and conduct set out in the ISPQ manual and other documents. Specifically, at a minimum, my program and the staff, contractors, and other third parties of the Accredited Program shall

- Avoid all conflicts of interest, both in fact and in appearance;
- Maintain all confidential and proprietary information in the strictest confidence;
- Commit to bringing professionalism, accountability, and integrity to this work;
- Practice and maintain professional competencies according to the standards established and maintained by the ISP;
- Immediately report any and all incompetent, unethical, and/or unprofessional conduct by associates or clients to the Ethics Board of the ISP;
- Not make any statement or take any action that could bring the client the accrediting body, the process, the industry, or the credential into disrepute.

In agreeing to these points in the ISP Accreditation Code of Ethics, I/we acknowledge that any violation of this Code or accepted standards and practices will subject me/us to the sanctions, penalties, and/or actions defined in the ISPQ Manual, the ISP Handbook, and other appropriate ISP and ISPQ documents.

Authorized Program Official
Signature and Position

Date

Printed Name and Position

CERTIFICATION CODE OF ETHICS

Having received Certification from the Institute for Sustainable Power, Inc., I agree to adhere to the standards of professionalism and conduct set out in the ISPQ Manual, the ISP Handbook, and other ISP and ISPQ documents. Specifically, at a minimum, I shall

- Avoid all conflicts of interest, both in fact and in appearance;
- Maintain all confidential and proprietary information in the strictest confidence;
- Commit to bringing professionalism, accountability, and integrity to this work;
- Practice and maintain professional competencies according to the standards established and maintained by the ISP;
- Immediately report any and all incompetent, unethical, and/or unprofessional conduct by associates or clients to the Ethics Board of the ISP;
- Not make any statement or take any action that could bring the client the accrediting body, the process, the industry, or the credential into disrepute.

In agreeing to these points in the ISP Certification Code of Ethics, I acknowledge that any violation of this Code or accepted standards and practices will subject me to the sanctions, penalties, and/or actions defined in the ISPQ Manual, the ISP Handbook, and other appropriate ISP and ISPQ documents.

Certified Individual
Signature and Position

Date

Printed Name and Position

Use of the Accreditation and Certification Seals

Accredited Programs and Accredited Continuing Education Providers may use the Accreditation Seal, and Certified Master Trainers and Certified Instructors may use the Certification Seal, of the Accreditation Board of the Institute for Sustainable Power, Inc.



The Accreditation Seal and Certification Seal must be used with discretion. They are to be used to identify programs and individuals as having been evaluated against and having met the requirements of the IS PQ International Standard. The seal may be used on letterheads, business cards, catalogs, certificates, and in advertising, according to the guidelines and requirements as set out in the ISP Handbook and ISP Manual.

Publication and Media Statements

Each accredited program, or certified individual, when referring to its status with the Accrediting Board of the Institute for Sustainable Power, Inc., must use the statement that follows, in a manner that is legible:

[Name of Accredited Program, as it appears on the certificate] is accredited [or certified] by the Accreditation Board of the Institute for Sustainable Power, Inc., to offer [title as it appears on certificate] training.

Accreditation/Certification Fees

Application Fee: US\$100

This fee is to accompany the application and request for candidate status when submitted to the Institute for Sustainable Power, Inc. This fee is applicable to those applying for consideration as Instructor, Master Trainer, Training Program, or Continuing Education Provider. This fee is per application. (A single application could include more than one requested Accreditation or Certification – e.g., Program and Instructor applications could be combined. However, every separate application must be accompanied by a separate US\$100 application fee – e.g., if a program submits a program accreditation application for one course and later submits another application for another course, or for continuing education accreditation, or for an instructor.)

Administrative Fee: US\$100

This fee is to be assessed at the time of scheduling of the on-site visit, covering the costs of the administration and processing of the logistics and documentation of the audit. This fee is applicable to those applying for consideration as Instructor, Master Trainer, Training Program, or Continuing Education Provider.

On-Site Auditing Fees: US\$100/day plus Travel Fees (plus Third-Party Auditor Fees)

Programs and Master Trainers must reimburse the ISP for the cost of the auditor or evaluating team visits (note: a team could be an individual or a number of individuals, as necessary, decided after consultation with the candidate organization). Reimbursable items include cost of travel, hotel/motel expenses, and per diem of the visiting team and staff members or Board representatives (based on the approved per diem rates published on the US Government Web Site). (There is no charge for salaries of ISP staff members or Board representatives, though third-party auditors may charge applicable rates, paid directly to ISP.) At the discretion of the Executive Director of ISP, a deposit may be required thirty (30) days prior to the visit. The Executive Director will determine the amount of the deposit based on the size of the program and the anticipated cost of the audit. The program shall be provided a statement of expenses incurred. Unused funds from the deposit shall be returned. Any costs exceeding the deposit must be paid by the candidate within 30 days of invoice.

In addition to the expenses mentioned above, an evaluation fee of US\$100 per ISP team member (third-party auditor fees include this fee) will be applied. Actual expenses of team and staff members or Board representatives are reimbursed in accordance with the policies and guidelines of the ISP (plus the US\$100 per ISP team member evaluation fee). Programs shall not reimburse team members or Board representatives directly. The ISP will attempt to make appropriate arrangements with programs or school systems that cannot otherwise reimburse the ISP for team expenses.

Annual Dues for Accredited Programs and Certified Master Trainers

Each renewing Certified Master Trainer and Accredited Program shall pay annual dues based on the previous year's enrollment (Student-Week Equivalent [SWE]) according to the following formula (except that a Master Trainer would not include in the calculation students calculated in a Program's renewal – e.g., if the Master Trainer taught six courses, but two were for an Accredited Program that included those students in its renewal calculation, the Master Trainer would only calculate their fee based on the student count in the remaining four courses, though they would report all classes/students taught for ISP's records), with 1 week equaling 30 contact hours, with a minimum fee of US\$250: US\$250 + (US\$5 X SWE). In addition, renewal applications would add an additional annual fee of US\$50 per Certified Instructor on staff at the time of the renewal.

Example: 4 courses/yr, 2 weeks each, 15 students/course; 2 Certified Instructors = 120 SWE
US\$250 + (US\$5 X 120) = US\$850, plus instructor renewals (2 X US\$50)= US\$950



APPLICATION FORM
for
Training Program Accreditation
Master Trainer Certification
to
ISPQ DIS 01021

General requirements for Trainers and Training Programs offering
Renewable Energy, Energy Efficiency, or Distributed Generation
Training

Application: ISPQ DIS 01021

Copyright Notice

This Institute for Sustainable Power, Inc. (ISP) document is copyright-protected by ISP. Except as permitted under the applicable laws of the user's country, neither this ISP draft nor any extract from it may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, photocopying, recording, or otherwise, without prior written permission being secured.

Requests for permission to reproduce should be addressed to either ISP at the address below or ISP's affiliates or representatives:

ISP Copyright Office
P.O. Box 260145
Highlands Ranch, CO 80163-0145 USA
Tel: 303-683-4748
Fax: 303-470-0239
e-mail: copyright@ispq.org
Web: www.ispq.org

Reproduction may be subject to royalty payments or a licensing agreement.

Violators may be prosecuted.

As your self-assessment and application for consideration for ISPQ Accreditation, please provide the relevant documents, information, or responses, as indicated in the following, and number them according to the application headings as noted in this document.

1 APPLICATION CONTACT INFORMATION

- 1.1 Name of Applying Trainer or Institution/Training Program:
- 1.2 Mailing Address of Applying Trainer or Institution/Training Program:
- 1.3 Locations of Other Training Facilities or Training Sites:
- 1.4 Previous Names (and Dates) Under Which the Trainer or Institution/Program Operated:
- 1.5 Web Site Address:
- 1.6 Contact Person, Name and Title:
- 1.7 Mailing Address of Contact Person:
- 1.8 Contact Phone Number:
- 1.9 Contact Fax Number:
- 1.10 Contact e-mail:

2 GENERAL PROGRAM INFORMATION

- 2.1 Title of Training Course/Program for which Accreditation/Certification is being requested:
- 2.2 Level of Training for which Accreditation/Certification is being requested:
- 2.3 Does a National Task Analysis exist for this Level of Course?
- 2.4 Date Training Course/Program First Offered:
- 2.5 How Many Times has this Training Course/Program been offered?
- 2.6 How Many Students have taken this Training Course/Program?
- 2.7 What Other Training Courses are offered?
- 2.8 Other Institutional Accreditations or Recognitions (e.g., vocational, academic)?
- 2.9 Previous or Other ISP Accreditations/Certifications:

3 MANAGEMENT AND QUALITY SYSTEMS

- 3.1 Does the Applicant Institution/Program/Trainer currently have a Quality/Management System audited by a Third-Party (e.g., ISO 9001:2000; recognized Auditing body; etc.)? If so, describe.

4 REQUIREMENTS FOR TRAINERS AND TRAINING PROGRAMS

- 4.1 Trainer or training program
 - 4.1.1 Identify and provide copies of the program's/institution's policies, procedures, and practices that document the fact that the program offers training to all qualified applicants (non-discrimination)

4.1.2

- a) What are the prerequisites for applicants to the training program? Provide documentation (e.g., in the form of marketing and general outreach information) that identifies these.
- b) What is the Task Analysis against which the syllabus and curriculum were developed? Provide a copy.
- c) Provide the syllabus and curriculum for the subject training course/program.
- d) Document how the prerequisites, syllabus, and curriculum meet the requirements of relevant Task Analysis and ensure the knowledge and skills competencies of students who complete the proposed course/program to the relevant Task Analysis.

4.1.3

- a) Document the applicant's training facilities, including classrooms, laboratories, and off-site facilities.

4.1.4

- a) Document the applicant's training and support resources, including
 - 1) safety (facility safety equipment and posted procedures, personal protective equipment, hazard mitigation materials, etc.)
 - 2) training hardware, inventory (specific to the technologies and applications)
 - 3) appropriate tools, inventory
 - 4) library and research materials, summary description
 - 5) job placement resources (e.g., job board or placement resources)
 - 6) linkages with industry

4.1.5

- a) Provide an original signed code of ethics

4.2 Organizational Structure

- 4.2.1 Provide appropriate documentation on the applicant's policies, procedures, and practices indicating competence, impartiality, and integrity

4.2.2

- a) Identify the top management (a committee, group, or person) responsible for all aspects of the training, including business aspects.
- b) Provide documents or a certificate confirming that the applicant is a legal entity or part of a legal entity

4.2.3

- a) Provide information (names and affiliations) on the applicant program's outside advisory board and its meeting/survey practices, or some other indicator that the applicant provides objective training that is guided by the needs of the industry and marketplace.

4.2.4 Provide documentation or representations that the applicant

- a) has the financial resources necessary for the operation of the training services and to cover associated liabilities
- b) has policies and procedures that ensure safety and safe practices during training and encourage proper and safe practice in the workforce
- c) ensures that the activities of individuals or bodies related to it do not compromise the confidentiality, objectivity, and impartiality of the training

4.2.5

- a) Provide policies, procedures, and documentation for the resolution of complaints, disputes, and appeals received from applicants, students and their employers, customers and clients, and other parties about the training process, training content, and the performance of trained persons

4.2.6

- a) Provide information on training, support, and administrative staff, showing qualifications for each person to perform their job functions

4.3 Development and maintenance of the curriculum

4.3.1

- a) Provide a documented analysis that shows how the syllabus and curriculum meet all aspects of the relevant Task Analysis
- b) Provide documentation on the course prerequisites, which ensure students will achieve competency to the task analysis within the time and training limits of the proposed course
- c) Provide relevant policy and procedure documents on the initial development and continued maintenance of the syllabus, curriculum, facilities, equipment, and resources

4.3.2

- a) Does the applicant evaluate students, either through written, oral, or skills examination?
- b) If the applicant evaluates students, provide documents on the mechanism and procedures to ensure validity and regular review of the content and process

4.4 Management system

- a) Does the applicant currently maintain an audited management or quality system (e.g., ISO 9001:2000)? If so, provide documents. (If so, provide a response to 4.4.3, then skip to 4.5)

4.4.1

- a) Provide a copy of the applicant's Quality Policy, including documentation on how the policy is communicated throughout the organization.

4.4.2

- a) Provide documentation (e.g., relevant policies and procedures, organization chart, etc.) on how the management system ensures adherence to this standard.

4.4.3

- a) Identify the individual with responsibility for managing the quality system and reporting to top management on all issues relating to the quality system.

4.4.4

- a) Describe and document the internal audit, review, and action program, including continual improvement, corrective and preventive actions (skip if applicant has an existing audited quality system, noted in 4.4-a)

4.5 Outsourcing

4.5.1

- a) Provide documentation on agreements with subcontractors, including clauses on ethics, confidentiality, conflict of interest, and hold-harmless agreements

4.5.2

- a) How do you ensure responsibility for all outsourced work?
- b) Document how you ensure that subcontractors are competent and comply with the applicable provisions of this standard, including a management system (or documentation as to why the subcontractor does not meet these requirements)
- c) Provide a current list of its suppliers and documented procedures for assessing and monitoring their competence and the outsourced work

4.6 Records

4.6.1

- a) Provide documentation on your record keeping system

4.6.2

- a) Provide documentation on your record management system (distribution, maintenance, disposal)

4.7 Confidentiality

4.7.1

- a) How do you maintain confidentiality?

4.7.2

- a) What is your policy on disclosure of student, client, or subcontractor information to third parties?

5 REQUIREMENTS FOR TRAINER OR TRAINING PROGRAM PERSONNEL

5.1 General

5.1.1

- a) What are the competence requirements for your personnel, and how are they defined?

5.1.2

- a) Provide evidence that personnel have signed relevant documents ensuring compliance with issues relating to ethics, confidentiality, and those relating to conflicts of interest

5.1.3

- a) Provide current job descriptions, resumes, and training histories (job-specific) for relevant personnel

5.1.4

- a) How do you maintain personnel records (e.g., access, content, etc.)?

5.2 Requirements for trainers

5.2.1

- a) Provide documentation on the qualifications of each trainer and their experience

6 TRAINING REPRESENTATIONS, INFORMATION REQUIREMENTS, AND EVALUATIONS

6.1 Descriptive materials

6.1.1

- a) Provide a copy of the course description (including fees), as available to potential students

6.1.2

- a) Provide a copy of the student application

6.2 Evaluation

6.2.1

- a) If there is a written or oral examinations and/or skills evaluation, provide relevant documentation on the development, maintenance, and security

6.2.2

- a) Provide documentation on the evaluation of the training by students and other participants (e.g., subcontractors, guest lecturers, etc.)



APPLICATION FOR CERTIFIED INSTRUCTOR

1 CONTACT INFORMATION

- 1.1 Name of Applying Trainer:
- 1.2 Mailing Address of Applying Trainer:
- 1.3 Name and Address of Employing Master Trainer/Training Program:
- 1.4 Names (and Dates) Under Which the Applicant Worked Previously:
- 1.5 Web Site Address of Master Trainer/Training Program:
- 1.6 Organization Contact Person: Name and Title:
- 1.7 Mailing Address of Organization Contact Person:
- 1.8 Applicant Contact Phone Number:
- 1.9 Applicant Contact Fax Number:
- 1.10 Applicant Contact e-mail:

2 GENERAL PROGRAM INFORMATION

- 2.1 Title of Training Course for which Certification is being requested:
- 2.2 Level of Training for which Certification is being requested:
- 2.3 Does a National Task Analysis exist for this Level of Course?
- 2.4 Date Training Course First Offered:
- 2.5 How Many Times has this Training Course been offered?
- 2.6 How Many Students have taken this Training Course?
- 2.7 What Other Training Courses are offered by this Program/Master Trainer?
- 2.8 Any Certifications or Recognitions (e.g., vocational, academic)?
- 2.9 Is the Employing Program/Master Trainer ISP Accredited/Certified?

3 MANAGEMENT AND QUALITY SYSTEMS

- 3.1 Does the employing Institution/Program/Trainer currently have a Quality/Management System audited by a Third-Party (e.g., ISO 9001:2000; recognized Auditing body; etc.)? If so, describe.

4 REQUIREMENTS FOR TRAINERS AND TRAINING PROGRAMS

4.1 Trainer or training program

- 4.1.1 Identify and provide copies of the program's/institution's policies, procedures, and practices that document the fact that the program offers training to all qualified applicants (non-discrimination)

4.1.2

- a) What are the prerequisites for applicants to the training course/program? Provide documentation (e.g., in the form of marketing and general outreach information) that identifies these.
- b) What is the Task Analysis against which the syllabus and curriculum were developed? Provide a copy.
- c) Provide the syllabus and curriculum for the subject training course/program.
- d) Document how the prerequisites, syllabus, and curriculum meet the requirements of relevant Task Analysis and ensure the knowledge and skills competencies of students who complete the proposed course/program to the relevant Task Analysis.

4.1.3

- a) Document the applicant's employer's training facilities, including classrooms, laboratories, and off-site facilities.

4.1.4

- a) Document the applicant's employer's training and support resources, including
- 1) safety (facility safety equipment and posted procedures, personal protective equipment, hazard mitigation materials, etc.)
 - 2) training hardware, inventory (specific to the technologies and applications)
 - 3) appropriate tools, inventory
 - 4) library and research materials, summary description
 - 5) job placement resources (e.g., job board or placement resources)
 - 6) linkages with industry

4.1.5

- a) Provide an original signed code of ethics

4.2 Organizational Structure

- 4.2.1 Provide appropriate documentation on the applicant's employer's policies, procedures, and practices indicating competence, impartiality, and integrity
- 4.2.2
- a) Identify the top management (a committee, group, or person) responsible for all aspects of the training, including business aspects.
 - b) Provide documents or a certificate confirming that the applicant's employer is a legal entity or part of a legal entity (corporation, partnership, etc.)
- 4.2.3
- a) Provide information (names and affiliations) on the applicant's employer's external advisory board and its meeting/survey practices, or some other indicator that the applicant provides objective training that is guided by the needs of the industry and marketplace.
- 4.2.4 Provide documentation or representations that the applicant's employer
- a) has the financial resources necessary for the operation of the training services and to cover associated liabilities
 - b) has policies and procedures that ensure safety and safe practices during training and encourage proper and safe practice in the workforce
 - c) ensures that the activities of individuals or bodies related to it do not compromise the confidentiality, objectivity, and impartiality of the training
- 4.2.5
- a) Provide evidence of the employer's policies, procedures, and documentation for the resolution of complaints, disputes, and appeals received from applicants, students and their employers, customers and clients, and other parties about the training process, training content, and the performance of trained persons
- 4.2.6
- a) Provide a copy of the applicant's job description, showing requirements (experience, training, education, etc.), duties, responsibilities, and reporting structure
- 4.3 Development and maintenance of the curriculum
- 4.3.1
- a) Provide a documented analysis that shows how the syllabus and curriculum meet all aspects of the relevant Task Analysis
 - b) Provide documentation on the course prerequisites, which ensure students will achieve competency to the task analysis within the time and training limits of the proposed course
 - c) Provide relevant policy and procedure documents on the initial development and continued maintenance of the syllabus, curriculum, facilities, equipment, and resources

4.3.2

- a) Does the applicant's employer evaluate students, either through written, oral, or skills examination?
- b) If the applicant's employer evaluates students, provide documents on the mechanism and procedures to ensure validity and regular review of the content and process

4.4 Management system

- a) Does the applicant's employer currently maintain an audited management or quality system (e.g., ISO 9001:2000)? If so, provide documents.

4.5 Outsourcing

4.5.1

- a) Provide documentation on agreements with subcontractors (e.g., outside speakers), including clauses on ethics, confidentiality, conflict of interest, and hold-harmless agreements

4.6 Records

4.6.1

- a) Provide documentation on your record-keeping system

4.6.2

- a) Provide documentation on your record management system (distribution, maintenance, disposal)

4.7 Confidentiality

4.7.1

- a) How do you maintain confidentiality?

4.7.2

- a) What is your policy on disclosure of student, client, or subcontractor information to third parties?

5 REQUIREMENTS FOR TRAINER OR TRAINING PROGRAM PERSONNEL

5.1 General

5.1.1

- a) What are the competence requirements for your position?

5.1.2

- a) Provide evidence that you have signed relevant documents ensuring compliance with issues relating to ethics, confidentiality, and those relating to conflicts of interest

5.1.3

- a) Provide your current job description and resume

5.1.4

- a) How do you maintain student records (e.g., access, content, etc.)?

5.2 Requirements for trainers

5.2.1

a) Provide documentation on your qualifications and experience

6 TRAINING REPRESENTATIONS, INFORMATION REQUIREMENTS, AND EVALUATIONS

6.1 Descriptive materials

6.1.1

a) Provide a copy of the course description (including fees), as available to potential students

6.1.2

a) Provide a copy of the student application

6.2 Evaluation

6.2.1

a) If there is a written or oral examinations and/or skills evaluation, provide relevant documentation on the development, maintenance, and security

6.2.2

a) Provide documentation on the evaluation of the training by students and other participants (e.g., subcontractors, guest lecturers, etc.)

APPLICATION FOR ACCREDITED CONTINUING EDUCATION

1 APPLICATION CONTACT INFORMATION

- 1.1 Name of Applying Continuing Education Provider:
- 1.2 Mailing Address of Applying Continuing Education Provider:
- 1.3 Locations of Other Training Facilities or Training Sites:
- 1.4 Previous Names (and Dates) Under Which the Continuing Education Provider Operated:
- 1.5 Web Site Address:
- 1.6 Contact Person, Name and Title:
- 1.7 Mailing Address of Contact Person:
- 1.8 Contact Phone Number:
- 1.9 Contact Fax Number:
- 1.10 Contact e-mail:

2 GENERAL PROGRAM INFORMATION

- 2.1 Title of Training Course for which Accreditation is being requested:
- 2.2 Number of Contact Hours of Training:
- 2.3 Is there a Content or Outcome Standard against which this Training was Developed?
- 2.4 Date Training Course First Offered:
- 2.5 How Many Times has this Training Course been offered?
- 2.6 How Many Students have taken this Training Course?
- 2.7 What Other Training Courses are offered?
- 2.8 Any Institutional Accreditations or Recognitions (e.g., vocational, academic)?
- 2.9 Previous or Other ISP Accreditations/Certifications:

3 MANAGEMENT AND QUALITY SYSTEMS

- 3.1 Does the Applicant Institution/Program/Trainer currently have a Quality/Management System audited by a Third-Party (e.g., ISO 9001:2000; recognized Auditing body; etc.)? If so, describe.

4 REQUIREMENTS FOR TRAINERS AND TRAINING PROGRAMS

4.1 Trainer or training program

4.1.1 Identify and provide copies of the provider's policies, procedures, and practices that document the fact that the program offers training to all qualified applicants (non-discrimination)

4.1.2

b) What are the prerequisites for applicants to the training course? Provide documentation (e.g., in the form of marketing and general outreach information) that identifies these.

b) Is there a Task Analysis against which the syllabus and curriculum were developed? Provide a copy.

c) Provide the syllabus and curriculum for the subject training course.

4.1.3

a) Document the applicant's training facilities, including classrooms, laboratories, and off-site facilities.

4.1.4

a) Document the applicant's training and support resources, including

1) safety (facility safety equipment and posted procedures, personal protective equipment, hazard mitigation materials, etc.)

2) training hardware inventory (specific to the technologies and applications)

3) appropriate tools inventory

4) library and research materials (summary description)

5) job placement resources (e.g., job board or placement resources)

6) linkages with industry

4.1.5

a) Provide an original signed code of ethics

4.2 Organizational Structure

4.2.1 Provide appropriate documentation on the applicant's policies, procedures, and practices indicating competence, impartiality, and integrity

4.2.2

a) Identify the top management (a committee, group, or person) responsible for all aspects of the training, including business aspects.

4.2.3

a) Was the training developed with outside input? If so, provide information (names and affiliations) on the applicant's advisory board.

4.2.4 Provide documentation or representations that the applicant

a) has policies and procedures that ensure safety and safe practices during training and encourage proper and safe practice in the workforce

- b) ensures that the activities of individuals or bodies related to it do not compromise the confidentiality, objectivity, and impartiality of the training
- 4.2.5
- a) Provide policies, procedures, and documentation for the resolution of complaints, disputes, and appeals received from applicants, students and their employers, customers and clients, and other parties about the training process, training content, and the performance of trained persons
- 4.2.6
- a) Provide information on the trainer's qualifications
- 4.3 Development and maintenance of the curriculum
- 4.3.1
- a) Provide relevant policy and procedure documents on the initial development and continued maintenance of the syllabus, curriculum, facilities, equipment, and resources
- 4.3.2
- a) Does the applicant evaluate students, either through written, oral, or skills examination?
 - b) If the applicant evaluates students, provide information on how it was developed
- 4.4 Management system
- a) Does the applicant currently maintain an audited management or quality system (e.g., ISO 9001:2000)? If so, provide documents.
- 4.5 Outsourcing
- 4.5.1
- a) Provide documentation on agreements with subcontractors, including clauses on ethics, confidentiality, conflict of interest, and hold-harmless agreements
- 4.5.2
- a) Document how you ensure that subcontractors are competent and comply with the applicable provisions of this standard, including confidentiality, ethics, and conflict of interest
- 4.6 Records
- 4.6.1
- a) Provide documentation on your record keeping system
- 4.6.2
- a) Provide documentation on your record management system (distribution, maintenance, disposal)
- 4.7 Confidentiality
- 4.7.1
- a) How do you maintain confidentiality?
- 4.7.2
- a) What is your policy on disclosure of student, client, or subcontractor information to third parties?

5 REQUIREMENTS FOR TRAINER OR TRAINING PROGRAM PERSONNEL

5.1 General

5.1.1

a) What are the competence requirements for your personnel, and how are they defined?

5.1.2

a) Provide evidence that personnel have signed relevant documents ensuring compliance with issues relating to ethics, confidentiality, and those relating to conflicts of interest

5.1.3

a) Provide current job descriptions, resumes, and training histories (job-specific) for relevant personnel

5.1.4

a) How do you maintain personnel records (e.g., access, content, etc.)?

5.2 Requirements for trainers

5.2.1

a) Provide documentation on the qualifications of each trainer and their experience

6 TRAINING REPRESENTATIONS, INFORMATION REQUIREMENTS, AND EVALUATIONS

6.1 Descriptive materials

6.1.1

a) Provide a copy of the course description (including fees), as available to potential students

6.1.2

a) Provide a copy of the student application

6.2 Evaluation

6.2.1

a) If there is a written or oral examinations and/or skills evaluation, provide relevant documentation on the development, maintenance, and security

6.2.2

a) Provide documentation on the evaluation of the training by students and other participants (e.g., subcontractors, guest lecturers, etc.)

Institute for Sustainable Power, Inc.
ISP Quality (ISPQ) Accreditation and Certification
P.O. Box 260145
Highlands Ranch, CO 80163-0145 USA
Tel: +1-303-683-4748
Fax: +1-303-470-8239
e-mail: accreditation@ispq.org
URL: www.ispq.org