

APPLICATION FOR

**TRAINING PROVIDER
ACCREDITATION**

BASED ON THE IREC STANDARD 01023:2013



IREC Accredited Training Provider (FULL APPLICATION)

IREC Standard 01023

a) Legal name of the Training Provider (*if different from the Company Name in your IREC Direct record*).

b) Name and title of the top official for the Training Provider.

c) Legal name of parent organization, if any.

d) Legal names of affiliated organizations, **only if included in the scope of this application** (see [*Candidate Handbook*](#) for eligibility requirements for affiliated organizations).

e) If applicable, please list any other names under which your organization does business.

f) Training Provider website and webpage specific to training, if different from homepage.

g) Date when the Training Provider was established, incorporated or open for business.

h) Number of years the Training Provider has been offering clean energy training programs.

i) List all locations at which the courses or program(s) for which you are seeking accreditation are offered.

j) My community college or other college holds regional accreditation (y/n). If yes, through which CHEA-recognized regional accrediting body (e.g., Middle States Commission, Higher Learning Commission, etc.)?

INSTITUTIONS WITH VALID, CURRENT ACCREDITATION FROM A CHEA-RECOGNIZED REGIONAL ACCREDITING BODY ARE EXEMPT FROM RESPONDING TO REQUIREMENTS 4.2, 5.1, 5.2, 5.3, 5.4, 6.1, 6.5.1, 6.7

k) List any other certifications, accreditations, or recognitions earned by the Training Provider or, if applicable, its parent organization, along with expiration dates and a brief description.

l) Describe any interim actions or status changes that have occurred in the last 24 months regarding any certifications, accreditations or recognitions.

m) Summary of types of training offered by the Training Provider and, if applicable, its parent organization.

n) Describe why your organization is seeking IREC Training Provider Accreditation.

o) Describe any threatened, pending, settled, or otherwise resolved litigation, legal complaints, government agency matters, consumer complaints, and other claims or proceedings involving the training provider and any third party(ies) (claims), during the last five years, including, without limitation, claims involving government agencies, private businesses and organizations, public agencies and other entities, and individuals, including arbitration and mediation matters. For each identified claim, please provide: a description of nature of the claim, and the remedy sought; the name of the court, agency, or other forum in which the claim is pending or was resolved; the date the claim was initiated; and, the parties involved in the matter.

FINANCIAL RESOURCES

4.2. Financial Resources

Submit documentation evidencing financial viability of the Training Provider and the program(s) being submitted for accreditation. If finances for the Training Provider are housed within another entity, identify specific sources of revenue and other funding for the clean energy training program(s) being submitted for accreditation.

MOUSEOVER: THIS QUESTION RELATES TO YOUR PROGRAM'S CONTINUING ABILITY TO OPERATE AND FULFILL COMMITMENTS TO YOUR STUDENTS. A DEPARTMENTAL BUDGET, INSTITUTIONAL

BUDGET WITH YOUR PROGRAM'S FUNDING SOURCE CLEARLY INDICATED OR EVIDENCE OF GRANT SUPPORT ARE TWO WAYS (THERE ARE OTHERS!) TO PROVIDE DOCUMENTATION THAT WOULD FULFILL THIS REQUIREMENT.

ETHICAL PRACTICES

For each of the following requirements, submit (1) policy; (2) procedures to implement the policy; and (3) written evidence of compliance implementing the policy and procedures.

5.1. Non-discrimination

5.2. Conflicts of Interest

5.3. Confidentiality

5.4. Release of Information

ADMINISTRATION AND MANAGEMENT

6.1. Organizational Goals

Submit the written goals for the training program. Provide evidence that these goals guide the training program.

MOUSEOVER: IF GOALS ARE SET AT AN INSTITUTIONAL LEVEL, PLEASE PROVIDE EVIDENCE THAT YOUR PROGRAM OPERATES IN ACCORDANCE WITH YOUR HOSTING INSTITUTION'S GOALS.

6.2. Commitment to Quality

1) Submit the written commitment to quality. Describe how this is linked to the Training Provider's mission and goals. If you are part of a larger organization, this may be from an institutional document (for example, a strategic plan), as long as it is clear how the commitment is implemented in your training.

2) Provide evidence that the commitment to quality is communicated to training-related personnel.

6.3. Commitment to Continuous Improvement

Submit the written commitment to continuous improvement. If you are part of a larger organization, this may be from an institutional document (for example, a strategic plan), as long as it is clear how the commitment is implemented in your training.

6.4.2. Document Control

Provide the policies and procedures for document control, which include document review, approval, updates, revision tracking and archiving.

6.4.3. Internal Audit

1) Provide the policies and procedures for conducting an internal audit of the administrative policies and procedures which guide the clean energy training.

2) Submit a copy of the most recent internal audit, including corrective and preventative actions.

3) Provide evidence that the results of the internal audit, including corrective and preventive actions, are reviewed by program management.

6.5.1. Record-Keeping Policy and 6.5.2 Types of Records Retained

Submit the policies and procedures for record-keeping that include:

- a. Types of records retained (which at a minimum should include the types of documents referenced in requirement 6.5.2 of the Standard);
- b. Accommodations for confidentiality and security
- c. Retention time frame
- d. Descriptions of the persons who have access to records, and under what conditions
- e. The allowable means for record disposal once the retention period is past

6.6.1. Stakeholder Participation

Provide policies and procedures which illustrate the process the Training Provider uses to accept, consider and implement comments, input, suggestions and other feedback from stakeholders about the training.

6.6.2. Linkages with Industry

For each Job Task Analysis included in this application, describe how the Training Provider develops and maintains relationships and other linkages with the relevant industry specific to the job(s) addressed by the training.

6.6.3. Training Feedback

Provide examples of how the Training Provider has utilized feedback from stakeholders to improve curriculum and delivery.

6.7. Complaint, Dispute and Appeals

Provide policies and procedures for complaints, disputes and appeals, which include, at a minimum, provisions for timely resolution and the appeal of adverse decisions.

6.8.1. Informational Materials

Provide a copy of the informational materials provided to prospective students, and indicate in which document and what page/section the following can be found:

- a. An accurate, current, detailed description of the training
- b. A description of training content, including clearly stated skills or job for which the training will prepare students
- c. Reference to the relevant job task analysis
- d. A description of the training process (including fees)
- e. A list of training prerequisites (if any)
- f. The criteria by which student outcomes will be assessed

6.8.2. Student Participation Agreement

Provide a copy of the student participation agreement or equivalent document(s) that students are required to submit prior to commencing training, which at a minimum contains:

- a. A description of the training
- b. A statement in which the student agrees 1) to comply with the requirements and directions of the training and supply any information relevant to safety and medical issues and 2) confirms that he or she is physically capable of performing all requirements of the training

c. A statement describing how the student meets the required education and work experience criteria, if applicable—including supporting documentation and materials

6.8.3. Job Placement Support

Describe the job-placement resources provided to students. Include how employers hiring for jobs relevant to the training connect with your students.

SAFETY

7.1. Commitment to Safety and Safe Practices

Submit a copy of the safety plan that ensures safety and safe practices in the training environment and encourages safe practices in the workforce.

1) Provide the **document, page number and paragraph** where the following may be found:

- a. Policies regarding responsibilities of training-related personnel for maintaining a safe workplace and training environment
- b. Policies for, and documentation of, safety training and certifications for training-related personnel, in accordance with the job responsibilities
- c. Required safety practices for the provision and maintenance of training equipment
- d. Policies and procedures for enforcing safety rules, investigating incidents, and for responding to emergencies
- e. Policies and procedures providing for regular review and revision of the written safety plan

2) Explain how the plan is communicated to all training-related personnel.

TRAINING CONTENT

MOUSEOVER A course is defined as one or more discrete instructional sessions or series of instructional sessions with a defined syllabus and stated expected outcomes. A series of courses taken together to cover an IREC-accepted job task analysis is often called a training program.

For each job task analysis included in this application:

1) List the title(s) of the training program(s) that covers this IREC-accepted job task analysis **in full**.

2) For each course offered within the program, please provide the following:

(1) course name; (2) course length (in hours); (3) date when course was first offered; (4) number of times course has been offered; (5) number of students who have taken the course; and (6) is the course offered online, via distance learning or as a self-paced training.

8.1.1. Defined Curricula and Syllabi

1) For each course in this application, provide documentation which shows the following things. These may be in the course syllabus or other curriculum materials, but it must be clear where they all appear (specify file names and page numbers).

- a. Clearly described overall expectations for the course

- b. Clearly stated and measurable learning objectives for guiding student learning
- c. Assessment criteria

2) Provide samples of instructional materials that show how stated course learning objectives are covered.

8.1.2. Job Task Analysis Basis for Curricula

For each job task analysis submitted in this application, provide documentation that demonstrates how all job tasks are covered and where within the course(s). One format that can be used (but not the only format) is a chart which lists 1) the tasks of the relevant JTA, 2) when and how within which course the task is taught, and 3) when and how the task is assessed.

8.2.1. Curriculum Development

Provide the policies and procedures that guide the development of the curriculum, including how prerequisites are defined.

8.2.2. Curriculum Maintenance

- 1) Provide policies and procedures for curriculum maintenance, including provisions for at least annual review of curriculum.
- 2) Describe examples of revisions which have been made as a result of this review.

8.3.1. Required Assessment

Provide evidence that student learning outcomes are evaluated using measurable, objective, criterion-referenced and authentic assessments. At a minimum, submit sample test(s) for each job task analysis submitted in this application.

8.3.2. Assessment Framework

Provide policies and procedures for assessment development, delivery, administration, scoring, scoring analysis and review that ensure students are meeting stated learning outcomes.

TRAINING DELIVERY

9.1.1. Classroom Facilities:

Provide evidence that classroom facilities accommodate training in a manner that is safe, secure and supports the learning process.

9.1.2 Off-site Classroom Facilities

Provide policies and procedures that ensure off-site classroom facilities meet the requirements of the Standard.

9.1.3. Hands-on Classroom/Lab Facilities

Document that students have the tools, equipment and hardware they need for a complete and safe learning experience. At a minimum, documentation must address the following:

- a. Personal protective equipment
- b. Safety materials and equipment
- c. Training hardware and tools that represent current technologies in the relevant industry

d. Tools, equipment, and hardware correlating to the number of students in the training program and the type of activities in the curriculum

9.1.4. Field Training Facilities

Provide the procedures used for reviewing and warranting that field sites include the characteristics needed to instruct students effectively and meet the requirements of the Standard.

9.2. Continuity of Training Delivery

Provide the policies and procedures that assure continuity of both in-person and e-learning training delivery in the case of interruptions and changes in personnel.

9.3. Instructor-Student Interaction

Describe how the Training Provider ensures that instruction allows students to pose questions, make comments, receive feedback and practice the knowledge and skills competencies outlined in the course learning objectives.

9.3.1 Instructor-Student Ratio

Provide the instructor-student ratios which promote student attainment of learning objectives.

9.4. Library Resources:

Describe how students are advised of and gain access to library and research materials to support the relevant curricula, and the materials available to students.

ONLINE COURSES AND ELECTRONIC MEDIA

MOUSEOVER (MORE THAN ONE PLACE): THIS SECTION ISN'T JUST FOR COURSES OFFERED WHOLLY ONLINE. IF YOU USE ELECTRONIC RESOURCES (POWERPOINT, VIDEO, AN LMS, ETC.) TO IN PART OR WHOLLY DEPLOY TRAINING, YOUR RESPONSE TO 9.5.1, 9.5.2 AND 9.5.3 IS REQUIRED. PLEASE PLAN TO PROVIDE ACCESS TO YOUR ASSESSOR FOR ANY ONLINE OR ELECTRONIC CONTENT FOR THE COURSES SUBMITTED FOR ACCREDITATION.

9.5.1. Student Support and Resources

Provide evidence that online courses or courses that use electronic media have resources for students which at a minimum address:

- a. A description of the hardware, software and bandwidth required for participation
- b. Explicit instructions and direct support related to navigation of the electronic/digital content.
- c. A feedback process regarding the accessibility of electronic delivery.
- d. An instructor assigned as a point of contact for students.

9.5.2. E-learning Organization and Design

Submit course materials or other documentation for online courses or courses utilizing electronic media for delivery to demonstrate the following:

- a. The online and electronic media that will be used in the course is described in the course syllabus
- b. Online and electronic content is presented in a clear and direct manner that supports learning
- c. Electronic content is presented with consistent appearance and functionality

- d. Electronic content is delivered through a system that allows a Training Provider to evaluate and improve student participation and performance
- e. Reasonable accommodations are made for students who require access to assistive technologies
- f. The learning environment is free from distractions, including the advertising or promotion of products and services

9.5.3. Innovative Teaching with Technology

Describe how a variety of educational technologies are used to address the diverse learning styles of students and to enhance effective instruction and communication. Include information about how these technologies are sufficiently interactive to engage students and enrich their learning experience.

TRAINING-RELATED PERSONNEL

10.1. Written Job Descriptions

- 1) Provide job descriptions for all training-related personnel that include the duties, responsibilities and reporting relationships for each position.
- 2) Describe how job descriptions are reviewed and updated annually.

10.2. Organizational Structure

Provide documentation of the organizational structure for the clean energy training provider which reflects the reporting relationships.

10.3 Defined Competency Requirements

10.3.2 Instructor Competency Requirements

Provide documented competency requirements for course instructors.

10.3.3 Curriculum Design Personnel Competency Requirements

Provide documented competency requirements for personnel responsible for designing curriculum.

10.3.1 Defined competency requirements

Provide documented competency requirements for all other training-related personnel.

10.3.4 Regular Review of Competency Requirements

Describe how competency requirements are reviewed to assure the requirements remain relevant. Describe examples of changes made to competency requirements based on the review process.

10.3.5 Personnel Evaluation

Provide evidence that training-related personnel are evaluated at least annually to ensure they meet defined competency and performance requirements

10.3.6 Contractor Evaluation

Provide the written process that ensures that contractors are meeting defined competency and performance requirements.

10.3.7 Professional Development

Describe how professional development opportunities are provided to training-related staff.

10.4. Key Management and Staff Responsibilities

Identify the training related staff or management position and specific person responsible for each of the following program activities.

- a. Defining and updating the prerequisites for entry into the training program
- b. Verifying that students who enter the training program meet the appropriate experience or education requirements
- c. Formulating the policies and procedures that guide the operation of the training program
- d. Implementing the policies and procedures that guide the operation of the training program
- e. Overseeing the finances of the training program
- f. Overseeing each committee or contractor that undertakes defined activities on behalf of the training program
- g. Formulating and implementing policies and procedures related to personnel/human resources
- h. Developing and regularly revisiting the requirements for training-related staff experience and qualification
- i. Ensuring that training-related documents and records are maintained in a confidential manner
- j. Mentoring and developing trainers

10.5. Management of Volunteers

Provide a copy of the commitment to be signed by volunteers that assures they have been informed of, and agree to comply with, all requirements of this standard that apply to their area of contribution.

ATTESTATIONS

The candidate themselves or an authorized representative of the candidate organization is required to review and sign the Code of Ethics, Ethics Representations and Agreement and Release Authorization.