Mortgage Brokering and Administration Sector Licensing Education Application for Accreditation — Checklist

Use this checklist to ensure all standards and documents have been included in the submission package.

Note: Critical standards are identified and require specific documentation to be submitted.

Infrastructure

	YES?	NOTES
1.1		
Learning facilities must meet relevant provincial and/or federal legislative requirements regarding building, fire, health and safety, and accessibility for those with disabilities. **Threshold** The following minimum provincial and/or federal legislative requirements must be met: • Fire exits. • Washroom facilities. • Entrances/exits. • Facility's temperature, ventilation and lighting.	☐	

In addition:

- Seating for all learners should be available.

- Facility should be equipped with various technologies to support learning.

Documentation

Summary of how the course meets the standard. ☐

1.2 This standard requires all documentation.

Providers must have a system for managing course administration and delivery. The system must be current, secure, reliable, and scalable. It may be a Learning Management System (LMS) or equivalent system. ☐

Threshold

Providers use a formal LMS or equivalent system to manage course offerings, including face-to-face and online classroom courses. The LMS or equivalent system should include features which allow Providers to:

- Enrol learners.

- Record learner contact and demographic information.

- Track learner progression through course and programs.

- Record learner exam scores.

Documentation ☐

Detailed description of the features of the Provider's LMS or equivalent system and how it meets the threshold requirements and contributes to effective learning.

1.3 This standard requires all documentation.

Providers must consistently apply clear and transparent guidelines for the selection, training, supervision and evaluation of facilitators. ☐

Threshold

- Providers must have documented job descriptions for facilitators.

- Providers must have documented methods for orienting, supervising, and evaluating facilitators.

- Provider staff with appropriate qualifications and experience in education must supervise facilitators.

- Providers must produce facilitator schedules, to ensure there are sufficient facilitators available to deliver scheduled courses, before courses start.

Documentation

Facilitator job descriptions. ☐

Provider policies regarding the selection, orientation, supervision and evaluation of facilitators. ☐

Facilitator resumes. ☐

Summaries of feedback on facilitators. ☐

Schedules for facilitators. ☐

Qualifications of Provider staff responsible for supervising facilitators. ☐

1.4

Providers must have, and require facilitators to acknowledge and adhere to, a Facilitators Code of Conduct. ☐

Threshold

Facilitators must agree to the Course Provider's Facilitator Code of Conduct, and:

- Disclose any perceived and/or real conflicts of interest and 'remove or end' disclosed conflicts.

- Take reasonable steps to ensure confidentiality of learner and/or Provider information.

- Be collegial and professional (e.g., avoid sarcasm, criticism and impairment).

- Report inappropriate conduct by learners.

Facilitators must NOT:

- Facilitate the same course for more than one Provider.

- Recruit, solicit or encourage any business dealings during the facilitation of an approved course (they may indicate the firm for which they work).

- Discriminate against, or show favouritism among, learners.

Documentation

Summary of how the course meets the standard. ☐

1.5

Instructors must have strong knowledge of the subject matter/course topics as well as be qualified in adult education, specifically teaching and facilitation. ☐

Threshold

Instructors have both:

- A valid mortgage broker license.

- A minimum of 2 years' mortgage brokering experience.

Instructors must have either:

- Completed a course in instructing adults and have a minimum of 2 years' experience teaching or facilitating adults.

- Obtained a Certified Training Professional (CTP) certificate from the Institute for Performance and Learning.

Documentation

Summary of how the course meets the standard. ☐

1.6

For online classroom courses, instructors must be qualified to facilitate online classroom sessions. ☐

Threshold

Instructors must hold a certification or have completed course(s) in online instruction.

Documentation

Summary of how the course meets the standard. ☐

1.7

Approved programs must be adequately funded. ☐

Threshold

Providers must demonstrate sufficient resources to sustain provision of course through current year and/or enrollment cycle.

Documentation

Summary of how the course meets the standard. ☐

Course Administration

	YES?	NOTES
2.1		
Providers must ensure course descriptions are current, clear, accurate, comprehensive, not contain misrepresentations, and be easily accessible. **Threshold** Course overviews must indicate: • Target audience. • Pre-requisites. • Duration. • Completion requirements. • Language of instruction. • Licensing education requirements fulfilled by the course for the course. Providers must use only language approved by the Regulator to describe the 'accredited' status of the course.	☐	
Documentation Summary of how the course meets the standard.	☐	

2.2

Providers must have enrollment processes which are clear, transparent, fair, easily accessible and that provide for appropriate accommodations for those with disabilities. ☐

Threshold

Provider's policies and procedures must be clearly written in plain language and be available on their website.

Enrollment policies and procedures must accommodate for those with disabilities, as per relevant legislation in the Provider's jurisdiction(s) of operation.

Provider enrollment policies must require learners to attest to Learners Code of Conduct.

Documentation

Summary of how the course meets the standard. ☐

2.3 This standard requires all documentation.

Providers must have a Learners Code of Conduct and require that learners agree to abide by the Learners Code of Conduct upon enrolling in a course.

☐

Threshold

The Provider must have, and require learners to acknowledge and adhere to, a Learners Code of Conduct.

The Learners Code of Conduct must require learners to:

- Actively engage in their education and make their best effort to acquire the knowledge and develop the skills as set out by the identified learning outcomes for that course or program.

- Conduct themselves with honesty, integrity and respect.

- Conduct themselves in a manner that does not undermine the integrity, efficacy and efficiency of any aspect of the Provider's education or the Regulator's duty to ensure that only competent individuals are granted a license.

In addition, learners may:

- Assist other learners when the assistance provided to them supports their engagement in the learning process and results in their honest acquisition of knowledge and skills.

The learner may proactively acknowledge the Learners Code of Conduct either in writing, by clicking agreement online or some other positive action.

Documentation

Enrolment policy referencing requirement for learners to adhere to the Learners Code of Conduct. ☐

Learners Code of Conduct. ☐

2.4 This Standard does not apply in Ontario.

Providers must enroll only learners in an approved course who possess high school education or the equivalent and sufficient proficiency in the language of the course (English or French, as appropriate in the relevant jurisdiction). ☐

Threshold

Learners must:

- Possess high school education or the equivalent have sufficient proficiency in the language of instruction be of age of majority in the relevant province(s).

Documents confirming education and/or proof of language proficiency must be received by the Provider directly from the issuing body (e.g., directly from the high school, university, evaluating board or other relevant organization).

Providers must be able to arrange for translation of an exam into 'other' official language (not current language of instruction).

Documentation

Summary of how the course meets the standard. ☐

2.5 This standard requires all documentation.

Providers must monitor and record learner attendance in approved courses. ☐

Threshold

General record-keeping:

- Providers must have written record-keeping policies which detail what records must be kept (e.g., learner course attendance), how long, where, and in what format the records should be maintained.

Records must be maintained:

- In a secure fashion (e.g., available only to those with authorized access, in line with Provider's privacy policy) for a minimum number of years, as required by the Provider's regulator (e.g., four years).

Attendance records specifically:

- For in-person courses, there must be sign-in sheets and verification of completion of in-course and final assessments.

For online courses, there must be verification of active online time and verification of completion of the course and final assessments.

Documentation

Written record-keeping policy. ☐

Provider privacy policy. ☐

Course sign-in sheets. ☐

Record of online activity. ☐

2.6 This standard requires all documentation.

Providers must provide course graduates with confirmation of course completion in a timely manner. ☐

Threshold

General record-keeping:

- Providers must have a written record-keeping policy detailing what records must be kept (e.g., student course completions), how long, where, and in what format the records should be maintained. The policy should include guidelines for reporting course completions in accordance with Provider's privacy policy.

Records must be maintained:

- In a secure fashion (e.g., available only to those with authorized access, in line with Provider's privacy policy) for a minimum number of years, as required in the jurisdiction of Provider operation (e.g., four years).

Course completion records specifically:

- Providers must issue a certificate of completion, congratulatory letter or other document, including the name of the graduate, name of Provider, and course; as well as, the date of successful completion and course location (if applicable).

- Providers must issue confirmation of course completion with 10 business days of course completion (to the graduate and the Regulator).

Documentation

Written record-keeping policy, including procedures for reporting course completions. ☐

Sample certificate of completion, congratulatory letter or other document. ☐

Written acceptance that Provider will provide Regulator with requested records without delay (if requirement is not specifically included in accreditation agreement/letter). ☐

Provider privacy policy. ☐

2.7

Providers must maintain accurate, up-to-date, comprehensive records regarding the development and delivery of an approved course (including initial detailed course design document and subsequent course updates/changes). ☐

Threshold

All course changes must be documented.

Changes in regulatory requirements impacting the conduct of mortgage brokering must be addressed in approved courses immediately.

Regulator(s) must approve all major course changes prior to implementation. The change and the regulatory approval must be documented in the course record.

Course records must be maintained for a minimum number of years according to the Regulator's record-keeping requirements (e.g., four years).

Documentation

Summary of how the course meets the standard. ☐

2.8

Providers must address learner requests for assistance with technical issues, learners' subject matter questions, and complaints regarding the provision of the course, in a timely manner. ☐

Threshold

Provider's contact information, including a telephone number and email address, must be clearly available on the Provider's website and other course marketing materials (e.g., "contact us" or customer service contact information).

Provider's described complaints process must be easily accessible.

Provider must document all learner (and facilitator) complaints and their resolution. This documentation must be maintained for the minimum number of years required for record-keeping in the jurisdiction of operation (e.g., four years). See Standard 2.4.

Documentation

Summary of how the course meets the standard. ☐

2.9 This standard requires all documentation.

Providers must submit course statistics and reports for each offering of an approved course to the relevant Regulator(s).

☐

Threshold

For each course offering, Providers must submit the following within 30 business days of the end of a course.

- Learner demographic data.

- List of names and marks of learners who completed the course.

- Course completion rate (i.e., number of learners who complete the course/total number of learners who enrolled in the course).

- Exam pass rate (i.e., number of learners who pass the exam/total number of learners who write the exam).

- Number of exam rewrites.

- Summary of course evaluations.

Providers must provide Regulator with summary of course changes on an annual basis.

All substantial course changes require regulatory approval prior to implementation.

Documentation

Summary course statistics/reports required in threshold.

☐

Notes regarding planned course changes. ☐

2.10

Providers must allow Regulator representatives entry/access to approved courses and co-operate with Regulator requests to conduct course audits. ☐

Threshold

Providers must allow Regulator representatives to participate in approved course offering(s), at no cost.

Providers must reply to Regulator requests for information as soon as possible.

Documentation

Summary of how the course meets the standard ☐

2.11

Providers must report breaches of their codes of conduct for learners and facilitators to the relevant Regulator(s). ☐

Threshold

Providers must report incidents of:

- Misrepresentation – e.g., third party impersonates enrolled learner to complete online course or exam for enrolled learner, documents confirming learner high school education or language proficiency are false, facilitator background/qualifications are false.

- Cheating – e.g., third party impersonates enrolled learner to complete online course or exam for enrolled learner, learner uses exam 'cheat' notes to complete an exam. ☐

Threshold

Providers must report incidents of:

- Misrepresentation – e.g., third party impersonates enrolled learner to complete online course or exam for enrolled learner, documents confirming learner high school education or language proficiency are false, facilitator background/qualifications are false.

- Cheating – e.g., third party impersonates enrolled learner to complete online course or exam for enrolled learner, learner uses exam 'cheat' notes to complete an exam.

- Unprofessionalism – e.g., facilitator recruits, solicits or encourages business dealings with learners during facilitation of course, is consistently unprepared for classroom session (online or in-class), compromises integrity of exam.

- Disrespectful Interactions – e.g., learners and/or facilitators are disruptive, threatening, and/or impaired during course.

Documentation

Summary of how the course meets the standard. ☐

Curriculum / Courses

	YES?	NOTES
3.1		
Course performance outcomes must align to the MBRCC competencies.	☐	
Threshold		
Approved courses include performance outcomes.		
Documentation		
Summary of how the course meets the standard.	☐	
3.2 This standard requires all documentation.		
Learning objectives are documented, are aligned to the performance outcomes/MBRCC Competencies, and clearly identify the appropriate level of learning.	☐	
Threshold		
There is at least one application level learning outcome for each performance outcome.		
Documentation		
List of learning objectives, outlining alignment to the level of learning.	☐	

3.3 This standard requires all documentation.

Learning objectives are written so they can be demonstrated and measured. ☐

Threshold

Learning objectives include an observable outcome, condition and standard for each objective at an application, analysis, synthesis or evaluation level.

Documentation

List of course objectives. ☐

3.4

Course topics are organized logically by performance outcomes and associated learning objectives that correspond to modules and units for ease of learning. ☐

Threshold

Course outline follows Bloom's Taxonomy and illustrates the course flow and the underlying logic.

Documentation

Summary of how the course meets the standard. ☐

3.5

Course segmentation and duration supports learner engagement. ☐

Threshold

- Classroom courses include a break every 1.5 to 2 hours.

- Online classroom courses are a maximum of 1 hour in one sitting.

- Elearning courses allow the learner to bookmark their progress.

- Elearning courses include the estimated time frame for learners to plan their learning.

Documentation

Summary of how the course meets the standard. ☐

3.6 This standard requires all documentation.

The course design and activities support the achievement and assessment of learning objectives. ☐

Threshold

Each learning activity directly supports a learning objective.

Documentation

Course outline that shows the modules and units linked to specific learning objectives. ☐

3.7

Design includes activities that will engage learners and provide them with an opportunity to master the learning concepts. ☐

Threshold

Classroom courses have about 30% of the time focused on the facilitator presenting content and about 70% of the time dedicated to learning activities.

Elearning courses have learner interaction for each learning concept.

Documentation

Summary of how the course meets the standard. ☐

3.8 This standard requires all documentation.

For online classroom courses, the design includes a variety of interactions to engage learners and provide them with an opportunity to master the learning concepts. ☐

Threshold

A minimum of three technology tools per session (e.g., chat windows, whiteboards, breakout room, and polling).

Documentation

Detailed course outline and lesson plans. ☐

3.9

For online classroom courses, the design includes a facilitator and producer to facilitate the course. ☐

Threshold

One person to act as facilitator and producer for online classroom courses.

Having a separate producer is optional.

Documentation

Summary of how the course meets the standard. ☐

3.10

Courses must respect Human Rights and accommodate persons with disabilities as set out by the appropriate acts in each jurisdiction. ☐

Threshold

Course is compliant with relevant act(s) in their jurisdiction.

Documentation

Summary of how the course meets the standard. ☐

3.11

Course evaluations or feedback forms are provided to learners at the end of each course. ☐

Threshold

Course evaluation forms provided to learners at the end of all courses within 1 week of the course concluding.

Documentation

Summary of how the course meets the standard. ☐

3.12

Course materials must follow documented instructional writing and graphic design principles based on training industry best practices. ☐

Threshold

Materials are written using plain business language.

Graphic design principles follow Provider's brand and style guide and leverage graphics and visual design.

Documentation

Summary of how the course meets the standard. ☐

3.13 This standard requires all documentation.

Facilitator materials indicate how to support achievement and the evaluation of learning objectives. ☐

Threshold

Facilitator Guide that includes:

- Time estimates for activities.

- Instructions to set up major activities.

- Sample debrief questions and possible responses for major activities.

- Scripting to help with bridges and transitions.

Documentation

Facilitator Guide. ☐

3.14

Audio, video and visual aids support learning objectives. ☐

Threshold

All visual aids support learning, and:

- Audio is crisp and easy to hear.

- Video images are not grainy and audio is easy to hear.

- Visual aids such as images and graphics are not blurry and adhere to graphic design principles.

- Visual aids do not breach copyright laws.

Documentation

Summary of how the course meets the standard. ☐

3.15

For elearning and online classroom courses, the technology functions without technological disruption or network problems. ☐

Threshold

Elearning courses can be completed without interruption.

Documentation

Summary of how the course meets the standard. ☐

3.16

For elearning courses, the navigation is intuitive and supports instructional design principles. ☐

Threshold

Minimal to no upfront instructional text about navigation.

Supporting instructional text/feedback when learners try to complete an action they are not supposed to.

Documentation

Summary of how the course meets the standard. ☐

3.17

Course delivery modality supports achievement of learning objectives. ☐

Threshold

Delivery modality allows for activities that meet the learning objectives.

Documentation

Summary of how the course meets the standard. ☐

3.18 This standard requires all documentation.

For classroom courses (face-to-face and online), the facilitator facilitates the course as designed. ☐

Threshold

- Process for onboarding facilitators.

- Detailed facilitator materials such as an Facilitator Guide.

An unannounced initial audit in the first 6 months and if the first audit reveals no issues, unannounced audits every 2 years after. If the facilitator receives complaints from learners before the next audit, then a further audit prior to the 2 years may be required.

Documentation

Onboarding process. ☐

Facilitator materials. ☐

Detailed course outline design documents. ☐

3.19	
For classroom courses (face-to-face and online), the facilitator creates an environment conducive to learning. ☐	
Threshold	
Course evaluation forms that include questions on facilitator:	
• Knowledge and credibility.	
• Ability to manage learners and classroom dynamics.	
• Balance between presenting information and allowing time for practice.	
Average facilitator scores of 80% or higher over four courses.	

Documentation

Summary of how the course meets the standard. ☐

3.20 This standard requires all documentation.

The in-course assessment methods are appropriate to level of learning objectives. ☐

Threshold

There is at least one application level learning objective and corresponding in-course assessment for each performance outcome.

Documentation

Detailed course outline and/or lesson plans. ☐

Course Exam

	YES?	NOTES

4.1 This standard requires all documentation.

All courses must have a written final examination that complies with the standards in this document. ☐

Threshold

The Provider submits an examination of sufficient length and quality to meet the standards set out in this document.

Documentation

The Provider submits all documentation identified in this document for review by the Regulator or their designated assessor. ☐

4.2

A test blueprint is created based on the MBRCC competencies that identify the proportion of the marks/items allocated to each competency. ☐

Threshold

A blueprint that demonstrates how all of the competencies will be tested over time.

Documentation

Summary of how the course meets the standard. ☐

4.3

☐

The allocation of exam marks and content to an area of competence is based on: the relative importance of a competency; frequency of usage in practice; and the ability to assess the competency using a written examination.

Threshold

Critical and Important competencies are tested on each exam with proportionally more weight allocated to Critical competencies.

Documentation

Summary of how the course meets the standard. ☐

4.4 This standard requires all documentation.

All Critical and Important competencies are tested over a defined cycle of exams. A "cycle of exams" are a set of exams with differing questions offered over a defined period of time. ☐

Threshold

Evidence that all testable competencies will be and are assessed.

Documentation

Exam blueprints – Planned and actual. ☐

4.5 This standard requires all documentation.

Item authors have credentials that demonstrate they are capable of writing meaningful exam items. ☐

Threshold

Resumes of item authors are collected, assessed and retained.

Documentation

Proof of capability (e.g., evidence of work experience and academic preparation). ☐

4.6

Item authors are trained to write appropriate questions including training on how to avoid common pitfalls. ☐

Threshold

Creation of at least three, and ideally five, fault-free items, as judged by an independent reviewer.

Documentation

Summary of how the course meets the standard ☐

4.7

Questions are developed according to the test blueprint. A knowledgeable independent party reviews the questions and **identifies the area of competence** without prior knowledge of the item writer's intent. There is a standardized process for resolving disagreements. ☐

Threshold

At least 75% agreement in classification of core competencies and at least 60% for secondary.

Documentation

Summary of how the course meets the standard. ☐

4.8

Question quality must be independently reviewed. ☐
Quality review includes:

- item construction and avoidance of biases at a minimum. Where there are a large number of learners, quality review should also include answer accuracy and item difficulty reviews.

Threshold

At least one independent reviewer.

Documentation

Summary of how the course meets the standard. ☐

4.9

If an exam is translated, appropriate steps are taken to ensure that the two versions of the exam are comparable. ☐	

Threshold

Reviewers deem to the two versions of the exam are equivalent in terms of language and structure.

Documentation

Summary of how the course meets the standard. ☐

4.10

Questions are pre-tested before they are used in an exam. ☐	

Threshold

Using an approved method to pre-test.

Documentation

Summary of how the course meets the standard. ☐

4.11 This standard requires all documentation.

Examinations have a sufficient number of scoring opportunities to allow for adequate assessment of competence. Adequate time should be provided to answer these questions. ☐

Threshold

A minimum of a 50-item examination for a minimum of a 2-hour period. If additional exam items are included, allow an additional 2 minutes per item to the time allowed to complete the exam.

Documentation

Exam blueprint and administration instructions. ☐

4.12

Examinations contain a mix of questions that allow for assessment of learning at different levels and integration of content. ☐

Threshold

Document outlining the structure of the exam as part of the post-exam blueprint. The post-exam blueprint should include the number of items based on cases and the number requiring integration of knowledge across multiple competencies.

Documentation

Summary of how the course meets the standard. ☐

4.13

All persons with access to exam questions have signed non-disclosure agreements (NDAs). ☐

Threshold

All persons sign at least a basic non-disclosure agreement.

Documentation

Summary of how the course meets the standard. ☐

4.14

There are formal procedures in place to ensure that exam contents are secure prior to the exam. ☐

Threshold

Access to exam contents is limited to those who demonstrably need access.

Documentation

Summary of how the course meets the standard. ☐

4.15

There are formal procedures in place to ensure that learner responses are secure following the exam and until the time for filing an appeal has elapsed. ☐

Threshold

Access to exam contents is limited to those who demonstrably need access.

Documentation

Summary of how the course meets the standard. ☐

4.16 This standard requires all documentation.

There are robust measures in place to prevent dishonesty and safeguard the integrity of exam questions. ☐

Threshold

Sites are secured hours before an exam begins. Learners do not know precisely where they will sit until arrival. At least two forms of the exam are administered.

Documentation

Regulators should be informed in advance which documents and tools, both paper and electronic, will be available as a resource for learners during the exam. ☐

Formal document identifying procedures used to deter cheating. ☐

4.17 This standard requires all documentation.

The identity of learners who take the end-of-course examination is verified with suitable identification. ☐

Threshold

The learner must provide positive proof of their identity.

Documentation

Ideally, at least one government-issued picture ID to establish identity (e.g., a passport or driver's license) but the proof is at the discretion of the regulator [If exams are administered in-person]. ☐

A comparable procedure is often used, which requires the learner to have a working camera on their PC [for online exams delivered off-site]. ☐

4.18

Exams are administered in places that are substantively free of noise, poor lighting and other distractions. ☐

Threshold

Exam settings are pre-screened for compliance including verification that no construction or other disruptions are scheduled during exam time.

Documentation

Summary of how the course meets the standard. ☐

4.19

Suitable accommodations are provided for learners with special needs. ☐

Threshold

Evidence of a reasonable process and its application. Identification of the documents that a learner will be asked to provide to assess eligibility for accommodations.

Documentation

Summary of how the course meets the standard. ☐

4.20

Clear instructions are provided prior to the exams that deal with matters like timing, no use of personal electronics, bathroom visits etc. ☐

Threshold

Invigilator's manual contains adequate instruction to ensure consistent process.

Documentation

Summary of how the course meets the standard ☐

4.21

Learners are able to ask questions about procedure prior to the start of the exam. ☐

Threshold

Invigilator's manual contains adequate instruction to ensure consistent process.

Documentation

Summary of how the course meets the standard. ☐

4.22

Any irregularities occurring before, during, and immediately after the exam session are documented and reported. This includes environmental disturbances, cheating and any other irregularities. ☐

Threshold

Evidence of a reasonable process and its application including a written policy on cheating provided to learners. Any irregularities should also be reported immediately to the Regulator.

Documentation

Summary of how the course meets the standard. ☐

4.23 This standard requires all documentation.

There is a rigorous well-documented process in place for setting a pass-fail score for the exam and for each area of content. ☐

Threshold

Evidence of a defensible and consistent process and the rationale for choosing the cutoff score.

Documentation

Documentation of the method planned to use to set the pass-fail score for the exam, and if desired, for each major area of competency. ☐

4.24

For multiple choice and other objective style questions, there is a procedure in place to identify and discard questions that are not performing properly. ☐

Threshold

Item statistics with proportion correct and proportion choosing each distractor.

Documentation

Summary of how the course meets the standard. ☐

4.25

For exams requiring trained markers to evaluate responses, there are procedures in place to ensure that markers are qualified and trained to provide comparable scores for comparable responses. ☐

Threshold

Evidence of an effective process and its application.

Documentation

Summary of how the course meets the standard. ☐

4.26

For exams requiring trained markers, a sample of exams is independently marked by a second marker to ensure consistency of marking. There is a procedure in place to detect marker 'drift' and to resolve disagreements. ☐

Threshold

Evidence of an effective process and its application.

Documentation

Summary of how the course meets the standard ☐

4.27

All borderline exams are automatically re-scored to ensure their accuracy. For machine scoring, this means ensuring no possible extraneous causes have caused the learner to fail or to pass. ☐

Threshold

All reasonable potential sources of scoring errors should be eliminated.

Documentation

Summary of how the course meets the standard. ☐

4.28

Descriptive statistics are assessed for each test item to ensure that the question performs in a way that enhances the accuracy of competency assessment. ☐

Threshold

At minimum, this should include the proportion of learners choosing each option for the question, as well as the proportion of learners that correctly answered the question.

Documentation

Summary of how the course meets the standard. ☐

4.29

Reliability of scores is reported based on best available statistics and notwithstanding the difficulties of small samples. For an objective format test this is likely to be reliability based on internal consistency. For a test requiring markers, this may be inter-grader agreement. ☐

Threshold

Any reasonable measure of reliability.

Documentation

Summary of how the course meets the standard. ☐

4.30

A well-documented process is in place (e.g., anchor items) to ensure that scores are comparable from one exam administration to the next. ☐

Threshold

Evidence of an effective process and its application.

Documentation

Summary of how the course meets the standard. ☐

4.31

If an exam is administered in more than one language, there is a process in place to ensure that questions are performing in an equivalent manner in both languages. ☐

Threshold

Evidence of a reasonable process and its application.

Documentation

Summary of how the course meets the standard. ☐

4.32

There is evidence of content validity based on the item development and review process. ☐

Threshold

Evidence demonstrating that exam items correspond to the test blueprint.

Documentation

Summary of how the course meets the standard. ☐

4.33 This standard requires all documentation.

There is a periodic review to insure there are no unfair impediments to exam success, such as insufficient reading time for learners taking the exam in a second language, physical disruptions in some locations, etc.

☐

Threshold

A thorough review is conducted at regular intervals, as requested by the regulator. The time between reviews should not exceed three years.

Documentation

Documentation of review plans, review execution, findings, and corrective action.

☐

4.34

Every learner receives timely notification of whether they passed or failed the exam. The notification to learners tells them how to interpret their scores. In the case of failing learners, it provides them with possible remedial actions.

☐

Threshold

Learner notification should be provided no longer than one month from the time of sitting the exam. If the exam is delivered online, a much shorter period is appropriate. The Provider should strive to provide notification as quickly as possible.

Documentation

Summary of how the course meets the standard. ☐

4.35

There is a process in place for failing learners to appeal their score and for their performance to be reviewed by an impartial party if the exam is not objectively scored. ☐

Threshold

Evidence of a fair and impartial review process in theory and practice.

Documentation

Summary of how the course meets the standard. ☐

4.36 This standard requires all documentation.

The exam Provider develops and maintains documentation that identifies their adherence to these guidelines in terms of both processes and outcomes. ☐

Threshold

Creation of a virtual test manual consisting of the documentation required addressing these standards. This can be electronic and built using hypertext links to avoid duplication. The comprehensive documentation should be available for review based upon a time interval specified by the regulator.

Documentation		
Summary of how the course meets the standard.	☐	

Course Results

	YES?	NOTES
5.1		
Providers must review course completion and pass rates for each offering of an approved program. **Threshold** For each offering of an approved course, Providers must maintain records of learner enrollments, completion and pass rates. Plans to address any noted deviations from expected completion and/or pass rates must be documented.	☐	
Documentation Summary of how the course meets the standard.	☐	

5.2 This standard requires all documentation.

Providers, not facilitators, must collect, analyze and address course feedback from learners. ☐

Threshold

Provider must:

- Use a standard form to collect course evaluation information across each offering of the course.

- Request a course evaluation from each learner, in each course offering, collecting evaluation forms from a minimum of 30% of learners or 10 forms (whichever results in the greater number of forms) for each course.

- Collect course feedback from learners prior to learners receiving their exam marks. Online surveys include one reminder to complete the survey within the next three days. After the three days, the exam marks may be released.

- Summarize and maintain record of evaluation results for each offering of the course.

- Outline how feedback will be addressed/incorporated in the course.

Documentation

Copy of evaluation form(s). ☐

Summary of evaluations for each approved course. ☐

Any notes regarding Provider action/planned action in response to course feedback. ☐