

# DACUM for CANADIAN HOME INSPECTORS

## DACUM Panel

Cam Allen, ACI, NHI Kingston ON	<b>*Attended by Webinar</b> Barry Brooks, CHI, RRFA(L), P.Eng Surrey BC
Patrick Auriol, CMI Toronto ON	Reid Shepherd, NHI Moncton NB
Wayne Christopher, Ret.NHI, RHI Sarnia ON	Trevor Welby-Solomon, (Trainer – Franchisor) Toronto ON
Brian Crewe NHI (Mentor) Ile Perrot QC	Gary Woods, NHI, RHI, P.Eng Grande Prairie AB
Chuck Crooker Brantford ON	
Bryan Freeman, NHI Eastern Passage NS	
Len Inkster, CHI, ISP., ITCP, CITP Niagara Falls ON	
Harry Janssen, ACI, NHI Guelph ON	
George Leenhouts RHI, NHI Sarnia ON	
Mike Lipczynski, NHI, RHI, London ON	
Scott May, CMI Rockwood ON	<b>DACUM Facilitators</b> Claude Lawrenson (Team Leader)
Allan Spisak, NHI, PHPI Burlington ON	(Team) Bill Mullen Wayne Fulton
Chris Walsh, CMI Bracebridge ON	
George Webb, NHI Ilderton ON	
John Wright Alliston ON	

Sponsored by

National Home Inspector  
Certification Council

Produced by the  
NHICC

National Home Inspector  
Certification Council  
with co-operation from

CanNACHI

OntarioACHI

PHPIC

Pillar-to-Post

Date

November 14, 2014

## TABLE OF CONTENTS

1.0 Overview.....	3
2.0 Subject Matter Expert Selection Process .....	4
3.0 Job/Task Analysis Workshops .....	4
4.0 Job Description .....	5
5.0 Proposed Content .....	5
Table 1 Duties and Tasks (Ratings) .....	7
6.0 Enablers (Skills, Knowledge and Abilities) .....	10
7.0 DACUM Chart .....	10
8.0 Validation .....	11
DACUM Research Chart .....	12/13
KSA (Knowledge, Skills, Abilities) .....	14
9.0 Job Task Analysis and Curriculum .....	15
10.0 Job Task Analysis and Exam Design .....	15
Table 2 Duty Rank Scores .....	16
Table 3 Review of Tasks and Subtasks (Weighting) .....	17
Table 4 Review of Duty #4 Ethics .....	22
11.0 Key terms defined .....	23
12.0 Validation & Feedback .....	23
13.0 Results .....	26
14.0 References .....	26

## 1.0 Overview

*Home inspections were being performed in the mid-1950s and by the early 1970s were considered by many consumers to be essential to the real estate transaction. The escalating demand was due to a growing desire by consumers to learn about the condition of a house prior to purchase. Meeting the expectations of consumers required a unique discipline, distinct from construction, engineering, architecture, or municipal building inspection. As such, home inspection requires its own set of professional guidelines and qualifications.<sup>1</sup>*

An occupational analysis provides a consultation process that is undertaken to obtain the most comprehensive representation possible of the practice of an occupation. This involves describing the job characteristics that are most useful in determining and specifying the competencies required to practice the given occupation. These include responsibilities (duties), roles, tasks and operations, along with the enablers (knowledge, skills and abilities), and where other applicable requirements are petitioned.

In early 2013 the National Home Inspector Certification Council announced a project specifically targeted at updating the outdated version of the 2008 National Occupational Standards for Home & Property Inspectors<sup>2</sup>. The National Home Inspector Certification Council secured the services of a DACUM Facilitator and developed a team to help review and update a job/occupational analysis for Canadian home inspectors.

The DACUM process was utilized through a modified multi-day process and with specific procedures focused on analyzing the duties and tasks performed by a wide range of subject matter experts in the occupation, as well as the knowledge, skills, and abilities required to perform those tasks.

In addition, the DACUM process is also traditionally used by secondary and postsecondary educators, test developers, business, industry, government, and military trainers to help identify core knowledge areas, critical work functions, and skills that are common across a representative sampling of current practitioners.

This analysis used the “developing a curriculum” (DACUM) method to conduct an occupational analysis. DACUM is an occupational analysis led by a trained DACUM facilitator, where practitioners in a specific occupation come together for a multiday workshop to provide input about the specific tasks, knowledge, and skills needed to perform their job. The DACUM process consists of four phases: job analysis workshop, instructional development, implementation, and evaluation/renewal. This report primarily focuses on the occupational analysis and also the knowledge skills and abilities requisite for the occupation.

The basic principles of DACUM remain the same, whether it is used to develop a small training course for a few workers or a complete programme for a whole occupational area. It places the importance on the learner's meeting specific objectives to a set standard. A task analysis approach is used to identify precise learning outcomes. The outcomes must be observable and/or measureable. These outcomes represent the training goals which have been identified by individuals who work in the field under study.

This report provides the validated results by the “Subject Matter Expert” panel of the occupational analysis. It will form the basis for a subsequent “industry validation” phase, where a larger group of industry practitioners. This group ensured that the identified tasks and weighting factors accurately represent the job of a home inspector. The follow-up step also provides an opportunity for industry to identify any missed tasks or any that were included erroneously.

The content presented in this document was created by experienced industry practitioners (subject matter experts) and portrays the job of a home inspector as it is currently practiced.

## 2.0 Subject Matter Expert Selection Process

The NHICC administrator issued letters of interest to all home inspection associations in Canada to participate and submit subject matter experts. To be eligible for the DACUM workshop panel, home inspector applicants were required to submit an electronic application or letter of interest and to demonstrate that they were active practitioners in their field. To create a representative panel of practitioners, the Subject Matter Experts (SME) selection from a larger applicant was based on:

- Geographic diversity
- Representation of a wide range of experience levels
- No single organization or organization size dominated the group
- All sectors were represented with no single sector dominating
- Diversity in industry-related credentials, represented by the panellists.

Originally twenty-two (22) applicants meeting the above criteria were selected to create the “Home Inspector SME” panel. Fifteen (15) panel members attended in person at the DACUM session held in London Ontario on November 5<sup>th</sup>, 2013.

## 3.0 Job/Task Analysis Workshops

An occupational analysis is a foundational requirement of any valid credentialing program; it helps define the core knowledge areas, critical work functions, and skills that are common across a representative sampling of current practitioners or job incumbent workers. Empirical results from the occupational analysis provides examinees and the public with the basis of a valid, reliable, fair, and realistic assessment that reflects the KSAs (Knowledge, Skills and Abilities) required for competent job performance. For existing credentials, a job analysis should be performed periodically to maintain the validity of the content on the exam.

The DACUM Philosophy states:

1. Practitioners can describe and define their jobs more accurately than anyone else.
2. One of the most effective ways to define a job is to describe the duties and tasks practitioners perform.
3. All jobs can be effectively and sufficiently described in terms of the duties and tasks successful workers perform.
4. All duties and tasks, to be performed correctly, demand certain knowledge, skills, abilities, attributes, and tools.

The first home inspector workshop was conducted face-to-face in a 10 hour session on November 5<sup>th</sup>, 2013 in London Ontario. This consisted of an overview presentation of the DACUM process that included brainstorming and delineation of the occupations duties and tasks.

The facilitator provided the SME panel with duty and task statement definitions. A duty reflects a large area of work for a specific profession; tasks describe how to perform each duty. The workshop then shifted to a discussion about home inspectors, more specifically the “who, how, what, and why” of the profession. Primarily “what do home inspectors do”? The SME panellists provided this information. It was captured in a comprehensive list to identify the key home inspector job responsibilities.

The next step was to identify duty (or domain) areas. Once the SME panellists reached consensus on the duty areas, they delineated each duty by identifying the required tasks that typically accompany that duty.

The SME panel identified duty areas, and the facilitator wrote the duty areas on large index cards and placed them on a wall for the whole group to see. Once panellists reached consensus on the duty areas, they delineated each duty by identifying the required tasks. After all the tasks were identified, they were ordered sequentially and entered onto a spreadsheet.

The facilitator provided spreadsheets that contained the previously identified duty areas and corresponding task statements from earlier occupational analysis. This was used to reassure a self-check of the previous work and also to provide a point of comparison of what changes may have evolved in the previous 2001 and 2008 occupational reviews. Additionally a pre-2000 spreadsheet of the SAIT (Southern Alberta Institute of Technology)<sup>3</sup> DACUM was referenced to ensure an all-inclusive review and coordination with this analysis.

At the conclusion of the initial home inspector workshop most of the duties had been delineated. The “panel” was assigned with reviewing the duties and tasks that were not completed, more specifically related to the SAIT DACUM. The facilitator and panel agreed upon periodic meetings by webinar and email in order to complete this phase of the analysis. The follow-up communications provided the SME panel with an opportunity for feedback.

This document also provides the sub-tasks (or steps) – actions that describe the elements involved in carrying out a task. These would typically answer the client’s question of what further steps are required. The SMEs were also asked to list the steps under each task and to identify the knowledge, skills, abilities, and tools needed to complete each task.

#### **4.0 Job Description**

The facilitator researched the general scope of work of the occupation. The following definition was offered to help define the home inspector job description. The definition was agreed upon by the SME panel states:

*“A home inspection is a non-invasive, non-destructive visual inspection of the accessible features of a residential dwelling, including any garage or carport. A home inspection is performed for a fee. The home inspection examines specified systems and components of the residential dwelling which are referenced in a standard of practice for home inspectors and includes controls normally operated by the owner. The output of a home inspection is an opinion on the condition of the home contained in a written inspection report which is provided to the client.”<sup>4</sup>*

One specific area which the DACUM panel identified as a duty was lifelong-learning based on the continuing need to keep current with changes in the building industry. The other significant concern related to the confusion caused by the wide variation of information on how to go into a career in home inspection.

#### **5.0 Proposed Content**

The proposed content plan provides an initial basis from which an occupational analysis and assessment (e.g., a certification or licensure examination) may be constructed. It provides curriculum developers with a model to align training to the core needs of the occupation. A list of tasks per duty was generated on the basis of SME panel’s input.

During the brainstorming sessions 4 new duties and related tasks were defined by the panel. These appear to mostly relate to defining the initial work and roles of establishing a solid background for initial entry into the home inspection profession. For clarification these are listed as duties 1 to 4 in Table 1.

This version of the report does not focus on the further steps to acquire these skills. As previously identified in earlier studies the duties focused on the more technical aspects of the experienced home inspector’s duty conducting a home inspection. These are defined in Table 1 as duties A through F. In addition, a new duty was identified and specified as duty G. This provides for a distinct responsibility for clarification related specifically to “safety” concerns.

**NOTE:**

To reduce redundancy from previous versions of the NOS reference to task stating “Visual inspection and/or Visually inspect” is removed based on acceptance of the “job description” noted in 4.0 – “*A home inspection is a non-invasive, non-destructive visual inspection of the accessible features of a residential dwelling, including any garage or carport.*”

Weighting was incorporated as a qualitative tool. The weighting is based on statistical calculations derived from review of each of the tasks within the duties and an analysis of the relative significance of each of those tasks would be when performed on the job. The panel rated each duty and task on a frequency, criticality and overall importance scale weighting in a follow-up electronic survey. The results of the occupational task analysis will be used to develop the examination content outline for the credential. The process involves first summing the weights for all competencies to define the exam total weight.

This process was repeated for each duty, thus defining a total weight. Dividing the weight per duty by the exam total weight provides a proportion for each and may be interpreted as the expected weighting of each duty on the exam as a whole. The same process can be repeated for General Competencies or any level that is an aggregate of individual competencies.

Defining the final weighting (key performance indicators) allowed for more questions from duties with tasks that were rated the highest. Minor adjustments to the final examination blueprint weighting will be made through a consensus process with the advisory panel. This includes adjustments to accommodate mandatory licensing requirements for the provinces of British Columbia and Alberta in the areas of Standards of Practice and Code of Ethics. This is partly identified in the new Duty area in Table 1 – 4 specifically labeled as Ethics. The ability to navigate the ethical complexities of the role and to execute the related ethical tasks associated with services provided to clients and the impact on other inspector members is of increasing importance in professional practice today.

It is also important to be aware that ISO 17024 Section 4.3.5 states that “Certification shall not be restricted on the grounds of undue financial or other limiting conditions...”. To meet accreditation standards, all eligibility requirements must have a justification for why they were selected and demonstrate how they relate to the overall knowledge and skills required for the home inspector certification credential.

<b>Table 1: Duties and Tasks</b>		<b>Rating /Weighting</b>		<b>I</b>	<b>F</b>	<b>C</b>	<b>KPI</b>
<b>1</b>	<b>Career Path</b>						
1.1	Complete an Intro to Home Inspection course						
1.2	Recognize cost of entry						
1.3	Identify time required to practice						
1.4	Recognize return on investment						
1.5	Define expectations						
1.6	Understand potential risks						
1.7	Recognize physical mobility issues						
1.8	Report prior background						
1.9	Organize peer support						
<b>2</b>	<b>Training</b>						
2.1	Complete requisite education requirements						
2.2	Develop inspection skills						
2.3	Complete on the job training (mentoring/field supervision)						
2.4	Complete test inspection/peer review						
2.5	Continue professional development						
<b>3</b>	<b>Marketing</b>						
3.1	Analyze your market						
3.2	Allocate for coaching						
3.3	Investigate advertising/branding						
3.4	Create marketing materials						
3.5	Perform cold calls (real estate offices, etc.)						
3.6	Join a professional association						
3.7	Identify "specialism" (different related services)						
<b>4</b>	<b>Ethics</b>						
4.1	Recognizes professional practices						
4.2	Identify duty of care						
4.3	Recognizes duty to warn						
4.4	Demonstrate fiduciary responsibilities						
4.5	Manage integrity						
4.6	Define conflicts of interest						
4.7	Disclose conflicts of interest						
4.8	Maintain client confidentiality						
<b>A</b>	<b>Manages Inspection Process</b>	<b>4.0</b>	<b>4.7</b>	<b>4.0</b>	<b>12.7</b>		
A.1	Recognizes legal responsibility	5.0	5.0	4.5	14.5		
A.2	Confirm house is prepared for inspection	2.0	3.6	3.0	8.6		
A.3	Performs pre-inspection procedures	3.5	5.0	3.5	12.0		
A.4	Communicates orally	4.0	5.0	4.0	13.0		
A.5	Provides written reports	5.0	5.0	5.0	15.0		
A.6	Resolves conflicts	4.5	4.5	4.0	13.0		
<b>B</b>	<b>Inspects Building Exterior &amp; Adjacent Property</b>	<b>4.6</b>	<b>4.9</b>	<b>4.7</b>	<b>14.2</b>		
B.1	Inspects site elements	4.0	5.0	4.5	13.5		
B.2	Inspects exterior structure	5.0	5.0	5.0	15.0		
B.3	Inspects exterior wall cladding	5.0	5.0	4.5	14.5		
B.4	Inspects exterior windows & skylights	4.5	5.0	5.0	14.0		
B.5	Inspects exterior doors	5.0	5.0	5.0	15.0		
		<b>Rating/Weight</b>	<b>I</b>	<b>F</b>	<b>C</b>	<b>KPI</b>	

		Rating/Weight	I	F	C	KPI
B.6	Inspects exterior roof system		5.0	5.0	4.5	14.5
B.7	Inspects attached structures		3.5	4.5	4.5	12.5
<b>C</b>	<b>Inspects Building Interiors</b>		<b>4.2</b>	<b>4.6</b>	<b>4.6</b>	<b>13.4</b>
C.1	Inspects all accessible interior systems and components		4.5	5.0	4.5	14.0
C.2	Inspects windows & skylights		5.0	4.5	5.0	14.5
C.3	Inspects doors		<b>3.0</b>	5.0	4.5	12.5
C.4	Inspects insulation		4.5	5.0	5.0	14.5
C.5	Inspects interior surfaces		3.5	4.5	4.5	12.5
C.6	Inspects interior structure		5.0	5.0	5.0	<b>15.0</b>
C.7	Inspects condition of built-in appliances*		4.0	3.0	3.5	10.5
<b>D</b>	<b>Inspects Building HVAC Systems</b>		<b>4.4</b>	<b>5.0</b>	<b>4.7</b>	<b>14.1</b>
D.1	Inspects primary heating systems		5.0	5.0	5.0	<b>15.0</b>
D.2	Inspects supplementary heating systems		3.5	5.0	4.0	12.5
D.3	Inspects permanent cooling systems		5.0	5.0	5.0	<b>15.0</b>
D.4	Inspects air handling systems		4.5	5.0	5.0	14.5
D.5	Inspects mechanical & passive ventilation points		4.0	5.0	4.5	13.5
<b>E</b>	<b>Inspects Building Plumbing Systems</b>		<b>4.6</b>	<b>4.9</b>	<b>4.6</b>	<b>14.1</b>
E.1	Inspects water service supply & distribution		5.0	5.0	5.0	<b>15.0</b>
E.2	Inspects & operates fixtures		4.0	5.0	4.0	13.0
E.3	Inspects water heaters		4.5	4.5	5.0	14.0
E.4	Inspects drain, waste and venting		5.0	5.0	4.5	14.5
E.5	Identifies waste systems		4.5	5.0	4.5	14.0
<b>F</b>	<b>Inspects Building Electrical Systems</b>		<b>4.6</b>	<b>5.0</b>	<b>4.8</b>	<b>14.4</b>
F.1	Inspects exterior service entrances		5.0	5.0	5.0	<b>15.0</b>
F.2	Inspects main panel		5.0	5.0	5.0	<b>15.0</b>
F.3	Inspects distribution		4.5	5.0	5.0	14.5
F.4	Inspects outlets, switches & fixtures		4.5	5.0	4.5	14.0
F.5	Inspects auxiliary elec. service systems		4.0	5.0	4.5	13.5
<b>G</b>	<b>Inspects Life Safety Systems</b>		<b>4.6</b>	<b>5.0</b>	<b>4.3</b>	<b>13.9</b>
G.1	Inspects for presence of smoke detectors		5.0	5.0	4.5	14.5
G.2	Inspects for presence carbon monoxide detectors		4.5	5.0	4.5	14.0
G.3	Inspects for fire safety provisions		4.0	5.0	3.5	12.5
G.4	Inspects for safe means of egress		5.0	5.0	4.5	14.5

**Table Note: I = Importance, F = Frequency, C = Criticality, KPI = Key Performance Index**

\* THIS IS DEPENDENT ON THE HOME INSPECTION AGREEMENT

## Evaluation of Performance

The survey respondents were asked to evaluate each content area on importance, criticality, and frequency. A 5-point scale was used for the importance, criticality, and frequency ratings, with a “5” representing the highest rating. Importance, frequency, and criticality ratings were weighted equally in this calculation. Several low ratings have been identified in red, while the highest rated are indicated in green coloured text.

## Directions for Ratings

Performance level refers to how well a home inspector would be expected to perform the skill. The following weighting scales to indicate the level at which you would expect an inspector to perform each task. For each task included in the survey, they rated it according to three performance measures. The three numbers on the right-hand side of the task box represent how:

- Importance (how difficult the task is to learn)
- Frequency (how frequently the task is performed)
- Critical (how vital it is to perform the task correctly)



**WEIGHTING SCALES** - The weighting values are based on the following criteria:

**1. HOW IMPORTANT ARE THESE TASKS IN YOUR JOB?**

Importance provides an indication of a rating of the importance of each task in relationship to the other tasks in that duty. This rating is used to calculate the number of test questions required for each task. Therefore, tasks that received the "highest" rating would receive more test items than those rated "lower".

- 1 – Not at all
- 2 – Not very
- 3 – No opinion
- 4 – Somewhat
- 5 – Extremely

**2. HOW FREQUENTLY IS THE TASK PERFORMED?**

Frequency provides an indication of how often a task is done. Use the following scale to indicate the frequency with which you perform each task.

- 1 Perform task yearly (very seldom)
- 2 Perform task several times per year (seldom)
- 3 Perform task monthly (about average)
- 4 Perform task weekly (often)
- 5 Perform task daily (very often)

**3. CRITICALITY – HOW SERIOUS ARE MISTAKES IN PERFORMING THIS TASK?**

Criticality establishes which tasks (skills) are the most critical to performing the job. Criticality measures the importance of the task in terms of the negative consequences if the task is not completed properly.

- 1 – Strongly disagree (not at all critical)
- 2 – Disagree (not very critical)
- 3 – Neither agree nor disagree (neutral)
- 4 – Agree (somewhat critical)
- 5 – Strongly agree (extremely critical)

Task Verification validates selected aspects of each job task identified in the DACUM process. It answers the following questions. "Is the task actually performed in the job or occupation? How important is the task? How difficult is it to learn to perform the task? How frequently is the task performed?" Task verification data is collected through surveys of other expert workers and, sometimes, the immediate supervisors of those workers. The data is statistically analyzed and become a basis for decisions about which tasks should be taught and which should not. The data also provides value for creating testing (exam) blueprints.

**RELIABILITY OF RATINGS**

The reliability index was calculated to assess the capability of the survey to measure the activities relevant to safe and effective practice for certified home inspectors. The reliability of the scales was assessed in order to determine how consistently the tasks measured the key performance indicators. Reliability refers to the degree to which tests or surveys are free from measurement error. The scales used had reliability indices above 0.7 for the ratings of task criticality and frequency, which is very good. These high reliability indices indicate the survey is reliably measuring the activities necessary for competent home inspection practice.

An overall index of perceived importance for each competency within its respective home inspection role was calculated using an additive model.

It is important to note that the DACUM analysis coupled with task analysis and task verification can provide a legally defensible basis for higher stakes competency assessments used in the certification process.

## **6.0 Enablers (Skills, Knowledge and Abilities)**

### **Knowledge**

The SMEs identified and categorized specific types of knowledge needed to be a proficient home inspector at the end of the DACUM Chart. General knowledge areas, although not exclusive to this occupation, were also identified using a group consensus process. The panel concluded that a practitioner must master the knowledge identified in the DACUM to be competent as a home inspector.

### **Skills, Abilities and Attributes**

A proficient worker possesses key skills, abilities, and attributes that influence job success. Skills are developed through experience and training and may apply to a wide range of tasks. Proper skills enable workers to perform their tasks with precision and quality.

The panel identified task-specific skills and abilities, as well as broad attributes; to define the recommended traits a home inspector should possess. Abilities and attributes are more fundamental than knowledge and skills. They represent underlying, enduring traits, both cognitive and physical, that support the successful performance of a wide range of job tasks.

Human resource professionals and job analysts often analyze skills, abilities, and attributes to compare jobs in terms of worker characteristics.

### **Tools, Equipment and Resources**

Each occupation requires a unique set of support materials. It was equally important to identify the tools, equipment, and other tangible objects, as well as the resources (e.g., information technologies, related building codes, and building and material standards) required for a worker to effectively accomplish tasks. The DACUM lists the panel-identified inventory of tools, equipment, and resources necessary to perform the identified tasks.

## **7.0 DACUM Chart**

DACUM charts constitute one very valuable standards for curriculum design. In this methodology, curriculum designers do not work from theory to curriculum (which is a very common academic and theological approach) but from occupational role to curriculum, so that the resultant training program is grounded in real acknowledged workplace expectations.

The DACUM chart provides a linear graphic representation of the Job Task Analysis (JTA). Capital letters identify major job duty areas (A through G). The numbers that follow identify tasks, and lowercase letters identify the steps required to accomplish each task. Moving horizontally across the chart, adjacent columns detail (1) specialized knowledge, (2) skills and abilities, and (3) tools, equipment, and resources required to perform each task. The information contained in these columns is related to each task and does not necessarily correspond to a specific step.

The importance of the DACUM chart is to illustrate the relationship between job tasks and the specialized knowledge, skills and abilities, and tools, equipment, and resources required for the occupation. This concept, called job-relatedness, is essential to compliance with key legal and professional validity standards pertaining to the use of JTA information. Such information is also critical to the development of high-stakes assessments for occupational licensing and certification examinations.

The DACUM chart depicts the job element relationships associated with each task and can therefore easily be used to assess the relevance of current education and training programs (curriculum), develop instructional objectives and training content, sequence instructional materials, and develop examinations, competency, and performance evaluation instruments. Comparative studies can provide for recognition of “gaps” that commonly occur.

Since there’s a past history to the development of the National Occupational Standards for the occupation, to expedite this process, the project team developed a draft DACUM chart and facilitated a review with selected subject matter experts. The team relied on its own subject matter expertise and referred to previously published reports and other source as a secondary resource during the development of the draft DACUM chart. The creation of this updated version was based on consensus from the SME’s.

However, one of the truly unique differences from the previously created versions, this SME panel provided a wider representation of home inspectors, from a broader range of membership in different Canadian home inspection associations. Ultimately this offers a greater range of input and feedback lacking in previous versions.

## **8.0 Validation**

This Occupational Standard was developed and validated by industry professionals with extensive knowledge and experience in all aspects of the home inspection occupation. The validation period was held from September 13<sup>th</sup>, 2014 to October 13<sup>th</sup> of 2014. The report was released to reach as many home inspectors as possible through the cooperation of the various home inspection associations as well as representation from other non-aligned practitioners.

The importance of the revised DACUM chart is to show the relationship between job tasks and the specialized knowledge, skills and abilities, and tools, equipment, and resources required to perform each task.

The DACUM chart depicts the job element relationships associated with each task, and can therefore easily be used to assess the relevance of current programs (curriculum), develop instructional objectives and training content, sequence instructional materials, and develop examination, competency, and performance evaluation instruments.

The DACUM chart was developed to a stage where a job analysis and content of work for a home inspector can be determined. The first three duties 1 through 4 were not weighted in order to focus on the more relevant key technical requirements of a practitioner.

The flexibility of DACUM makes it an ideal choice for the use in curriculum design, training needs analysis and continuing evaluation of training programmes. The DACUM system may be applied equally successfully to both staff training where the objectives define employee performance on the job and public training programme where objectives define what the learner will be able to do as a result of training.

# DACUM Research Chart for Canadian Home Inspectors

Note: a home inspection is primarily a visual review of the condition a house and property

	Duties	← Tasks				
<b>1</b>	<b>CAREER PATH</b>	1.1 Complete an Intro to Home Inspection course	1.2 Recognize cost of entry	1.3 Identify time required to practice	1.4 Recognize return on investment	1.5 Define expectations
<b>2</b>	<b>TRAINING</b>	2.1 Complete requisite education requirements	2.2 Develop inspection skills	2.3 Complete on the job training (mentor/field supervision)	2.4 Complete test inspection/peer review	2.5 Continue professional development
<b>3</b>	<b>MARKETING</b>	3.1 Analyze your market	3.2 Allocate for coaching	3.3 Investigate advertising/branding	3.4 Create marketing materials	3.5 Perform cold calls (real estate offices, etc.)
<b>4</b>	<b>ETHICS</b>	4.1 Recognizes professional practices	4.2 Identify duty of care	4.3 Recognizes duty to warn	4.4 Demonstrate fiduciary responsibilities	4.5 Manage integrity
<b>A</b>	<b>MANAGES INSPECTION PROCESS</b>	A1 Recognizes legal responsibility	A2 Confirm house is prepared for inspection	A3 Performs pre-inspection procedures	A4 Communicates orally	A5 Provides written reports
<b>B</b>	<b>INSPECTS BUILDING EXTERIOR /ADJACENT PROPERTY</b>	B1 Inspects site elements	B2 Inspects exterior structure	B3 Inspects exterior wall cladding	B4 Inspects exterior windows & skylights	B5 Inspects exterior doors
<b>C</b>	<b>INSPECTS BUILDING INTERIORS</b>	C1 Inspects all accessible systems and components	C2 Inspects windows & skylights	C3 Inspects doors	C4 Inspects insulation	C5 Inspects interior surfaces
<b>D</b>	<b>INSPECTS BUILDING HVAC SYSTEMS</b>	D1 Inspects primary heating systems	D2 Inspects supplementary heating systems	D3 Inspects permanent cooling systems	D4 Inspects air handling systems	D5 Inspects mechanical and passive ventilation point
<b>E</b>	<b>INSPECTS BUILDING PLUMBING SYSTEMS</b>	E1 Inspects water service supply & distribution	E2 Inspects & operates fixtures	E3 Inspects water heaters	E4 Inspects drain, waste and venting	E5 Identifies waste systems
<b>F</b>	<b>INSPECTS BUILDING ELECTRICAL SYSTEMS</b>	F1 Inspects exterior service entrances	F2 Inspects main panel	F3 Inspects distribution	F4 Inspects outlets, switches & fixtures	F5 Inspects auxiliary elec. service systems
<b>G</b>	<b>INSPECTS LIFE SAFETY SYSTEMS</b>	G1 Inspects for presence of smoke detectors	G2 Inspects for presence carbon monoxide detectors	G3 Inspects for fire safety provisions	G4 Inspects for safe means of egress	

1.6 Understand potential risks	1.7 Recognize physical mobility issues	1.8 Report prior background	1.9 Organize peer support			
3.6 Join a professional association	3.7 Identify "specialism" (different related services)					
4.6 Define conflicts of interest	4.7 Disclose conflicts of interest	4.8 Maintain client confidentiality				
A6 Resolves conflicts						
B6 Inspects exterior roof system	B7 Inspects attached structures					
C6 Inspects interior structure	C7 Inspects condition of built-in appliances					

**General Knowledge and Skills**

Basic financial skills  
 Business and contract law - knowledge  
 Communication skills  
 Conflict management/resolution  
 Confidentiality  
 Decision making  
 Document handling skills  
 General computer skills  
 Knowledge of house as a system  
 Knowledge of Personal Protective Equipment  
 Information management  
 Interpersonal skills  
 Good observation skills  
 Good sensory perception  
 Marketing  
 Numeracy  
 Organizational skills  
 Planning skills  
 Problem solving/decision making skills  
 Product knowledge  
 Proofreading  
 Regulatory agencies and policies  
 Risk management  
 Safety requirements  
 Time management skills  
 Writing skills

**Worker Behaviours (Personal/Professional Attributes)**

Appropriately dressed  
 Attention to detail  
 Competent  
 Customer-service orientation  
 Desire for self-improvement  
 Detail oriented  
 Ethical  
 Flexible  
 Focus on results  
 Good communications  
 Honest  
 Integrity  
 Interpersonal skills  
 Life-long learner  
 Problem solver  
 Professional  
 Punctual  
 Reliable  
 Self-motivated  
 Self-control  
 Sense of responsibility  
 Tactful  
 Task oriented  
 Teamwork & Cooperation  
 Trustworthy

**Tools, Equipment, Supplies and Materials**

Basic hand tools  
 Business cards  
 Camera(s)  
 Communication system(s) (phone)  
 Computer: (document retrieval, word processing, record keeping, on-line research, email, database, etc.)  
 Electrical test equipment (GFCI's, AFCI's, Polarity)  
 Flashlight  
 Gas detectors  
 GPS systems  
 Infra-red (thermal) detection instruments\* Optional  
 Ladders  
 Measuring devices  
 Moisture meters  
 Personal Protective Equipment  
 Reference publications (codes, standards)  
 Safety glasses  
 Storage system – (files and reports)  
 Vehicle

**Future Trends and Concerns**

Conflicts of interest  
 Cost and availability of insurance  
 Cost of litigation  
 Diploma mills  
 Fluctuating workloads  
 Impact of computer-based reporting  
 Increased competition  
 Internet use and abuse  
 Licensing  
 Lawsuits  
 New certification requirements  
 New software  
 Paperless workflow  
 Release of personal client information  
 Rising insurance cost  
 Technology changes

## **9.0 Job Task Analysis and Curriculum**

The other phase “to be” reviewed in this occupational analysis provides additional guidance on performance standards, learning requirements and personal attributes leading to success. These are identified in the DACUM chart.

The starting point for curriculum design is the identification of the knowledge, skills, and abilities in a particular area of study and the thinking processes needed to acquire an understanding of and meaningful application of the content. The job task analysis indicates the basic skills and knowledge required in performing various tasks.

The job task analysis identifies the essential requirements in fulfilling the tasks of the job and through what subjects they are imparted. It also shows what kind of practical experience is needed and how they can be acquired. The task analysis also shows that no one single subject may serve the purpose of imparting all the knowledge required to perform a task. It may be acquired from a number of different subjects.

Knowing information is simply not enough; all workers in the occupation must be given the opportunity to apply and use knowledge through higher-order thinking skills and processes, such as analyzing details, synthesizing concepts, determining reliability of source, evaluating evidence, and validating an underlying explanation.

Validating and credentialing technical knowledge and skills acquired outside of the learning environment is increasingly seen as a vehicle for supporting increased education attainment, especially among adult non-traditional students. This alternative mode of academic credentialing, known as prior-learning assessment or “credit for prior learning” can benefit working adults entering the home inspection profession. The common reason for utilizing prior learning is to create an expedient path to their education and career goals.

The results of the job task analysis will be used to develop an examination content blueprint for the home inspector credential. The final examination content outline is intended as a future next phase of this report. Careful consideration was given to the length of the examination based on review of the length of the current examinations and the desired allotted time for the examination.

## **10.0 Job Task Analysis and Exam Design**

The Advisory panel also gave careful consideration to the final examination weighting for the various content areas. The development of a valid certification examination begins with a clear and concise definition of the tasks, knowledge, and skills needed for competent job performance as outlined in the DACUM development exercise.

The weighting is based on statistical calculations derived from review of each of the tasks within the duties and an analysis of the relative ranking of each of those tasks as well as the frequency each of those tasks would be performed on the job. Final weighting allowed for more questions from duties with tasks that were considered more important and performed more frequently. Minor adjustments to the final examination blueprint weighting will be made through a consensus process with the advisory panel.

Education, training, and experience are typical prerequisites that applicants must meet prior to certification or to being permitted to sit for a competency examination. In addition a final proposed examination blueprint resulting from this job analysis is included.

Test specifications will be developed by combining the overall survey evaluations of importance, frequency, and criticality, and converting the results into weighted data. Importance, frequency, and criticality ratings

were weighted equally in this computation. This data will be used to determine the number of questions related to each domain and task, as shown in the accompanying table. The percentage of questions per duty (domain) is based on each duties relative importance and criticality in terms of what home inspectors are expected to know while performing their jobs.

Content duties were weighted by the certification board in proportion to their Duty Rank Scores. – The Duty Rank Scores were converted to percentages according to the table below, and these percentages were used as guideline for weights for the proposed 120-question examination.

<b>Table 2: Duty</b>	<b>Duty Rank Score</b>	<b>% of sum</b>	<b>Duty Weight</b>
A. Manages Inspection Process	12.7	13.2	10
B. Inspects Building Exterior & Adjacent Property	14.2	14.5	15
C. Inspects Building Interiors	13.4	13.8	15
D. Inspects Building HVAC Systems	14.1	14.5	15
E. Inspects Building Plumbing Systems	14.1	14.5	15
F. Inspects Building Electrical Systems	14.4	14.9	15
G. Inspects Life Safety Systems	13.9	14.4	15
Totals	96.8	99.8	100
4. Ethics & Standards	**		20

\*\* Required for provincial licensing

\*\* Home inspector licensing regulation in British Columbia requires successful completion of a proctored exam specific to the “Code of Ethics”.

**Table 3 below indicates the number of questions appearing on the home inspection exam.**



**Table 3 Review of Task and Subtask (Steps)**

<b>A</b>		<b>Manages Inspection Process</b>	<b>Exam %</b>
<b>A 1</b>		<b>Recognizes legal responsibility</b>	Table 4
A 1.1		Recognizes duty of care situations	Table 4
A 1.2		Recognizes roles and responsibilities	Table 4
A 1.3		Recognizes inspection limitations	Table 4
A 1.4		Recognize applicable law pertaining to home inspection	Table 4
<b>A 2</b>		<b>Confirm house is prepared for inspection</b>	N/A
A 2.1		Obtain access to building	N/A
A 2.2		Verify utility services are functioning	
A 2.3		Determine tools needed	
A 2.4		Establish site contact	
<b>A 3</b>		<b>Performs pre-inspection procedures</b>	3
A 3.1		Outlines methodology	
A 3.2		Qualifies site conditions	
A 3.3		Determines clients terms of reference	
A 3.4		Advises client of scope of work	
A 3.5		Contracts with client	
A 3.6		Determines method of safe inspection	
<b>A 4</b>		<b>Communicates orally</b>	2
A 4.1		Answers clients questions	
A 4.2		Explains building operating systems to client	
A 4.3		Explains building defects	
<b>A 5</b>		<b>Provides written reports</b>	3
A 5.1		Determines report format	
A 5.2		Documents findings	
A 5.3		Prepares inspection report	
A 5.4		Include photographs clearly identified and dated to corroborate conditions	
A 5.5		Delivers and explains report	
A 5.6		Reports limitations of inspection	
<b>A 6</b>		<b>Resolves conflicts</b>	2
A 6.1		Obtain details of complaint	
A 6.2		Verifies complaint	
A 6.3		Responds to complaints	
A 6.4		Develops a resolution process	
<b>B</b>		<b>Inspects Building Exterior &amp; Adjacent Property</b>	
<b>B 1</b>		<b>Inspects site elements</b>	2
B 1.1		Identifies potential impact of site surroundings	
B 1.2		Inspects condition of site for grading and drainage	
B 1.3		Inspects condition of walkways, driveways and patios	
B 1.4		Inspects condition of retaining walls, constructed planters	
B 1.5		Inspects condition of fences and/or guards	
B 1.6		Inspects condition of stairs, steps, railings, decks and balconies	
B 1.7		Inspects condition of pergolas, trellises	
B 1.8		Inspects for presence of oil and/or propane tanks	
<b>B 2</b>		<b>Inspects exterior structure</b>	3

B	2.1	Describes wall coverings	
B	2.2	Inspects exposed wall elements	
B	2.3	Inspects exposed foundations	
B	2.4	Inspects beams, columns, exposed structure and support systems	
B	2.5	Inspect basement entries and window wells	
B	2.6	Inspects for irregularities, defects, signs of distress and deterioration	
B	2.7	Inspects for evidence safety and other environmental concerns	
<b>B</b>	<b>3</b>	<b>Inspects exterior wall cladding</b>	<b>2</b>
B	3.1	Inspects wall cladding	
B	3.2	Inspects for ground clearances	
B	3.3	Inspects trim for flashing, weatherproofing, caulking	
B	3.4	Inspects for irregularities, defects, signs of distress and deterioration	
<b>B</b>	<b>4</b>	<b>Inspects exterior windows &amp; skylights</b>	<b>1</b>
B	4.1	Inspects condition of windows and skylights	
B	4.2	Inspects for safety and environmental concerns	
<b>B</b>	<b>5</b>	<b>Inspects exterior doors</b>	<b>2</b>
B	5.1	Inspects condition of doors and trim	
B	5.2	Tests the operation of doors	
B	5.3	Operates garage doors and automatic devices	
B	5.4	Inspects for safety and environmental concerns	
<b>B</b>	<b>6</b>	<b>Inspects exterior roof system</b>	<b>3</b>
B	6.1	Describes roof coverings	
B	6.2	Inspects condition of exposed roofing components	
B	6.3	Inspects roof penetrations	
B	6.4	Inspects condition of exposed exterior chimneys	
B	6.5	Inspects roof drainage systems	
B	6.6	Inspects eaves, soffit and fascias	
B	6.7	Inspects for irregularities, defects, signs of distress and deterioration	
B	6.8	Describes method used to inspect roof	
<b>B</b>	<b>7</b>	<b>Inspects attached structures</b>	<b>2</b>
B	7.1	Inspects attached covers or shelters	
B	7.2	Inspects garages and/or carports	
B	7.3	Inspects attached porches	
<b>C</b>		<b>Inspects Building Interiors</b>	
<b>C</b>	<b>1</b>	<b>Inspects all accessible interior systems and components</b>	<b>3</b>
C	1.1	Inspects crawlspaces	
C	1.2	Inspects basements and cellars	
C	1.3	Inspects attics	
C	1.4	Inspects stairs and landings	
C	1.5	Inspects handrails and guards	
C	1.6	Inspects attached sunrooms and 3-season rooms	
C	1.7	Inspects closets	
C	1.8	Inspects interior of attached garages	
C	1.9	Inspects for irregularities, defects, signs of distress and deterioration	
C	1.10	Inspects cabinets, countertops and built-ins	
C	1.11	Inspects condition of major appliances by using normal operating controls to activate the primary function	

C	1.12	Inspects clothes dryer exhaust systems	
<b>C</b>	<b>2</b>	<b>Inspects windows &amp; skylights</b>	<b>3</b>
C	2.1	Inspects condition of windows and skylights	
C	2.2	Tests the function of windows and skylights	
C	2.3	Inspects for safety and environmental concerns	
<b>C</b>	<b>3</b>	<b>Inspects doors</b>	<b>1</b>
C	3.1	Inspects condition of doors and trim	
C	3.2	Tests the function of doors	
C	3.3	Inspects for safety and environmental concerns	
<b>C</b>	<b>4</b>	<b>Inspects insulation</b>	<b>3</b>
C	4.1	Describes insulation and vapour retarders in unfinished spaces	
C	4.2	Inspects condition of visible air/vapour barriers in unfinished spaces	
C	4.3	Inspects condition of visible insulation in unfinished spaces	
C	4.4	Reports absence of insulation in unfinished spaces at conditioned surfaces	
<b>C</b>	<b>5</b>	<b>Inspects interior surfaces</b>	<b>1</b>
C	5.1	Inspects interior floors	
C	5.2	Inspects interior walls	
C	5.3	Inspects interior ceilings	
C	5.4	Inspects interior trim and moldings	
<b>C</b>	<b>6</b>	<b>Inspects interior structure</b>	<b>3</b>
C	6.1	Inspects condition of interior wall structure	
C	6.2	Inspects condition of interior foundation structure	
C	6.3	Inspects exposed columns and beams	
C	6.4	Inspects floor structure system	
C	6.5	Inspects roof structure system	
<b>C</b>	<b>7</b>	<b>Inspects built-in appliances</b>	<b>1</b>
C	7.1	Inspects condition of built-in appliances (ovens, ranges, surface cooking appliances, microwave ovens, dishwashing machines, and food waste grinders)	
C	7.2	Inspects using normal operating controls to activate the primary function	
<b>D</b>		<b>Inspects Building HVAC Systems</b>	
<b>D</b>	<b>1</b>	<b>Inspects primary heating systems</b>	<b>4</b>
D	1.1	Describes type of primary heating system	
D	1.2	Identifies energy source	
D	1.3	Inspects condition, installation of fuel piping	
D	1.4	Inspects for existence of safety controls	
D	1.5	Identify normal operating controls	
D	1.6	Accesses service panel(s)	
D	1.7	Identify age and capacity	
D	1.8	Inspects condition of lower cage assembly	
D	1.9	Inspects condition of outer cabinet (casing)	
D	1.10	Inspects condition and operation of burners	
D	1.11	Report potential suspect environmental materials	
D	1.12	Inspect condition of fuel lines, thermocouples and regulators	
D	1.13	Check installation clearances and accessibility	
D	1.14	Inspects condition of exhaust venting, flues and chimneys	
D	1.15	Identify requirements for combustion air	
D	1.16	Inspect duct condition	

D	1.17	Inspects filters	
D	1.18	Inspects fresh air intake	
D	1.19	Inspect for heat supply in each room and cold air return	
D	1.20	Identify and report operation cycle	
D	1.21	Inspects chimney and cleanouts	
D	1.22	Verifies heating operation	
<b>D</b>	<b>2</b>	<b>Inspects supplementary heating systems</b>	<b>2</b>
D	2.1	Describes type of supplemental system	
D	2.2	Inspects condition and location of energy source	
D	2.3	Inspects condition of supplemental heat distribution system	
D	2.4	Identifies source of combustion or make-up air	
D	2.5	Inspects chimney and cleanouts	
D	2.6	Tests function of supplementary heating system	
<b>D</b>	<b>3</b>	<b>Inspects permanent cooling systems</b>	<b>4</b>
D	3.1	Describes type of cooling system	
D	3.2	Inspects condition of exterior cooling equipment	
D	3.3	Inspects condition of interior cooling equipment	
D	3.4	Inspects condition of cooling distribution system	
D	3.5	Verifies cooling operation	
<b>D</b>	<b>4</b>	<b>Inspects air handling systems</b>	<b>2</b>
D	4.1	Describes type of air handling system	
D	4.2	Inspects condition of air handling system	
D	4.3	Tests function of air handling system	
<b>D</b>	<b>5</b>	<b>Inspects mechanical &amp; passive ventilation points</b>	<b>3</b>
D	5.1	Describes type(s) of ventilation systems	
D	5.2	Inspects for existence of safety controls	
D	5.3	Recognize signs of lack of ventilation	
D	5.4	Recognizes signs of condensation	
D	5.5	Inspects for presence of exhaust fans	
D	5.6	Inspects exhaust fans for exterior venting and insulation	
D	5.7	Inspects for presence of natural ventilation	
D	5.8	Observes operation of heat recovery/energy recovery ventilating system	
D	5.9	Check condition of exposed exterior vents for blockage	
<b>E</b>		<b>Inspects Building Plumbing Systems</b>	
<b>E</b>	<b>1</b>	<b>Inspects water service supply &amp; distribution</b>	<b>4</b>
E	1.1	Describe location of main water and shut-off valves	
E	1.2	Identifies source of water supply	
E	1.3	Identify types of supply and distribution materials	
E	1.4	Identifies presence and condition of water supply shut-off	
E	1.5	Identifies presence and condition of pumps and tanks	
E	1.6	Identifies types of water distribution piping	
E	1.7	Inspects condition of water distribution piping	
E	1.8	Inspects for presence and location of hose bibbs	
<b>E</b>	<b>2</b>	<b>Inspects &amp; operates fixtures</b>	<b>3</b>
E	2.1	Inspects condition of fixtures	
E	2.2	Inspects condition of tub and shower enclosures	
E	2.3	Inspects condition of faucets	

E	2.4	Operates fixtures	
E	2.5	Observes functional flow of water	
<b>E</b>	<b>3</b>	<b>Inspects water heater(s)</b>	<b>2</b>
E	3.1	Identifies type of water heater	
E	3.2	Identifies energy source	
E	3.3	Describe location of main fuel shut-off valve	
E	3.4	Inspects condition, installation of gas piping	
E	3.5	Inspects vent or flue system	
E	3.6	Inspects for condition of water storage tank	
E	3.7	Inspects condition of distribution system	
E	3.8	Observes operation of water heater	
<b>E</b>	<b>4</b>	<b>Inspects drain, waste and venting</b>	<b>3</b>
E	4.1	Describes and inspects type of piping	
E	4.2	Observes condition of piping	
E	4.3	Inspects for presence of plumbing vents	
E	4.4	Inspects for presence of clean-outs	
E	4.5	Inspects for presence of backwater valves	
E	4.6	Inspects for presence of floor drains	
E	4.7	Inspects for presence of sump pump	
E	4.8	Observes operation of sump pump	
<b>E</b>	<b>5</b>	<b>Identifies waste systems</b>	<b>3</b>
E	5.1	Describes waste system	
E	5.2	Inspects for existence of a sewage ejection system	
E	5.3	Inspects for existence of plumbing vent for sewage ejection system	
E	5.4	Identifies existence of septic system	
<b>F</b>		<b>Inspects Building Electrical Systems</b>	
<b>F</b>	<b>1</b>	<b>Inspects exterior service entrances</b>	<b>3</b>
F	1.1	Identifies type of entrance service	
F	1.2	Inspect overhead clearance and condition	
F	1.3	Inspect weather-head and mast	
F	1.4	Inspects drip loop connections	
F	1.5	Inspects compatibility and condition of service components	
F	1.6	Determine service size (volts/amps)	
F	1.7	Inspects meter location	
<b>F</b>	<b>2</b>	<b>Inspects main panel</b>	<b>4</b>
F	2.1	Locate and describe main panel and evaluate accessibility	
F	2.2	Identifies type of main panel disconnect	
F	2.3	Wear Personal Protective Equipment	
F	2.4	Inspects condition of panel	
F	2.5	Identifies size of disconnect in service panel	
F	2.6	Identifies type of overcurrent protection device	
F	2.7	Determines compatibility of wire size with breakers/fuses	
F	2.8	Inspects existence and condition of grounding	
F	2.9	Inspects for inhibitors on aluminum wires	
<b>F</b>	<b>3</b>	<b>Inspects distribution</b>	<b>3</b>
F	3.1	Determine type of wiring	
F	3.2	Identifies size of disconnect at sub-panel(s)	

F	3.3	Inspects condition of sub-panel(s)	
F	3.4	Describes location of sub-panel(s)	
F	3.5	Inspects branch circuit wiring	
<b>F</b>	<b>4</b>	<b>Inspects outlets, switches &amp; fixtures</b>	<b>3</b>
F	4.1	Observes condition and operates fixture switches	
F	4.2	Inspects and tests electrical receptacles	
F	4.3	Tests function of ground fault and arc fault circuit interrupters	
F	4.4	Inspects condition of electrical fixtures	
F	4.5	Identifies existence of smoke and carbon monoxide detectors	
<b>F</b>	<b>5</b>	<b>Inspects auxiliary elec. service systems</b>	<b>2</b>
F	5.1	Examine presence of security system for type, and monitoring, cameras	
F	5.2	Where possible, test function for door and window contacts by randomly opening and closing secured zones	
<b>G</b>		<b>Inspects Life Safety Systems</b>	
<b>G</b>	<b>1</b>	<b>Inspects for presence of smoke detectors</b>	<b>4</b>
G	1.1	Checks for the presence and location of smoke alarms	
G	1.2	Tests function of smoke alarm (where possible)	
G	1.3	Reports type of connection	4
<b>G</b>	<b>2</b>	<b>Inspects for presence carbon monoxide detectors</b>	
G	2.1	Checks for the presence and location of carbon monoxide alarms	
G	2.2	Tests function of carbon monoxide alarm	
<b>G</b>	<b>3</b>	<b>Inspects for fire safety provisions</b>	<b>3</b>
G	3.1	Inspects for required fire separations	
G	3.2	Inspects for presence of heat detectors	
<b>G</b>	<b>4</b>	<b>Inspects for safe means of egress</b>	<b>4</b>
G	4.1	Examine separations and closures where present	
G	4.2	Examine alternative egress paths	

**Table 4 Review of Duty #4 Ethics**

<b>4</b>		<b>Ethics Adherence to the guideline</b>	<b>Exam %</b>
4	4.1	Recognizes professional practices (adherence to professional guidelines such as Standards of Practice)	3
4	4.2	Identify duty of care (adherence to a standard of reasonable care while performing any acts that could foreseeably harm others)	3
4	4.3	Recognize duty to warn (a party will be held liable for injuries caused to another, where the party had the opportunity to warn the other of a hazard and failed to do so)	3
4	4.4	Demonstrate fiduciary responsibilities (utmost trust and confidence to manage and protect property or money)	3
4	4.5	Manage integrity (awareness of ethical misconduct and resulting expectations for transparency and accountability)	2
4	4.6	Defines conflicts of interest (a set of circumstances that creates a risk that professional judgement or actions regarding a primary interest will be unduly influenced by a secondary interest)	2
4	4.7	Discloses conflicts of interest	2
4	4.8	Maintain client confidentiality	2

## 11.0 Key terms defined

**Component** - a part of a system.

**Describes** - to identify (in writing) a system and component by its type or other distinguishing characteristics.

**Inspects** - to observe, examine and provide advice on conditions found during home inspections visually, and with non-destructive tools where possible.

**Readily Accessible** - available for visual inspection without requiring moving of personal property, dismantling, destructive measures, or actions that will likely involve risk to persons or property.

**Report** - inspections shall be accompanied with a written report (paper), detailing all findings of the inspection and provided to the client within a specified time frame.

**System** - a combination of interacting or interdependent components, assembled to carry out one or more functions.

**Visually Accessible** - a system or component that can be inspected by unobstructed viewing.

## 12.0 Validation & Feedback

A validation stage was conducted between September 13<sup>th</sup> and October 13<sup>th</sup> to solicit comments and feedback on the preliminary DACUM Report. Several of these requests (screenshots) are provide below.



The screenshot shows a web browser window displaying a forum post on the website [www.inspectionnews.net](http://www.inspectionnews.net). The browser's address bar shows the URL: [www.inspectionnews.net/home\\_inspection/education-home-inspectors-commercial-inspectors/40928-dacum-home-inspectors.html](http://www.inspectionnews.net/home_inspection/education-home-inspectors-commercial-inspectors/40928-dacum-home-inspectors.html). The forum post is titled "Thread: DACUM Home Inspectors" and is dated "09-13-2014, 02:15 PM". The post is by a member named "Claude Lawrenson", who joined in March 2007 and is from Windsor, Ontario. The post content discusses the use of DACUM (Detailed Analysis of Critical Underlying Requirements) for home inspections in Canada. It mentions that DACUM validations are conducted to ensure accuracy and update the analysis or customize the chart to a specific work setting. The post includes a link to a draft report: [www.nationalhomeinspector.net/2014Report3.pdf](http://www.nationalhomeinspector.net/2014Report3.pdf). The post also lists the uses of DACUM, which include: Curriculum development, Training needs assessment, Student achievement evaluation, Worker performance evaluation, Competency test development, and Job descriptions. The browser's taskbar at the bottom shows the time as 8:22 AM on 23/09/2014. There are also several advertisements on the page, including one for "INSPECTOR LAB" with a "Intro \$15 Lab Fees!" offer and another for "www.InspectionReferral.com" with the text "How Many Referral Calls Came In Today?".

The screenshot shows a web browser window displaying a forum post on the InterNACHI website. The browser's address bar shows the URL: [www.nachi.org/forum/t11/home-inspection-dacum-validationhome-inspection-dacum-validation-occupational-job-94301/](http://www.nachi.org/forum/t11/home-inspection-dacum-validationhome-inspection-dacum-validation-occupational-job-94301/). The forum post is by Claude Lawrenson, an InterNACHI member, dated 9/13/14 at 8:43 AM. The post title is "Home Inspection DACUM Validation Occupational or job". The content discusses occupational or job analysis as a systematic effort to collect information about work requirements. It mentions that DACUM validations are conducted to ensure accuracy and update the analysis or customize the chart to a specific work setting. A link to a draft report is provided: [www.nationalhomeinspector.net/2014Report3.pdf](http://www.nationalhomeinspector.net/2014Report3.pdf). The post also lists "Uses of DACUM" including curriculum development, training needs assessment, student achievement evaluation, worker performance evaluation, competency test development, and job descriptions. The user's profile information shows a join date of Dec 2003, location of Tecumseh-Windsor, ON, and 2,557 posts.

In addition, the report was also posted on the NHICC and ASHI websites. During this period the following statistics were gathered. Total number of views over 1300, comments provided 70. The impact on the preliminary documents was extremely limited.

The screenshot shows a web browser window displaying a forum post on the American Society of Home Inspectors (ASHI) website. The browser's address bar shows the URL: <http://www.homeinspector.org/forum/p/8415/61066>. The forum post is by Claude Lawrenson, dated Mon, Sep 15 2014 1:01 PM. The post title is "Interest in reviewing a H.I. DACUM?". The content is identical to the InterNACHI post, discussing occupational or job analysis and providing a link to a draft report: [www.nationalhomeinspector.net/2014Report3.pdf](http://www.nationalhomeinspector.net/2014Report3.pdf). The post also lists "Uses of DACUM" including curriculum development, training needs assessment, student achievement evaluation, worker performance evaluation, competency test development, and job descriptions. The user's profile information shows a join date of Sat, Jan 12 2008, location of Windsor, ON, and 136 posts.



File Edit View History Bookmarks Tools Help

Search Results - Inspection... x Search for a private career... x

www.inspectionnews.net/home\_inspection/search.php?searchid=158881

Most Visited Getting Started Suggested Sites Web Slice Gallery

Welcome, Claude Lawrenson Notifications My Profile Settings Log Out

# InspectionNews

3 Million+ Page Views  
1.5 Million+ Visitors Per Year

By: Hann Tech Marketing Links

Everything An Inspector Needs To Know

Inspection Referrals Forum **What's New?** Directory Education

Activity Stream New Posts New Group Messages New Events Mark Forums Read

Advanced Search

Search Search Results

**JUST A FEW REASONS THE NATION'S TOP INSPECTORS ARE USING INSPECTOR SERVICES GROUP:**

**INSPECTOR SERVICES GROUP**

MOLD/SAFE RecallChk SEWER/GARD INSPECTOR

1-800-544-8156

**Education Master Online**

Earn a Canadian Master of Education in only 24 months. 100% Online.

**Foundation SupportWork**

We Repair Foundations. Get a Free Foundation Inspection Evaluation!

**Sponsored Links**

**INSPECTORLAB**  
InspectorLab.com

**Intro \$15 Lab Fees!**

We're Here 24/7  
800-544-8156

**Search:**  
Keyword(s): dacum

Search: Search took 0.11 seconds.

	<b>DACUM Home Inspectors</b> Started by Claude Lawrenson, 09-13-2014 02:15 PM	Replies: 31 Views: 803	Last Post: 10-01-2014 by Raymond Wand	Forum: Education: Home
	<b>FYI - All Canadian Inspectors</b> Started by Claude Lawrenson, 02-04-2013 01:20 AM	Replies: 3 Views: 747	Last Post: 02-05-2013 by Kevin Wood	Forum: Associations, Ethics,

Results 1 to 2 of 2

8:28 PM 13/10/2014

File Edit View History Bookmarks Tools Help

InterNACHI Inspection For... x Search for a private career... x

www.nachi.org/forum/search-5124647.html

Most Visited Getting Started Suggested Sites Web Slice Gallery

FORUM MEMBERSHIP & BENEFITS MORE

Search

Welcome, Claude Lawrenson. You last visited: 10/13/14 at 12:29 PM. Private Messages: Unread 0, Total 10.

InterNACHI Inspection Forum Search Forums

Search Results

Control Panel FAQ Community Calendar New Posts Search Quick Links Log Out

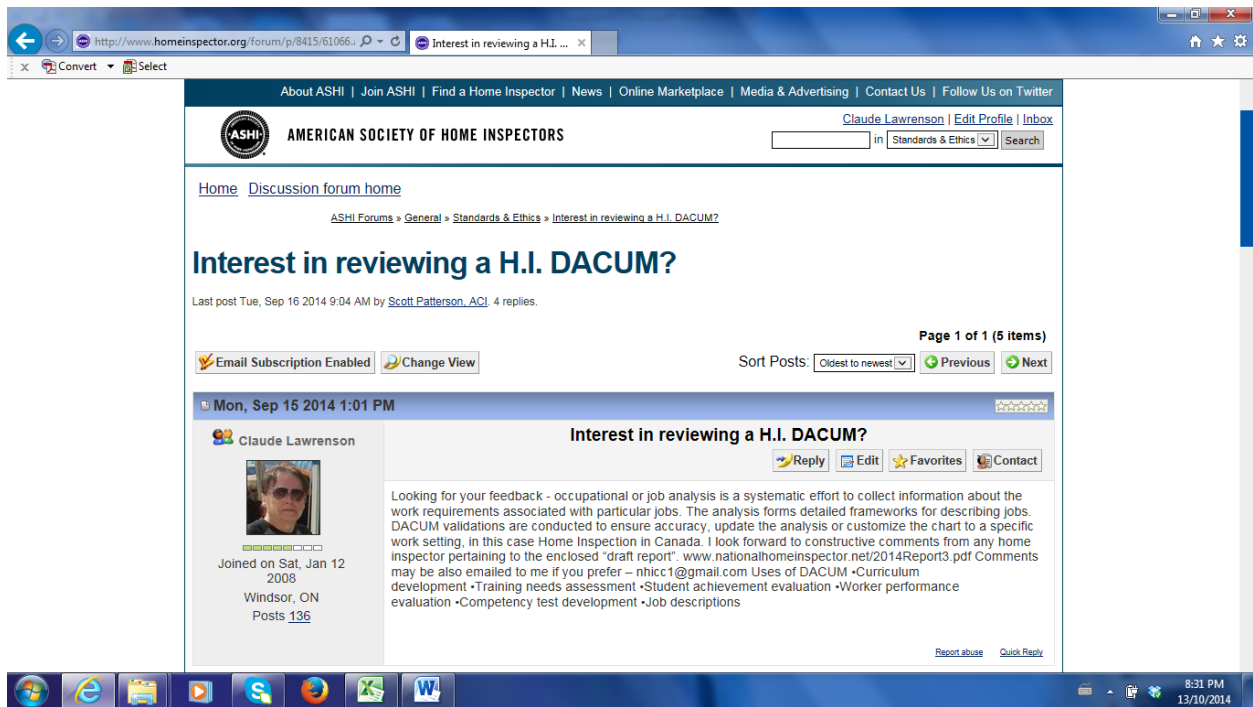
Search: Keyword(s): dacum

Showing results 1 to 6 of 6  
Search took 0.05 seconds.

Thread / Thread Starter	Last Post	Replies	Views	Forum
<b>OntarioACHI Update</b> Leonard Inkster, CMI	10/1/14 1:06 PM by Roy D. Cooke, Sr	1	189	Canadian Inspectors
<b>Quebec member wants answers.</b> (1 2 3 4 5 ... Last Page) ROBERT YOUNG, CMI	9/16/14 8:41 AM by ROBERT YOUNG, CMI	83	975	Canadian Inspectors (Members Only)
<b>Poll: Home Inspection Dacum Validation</b> <b>Home Inspection Dacum Validation Occupational or job</b> Claude Lawrenson	9/13/14 8:43 AM by Claude Lawrenson	0	495	General Inspection Discussion
<b>Ontario Licensing proposal to be posted today.</b> (1 2 3 4 5) Leonard Inkster, CMI	12/22/13 5:39 PM by Roy D. Cooke, Sr	65	2,281	Canadian Inspectors
<b>FYI - All Canadian Home Inspectors</b> (1 2 3) Claude Lawrenson	2/8/13 7:17 PM by Scott May, CMI	31	2,424	Canadian Inspectors
<b>National Occupational Standards Review</b> (1 2 3) Bill Mullen	1/9/08 10:07 PM by Bill Mullen	34	3,912	Canadian Inspectors

Showing results 1 to 6 of 6

8:30 PM 13/10/2014



## 13.0 Results

This document presents the current aspects of a home inspector's job description as captured by the panel. The tables that are provided in this DACUM reflect job requirements and are meant to provide a clear understanding and detailed description or detailed scope of the work performed. It is not intended to provide every minute step for performance.

The update of the 2014 National Occupational Standards (NOS) reflects current realities of the home inspection profession and provides additional guidance on performance standards, learning requirements and other personal attributes leading to success.

## 14.0 References

1. ASHI (American Society of Home Inspectors) – Standards of Practice
2. 2008 National Occupational Standards for Home & Property Inspectors
3. 1996 SAIT (Southern Alberta Institute of Technology) DACUM Chart
4. SEG Consultants; [A Closer Look: Qualifying Ontario's Home Inspectors](#); Home Inspector Panel Report and Recommendations to the Minister of Consumer Services, December 10, 2013

### **NOTE OF THANKS:**

SAIT, and CMHC funded 2001 and 2008 National Occupational Standards for Home & Property Inspectors as well as validation forum posting information obtained from ASHI (American Society of Home inspectors), Inspection News and InterNACHI.