Preparing ANSI/IACET 1-2018 Standard Initial Application Documentation, Evidence, and Annual Reporting

Workshop Participant Guide

Preparing Initial ANSI/IACET 2018-1 Application Documentation

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Disclaimer

The International Association for Continuing Education and Training ("IACET") is a 501(c) (3) non-profit organization dedicated to quality continuing education and training programs. While fulfilling this non-profit educational and training mission, IACET has developed the ANSI/IACET 1-2018 Standard for Continuing Education and Training providers.

IACET accredits education providers that meet continuing education guidelines created and updated by the IACET Council on Standards Development (ICSD).

IACET also operates various education and training programs, including offering on-line modules and workshops intended to educate and train continuing education providers. IACET educational programs are intended to serve only as guidelines and educational tools for use by continuing education and training providers.

By providing these programs and issuing accreditation to those continuing education providers who meet the IACET developed standard, IACET is neither warranting nor guaranteeing the quality of the services rendered by the accredited continuing education providers and hereby disclaims any and all liability for injuries or damages of any kind to persons or property, or for monetary damages arising out of or resulting from the failure of performance or quality of services rendered by an IACET accredited continuing education provider.

In 1968, a group of individuals in the United States recognized that there was no standard means to quantify continuing education, one of the fastest growing segments of education in the workplace. They formed a task force to identify a uniform, nationally accepted unit of measurement that could be used to quantify continuing education and training activities. They wanted this unit to be for continuing education and training as the credit hour was for higher education. Before this, individual adult participants in non-credit seminars, conferences, workshops, short courses, and other programs found it difficult to accumulate, update, and transfer records of these educational experiences. This was especially a concern to those occupational fields where such experiences were required for maintenance of membership, certification, licensing, or other recognition of professional achievement.
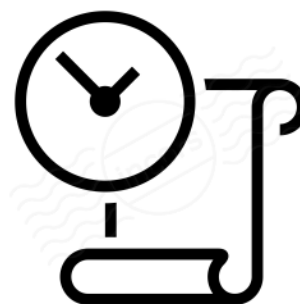
To meet these needs, a conference co-sponsored by the National University Extension Association, the U.S. Office of Education, U.S. Civil Service Commission, and the American Association of Collegiate Registrars and Admissions Office was held in Washington, D.C. in 1968. Individuals from 34 national organizations representing business, industry, labor, professional associations, government, and higher education attended to discuss this problem. They formed the National Task Force on the Continuing Education Unit (CEU) as a result. In 1970, the task force issued an interim statement and piloted the CEU in fourteen major universities. The CEU was defined as:

"Ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction."

By 1971, the CEU was accepted as a measurement of continuing education and training by over 600 colleges and universities of the Southern Association of Colleges and Schools. Soon after, the American Nurses' Association and several state nursing associations accepted the CEU, quickly followed by the National Association of Boards of Pharmacy. Other groups soon joined their lead, and the CEU became widely recognized and used as a measure of participation in continuing education and training.

In 1973, the task force identified the need for a set of criterion and guidelines to serve as a model of effective practices and to provide a systematic process for program development and delivery. In 1974, the task force issued The Continuing Education Unit Criteria and Guidelines specifying the conditions under which the CEU should be awarded. Three specific objectives for the CEU were listed: (1) to establish permanent records for individuals; (2) to provide a uniform system for accumulating data; and (3) to establish a national system of measurement to facilitate the collection of data. The emphasis was on quantifying and documenting educational participation.

Evaluating adults was not an accepted practice at this point in time, and program providers unilaterally chose to use attendance only as the determinant of satisfactory completion.

The task force continued to operate for 10 years as an informal group, with the members paying their own expenses and sharing costs. In 1977, the task force incorporated as a non-profit membership

organization known as the Council on the Continuing Education Unit (CCEU). Membership grew into the hundreds from a variety of organizations. Along with the increased membership came increased pressure to strengthen the requirements for quality in order to award the CEU. The Council adopted a CEU logo for members to use as a form of "good housekeeping" seal for the members' continuing education or training.

The Council considered becoming an accrediting or certifying body. At an invitational conference of education and training in 1980, the Council proposed such an undertaking. Attendees opposed the proposal, and instead, charged the Council with the development of a set of standards for the practice of continuing education.

During the early 1980's, the CCEU began to focus on the quality of continuing education and training. A three-year research and development project was initiated. During the project, it became obvious that the term "standards," which indicates minimum levels, was inappropriate. Therefore, the CCEU decided to use the term "principles," meaning ideal conditions or values. In 1984, the document Principles of Good Practice in Continuing Education was published. These principles were based on research collected from continuing education in industry, government, health care, engineering professional associations, and higher education. That same year, the CCEU established a category of membership to reflect adherence to the Principles of Good Practice document. That category was the CEU User. CCEU members who confirmed via an application process that their organization adhered to the Principles, were designated CEU Users and displayed a special logo to indicate that to the public. In 1986, the third edition of the CEU Criteria and Guidelines was published. Concurrently, the CCEU formed an additional category of membership called the Authorized CEU Sponsor, designating those organizations that met the higher standard of confirming to the CEU Criteria and Guidelines.

As the criteria, principles of good practice, and guidelines were adopted internationally; the CCEU broadened its scope to encompass the entire field of adult learning. To more effectively reflect this broadened scope, the Council changed its name to the International Association for Continuing Education (IACET) in 1990. That same year, IACET established the Certified Provider Commission. This commission was charged with reviewing and approving organizations that met the CEU Criteria and Guidelines, requirements, and required practices. Applicants underwent peer review on a paper application as well as a site visit to confirm adherence to the requirements for approval. The Commission approved its first Certified Provider in 1991. During the time period from 1991 through 1994, IACET phased out the previous two recognition categories of CEU User and CEU Sponsor. In 1998, the Certified Provider category name was changed to Authorized Provider.

In 1991 the fourth edition and in 1993, the fifth edition of the Continuing Education Unit Criteria and Guidelines were published.

> IACET leads the way in bringing quality, excellence and integrity to continuing education and training programs around the world.

Research on assessment in the late 1980's resulted in the publication of The Practical Handbook for Assessing Learning Outcomes in 1991.

Since the original task force was only an informal association, the use of the term "CEU" or "Continuing Education Unit" became part of the public domain. Unfortunately, not all users of the unit adhered to the requirements as defined by the founders, leading to a decline in the credibility of the CEU. To recapture the quality implied by the award of a CEU for continuing education and training, IACET launched the IACET CEU in 1991. The Association also upgraded the criteria to include the requirement for successful accomplishment of learning outcomes and measurement of the outcomes in 1993.

In 1997, The Guidelines for Distance Education were developed and published. These guidelines were developed by several practicing professionals.   The guidelines were incorporated into the Continuing Education Unit Criteria and Guidelines in 1998.

IACET established the Grover Andrews Research Endowment Fund in 1998 to fund research related to model practices and principals in the continuing education and training field. Up to $5,000 can be granted per year for such research projects.

To address the increase in the number of online continuing education and training courses, IACET integrated distance learning guidelines into the criteria in 2003.

In 2004 the IACET Board of Directors convened a special taskforce to develop an additional membership category to address the use of copyrighted IACET Standards to non-profit corporations, associations, or government agencies who wished to use them as the basis of continuing education and/or training standards specific to their fields of expertise. The taskforce created the LSU (Licensed Standards User) and two associations (ASHA and AOTA) began the pilot phase of this membership category.

The IACET Council on Standards Development (ICSD) was formed in 2005 to simplify the existing IACET Criteria Guidelines and Required Practices, remove any disconnects, and duplications and develop them into a set of standards for approval as an American National Standard by the American National Standards Institute (ANSI).

IACET was then approved by the American National Standards Institute as an (ANSI) Standards Developer on January 12, 2006

On October 5th of 2007, IACET was granted approval by the American National Standards Institute (ANSI) and now holds the American National Standard for a quality process in Continuing Education and Training. In January of 2008, IACET introduced the ANSI/IACET 1-2007 Standard and Authorized Provider (AP) application to its AP members and prospective members. The IACET Commissioners were trained in the new Standard category elements in order to effectively review all AP applications and determine their adherence to the Standard.

The Authorized Provider name was changed to Accredited Provider in June 2015. IACET revised the Standard in 2013 to ensure its relevance for the future. In early 2016 the IACET Council for Standards Development started research on a 2018 Standard and completed in September 2017

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MODULE ONE: COURSE BACKGROUND AND OVERVIEW

The workshop participants (learners) will practice writing policies and processes for ANSI/IACET 1-2018 Standard categories, determine how to gather evidence from their organizations to show compliance with the standard, develop plans to communicate for buy-in and consistency, and prepare for annual auditing and reporting once they are accredited.

LEARNING OUTCOMES

By the end of this workshop, learners will be able to:

- Differentiate between policies, processes, and evidence for ANSI/IACET 1-2018 Standard Initial Applications
- Determine the audiences for each documentation type
- Develop and document policies and processes that reflect their Continuing Education and Training (CE/T) functions
- Create a plan to gather evidence that supports their documented policies and processes
- Create a plan for communicating CE/T documentation throughout the organization (as well as third parties and clients) to ensure consistency and compliance
- Discuss aspects of annual auditing and reporting and how effective documentation of changes and improvements facilitates future reaccreditation.

Notes:

Module Overview: In this module, we will provide an overview of the standard, define the audience for your documentation, cover policies and processes in the standard, and discuss evidence through the design document and other sources.

ANSI/IACET 1-2018 STANDARD CATEGORIES
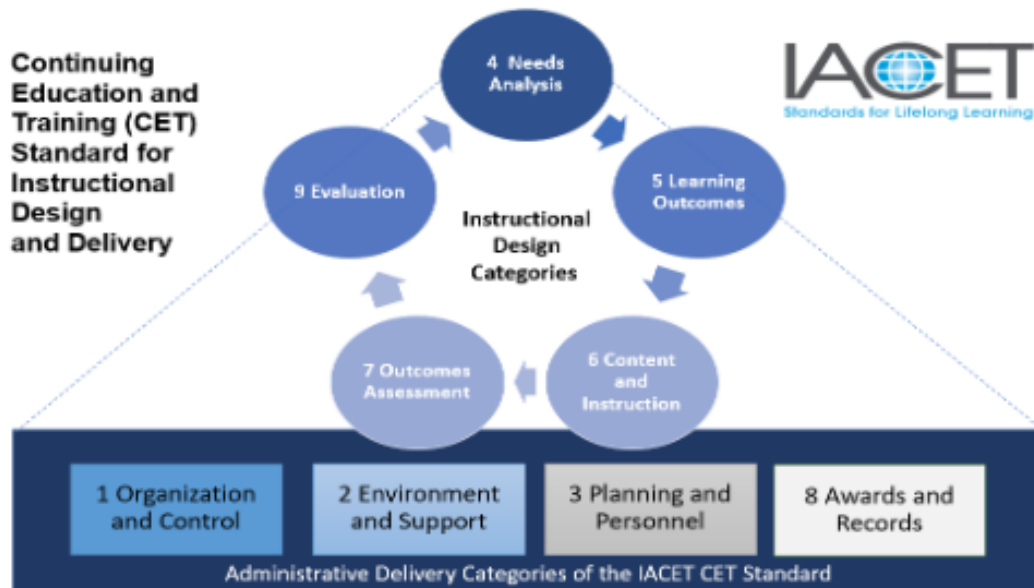
OVERALL REQUIREMENTS FOR DOCUMENTATION AND EVIDENCE

- Up to date (e.g., policies)
- Formatted and documented
- Capture the dates for any changes to policies and processes
- In place and executed for **at least three months before** the application is submitted
- Communicated throughout the organization, and to learners, the public, and contractors (if applicable)

> **Key Take-Away:** Don't just tell the application reviewers. Show them!

AUDIENCES FOR YOUR DOCUMENTATION

There are two main audiences that need to be considered when writing documentation and providing evidence for IACET compliance:

- *Employee (Contractor)-Facing Documentation and Evidence:* Reviewers will want to see what the employees/contractors see (instructors, content developers, instructional designers, SMEs, training administrators, etc.). Some examples are actual procedures and written instructions for releasing records that the employee in charge of that process will actually follow. A manual or folder of organizational SOPs are other examples of "employee-facing" documentation and evidence.
- *Learner-Facing Documentation and Evidence:* Reviewers will want to see what the learners see. Some examples are actual e-mails sent to learners about their successful/unsuccessful completion of a course, a screenshot of your policy for learner records privacy, screenshots of knowledge checks, etc.

Key Take-Away: Reviewers (Commissioners) need to see **what the actual audience sees**.

MODULE TWO (PART A): POLICIES AND PROCESSES

Module Overview: In this sub-module, we will provide an overview of policies and processes relative to the standard, break down their components, discuss tips and approaches you can use to write them, and practice writing them.

POLICY OVERVIEW

Policies are documents that provide an organization with the primary principles and tenets for how it conducts its business, how employees should conduct themselves, and what customers can expect.

Policies that guide an accredited provider's learning events are an essential piece of evidence in the accreditation process.

Here are a few concepts about a policy:

- A written statement of defined expectations that guides, influences, and determines decisions or actions.
- Defines scope, roles and/or responsibilities within a learning unit/department/organization.
- Creates uniformity within the organization and is written to guide how employees or contractors are to act.
- Informs customers, clients, and learners what they can expect from your organization when they attend your learning events.
- Contains consequences of non-compliance.
- Should be brief and to the point.

Let's examine the critical elements in a policy, and what the reviewing commissioners will expect to see in an application for accreditation.

POLICY COMPONENTS

DATES OF ADOPTION/REVISION

A policy should be current, and the form should capture the dates for any changes to the policy. The reviewers need to see that a policy has been in place for at least three months before the application was submitted. An organization should also look at any particularly old policies and see if revisions are needed.

APPROVAL/OWNERS

For a policy to carry weight, identify its responsible party on the document. The commissioners reviewing your application will want to see that your organization has identified the person or role responsible for the policy and who enforces it. A good policy will also designate the policy owner if that is different from the approver. For policies to be implemented throughout the organization, all policies should have, and maintain high-level leadership buy-in and approval.

DESCRIPTION

What is the business need for this policy? The description is the narrative that describes the policy and the need for it (the **WHY**). The description is NOT the actual policy, but instead introduces the policy and why it exists in the first place. The description can show the relationship between the policy and the broader organizational mission. The policy provides your organization parameters around how to achieve its mission. In other words, what is this policy trying to accomplish? For example, a policy for hiring qualified personnel (3.1A) is required by the Standard.

STANDARDS/DEFINITIONS

The core of any policy is articulated by the standards of behavior or service that the policy is describing and enforcing. The goal of the policy is to create uniformity within the organization and is written to guide how employees or contractors are to act. Policies also let customers, clients, and learners know what they can expect from your organization when they attend your learning events.

CONSEQUENCES OF NON-COMPLIANCE

The implications of noncompliance are an essential piece of the policy. It is good practice for policies to include the details for reporting any violations and the consequences of the breach (and, as mentioned earlier, who is responsible for enforcement).

LENGTH

As shown in the sample below, a policy does not need to be a large, overly detailed document. Instead, often shorter is better as there is less left to interpretation. However, it is essential to keep in mind that the policy is not the process required to implement.

POLICY SAMPLE

Finance Policies and Procedures Manual   Bizmanualz.com

Document ID	Title	Print Date
AC1050	INTERNAL AUDITING	mm/dd/yyyy
Revision	Prepared By	Date Prepared
0.0	Preparer's Name / Title	mm/dd/yyyy
Effective Date	Reviewed By	Date Reviewed
mm/dd/yyyy	Reviewer's Name / Title	mm/dd/yyyy
	Approved By	Date Approved
	Final Approver's Name / Title	mm/dd/yyyy

Standard: IIA International Standards for the Professional Practice of Internal Auditing

Policy: The Company shall periodically conduct internal audits of its financial reporting and internal controls to determine if they conform to requirements and are achieving the desired results.

Purpose: To describe the Internal Audit process, intended to ensure that the Company complies with applicable standards and regulations pertaining to internal controls and financial reporting.

Scope: All financial/accounting operations are subject to periodic internal audits. Audit frequency and extent (scope) are determined by the complexity of the process/control, the risk of a deficiency or material weakness in that area and what impact that would have, and possibly other factors.

Responsibilities: The Audit Team Leader is responsible for managing the Internal Audit process, developing and managing the Internal Audit schedule (or cycle), supervising Audit Team members, and

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POLICIES IN THE STANDARD

In the ANSI/IACET 1-2018 Standard, categories and elements **1.6A, 1.7A, 1.8, 3.1A, 6.2A, 8.6A require policies**. Many of these elements also require supporting evidence documents that demonstrate how the policies are transmitted to those responsible for implementation and adherence. **The reviewers will also want to see documentation that shows that the learners are informed of the organization's policies that affect their experience with the learning event.**

ANSI/IACET 1-2018 Standard for Continuing Education and Training Element The Provider shall:	Process	Policy	Completed form, report, or worksheet	Job description / Resume / Credentials	Documentation from an internal instruction manual, job aid	Registration form, marketing materials, other communications	Design / Analysis / Course Materials	Mission Statement / Goals	Organizational Chart
1.1 Be incorporated, registered or otherwise recognized as a legal entity.									
1.2 Support the development, administration and delivery of the training it provides with a mission statement, statement of goals and/or other strategic documentation.									
1.3 Identify the unit and position(s) within the organization responsible for compliance with the ANSI/IACET 1- 2018 Standard for Continuing Education and Training.									
1.4 Have a process to measure the effectiveness of its development, administration, delivery and support of its education/training.									
1.5 Have a periodic internal review process that ensures adherence to the current ANSI/IACET 1-2018 Standard for Continuing Education and Training.									
1.6 Have an anti-discrimination policy statement.									
1.7 Have a policy that requires disclosure of any instructor's proprietary interest in products, instruments, devices or materials; this disclosure must be included in all marketing materials and at the beginning of the learning event.									
1.8 Have a policy regarding intellectual and legal property rights for all material used in its learning event.									

Notes:

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PROCESS

As defined in the standard, a process is, "a series of written, step-by- step actions one takes to accomplish a procedure. " Simply, a process is a set of instructions you can reference to ensure that you successfully complete your task. The process also encourages consistency from person-to-person as following these instructions would encourage each person to accomplish the task in the same way.

To summarize, a process is:

- A series of **documented and communicated** step-by-step actions one takes to accomplish a procedure or task

- It ensures consistency in execution

- It includes "who does what, when, how, and with what tools?"

COMPONENTS OF A PROCESS

Introduction/Overview

Responsible Parties

Inputs and Outputs

The Procedures (Step-by-Step)

The Tools

Note: Ensuring processes are documented sufficiently is an important part of the IACET accreditation process. The lack of sufficient detail regarding organizational processes is one of the most commonly cited issues providers experience when seeking accreditation. Ensure your processes include the information above.

TOOL OVERVIEW

- Anything used to help you carry out your policies, processes, and instructional design.

- Could include:

  ❏ Templates for letters, certificates, e-mails and reports

IACET
Standards for Lifelong Learning

❏ Blank evaluation forms

❏ Blank facilities/learning environment checklists

❏ Software (e.g., Learning Management System, MS Office)

❏ Hardware

❏ Any others?

Key Point: Uncompleted tools are included and referred to in your processes and procedures, but completed tools could serve as evidence.

SAMPLE PROCESSES

Revision number	Revision Date	Author	Approved by	Effective date
1	10/15/17	C.Author	B. Jefe	11/1/2017
2	8/10/19	C. Espry	C. Author	9/1/2019

Providing the history of the process is very helpful.

Disclaimer: IACET is providing this sample process to guide organizations in the application for accreditation. This is not intended as the only acceptable means to comply with Section 8.2 of the IACET Standard. Please use this as a sample, not as a template

Process for Awarding IACET CEUs And Maintaining Learner Records compliance to IACET Standard Element 8.2B

8.2   The Provider shall have a process to identify and inform learners if they have or have not met the established criteria for earning the IACET CEU.

Guidance: A process must be in place to communicate the criteria for qualifying for IACET CEUs prior to the learning event. A process must be in place to provide the learner notification upon completion of the learning event if they have or have not successfully met the criteria for earning the corresponding IACET CEUs.

Please submit the following:

a) Documented process used to communicate successful completion requirements and achievement of IACET CEU credits and evidence of this communication. Evidence of this communication can include, but is not limited to, the course brochure, course website, or registration confirmation email.

b) Documented process for informing learners if they have or have not met the established criteria for earning IACET CEUs.

c) Evidence of this communication which can include, but are not limited to, a course feedback email, transcript or certificate.

(Live Courses)

Purpose: To remain in compliance with the current ANSI/IACET Standard for CE/T and to ensure appropriate communication of the criteria for qualifying for IACET CEUs as well as the notification for successful completion. This process also includes a means of explaining why a learner may have been unsuccessful in completing or qualifying for IACET CEUs. This process complies with the ANSI/IACET 1-2018 Standard for continuing Education and Training Category 8.2B.

This is the "why" for the process. Why is this process needed?

Responsibilities: Director of Education (DOE) and Training Admin Assistant

The position responsible and matches a title on the organizational chart.

Procedures: ▸ STEP by STEP instructions

1. Within two working days of completion of a course, the instructor will submit to the DOE a list of learners who: *When*
   a. Successfully completed the requirements for earning IACET CEUs as was communicated per element 2.3

	A	B	C	D
1	**Standard Operating Procedure (SOP)**			econoshift.con
2	Process Name:	Author (Date):	Approver (Date):	Remark (Department Name, SOP ID, etc.)
3	The art production process	Mike Negami (1/3/2017)		
5	Responsible Audience		Remark (References)	
6	The Production Artist			
8	This SOP's Purpose/Goal			
9	Since this production process has been newly made, this SOP has been created in order for all operators to obtain the new process steps and conduct them thoroughly.			
11	Standard Operation:			

12 1) Check the numbers of orders and shipping batch schedule and enter production due date.

14 2) Raw Material Purchasing:
15   a. Check if there are unrecorded received inventories. If so do it.
16   b. Compare orders and current inventories, then jot down each purchasing quantities.
    c. Place orders to vendors and enter the PO's in the system.
17   d. After receiving the order delivery, verify the delivered quantities, the invoice and your PO, then update the system accordingly.
19   e. As soon as you received the delivery, sort and put away the delivery materials.

20 3) Each Batch's Production Day:
21   a. Print the production checklist from the system, and make production preparation following it.
22   b. Print the "Beautiful Word" and "Legend Paper" from the system.
23   c. Weight your at-hand inventories' weight and enter those data into the system..
24   d. Start pouring.

25 4) After Pouring:
26   a. Jot down a drying start time and attach the paper to the batch products.
27   b. Weight the left of your at-hand inventories and enter those data into the system.
    c. Enter this time's product quantities and calculate the average cost.

http://econoshift.com/wp-content/uploads/2015/06/53-SOP-Competed.jpg

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IDEAS FOR DRAFTING PROCESSES

The AP Application provides the following direction in that processes are:

- Written in clear, concise, simple language.
- Written so that what needs to be done can be easily followed by all users.
- Describe who is responsible for doing what.
- Present a consistent, logical framework for action.
- Provide the "who does what, where, when, how, and with what tools?"

The best way to develop your processes is to leverage people and approaches/tools.

People

- Get the right people involved (it is possible to make this fun!)

- Write for the true audience (employees, learners, contractors, the public, etc.)

Approaches and Tools

- Carry out the tasks and list what you do ("back out of the evidence" and write the steps down).

- Observe someone carrying out the tasks and record.

- Use flowcharting or process mapping to get started.

- Use mind-mapping to determine what content to include and how to organize.

1 – HR & Payroll – Staffing L6 to L11 Process Flowchart
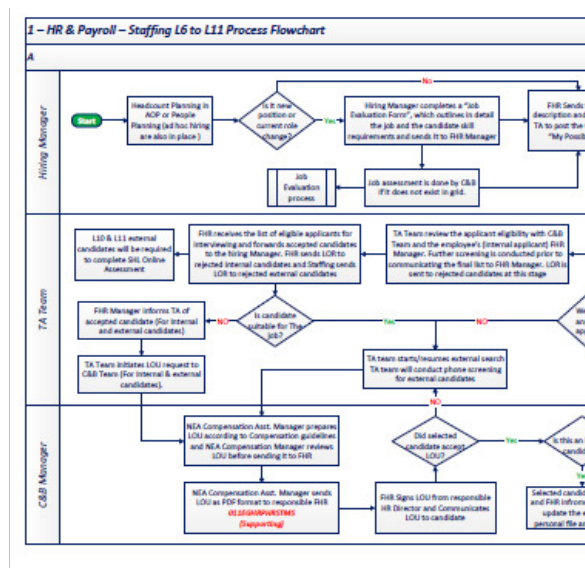
https://www.google.com/search?biw=1891&bih=892&tbm=isch&sa=1&ei=q8JUWu...
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Who is responsible?

Tools

8.2

The Provider shall have a process to identify and inform learners if they have or have not met the established criteria for earning the IACET CEU.

Learner Met Requirements

Learner Didn't Meet Requirements

Remediation

Participant's Guide to the Documentation for Initial Accreditation Workshop
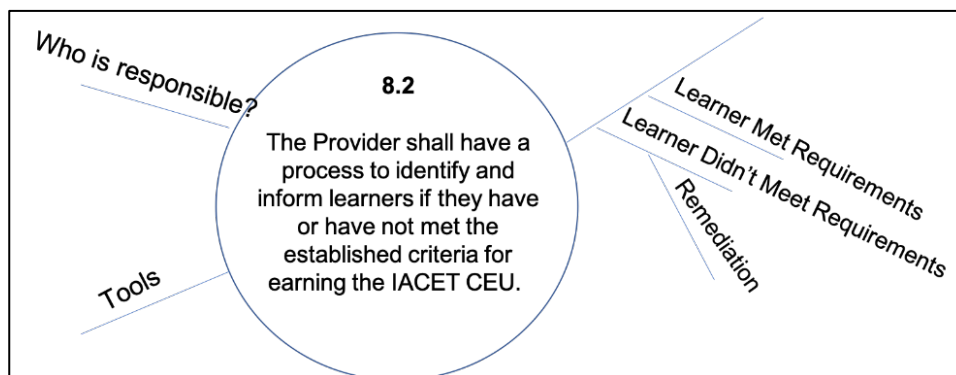
- Remember what your readers may be experiencing while they are trying to read the processes and complete the tasks in the procedure.
- Write one cycle of the procedure or task (unless there is a different condition in the procedure).
- Be aware of words that will be closely scrutinized during an audit or litigation (e.g., always, never, must, will, should, etc.).
- Define new terms and acronyms.
- Use consistently numbered and bolded headers.
- Bold conditional "if" statements and questions. For example:
  - ***If the learner doesn't meet the requirements, then...***
    OR
  - ***Does the learner meet the requirements?*** *The training administrator sends the e-mail.*

PROCESSES IN THE STANDARD

In the ANSI/IACET 1-2018 Standard, **1.4A, 1.5A, 1.6B, 2.1A, 2.2A, 2.3, 2.4A, 3.2A, 3.3A, 4.1A, 6.1, 6.3A, 6.4A, 7.2A, 8.1, 8.2A&B, 8.5, 9.1, 9.2A categories and elements require processes**. Many of these elements also require supporting evidence documents that demonstrate how the processes are transmitted to those responsible for implementation and adherence. **The reviewers will also want to see documentation that shows that the learners are informed of the organization's processes that affect their experience with the learning event.**

ANSI/IACET 1-2018 Standard for Continuing Education and Training Element The Provider shall:	Process	Policy	Completed form, report, or worksheet	Job description / Resume / Credentials	Documentation from an internal instruction manual, job aid	Registration form, marketing materials, other communications	Design / Analysis / Course Materials
2.1 Ensure relevant instructional and learning resources are available for instructors, learners and staff. [Process required.]							
2.2 Have a process to ensure learning environments support the achievement of learning outcomes.							
2.3 Have a process to disseminate information including, but not limited to, the learning outcomes, criteria to earn the IACET CEU, prerequisites and other requirements in advance of the learning event.							
2.4 Ensure support services are available to learners prior to, during and following the learning event.							
2.5 Ensure administrative and technical support services are available to instructors, instructional design and development staff, program evaluators and administrators prior to, during and following the learning event.							

Notes:

Participant's Guide to the Documentation for Initial Accreditation Workshop

MODULE TWO (PART B): EVIDENCE (DESIGN DOCUMENT & PLANS FOR GATHERING OTHER EVIDENCE)

Module Overview: In this sub-module, we will provide an overview of evidence relative to the standard, discuss tips and approaches you can use gather your evidence, and practice developing a design document.

EVIDENCE OVERVIEW

- Evidence supplied demonstrates that process and policies outlined by the provider **are carried out** throughout the organization.

- The evidence supports the notion that for every process **there is a tool** that is employed to ensure proper adherence to the process.

EVIDENCE

To show that policies and process shared as a part of the review process are carried out regularly, evidence must be submitted. That evidence is described in the following sections. The evidence submitted must be actual evidence that was produced during or as a result of following the policies and processes as described. The worksheets should be filled out and the examples should be real examples from the exemplary courses chosen to represent the organization's learning events.

MISSION STATEMENT/GOALS

A mission statement is a formal summary of the aims and values of a company, organization, or individual. IACET reviewers examine the mission statement to ensure it aligns with the educational initiatives to be accredited by IACET. If the education entity seeking accreditation is part of a larger more diverse "parent" organization, the provider should develop a mission statement for the appropriate subsidiary, department or division seeking accreditation.

ORGANIZATIONAL CHART

Organizational charts can branch out to include contractors as necessary. The primary premise behind this requirement is to identify the placement of persons involved in the educational process.

FORMS, REPORTS OR WORKSHEETS

This documentation includes items such as a CEU calculation worksheet example, checklists, or diagrams describing a learning environment.

JOB DESCRIPTIONS/RESUMES/CREDENTIALS

Job descriptions should clearly outline the staff member's responsibilities regarding the educational program being submitted.

Resumes should document the person's experience to perform the necessary tasks. Comprehensive resumes are not necessary, but enough information needs to be provided to ensure their experience and credentials are enough for the assigned task within the organization.

Credentials include evidence of licensure, certification, degrees or other items that document the experience and credibility of the individual involved with the provider. When providing credentials be sure to include the appropriate numbers (e.g. license or certificate numbers) or other identification fields so reviewers can verify the claims made through the issuing authority.

EXCERPTS FROM INTERNAL INSTRUCTION MANUALS, JOB AIDS

Internal instruction manuals and job aids consist of documents used by the provider internally to communicate with instructors and support staff. These documents may include instructor policies, customer service expectations for support staff, legal agreements on copyright etc. Keep in mind, it is almost always better to provide an excerpt of what is requested. **Note:** Uploading long, irrelevant documents that may contain one relevant section causes delays for reviewers.

MARKETING AND LEARNER COMMUNICATIONS

This documentation involves actual template communications used by the provider when communicating with learners. Providing actual templates or copies used by the organization provides IACET reviewers a glance into the quality of the processes used in those important communications. Thoroughness, clarity, and professionalism are all considered in the accreditation process. Acceptable submissions of this documentation may include screenshots from registration screens, marketing promotional email/websites, along with registration confirmation emails or letters sent by the provider to the student.

EXCERPTS FROM COURSE MATERIALS/DESIGN/ANALYSIS

This documentation involves material related to the course a provider submits as part of the accreditation process. Essentially, IACET reviewers are interested in formal documents that show quality needs assessment, course design and associated materials.

If excerpts are requested and the excerpt is part of a larger document, only provide the excerpt, not the entire document. This helps IACET reviewers to ensure compliance quickly and efficiently.

COURSE DESIGN DOCUMENT

This piece of evidence will be used throughout the application for your exemplary course(s).

EVIDENCES IN THE STANDARD

In the ANSI/IACET 1-2018 Standard, categories and elements **1.1, 1.2, 1.3 A&B, 1.4B, 1.5B, 1.6 A&B, 1.7B, 1.8, 2.1B, 2.2 B&C, 2.4B, 2.5, 3.1B, 3.2B, 3.3B, 4.1B, 5.1 & 5.2, 6.1, 6.2B, 6.3B, 6.4B, 6.5, 7.1, 7.2B, 8.2C, 8.3 A&B, 8.4, 8.6 B&C, 9.1, 9.2B require evidence**.

CATEGORY 3 PLANNING & PERSONNEL

Matrix Exercise: Put a mark in the appropriate box for the type of evidence that would be uploaded to the application to show compliance with each element.

ANSI/IACET 1-2018 Standard for Continuing Education and Training Element The Provider shall:	Process	Policy	Completed form, report, or worksheet	Job description / Resume / Credentials	Documentation from an internal instruction manual, job aid	Registration form, marketing materials, other communications	Design / Analysis / Course Materials
3.1 Have a policy that individuals involved in the design, development, delivery and evaluation of learning events are qualified to perform their assigned tasks.							
3.2 Have a process that requires regular performance evaluations of instructors, instructional design and development staff, program evaluators and administrators.							
3.3 Have a process to document individuals' professional development activities for ensuring those who are involved in the design, development and delivery of learning events remain current in subject matter material and learning methods.							

Notes:

INSTRUCTIONAL DESIGN PROCESSES FROM 2018 STANDARD CATEGORIES

EXEMPLARY COURSES: CHOOSING A COURSE OR COURSES TO PRESENT FOR ACCREDITATION

IACET accreditation requires the provider to choose a course that will be used as evidence to support Categories 4-9.

The provider should choose exemplary course(s) that employ the methodology used the training offered by your organization. IACET classifies learning events into three categories:

- Live (Face to face);
- Distance Learning (Instructor/instruction and learners separated by time and space);
- Blended/Hybrid (combination)

Choose courses from each methodology to submit that have a clear and unambiguous structure. To save time, choose courses that already have developed documentation. This will save the you time in the accreditation process.

Courses based on mastery-based learning are usually the simplest to get accredited. Mastery-based learning involves presenting content and then assessing objectives to prove mastery of the material. The process is repeated until the course is complete.

Keep in mind that an organization seeking accreditation will have to present a course design document for at least two learning events. During the site visit, the IACET Site Visitor may request proof for up to three other courses that the procedures for compliance are being followed.

LEARNING EVENT DESIGN DOCUMENT FOR EXEMPLARY COURSES

A learning event design document is the evidence by which your organization can document the planning and thinking that goes behind the learning events that you design, develop and deliver.

Throughout the application there are requests for you to show compliance with the standard through the submission of a design document. IACET does not require a certain type or format for the design document but standard practice would suggest that any design document include the following elements:

- Summary of the Needs Analysis
- The audience for the training
- Learning outcomes
- Learning environment specifications
- Instructional methods and materials
- Assessment
- Overview of the course
- Timing allocation

SAMPLE LEARNING DESIGN DOCUMENTS, COURSE AND LESSON PLANS

Sample Design Document

Many employees at Example Organization, especially recent college graduates, have never had a formal Business Etiquette course. Since these are the "rules" that govern acceptable professional behavior, it is important that they all have a common framework to operate from. Example Organization employees would benefit from learning business etiquette, which would enable them to project a professional image to both internal and external clients. Based on input/complaints from managers and employees, this is a need that should be addressed, is covered under the performance appraisal dimension of Interpersonal Effectiveness, and would be well-received. The goal of this course is to help participants realize that business etiquette is a necessary tool for ... professional success and pr... them with useful ... vior guidelines.

Unit/Lesson Name	Time Allotted/ Learning Environment	Need, Content Description and/or Purpose	List Learning Outcomes	Instructional Materials Used	Method along with the learning styles that are accommodated with this method	Assessment Method and Performance Criteria	Comments/ Notes
Example: Lesson 1	10 Minutes Classroom-based, instructor led	To brainstorm a group definition of business etiquette	1. *Define* business etiquette	Course manual pp. 5 - 6; white board or flip chart to record key phrases	Group Discussion • Auditory • Visual	Quiz at end of course Passing score is 70%	No pre-work is required
Example: Lesson 2	20 minutes	To expose participants to etiquette guidelines	2. *Explain* etiquette guidelines for common business	Course manual, pp. 7 - 9	Lecture/presentation of new material • Auditory • Visual	Quiz at end of course Passing score is	Participants can pre-read if they desire, but not required

A. Category 6: CEU calculation and time allotted for each section of the course
B. Category 4: Needs Analysis
C. Category 5: Learning Outcomes
D. Category 6: Instructional Content and Methods
E. Category 7: Assessment of Outcomes

Public Speaking Seminar - Design Document

Title:

Public Speaking with Confidence

Background:

Safety Professionals often need to present their ideas to large groups of people. They also have training responsibilities and need to be able to capture their audiences from the beginning. Many of these folks are technically very knowledgeable, but lack the ability to "tell their story".

Purpose of training:

Based on the needs assessment done on Continuing Education needs, Business skills including communication was ranked at 7.35 (on a scale of 1 – 10) for those respondents who were familiar with ASSE. It also ranked high (7.35) for those not familiar with ASSE.

Target Population:

SeminarFest attendees

Audience Analysis:

Not available – May try to reach out to them via email prior to SeminarFest to see what kinds of presentations they have problems with and what they are expecting from the course

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COURSE PLANNING DOCUMENT
(Italicized text is a suggestion or an example for possible text.)

Course Title*:

Instructor*:

Criteria needed for Instructor (certifications, licensure, etc.):

Needs Assessment: Learner needs have been assessed by the following

Survey	Advisory Committee	Client request
Evaluation responses	Article	Other
Please see attach documentation.		

Target Audience*: *Who would benefit from this course/program?*

Prerequisites* (courses and/or assessment or tests): This course is intended for individuals who *(possible text.......are new to the _____ with less than two years' experience. OR who have ____ years of experience and are preparing for the ____certification exam OR To attend this program some college experience (or a 4-year college degree) is recommended, however, not required. OR a good command of the English language will be helpful in the learner's understanding of the program content.)*

Learner Course Materials*: *Text(s) Name & ISBN #s, handouts, online component*

Any additional course materials needed by Instructor:

Equipment: *Computer station, stethoscope, software, i.e., computer station and software will be provided by the institution. Learners must bring their own stethoscope.*

Any special considerations for space or room set up:

Course Description*:

Participant's Guide to the Documentation for Initial Accreditation Workshop

	A	B	C	D	E	F
Course Name Lesson Plan						
Identified Need(s) Addressed:						
Class Session	Topic	Learning Outcome	Methodology	Learning Style addressed*	Assessment Tool	
1						
2						
3						
4						
Learning Outcomes (3-5 for courses, 6 - 16 for certificate programs)						
Upon successful completion of this course, the student will be able to:						
Identify……						
Explain….						
Discuss …..						
Operate……						
Apply….						
Design…..						
Learning Styles addressed are:						
Visual						
Auditory						
Kinesthetic (involving movement)						

DESIGN DOCUMENT IN STANDARD APPLICATION

These are the categories and elements that require a design document included as part of evidence:

- Learning Environment supports outcomes (2.2B)
- Needs Analysis results (4.1)
- Learning outcomes are clear, specific, & measurable (5.1)
- Relationship between analysis & learning outcomes (5.2)
- Content supports learning outcomes (6.1)
- Instructional methods are appropriate (6.3)
- Methods support adult learning principles (6.3)
- Calculation of CEUs (timings) (6.4)
- Assessment methods measure learning outcomes (7.1)
- Feedback on proficiency in learning outcomes (7.2)

ANSI/IACET 1-2018 Standard for Continuing Education and Training Element The Provider shall:	Process	Policy	Completed form, report, or worksheet	Job description / Resume / Credentials	Documentation from an internal instruction manual, job aid	Registration form, marketing materials, other communications	Design / Analysis / Course Materials
4.1 Have a process for conducting a formal needs analysis for the learning event that guides the development of planned learning outcomes and learning event design.							

Sample Design Document

Many employees at Example Organization, espe... ...ent college graduates, have never had a formal Business Etiquette course. Since these are the "rules" that govern acceptable professio... ...r, it... ...they all have a common framework to operate from. Example Organization employees would benefit from le... ...ss... ...would enable them to project a professional image to both internal and external clients. Based on input/complair... ...om... ...ers... ...this is a need that should be addressed, is covered under the performance appraisal dimension of Interper...nal Eff...ess, and would be well-received. **The goal of this course is to help participants realize that business etiquette is a neces...ry tool... ...eir professional success and provide them with useful behavior guidelines.**

4.1A

Unit/Lesson Name	Time Allotted/ Learning Environment	Need, Content Description and/or Purpose	List Learning Outcomes	Instructional Materials Used	Method used along with the learning styles that are accommodated with this method	Assessment Method and Performance Criteria	Comments/ Notes
Example: Lesson 1	10 Minutes Classroom-based, instructor led	To brainstorm a group definition of business etiquette	1. *Define business etiquette*	Course manual pp. 5 - 6; white board or flip chart to record key phr...es	Group Discussion • Auditory • Visual	Quiz at end of course Passing score is 70%	No pre-work is required

ANSI/IACET 1-2018 Standard for Continuing Education and Training Element The Provider shall:	Process	Policy	Completed form, report, or worksheet	Job description / Resume / Credentials	Documentation from an internal instruction manual, job aid	Registration form, marketing materials, other communications	Design / Analysis / Course Materials
5.1 Have learning outcomes that are specific and measurable, achievable, realistic and time-based.							
5.2 Establish the relationship between needs analysis and planned learning outcomes.							

-

Sample Design Document

Many employees at Example Organization, es___ ___ent college graduates, have never had a formal Business Etiquette course. Since these are the "rules" that govern acceptable profes___ ___r, it is important that they all have a common framework to operate from. Example Organization employees would benefit fro___ ___ss etiquette, which would enable them to project a professional image to both internal and external clients. Based on input/com___ ___s from ___ers and employees, this is a need that should be addressed, is covered under the performance appraisal dimension of Inte___sonal Ef___ess, and would be well-received. **The goal of this course is to help participants realize that business etiquette is a ne___ssary too___ir professional success and provide them with useful behavior guidelines.**

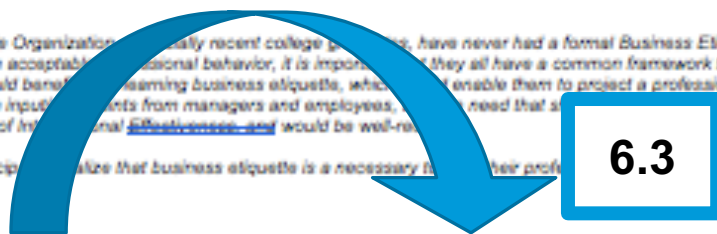| Unit/Lesson Name	Time Allotted/ Learning Environment	Need, Content Description and/or Purpose	List Learning Outcomes	Instructional Materials	Method used along with the learning styles that are accommodated with this method	Assessment Method and Performance Criteria	Comments/ Notes
Example: Lesson 1	10 Minutes Classroom-based, instructor led	To ___ a grou___ n of busin___ tte	1. ___fine ___usiness ___tiquette	___ual ___ite chart to record key ob___es	Group Discussion • Auditory • Visual	Quiz at end of course Passing score is 70%	No pre-work is required

ANSI/IACET 1-2018 Standard for Continuing Education and Training Element The Provider shall:	Process	Policy	Completed form, report, or worksheet	Job description / Resume / Credentials	Documentation from an internal instruction manual, job aid	Registration form, marketing materials, other communications	Design / Analysis / Course Materials
6.1 Have a process to ensure the selected content logically supports the learning outcomes.							
6.2 Have a policy to review course content for quality, currency, effectiveness and applicability.							
6.3 Have a process to ensure instructional methods are appropriately matched to achieve the learning outcomes and to incorporate adult learning principles.							
6.4 Have a process for calculating and recording the IACET CEU for learning events.							
6.5 Instructional delivery shall include communicating learning outcomes and requirements to earn the IACET CEU at the beginning of the learning event.							

Example: Many employees at Example Organization, ... ly recent college g..., have never had a formal Business Etiquette course. Since these are the "rules" that govern acceptab... ...sional behavior, it is impor... ...they all have a common framework to operate from. Example Organization employees would bene... ...earning business etiquette, whi... ...enable them to project a professional image to both internal and external clients. Based on input... ...nts from managers and employees, ... need that s... ...is covered under the performance appraisal dimension of In... ...nal effectiveness and would be well-re...

The goal of this course is to help particip... ...lize that business etiquette is a necessary ... ...heir prof... ... provide them with useful behavior guidelines.

6.3

Unit/Lesson Name	Time Allotted	Content Description and/or Purpose	List Learning Outcomes	Instructional Materials Used	Method used along with the learning styles that are accommodated with this method	Assessment Method and Performance Criteria	Comments/ Notes
Example: Lesson 1	10 Minutes	To brainstorm a group definition of business etiquette	1. Define business etiquette	Course manual pp. 5 - 6; white board or flip chart to record ...	Group Discussion • Auditory • Visual	Quiz at end of course Passing score is ...	No pre-work is required

ANSI/IACET 1-2018 Standard for Continuing Education and Training Element The Provider shall:	Process	Policy	Completed form, report, or worksheet	Job description / Resume / Credentials	Documentation from an internal instruction manual, job aid	Registration form, marketing materials, other communications	Design / Analysis / Course Materials
7.1 Have assessment methods that measure the achievement of learning outcomes. [A course design document is required for each applicable delivery method the provider wants to employ including distance learning, classroom, and/or hybrid.]							
7.2 Have a process to ensure learners have achieved the learning outcomes through the learning assessment.							

Sample Design Document

Many employees at Example Organization, especially recent college ____ ____ never had a ____ ____ course. Since these are the "rules" that govern acceptable professional behavior, it is i____ ____ they all have a comm____ ____ from. Example Organization employees would benefit from learning business ____ which would enable them to p____ ____ ge to both internal and external clients. Based on input/complaints from manage____ employees, this is a need that shou____ ____ ed under the performance appraisal dimension of Interpersonal Effective____ss, and would be w____ ____d. The g____ ____ participants realize that business etiquette is a necessary tool for their professional su____ provide them with useful behavior guidelines.

7.1

Unit/Lesson Name	Time Allotted/ Learning Environment	Need, Content Description and/or Purpose	List Learning Outcomes	Instructional Materials Used	Method used along with the learning styles that are accommodated with this method	Assessment Method and Performance Criteria	Comments/ Notes
Example: Lesson 1	10 Minutes Classroom-based, instructor led	To brainstorm a group definition of business etiquette	1. *Define* business etiquette	Course manual pp. 5 - 6; white board or flip chart to record key ph____	Group Discussion • Auditory • Visual	Quiz at end of course Passing score is 70%	No pre-work is required

CATEGORY 8 AWARDS & RECORDS

Matrix Exercise: Put a mark in the appropriate box for the type of evidence that would be uploaded to the application to show compliance with each element.

ANSI/IACET 1-2018 Standard for Continuing Education and Training Element The Provider shall:	Process	Policy	Completed form, report, or worksheet	Job description / Resume / Credentials	Documentation from an internal instruction manual, job aid	Registration form, marketing materials, other communications	Design / Analysis / Course Materials
8.1 Have a process verifying that the learner who registers and participates in the learning event is the same learner who receives the IACET CEU							
8.2 Have a process to identify and inform learners if they have or have not met the established criteria for earning the IACET CEU.							
8.3 Recognize successful completion of the established criteria either through a certificate of completion or a training transcript.							
8.4 Maintain an operational recordkeeping system, including backup, for each learner and learning event.							
8.5 Have a process to maintain training records and make them available to learners for a minimum of seven (7) years.							
8.6 Have a policy for ensuring the privacy and information security of learners' records that addresses the role of information input, maintenance, release and issuance of learners' records following learning event completion.							

Notes:

Matrix Exercise: Put a mark in the appropriate box for the type of evidence that would be uploaded to the application to show compliance with each element.

ANSI/IACET 1-2018 Standard for Continuing Education and Training Element The Provider shall:	Process	Policy	Completed form, report, or worksheet	Job description / Resume / Credentials	Documentation from an internal instruction manual, job aid	Registration form, marketing materials, other communications	Design / Analysis / Course Materials
9.1 Have a process that requires the comprehensive, systematic evaluation of the learning events							
9.2 Have a process for analyzing learning event evaluation results and sharing them with instructors, instructional design and development staff, program evaluators and administrators to ensure these results are incorporated into continuous process improvement for the specific learning event and future learning events.							

Notes:

Module Overview: Why do we need to communicate?

- To make sure everyone is on the "same page" or aligned with expectations, responsibilities, and compliance.

- You don't have to hear, "well, I didn't know that existed."

Key Point:

Early involvement and educating your department and organization is the key to success!

Where will your policies and processes live and be accessed?

- LMS?

- Standard of Procedures Manual

- Employee Guide

- Contracts

- Cloud?

- Website?

- Someone's hard drive?

- Content management system?

- Google Docs/Microsoft Teams?

Notes:

SO, WHY THE SELF-AUDITING AND REPORTING?

- Keeps you compliant

- Reminds you about continuous improvement

- Saves you time when you come up for reaccreditation

SELF-AUDITING

No matter whether you are in the process of applying for first-time accreditation, performing your annual reporting or applying for reaccreditation, it is important to keep in mind that it is your organization that was and is being accredited and not your individual courses or learning events.

One of the processes that is evaluated at your initial accreditation is the process by which your organization conducts a regular self-audit or self-assessment. That process must include some mechanism by which your organization assures its continued adherence to the Standard.

The use of this checklist is not required but can used to ensure that your organization does have some record of having conducted a review of its adherence and conformance to the Standard.

Membership renewal is often the trigger for many APs to start the annual review process and may be written into the process your organization uses. 90 days prior to your anniversary date (membership renewal), IACET's system automatically sends a renewal notice to the primary account associated with your organization. The system opens the annual report module for your organization to begin the input of the information requested at membership renewal and sends a notification email with the invoice for your annual membership dues.

The anniversary date is the time at which IACET requests evidence of the self-audit. Based on previous experience, if you find that the self-audit takes longer than 90 days to conduct, you don't have to wait for the 90-day notice to start your self-audit. Since you know your anniversary date, you can plan based on that as your target completion date. Since the self-audit checklist follows the format of the Standard it gives you a clear process to follow, be sure to consider using it as a guide. The figure below illustrates what the self-audit checklist looks like and provides some tips on how to use the checklist.

Provider Self-Assessment Checklist
ANSI/IACET 1-2018 Standard for Continuing Education and Training
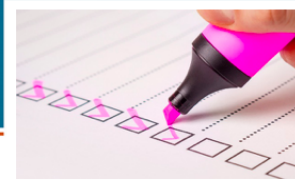
Instructions:
Please consider using the following checklist as prompts to assess your program and ensure you have the necessary policies, processes, and record-keeping in place for a successful program. Keep in mind, providers shall:

Verify necessary policies/processes are established, written and implemented when required.

Verify method(s) of communication of the applicable process or policy. Polices are meant to be communicated. It is not enough to have a policy and not have evidence of it being communicated.

Maintain documentation to provide evidence and examples of actual activity or practices
(Please note, for your formal review, you will be asked to produce actual *completed* forms/worksheets/reports and not just the blank forms)

This document is provided in Microsoft Word® format so prospective providers can easily edit and integrate the document into their organization.

The Action Needed/Taken column enables you to record notes about what actions need to be done to bring the organization in line with the Standard. Going through the process of a self-audit will also help you to identify which areas of the Standard you may need to remediate with your organization's staff involved with IACET accredited policies and processes.

	Standard Category	Do We Have...			Action Needed/Taken
CATEGORY 1: Organization, Responsibility and Control	The Provider shall be incorporated, registered or otherwise recognized as a legal entity.	Mission statement or set of specific goals describes intent and commitment to continuing education within the organization overall	Yes ☐	No ☐	
	The Provider supports the development, administration and delivery of the training it provides with a mission statement, statement of goals and/or other documentation.	Organizational chart showing position in organization responsible for compliance with ANSI/IACET 1-2018 Standard	Yes ☐	No ☐	
	The Provider shall identify the unit and position(s) within the organization responsible for compliance with the ANSI/IACET 1-2018 Standard for Continuing Education and Training.	Completed forms, worksheets, reviews/reports with metrics/data regarding course reviews	Yes ☐	No ☐	
	The Provider shall have a process to measure the effectiveness of its development, administration, delivery and support of its education/training.	Job description for position responsible for conducting periodic review process Company/organizational policies for employees regarding professional behavior related to discrimination	Yes ☐	No ☐	
	The Provider shall have a periodic internal review process that ensures adherence to the current ANSI/IACET1-2018 Standard for Continuing Education and Training.	Company/organizational policies regarding proprietary interests and intellectual property rights	Yes ☐	No ☐	
	The Provider shall have an anti-discrimination policy statement.				

Participant's Guide to the Documentation for Initial Accreditation Workshop

At the end of each category there is a section for the person who is completing the self-audit to sign. This formalizes the document and ensure a record is created for compliance purposes.

Category 1 review completed by:

Action items to be completed by:
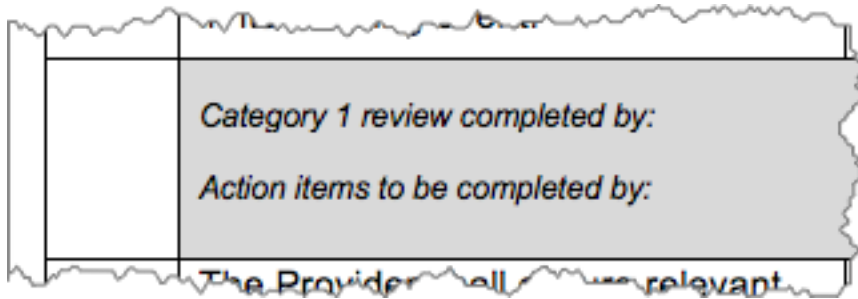
It is important to make sure these are complete as well. The commissioners who look at your organization for reaccreditation will want to see that these have been signed and dated. Once completed, the self-audit can and should be converted to a PDF.

ANNUAL REPORTS

Now we come to the Annual Report. There are a few questions here that must be answered, and it can help you to prepare by knowing what they are. IACET collects annual statistics of your organization and others. These questions are and items to be uploaded for the report to complete are:

Numbers

How many CE/T events has your organization conducted during the past 12 months?

We are asking you to tell us how many learning events that carry CEUs are you offering each year.

How many participants have been served by your organization's CE/T events in the past 12 months?

A participant is defined as a single individual participating in a single learning event. A person who participates in multiple learning events may be counted multiple times (i.e., once for each learning event in which the individual participated).

How many learners were awarded IACET CEUs in the past 12 months?

A learner is defined as a single individual who may participate in either a single or multiple learning events. For this response, an unduplicated count (i.e., only count each learner one time) of the number of individuals to whom IACET CEUs were awarded.

What is the total number of IACET CEUs that were awarded in the past 12 months?

This number should be the sum of all the CEUs awarded to the comprehensive total of all learners for the past 12 months.

Changes

We recognize that changes may happen with your organization in the time between initial accreditation and reaccreditation. For this reason, we ask you to identify any *substantive changes* to Organization, Responsibility, and Control.

- Has there been any change in the mission or objectives of the CE/T unit?
- Has there been any change in the management of the program or CE/T unit?
- Has there been any change in the outsourcing or subcontracting of any of your organization's CE/T services (e.g., content development, instructional delivery, online capabilities, etc.)?
- Has your organization been acquired by or merged with another organization?

For each of these, if you answer yes, we ask that you provide a brief explanation of the change and what prompted the change in the comment area below. Then, attach supporting documentation by dropping the documents in the box.

Completed and Signed Self-Assessment/Audit Process and Checklist

The next step in the annual reporting process is to adhere to the Standard's requirement that the AP shall have a periodic internal review process that ensures adherence to the current ANSI/IACET 1-2018 Standard for Continuing Education and Training. A standard review process is required to ensure the continuous quality of the overall CE/T program, and the consistent application of the Standard. A completed checklist or other tool can be used to document compliance with the Standard.

To ensure that your organization is continuing to follow the ANSI/IACET Standard, you will need to upload a PDF of:

- A documented review process to ensure the quality of the overall CE/T program and the consistent application of the Standard to include all categories and elements.

   AND

- A completed, signed and dated checklist, such as the Self Audit Checklist or other tool. This can be the tool mentioned at the beginning of the article.

Industry Survey

You will complete an industry survey about your organization that contains questions around:

- Does your organization implement any competency-based training (CBT) programs?
- Where does your organization stand regarding implementation of a competency-based training (CBT) program?
- Does your organization use digital badges?
- Which instructional design model(s) does your organization use?
- When developing your learning events and organizing the instruction, which tools do you use most in your instructional design process?
- Has your organization implemented virtual reality technologies?
- Does your organization use social media in your learning events?

- Does your organization have a formal process for ensuring validity and reliability of assessments given to learners (tests, examinations etc.)?
- Does your organization make training available for instructors/trainers on adult learning techniques?
- Would you like more information about workshops and online events that help instructors master adult learning techniques?
- Do you teach international learners?

CATEGORY 1 ORGANIZATION & CONTROL

ANSI/IACET 1-2018 Standard for Continuing Education and Training Element The Provider shall:	Process	Policy	Completed form, report, or worksheet	Job description / Resume / Credentials	Documentation from an internal instruction manual, job aid	Registration form, marketing materials, other communications	Design / Analysis / Course Materials	Mission Statement / Goals	Organizational Chart
1.1 Be incorporated, registered or otherwise recognized as a legal entity.									
1.2 Support the development, administration and delivery of the training it provides with a mission statement, statement of goals and/or other strategic documentation.									
1.3 Identify the unit and position(s) within the organization responsible for compliance with the ANSI/IACET 1- 2018 Standard for Continuing Education and Training.									
1.4 Have a process to measure the effectiveness of its development, administration, delivery and support of its education/training.									
1.5 Have a periodic internal review process that ensures adherence to the current ANSI/IACET 1-2018 Standard for Continuing Education and Training.									
1.6 Have an anti-discrimination policy statement.									
1.7 Have a policy that requires disclosure of any instructor's proprietary interest in products, instruments, devices or materials; this disclosure must be included in all marketing materials and at the beginning of the learning event.									
1.8 Have a policy regarding intellectual and legal property rights for all material used in its learning event.									

1.1   The Provider shall be incorporated, registered or otherwise recognized as a legal entity.

Guidance: The Provider must show proof of legal status i.e., Incorporated, Sole Proprietor, Partnership, Chartered by a State, Government or Other.

Please submit the following:

   A. Documentation that properly demonstrates legal status such as Articles of Incorporation. As noted, if the organization is incorporated, a sole proprietorship or a partnership, list of owner(s) or ownership description must also be included.

1.2   The Provider shall support the development, administration and delivery of the training it provides with a mission statement, statement of goals and/or other strategic documentation.

Guidance: A mission statement or set of goals describes intent and commitment, and in this instance, must be specific to the development and execution of education/training and the group or individuals responsible for it.

 Please submit the following:

   A. A mission statement or goal of the position, unit or group responsible for developing and executing training that specifies or includes the associated authority and responsibility for continuing education/training (CE/T).

1.3   The Provider shall identify the unit and position(s) within the organization responsible for compliance with the ANSI/IACET 1-2018 Standard for Continuing Education and Training.

Guidance: An organizational chart must specifically demonstrate which unit and positions within its structure are responsible for compliance with the ANSI/IACET 1-2018 Standard for Continuing Education and Training.

Please submit the following:

   A. Documentation, including an organizational chart or similar, that clearly identifies which unit and positions within the organization are responsible for compliance with the ANSI/IACET 1-2018 Standard for Continuing Education and Training.
   B. Documentation or a job description that fully details tasks and responsibilities associated with conducting the periodic review as described in 1.5.

1.4   The Provider shall have a process to measure effectiveness of its development, administration, delivery and support of its education/training.

Guidance: IACET requires the organization applying for or maintaining IACET accreditation to have a process that periodically evaluates its effectiveness regarding its CE/T program. Providers can fulfill this requirement by answering the question, "How does our organization know we are succeeding toward our mission (as stated in 1.2), and how can we demonstrate it?" This requirement is not about

evaluating individual learning events but the result of the organization's overall effectiveness in meeting its mission regarding CE/T programs.

Please submit the following:

A. A process that evaluates the effectiveness of the organization offering IACET CEUs regarding the CE/T program.
B. Evidence of a completed organizational evaluation. Quantitative and/or qualitative evidence that is referenced in the completed evaluation may include, but is not limited to, annual reports, key performance indicators, focus group reports, interviews, surveys or other documentation. IACET requires a final report and not all the accompanying documentation.

1.5   The Provider shall have a periodic internal review process that ensures adherence to the current ANSI/IACET 1-2018 Standard for Continuing Education and Training.

Guidance: A formal review process is required to ensure the continuous quality of the overall CE/T program and the consistent application of the Standard. A completed checklist or other tool can be used to document compliance with the Standard.

Please submit the following:

A. Documented review process to ensure the quality of the overall CE/T program and the consistent application of the Standard to include all categories and elements.
B. A completed signed and dated checklist, such as the Self Audit Checklist or other tool.

1.6   The Provider shall have an anti-discrimination policy statement.

Guidance: A policy that prohibits discrimination within the learning environment and within the provider's CE/T organization is required to ensure that all individuals involved in continuing education/training will not be subject to discrimination. Also, explain how this information is provided to learners. Additionally, explain how developers/planners and instructors are made aware and acknowledge the policy.

Please submit the following:

A. Anti-discrimination policy.
B. Methodology for how this information is provided to learners and acknowledged by developers, planners and instructors.

1.7   The Provider shall have a policy that requires disclosure of any instructor's proprietary interest in products, instruments, devices or materials; this disclosure must be included in all marketing materials and at the beginning of the learning event.

Guidance: The intent of this requirement is to disclose to the learner if the instructor has a vested interest in any product, instrument, device or materials that may be used in the learning event. If the

instructor receives any share of the royalties or profits from the product promotion or endorsement, the interest should be disclosed to the learner.

Please submit the following:

A. A policy that requires all instructors, working for either the provider or independent contractors, to divulge their interests in any products, instruments, devices or materials that may be included in the training.
B. Proof that marketing and learning materials for the identified learning event contains this disclosure. For example, materials promoting the learning event such as brochures or catalogs, email blasts or mail promotions must show proof of this disclosure, including disclosures at the learning event.

1.8   The Provider shall have a policy regarding intellectual and legal property rights for all material used in its learning event.

Guidance: The Provider of the learning event is required to have a policy that respects the ownership rights of intellectual property and its use in the learning event. Permissions to use copyrighted intellectual property should be requested or purchased, and proof of permission granted needs to be kept on file. All copyrighted materials should be appropriately cited when used in the learning materials.

Please submit the following:

A. Intellectual property rights policy. Use of N/A is not acceptable.

ANSI/IACET 1-2018 Standard for Continuing Education and Training Element The Provider shall:	Process	Policy	Completed form, report, or worksheet	Job description / Resume / Credentials	Documentation from an internal instruction manual, job aid	Registration form, marketing materials, other communications	Design / Analysis / Course Materials
2.1 Ensure relevant instructional and learning resources are available for instructors, learners and staff. [Process required.]							
2.2 Have a process to ensure learning environments support the achievement of learning outcomes.							
2.3 Have a process to disseminate information including, but not limited to, the learning outcomes, criteria to earn the IACET CEU, prerequisites and other requirements in advance of the learning event.							
2.4 Ensure support services are available to learners prior to, during and following the learning event.							
2.5 Ensure administrative and technical support services are available to instructors, instructional design and development staff, program evaluators and administrators prior to, during and following the learning event.							

2.1   The Provider shall ensure relevant instructional and learning resources are available for instructors, learners and staff.

Guidance: The Provider must have a process for ensuring reference material is up to date; educational materials are accessible, accurate and current; and media/technological resources are properly maintained and in good working order.

Please submit the following:

A. The documented process including assigned tasks which are employed to ensure that reference material is up to date; educational materials are accessible, accurate and current; and media resources and technological supports are properly maintained and in good working order. More

than one process may be necessary to verify that all requirements described in this element are met.

B. Completed documents, checklists and worksheets that verify the associated tasks with the process(es) described herein are consistently executed.

2.2 The Provider shall have a process to ensure learning environments support the achievement of learning outcomes.

Guidance: Because learning events vary, the curriculum design must include the necessary learning environment criteria (e.g., for live instructor-led training, this includes classroom set-up, ventilation, sight lines, sound; for online training, this includes navigation, system requirements and virtual course structure) that encourage learner interaction. Considerations for interaction may include learner-to-learner, learner-to-instructor and learner-to-content. A process must be established to ensure this criterion is met for each learning event.

Please submit the following:

A. A copy of the documented process.
B. Completed learning event design document verifying that the criteria for the learning event's environment has been specified.
C. Evidence of the learning environment assessment process such as a completed (not a blank form) facility assessment form and completed classroom requirements.

2.3 The Provider shall have a process to disseminate information including, but not limited to, the learning outcomes, criteria to earn the IACET CEU, prerequisites and other requirements in advance of the learning event.

Guidance: Learners who are well-informed about their expectations in advance of registration and participation in the learning event will have a better chance of success. Information must include event descriptions, event logistics, learning outcomes, how learners will be assessed, and any additional information needed (e.g., program content, prerequisites, learning methodology, IACET CEUs to be awarded, technical equipment and related skills requirements, support services and cost and payment policies). Information can be delivered in a variety of physical or virtual formats, such as email, letter, website, etc.

Please submit the following:

A. The process that delineates how information is disseminated to learners prior to starting or enrolling in a learning event. This may include catalogues, marketing materials, learning event announcements and/or registration confirmation to learners.

2.4 The Provider shall ensure support services for the learners prior to, during and following the learning event.

Guidance: The Provider must ensure the registration, scheduling procedures and communication methods to learners are effective. The Provider must also address the availability of staff to support,

advise and respond to questions about the learning event (e.g., scheduling, registration, technical support, advising, counseling).

Please submit the following:

    A. Evidence of tasks and responsibilities for providing learners with communication and support services starting with the registration process through the program evaluation and follow-up. Please describe how your organization uses the process to meet this Standard category element.

    B. Evidence of communication to learners, information about the learning event and details on staff availability to support, advise and respond to questions regarding the learning program.

2.5   The Provider shall ensure administrative and technical support to instructors, instructional design and development staff, program evaluators and administrators prior to, during and following the learning event.

Guidance: Support services (administrative and technical support) for instructors, instructional designers and development staff, program evaluators and/or administrators ensure successful learning events.

Please submit the following:

    A. Support services (administrative and technical support) for instructors, instructional designers and development staff, program evaluators and/or administrators prior to, during and following learning events. Examples of this may include training and/or support services in a standard operating procedure (SOP) manual that is given to staff involved in the design, development, delivery and evaluation of learning events.

ANSI/IACET 1-2018 Standard for Continuing Education and Training Element The Provider shall:	Process	Policy	Completed form, report, or worksheet	Job description / Resume / Credentials	Documentation from an internal instruction manual, job aid	Registration form, marketing materials, other communications	Design / Analysis / Course Materials
3.1 Have a policy that individuals involved in the design, development, delivery and evaluation of learning events are qualified to perform their assigned tasks.							
3.2 Have a process that requires regular performance evaluations of instructors, instructional design and development staff, program evaluators and administrators.							
3.3 Have a process to document individuals' professional development activities for ensuring those who are involved in the design, development and delivery of learning events remain current in subject matter material and learning methods.							

Notes:

3.1   The Provider shall have a policy that individuals involved in the design, development, delivery and evaluation of learning events are qualified to perform their assigned tasks.

Guidance: The individuals shall meet the following minimum requirements:

- Competent in the learning event content.
- Credentialed and/or trained in planning and/or facilitating the learning event.
- Knowledgeable in instructional methods and learning processes.

Credentials can be documented through resumes, job descriptions, documentation of educational and professional experience, licenses and certifications. This documentation must include qualifications to ensure verified competence for all design, development, delivery, evaluation and administrative personnel/contractors associated with the CE/T function. If planning and/or instruction are contracted outside the agency, the contract must indicate these credentials and qualifications. The Provider is responsible for reviewing and maintaining this documentation.

Please submit the following:

A. Policy indicating that individuals involved in the design, development, delivery and evaluation of learning events are qualified.
B. Evidence of verified credentials for key personnel/contractors associated with design, development, delivery, evaluation and administrative tasks for CE/T.

3.2   The Provider shall have a process that requires regular performance evaluations of instructors, instructional design and development staff, program evaluators and administrators.

Guidance: A process is required to ensure instructors, instructional design and development staff, program evaluators and administrators are evaluated regularly on their performance to carry out their assigned job duties. Performance evaluations may include quality and quantity of work; communication and interpersonal skills; planning, administration and organization, leadership, job knowledge and expertise, attitude, ethics, creative thinking, self-development and growth.

Please submit the following:

A. Documented performance evaluations process for instructors, instructional design and development staff, program evaluators and administrators.
B. An example of this evidence can include documented performance evaluations.

3.3   The Provider shall have a process to document individuals' professional development activities for ensuring those who are involved in the design, development and delivery of learning events remain current in subject matter material and learning methods.

Guidance: Professional development needs may be identified as a result of a structured evaluation process (e.g., learner/classroom evaluations, trainer observations, self-assessments). The Provider must have a process for identifying the professional development CE/T personnel needs and the resulting learning opportunities in which they have engaged to remain current in subject matter expertise and learning methodology.

Please submit the following:

A. Documented process used to regularly evaluate the professional development needs and learning opportunities for program planners and/or instructors.
B. Evidence of its use, e.g., professional development assessment, performance goals, training logs, training calendars and learning event announcements.

ANSI/IACET 1-2018 Standard for Continuing Education and Training Element The Provider shall:	Process	Policy	Completed form, report, or worksheet	Job description / Resume / Credentials	Documentation from an internal instruction manual, job aid	Registration form, marketing materials, other communications	Design / Analysis / Course Materials
4.1 Have a process for conducting a formal needs analysis for the learning event that guides the development of planned learning outcomes and learning event design.							

4.1   The Provider shall have a process for conducting a formal needs analysis for the learning event that guides the development of planned learning outcomes and learning event design.

Guidance: The rationale and planning for each learning event must be the result of a timely needs analysis. Needs may be identified in a variety of ways, including focus groups, questionnaires, surveys, learners' comments and suggestions, records reports, tests, self-assessments, print media, observations, work samples and customer requests.

Please submit the following:

A. Documented process used for a learning needs analysis. Please describe how your organization uses the process to identify how content is determined and how learning needs are periodically evaluated.
B. An example of a completed needs analysis for one (1) recent learning event.

ANSI/IACET 1-2018 Standard for Continuing Education and Training Element The Provider shall:	Process	Policy	Completed form, report, or worksheet	Job description / Resume / Credentials	Documentation from an internal instruction manual, job aid	Registration form, marketing materials, other communications	Design / Analysis / Course Materials
5.1 Have learning outcomes that are specific and measurable, achievable, realistic and time-based.							
5.2 Establish the relationship between needs analysis and planned learning outcomes.							

For 5.1 and 5.2, provide an example of a course design document for each method of delivery offered (including the same learning event that you highlighted in 4.1).

5.1   The Provider shall have learning outcomes that are specific and measurable, achievable, realistic and time-based.

Guidance: Learning outcomes must clearly identify the specific measurable behavior and must state in precise terms what the learner should accomplish that is directly related to the content of the learning event. For large events such as conferences, each session is a separate learning event; therefore, the organization must establish learning outcomes for each session.

Please submit the following:

   A.   A learning event design document that has specific, measurable, attainable, relevant and timely (SMART) learning outcomes for two learning events.

5.2   The Provider shall establish the relationship between needs analysis and planned learning outcomes.

Guidance: The needs analysis must result in identified learning outcomes and focus on what a learner will have achieved by participating in and completing a learning event.

Please submit the following:

   A.   The learning event design document that summarizes the analysis and explains how resulting established learning outcomes were identified.

ANSI/IACET 1-2018 Standard for Continuing Education and Training Element The Provider shall:	Process	Policy	Completed form, report, or worksheet	Job description / Resume / Credentials	Documentation from an internal instruction manual, job aid	Registration form, marketing materials, other communications	Design / Analysis / Course Materials
6.1 Have a process to ensure the selected content logically supports the learning outcomes.							
6.2 Have a policy to review course content for quality, currency, effectiveness and applicability.							
6.3 Have a process to ensure instructional methods are appropriately matched to achieve the learning outcomes and to incorporate adult learning principles.							
6.4 Have a process for calculating and recording the IACET CEU for learning events.							
6.5 Instructional delivery shall include communicating learning outcomes and requirements to earn the IACET CEU at the beginning of the learning event.							

For 6.1, 6.2, 6.3 and 6.4, provide an example of a course design document for each method of delivery offered (use the same learning events that you highlighted in 5.1 and 5.2).

6.1   The Provider shall have a process to ensure the selected content logically supports the learning outcomes.

Guidance: The Provider must establish a development process and employ a learning design document that clearly reflects that the learning outcomes follow a logical progression.

Please submit the following:

   A.   The documented process.

6.2   The Provider shall have a policy to review course content for quality, currency, effectiveness and applicability.

Guidance: A policy is required to ensure course content is reviewed for quality, currency, effectiveness and applicability. Learning events are valuable to participants only if the course content is of sufficient

quality to ensure learning; the material is developed using current information; the material is effective in having the participants achieve the learning outcomes; and the material is applicable to the participants.

Please submit the following:

    A. Documented policy to review course content that describes how your organization uses the policy to identify how content is reviewed.
    B. An example of this evidence shall include completed checklists.

6.3   The Provider shall have a process to ensure instructional methods are appropriately matched to achieve the learning outcomes and to incorporate adult learning principles.

Guidance: Given the category of outcome (e.g., knowledge, skill, comprehensive thinking), instructional methods should facilitate achievement of the desired learning outcomes.

Please submit the following:

    A. Documented process that ensures instructional methods are appropriately matched for the achievement of learning outcomes.
    B. Evidence that instructional methods are appropriately matched to achieve learning outcomes.

6.4   The Provider shall have a process for calculating and recording the IACET CEU for learning events.

Guidance: Providers must have a documented process for calculating IACET CEUs and recording the number awarded for each learning event and for each learner.

Calculating IACET CEUs

Step 1: Determine contact time in hours using the following formula in minutes (mins):

(total mins all activities) – (total mins non-allowable activities) / 60 mins = # hours (hrs.)

Step 2: *Calculate the number of IACET CEUs using the following formula in hours (hrs.):

contact time (hrs.) / 10 hrs. = # CEUs

(1 IACET CEU = 10 hours)

*IACET CEUs are rounded to the nearest tenth.

Learning activity:
(a) Allowed: classroom, self-paced, distance learning or other projects in support of a learning outcome.
(b) Not allowed: unplanned, unsupervised and unsponsored activities such as breaks, non-working lunch and anything promotional in nature.

To determine the length of a learning event — regardless of delivery mode — the Provider shall conduct a pilot study. This study shall be an accurate portrayal of the learning event and shall involve individuals who represent the target audience of the training. IACET CEUs may be issued to pilot study participants.

Partial credit or adjusted IACET CEUs shall not be awarded to individuals who do not successfully meet the criteria for achievement of IACET CEUs.

Please submit the following:

A. Documented process for calculating IACET CEUs and recording the number awarded for each learning event and each learner. This process must address the process for recalculating the number of IACET CEUs when changes occur in duration or delivery mode.
B. Sample of an IACET CEU calculation/worksheet that has been completed for a recent course to verify this process provided herein.

6.5   Instructional delivery shall include communicating learning outcomes and requirements to earn the IACET CEU at the beginning of the learning event.

Please submit the following:

A. The introduction page(s) of the trainer or learner guide (or a PowerPoint presentation) verifying the discussion of learning outcomes occurs at the beginning of the learning event. Please note only the relevant page(s) are necessary.

CATEGORY 7 OUTCOMES ASSESSMENT

ANSI/IACET 1-2018 Standard for Continuing Education and Training Element The Provider shall:	Process	Policy	Completed form, report, or worksheet	Job description / Resume / Credentials	Documentation from an internal instruction manual, job aid	Registration form, marketing materials, other communications	Design / Analysis / Course Materials
7.1 Have assessment methods that measure the achievement of learning outcomes. [A course design document is required for each applicable delivery method the provider wants to employ including distance learning, classroom, and/or hybrid.]							
7.2 Have a process to ensure learners have achieved the learning outcomes through the learning assessment.							

For 7.1 and 7.2, provide an example of a course design document for each method of delivery offered (use the same learning events that you highlighted in 4.1, 5.1 and 5.2 and 6.1, 6.2, 6.3 and 6.4).

7.1   Assessment methods shall measure the achievement of learning outcomes.

Guidance: The assessment method must incorporate performance criteria to provide evidence that learners have achieved the learning outcomes. For example, performance criteria may include a passing score on a test or a minimum number of successfully demonstrated steps in a simulation.

7.2   The Provider shall have a process to ensure learners have achieved the learning outcomes through the learning assessment.

Guidance: There are multiple ways to provide the learner feedback during and after a learning event. Feedback opportunities must be built into the lesson interactions and as follow up to assessments.

Please submit the following:

A. Documented process requiring instructor feedback to learners on their achievement of learning outcomes. Please describe how your organization uses the process to meet this standard category element.
B. Evidence verifying that learner feedback is occurring; for example, a completed (not a blank template) program evaluation form that includes the question, "Did the instructor provide feedback on the achievement of the learning outcomes to the learners?"

CATEGORY 8 AWARDS & RECORDS

Matrix exercise: Put a mark in the appropriate box for the type of evidence that would be uploaded to the application to show compliance with each element.

ANSI/IACET 1-2018 Standard for Continuing Education and Training Element The Provider shall:	Process	Policy	Completed form, report, or worksheet	Job description / Resume / Credentials	Documentation from an internal instruction manual, job aid	Registration form, marketing materials, other communications	Design / Analysis / Course Materials
8.1 Have a process verifying that the learner who registers and participates in the learning event is the same learner who receives the IACET CEU							
8.2 Have a process to identify and inform learners if they have or have not met the established criteria for earning the IACET CEU.							
8.3 Recognize successful completion of the established criteria either through a certificate of completion or a training transcript.							
8.4 Maintain an operational recordkeeping system, including backup, for each learner and learning event.							
8.5 Have a process to maintain training records and make them available to learners for a minimum of seven (7) years.							
8.6 Have a policy for ensuring the privacy and information security of learners' records that addresses the role of information input, maintenance, release and issuance of learners' records following learning event completion.							

8.1   The Provider shall have a process verifying that the learner who registers and participates in the learning event is the same learner who receives IACET CEU.

Guidance: A process is required to verify that IACET CEU is provided to the same learner who registered and participated in the learning event. This can be completed by checking a form of government or employer issued identification or electronic signature, etc. The process may include who conducts the verification and who has the responsibility, functioning as the point of verification.

Please submit the following:

A. Documented process for verifying the registered learner is the same learner who receives the IACET CEU.

8.2   The Provider shall have a process to identify and inform learners if they have or have not met the established criteria for earning the IACET CEU.

Guidance: A process must be in place to communicate the criteria for qualifying for IACET CEUs prior to the learning event. A process must be in place to provide the learner notification upon completion of the learning event if they have or have not successfully met the criteria for earning the corresponding IACET CEUs.

 Please submit the following:

A. Documented process used to communicate successful completion requirements and achievement of IACET CEU credits and evidence of this communication. Evidence of this communication can include, but is not limited to, the course brochure, course website, or registration confirmation email.
B. Documented process for informing learners if they have or have not met the established criteria for earning IACET CEUs.
C. Evidence of this communication which can include, but are not limited to, a course feedback email, transcript or certificate.

8.3   The Provider shall recognize successful completion of the established criteria either through a certificate of completion or a training transcript.

Guidance: Documentation must be in place for the successful completion of learning events qualifying for IACET CEUs. Upon conclusion of the learning event, learners must be notified if they have or have not successfully met the criteria for earning the corresponding IACET CEUs. Make sure to provide evidence that learners are notified.

Please submit the following:

A. Documented successful completion requirements and achievement of IACET CEUs (e.g., course brochure, course website, registration confirmation email).
B. Documentation of informing learners if they have or have not met the established criteria for earning CEUs and evidence of this communication. Examples of this evidence can include, but are not limited to, course feedback emails, transcripts, certificates.

8.4   The Provider shall maintain an operational recordkeeping system, including backup, for each learner and learning event, including the following:

1. Provider's name and address.
2. Learner's name and/or unique identification.
3. Learning event title.
4. Learning event completion date.
5. Number of IACET CEUs awarded.

6. Description of codes used, if any.

Guidance: The learner record (transcript) may be computer-generated within a secure system, typed, handwritten or may consist of a cumulative file of learning-program-completion documents that can be reproduced at the learner's request. If codes are used on a learner's transcript, they must be described on the transcript. There must be a viable data backup system in place to protect against loss and damage. Additional information, such as learners' contact information and assessment scores, is optional.

Please submit the following:

A. Examples of permanent learning records for two (2) individual learners, showing all six (6) criteria listed herein.

8. 5   The Provider shall have a process to maintain training records and make them available to learners for a minimum of seven (7) years.

Guidance: Documented process with the capacity to update/maintain learner records and make them available to the learner over a period of no less than seven (7) years.

Please submit the following:

A. Documented process for the maintenance and availability of training records. This should include, but is not limited to, internal instructions for record-keeping system users, including roles and responsibilities for recordkeeping.

8. 6   The Provider shall have a policy for ensuring the privacy and information security of learners' records that addresses the role of information input, maintenance, release and issuance of learners' records following learning event completion.

Guidance: The policy should address the terms of records release and how notification to the learner is handled. The Provider must be prepared to furnish a copy of its privacy and security policy upon request.

Please submit the following:

A. Documented policy for ensuring the privacy and information security of learners' records.
B. Evidence of specific internal instructions for administrative personnel responsible for updating and maintaining learner records regarding the policy and their responsibilities associated with releasing and issuing learner records.
C. A copy of learner notification regarding this policy with instructions for requesting a release of their information.

CATEGORY 9 EVALUATION

Matrix exercise: Put a mark in the appropriate box for the type of evidence that would be uploaded to the application to show compliance with each element.

ANSI/IACET 1-2018 Standard for Continuing Education and Training Element The Provider shall:	Process	Policy	Completed form, report, or worksheet	Job description / Resume / Credentials	Documentation from an internal instruction manual, job aid	Registration form, marketing materials, other communications	Design / Analysis / Course Materials
9.1 Have a process that requires the comprehensive, systematic evaluation of the learning events							
9.2 Have a process for analyzing learning event evaluation results and sharing them with instructors, instructional design and development staff, program evaluators and administrators to ensure these results are incorporated into continuous process improvement for the specific learning event and future learning events.							

9.1   The Provider shall have a process that requires the comprehensive, systematic evaluation of the learning events.

Guidance: Evaluations provide the means for making continuous improvements and ensuring a quality learning program. All learning events must be evaluated to measure the following:

- Successful achievement of learning outcomes.
- Instructor competence in subject matter and instructional skill.
- How learning may be applied.
- Quality of the learning environment.
- Opportunities to improve the learning event.

In addition to learner evaluations, an observer or the instructor can complete assessments/evaluations, offering their perspectives. Evaluation results must be compiled and analyzed for the purpose of identifying improvement opportunities.

Please submit the following:

A. Documented process for the systematic evaluation of all learning events and the data analysis conducted to identify opportunities for improvements that includes the following:
- Two (2) examples of completed (not blank) learning event evaluation forms.
- Compiled data/summary for all completed evaluations.
- An analysis of the compiled data/summary.

9.2   The Provider shall have a process for analyzing learning event evaluation results and sharing them with instructors, instructional design and development staff, program evaluators and administrators to ensure these results are incorporated into continuous process improvement for the specific learning event and future learning events.

Guidance: A process is required for reviewing and analyzing the results of learning event feedback and evaluation results. This evaluation should consider criteria such as instructor knowledge and presentation, learning environment and learning event materials. This process may include role and responsibility, method of collecting results, method of analyzing feedback, method of communicating results to event planners and instructors and method of incorporating feedback.

Please submit the following:

A. Documented process for analyzing learning event evaluation results and the communication process to instructors, instructional design and development staff, program evaluators and administrators as well as examples of this evidence.
B. Examples of this evidence should include, but are not limited to, surveys, course evaluation forms, analysis of the evaluation results, identified continuous improvement opportunities and corrective action(s).

Maintaining accreditation in the years between your initial accreditation and reaccreditation is a simple process; but if you were not the person who originally brought accreditation to your organization, the annual reporting can look overwhelming. Yet, maintaining compliance with the ANSI/IACET 1-2018 Standard for Continuing Education and Training during the five years before reaccreditation is an important part of being an Accredited Provider (AP).