

IACET Accredited Provider: Self-Assessment Checklist

Instructions:

This self-assessment tool is intended to provide guidance on your organization's readiness to submit an application for the International Association for Continuing Education and Training (IACET) Accredited Provider (AP) status.

The checklist below is intended to identify any gaps in policies, processes or evidence that must be addressed before an application is submitted. The checklist provides an overview of the 10 categories of the ANSI/IACET 1-2013 Standard for Continuing Education and Training.

Please use the icons below as prompts to assess your program and ensure you have the necessary policies, processes, and evidence in place prior to submitting an application to IACET for AP approval.



= Verify necessary *policy* and *process* documents are established, written and implemented

(Please note: A **policy** is a written statement of defined expectations that guide, influence and determine decisions or actions.

Policies define scope, roles and responsibilities within a learning program. A **process** is a series of written, step-by-step actions one takes to accomplish a procedure, which is defined as an explanation of the way a certain action is to be performed. In other words, the procedure would explain how an action would be performed and the process would outline the step-by-step tasks to accomplish the goal. For example, if you were planning a trip the procedure would outline how you were going to travel to the destination (route for the trip) and the process would state the step-by-step tasks to complete your travel (packing, fueling up the car, making reservations, etc.)



= Verify method(s) of communication






= 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)

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Standard Category 1: Continuing Education and Training Organization	Do We Have...	Yes/No	Action Needed/Taken		
					
The Provider supports the development, administration and delivery of the training it provides with a mission statement, statement of goals and/or other documentation.	Mission statement or set of specific goals describes intent and commitment to continuing education within the organization overall				

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Standard Category 2: Responsibility and Control	Do We Have...	Yes/No	Action Needed/Taken		
The Provider has a periodic internal review process that ensures adherence to the current ANSI/IACET 1-2013 Standard.	<p>Process documentation for the review of CE/T program against <i>all</i> the categories and elements of the ANSI/IACET 1-2013 Standard</p> <hr/> <p>Completed forms, worksheets, reviews/reports with metrics/data regarding the results of review of CE/T program</p>				




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<p>The position within the organization that is responsible for conducting the review process ensures compliance with the ANSI/IACET 1-2013 Standard.</p>	<p>Job description for position that includes responsibility for conducting periodic compliance review process</p> <hr/> <p>Organizational chart showing position in organization responsible for compliance with ANSI/IACET 1-2013 Standard</p>				
<p>The Provider has a process for calculating CEUs and recording the number of CEUs awarded for each learning event.</p>	<p>Process documentation for calculating CEUs (to include recalculating the CEU amount)</p> <hr/> <p>Example of actual calculations to determine continuing education unit awarded for completion of a course and evidence of re-calculations for revised courses</p>				

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Standard Category 3: Learning Environment and Support Systems	Do We Have...	Yes/No	Action Needed/Taken		
					
The Provider ensures there is an appropriate learning environment, instructional and learning resources for instructors, learners and staff.	<p>Process documentation for ensuring reference materials is up to date education materials are accurate and current, media resources and technological supports are maintained and in good working order</p> <hr/> <p>Completed worksheets or reports for ensuring reference material is up to date, educational materials are current and accurate, and media and media/technological resources are maintained and in good working order</p>				

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<p>The Provider assesses the learning environment to ensure it supports the achievement of learning outcomes.</p>	<p>Course design document that includes specifications regarding the learning event's environment (for online learning - the learning environment is the platform, formatting, and/or programming used to develop and present the learning event)</p> <hr/> <p>Completed design document verifying the criteria for the learning event's environment has been specified.</p>				
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<p>Support services are available to instructors and learners to enhance the learning event.</p>	<p>Process documentation outlining tasks and responsibilities for providing communication and support services to the learners starting with the registration process through the program evaluation and follow-up</p> <hr/> <p>Communications regarding registration, scheduling, staff/ technical support made available prior to taking a course</p>				
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Standard Category 4: Learning Event Planning	Do We Have...	Yes/No	Action Needed/Taken		
					
The Provider has a process for identifying how content is determined, and includes information about how the needs are periodically evaluated to support the currency and relevancy of the learning event content.	Process documentation used for conducting a learning needs analysis <hr/> Learning event design process worksheets or planning documents <hr/> Needs/audience analysis questionnaires				
The Provider documents the relationship between needs analysis and planned learning outcomes.	Design document includes a place for summarizing the analysis and explains how resulting established learning outcomes were identified.				




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<p>The Provider presents complete, accurate and timely information about the learning experience to learners in advance of the learning event.</p>	<p>Information made available to learners in advance of the learning event. The information must include: <i>event descriptions, event logistics, learning outcomes, how learners will be assessed and any additional information needed</i> (e.g. program content; prerequisites; learning methodology, CEUs to be awarded; technical equipment and related skills requirements; support services; and cost and payment policies).</p>				
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Standard Category 5: Learning Outcomes	Do We Have...	Yes/No	Action Needed/Taken		
					
The Provider has learning outcomes that are clear, specific, and measurable, and that reflect what learners will achieve in each learning event.	Learning event design document that includes clear, specific, and measurable learning outcomes				

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Standard Category 6: Planning and Instructional Personnel	Do We Have...	Yes/No	Action Needed/Taken		
					
Individuals involved in the design, development, delivery and evaluation of learning events are qualified to perform their assigned tasks.	Resumes, job descriptions, credential requirements reflecting skills appropriate to assigned roles				

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<p>The Provider has a process in place to document individuals' professional development activities for purposes of ensuring those who are involved in the design, development and delivery of learning events remain current in subject matter material and learning methods.</p>	<p>Process documentation to regularly evaluate the professional development needs and learning opportunities for program planners and/or instructors</p> <hr/> <p>Records of professional development activities , performance goals, training logs, training calendars</p>				
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<p>The Provider has a policy that demonstrates they do not discriminate or make explicit references of a discriminatory nature based on gender, ethnicity, religion, age, disability, socioeconomic status, and/or sexual orientation.</p>	<p>Company/organizational policies for employees regarding professional behavior related to discrimination</p>				
<p>The Provider has a policy that discloses to learners, prior to the start of the learning event, any instructor's proprietary interest in products, instruments, devices, services or materials discussed, as well as the source of any compensation related to the presentation.</p>	<p>Company/organizational policies regarding proprietary interests</p>				

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The Provider has a policy that respects intellectual and legal property rights for any material used in its learning events.	Company/organizational policies regarding intellectual property rights				
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Standard Category 7: Content and Instructional Methods	Do We Have...	Yes/No	Action Needed/Taken		
The Provider has a process in place to ensure the selected content logically supports the learning outcomes.	Learning event design documents <hr/> Development draft forms or process requirements <hr/> Project planner, including dependencies and content review process				
Instructional methods are appropriately matched to achieve the learning outcomes.	Subject Matter Expert (SME) reviews/input <hr/> Verification of Training for Trainers				

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<p>Instructional methods accommodate multiple learning styles, and that, by their very design, these methods promote interaction between and among learners, instructors and learning resources, to achieve the stated learning outcomes.</p>	<p>Course/content outline</p>				
<p>Instructional delivery includes discussion of learning outcomes and requirements to earn CEUs at the beginning of the learning event.</p>	<p>Trainer guides and learner guides demonstrating that learning outcomes are explained at the beginning of the learning event</p>				

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Standard Category 8: Assessment of Learning Outcomes	Do We Have...	Yes/No	Action Needed/Taken		
Evidence of the assessment methods used to determine whether learners have achieved each of the planned learning outcomes selected during event planning.	Analysis process/planning tools <hr/> Learning event design document				
Assessment methods measure the achievement of learning outcomes.	Assessment activity and methodology to include performance criteria in order to achieve the learning outcomes				




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<p>The Provider has a process in place whereby learners are given feedback on their mastery of learning outcomes.</p>	<p>Process documentation requiring feedback from instructor to learners on their mastery of learning outcomes.</p> <hr/> <p>Communications and methods used to provide feedback to learners regarding mastery of the intended learning outcomes.</p>				
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Standard Category 9: Awarding CEUs and Maintaining Learner Records	Do We Have...	Yes/No	Action Needed/Taken		
					
The Provider has a process in place to identify and inform learners if they have met the established criteria for successful completion of each learning event, and if they qualify for CEUs.	<p>Process documentation used to communicate successful completion requirements and achievement of CEUs</p> <hr/> <p>Communication regarding completion and failure to complete (with possible remedy)</p>				

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<p>The Provider maintains a learner record system, including backup, containing all required information.</p>	<p>LMS and/or hard copies of learners' transcripts (must include the <i>Providers' name and address, learner's name and/or unique identification, learning event title, completion date of the learning event, number of CEUs awarded</i>, if units other than CEUs are awarded, the transcript must include a conversion formula or explanation so the equivalent number of CEUs can be determined, and description of codes used, if any.)</p>				
<p>The Provider has a process to maintain training records and make them available to learners for a minimum of seven (7) years.</p>	<p>Documented process for the maintenance and availability of training records documentation</p>				




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<p>The Provider has a policy in place for ensuring the privacy and information security of learners' records.</p>	<p>Documented policy for ensuring the privacy and information security of learners' records</p> <hr/> <p>Evidence of specific internal instructions for administrative personnel responsible for the updating and maintenance of learner records regarding the policy and their responsibilities associated with the release and issuance of learner records.</p> <hr/> <p>A copy of learner notification regarding this policy, with instructions for requesting a release of their information</p>				
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Standard Category 10: Program Evaluation	Do We Have...	Yes/No	Action Needed/Taken		
					
The Provider has a process in place for the systematic evaluation of learning events.	<p>Documented process for the systematic evaluation of all learning events and the data analysis conducted to identify opportunities for improvements</p> <hr/> <p>Completed learning event evaluation forms</p>				
The Provider conducts timely post-program reviews of the evaluation results, and ensures they are incorporated into a continuous improvement process for learning events.	<p>Documented process for post-program review of the evaluation results of learning events</p> <hr/> <p>Summaries of reports, analysis and strategic plans of action/program improvements</p>				

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<p>The Provider has a process in place for providing program evaluation results to instructors and other individuals involved in the event planning.</p>	<p>Documented process used to provide feedback to event planners and instructors on their demonstrated skills and competence associated with achieving learning outcomes and meeting learners' expectations</p> <hr/> <p>Reports and feedback notes for individual instructors' performance</p>				
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