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1. **Scope**
   1.1. This practice provides guidance for organizations designing, developing, and delivering *continuing education and training (CE/T)* programs.

   1.2. This practice is intended for organizations who want to **demonstrate** that:
   - The structure of their CE/T organization and the personnel who support it meet the requirements and rigor of a globally recognized standard.
   - The design, development, delivery, and administrative support of their learning program(s):
     - meet the requirements and rigor of a globally recognized standard,
     - demonstrates a commitment to education that is accessible and applicable to their workplace,
     - demonstrates a commitment to continuous improvement.
   - A learner completing the Provider’s learning program and/or learning event has completed a training activity that adheres to a globally recognized standard.

2. **Referenced documents**
   2.1. There are no additional documents necessary for implementation of this standard.

3. **Terminology**
   3.1. Definitions
   3.1.1. **Asynchronous learning**: independent learning that uses **instructional resources** to facilitate information sharing outside the constraints of time and place among a network of people.

   3.1.2. **Blended learning**: a CE/T program (formal or informal) that combines **synchronous** and **asynchronous** (3.1.3) delivery methods.

   Note: May also be known as **hybrid learning**

   3.1.3. **Conflict of interest**: a conflict between the private interests and the official responsibilities of a person in a position of trust that may result in a bias in his or her actions, judgement, and/or decision-making.

   3.1.4. **Continuing education and training (CE/T): learning event(s)** in which an adult learner is pursuing additional knowledge, skills, abilities (competencies), or capabilities for personal and/or professional development.

   3.1.5. **Contact hours**: the length of time in which a learner and learning source interact or the learner is engaged in countable activities – classroom learning, self-paced **learning**, **asynchronous/blended/hybrid learning**, or other projects/activities in support of a **learning outcome**. A contact hour is one clock hour of interaction between a learner and an instructor, or between a learner and the **instructional resources**. (See 7.1.4)

   For purposes of the **IACET CEU**, the word contact implies a two-way connection between the learner and learning source – that is, the instructor or learning source monitors the learner’s progress and/or provides some form of feedback to the learner.

   **NOTE 1:** This definition applies to both synchronous and asynchronous events.
NOTE 2: IACET CEUs are not awarded for unplanned, unsupervised, or non-sponsored learning activities or for non-countable activities, such as breaks, non-working meals, and anything promotional or intended for sales only.

NOTE 2: One (1) Contact Hour = (Total minutes countable activities – Total minutes non-countable activities)/60 minutes

3.1.6. **Contractor:** an individual or entity external to the Provider that assists in carrying out one or more CE/T program activities. [source ANSI/ASTM E2659-18, modified]

3.1.7. **Copyright:** a legal right in an expression of an idea that is a work of original authorship fixed to a tangible medium. Examples include movies, books (including figures or illustrations), software, photos, caricatures, sculpture, and music.

3.1.8. **Demonstrate:** To show, prove, or validate by providing documentation affirming that the Provider is adhering to ANSI/IACET CE/T Standard.

3.1.9. **Document control:** the Process of addressing how documents are created, approved, revised and reapproved, and distributed and how obsolete document use is prevented.

3.1.10. **Evidence:** documentation affirming that the Provider is adhering to the ANSI/IACET CE/T Standard. Evidence includes, but is not limited to, electronic database records, written charts, handwritten notes, training transcripts, and hard copies of the certificates presented following the learning event.

3.1.11. **Feedback:** information (in-person or electronic) that is provided to an individual during and/or after a learning event. Feedback includes but is not limited to oral and/or written communication.

3.1.12. **Hybrid Learning:** See Blended 3.1.4

3.1.13. **IACET Accredited Provider:** a training provider demonstrating that
1) their training adheres to the ANSI/IACET Standard for Continuing Education and Training, and
2) their program’s policies and processes have met all the elements of the ANSI/IACET Standard.

Note: In this document, the IACET Accredited Provider is referred to as the “Provider”.

3.1.14. **IACET continuing education units (IACET CEUs):** standard unit of measurement for non-credit continuing education and training activities issued by Providers who achieve accreditation to the ANSI/IACET CE/T standard.

3.1.15. **Instructional resources:** key resources used by instructors to help learners acquire knowledge and skills. From handouts, textbooks, web sites, a wide variety of resources are available to help instructors meet the needs and pique the interests of the learners.
3.1.16. **Instructor**: individual who is involved in the facilitation or delivery of information that results in an increase in learner knowledge and/or skills.

3.1.17. **Internal audit**: a Provider’s self-evaluation of its policies, processes, and practices to ensure adherence to the current ANSI/IACET CE/T standard requirements.

3.1.18. **Learner**: individual pursuing additional knowledge, skills, abilities (competencies), or capabilities for personal and/or professional development.

3.1.19. **Learning**: the acquisition of knowledge, skills, competencies, or abilities through experience, study or instruction.

3.1.20. **Learning assessment**: instruments or methods, formative or summative, used to determine whether learners have achieved the desired **learning outcome(s)**. These instruments can be in the form of written pre-/post-tests; demonstrations of skill; activities; verbal feedback or discussions; class participation; presentations; oral interviews; and/or any other method by which the learner can demonstrate that they meet the **learning outcome(s)**.

3.1.21. **Learning environment**: the physical, virtual, or digital environment where the learning event will take place including, the physical classroom and laboratory spaces, the virtual classroom or the LMS platform.

3.1.22. **Learning event**: one or more experiences or activities designed to measurably enhance learners’ understanding of content or their ability to perform skills that satisfy a set of learning outcomes. Learning events can be delivered via synchronous, asynchronous, blended, or hybrid learning methods such as classroom instruction, conferences, and satellite transmissions.

3.1.23. **Learning management system**: a software application for the administration, tracking, reporting and delivery of the Provider’s **learning events**.

3.1.24. **Learning outcome**: a statement connected to a learning event that indicates what a learner is expected to know or do by the end of a learning event. Learning outcomes are defined in terms of knowledge, skills, and abilities. Learning outcomes must be actionable, observable and/or measurable.

3.1.25. **Learning program**: the totality (analysis, design, development, implementation, and evaluation) of the Provider’s CE/T program.

Note: A learning event is an output of a learning program.

3.1.26. **Learner record Control**: the process of addressing which and how learner records are kept, by whom, for how long, and how they are disposed.

3.1.27. **Needs analysis**: a method by which one determines the requirements, needs, gaps in knowledge or skills, or expectations of a learner prior to a learning event or learning program. Needs analysis methods may include focus groups; questionnaires; surveys;
participants' comments and suggestions; records; reports; tests; self-assessments; print media; observations; work samples; industry requirements; research; customer requests; etc.

3.1.28. **Nondiscrimination Policy:** A policy in place to ensure that all involved in the Provider’s learning events are treated without discrimination or harassment on the basis of race, color, religion, sex, sexual orientation, gender identity or expression, age, disability.

3.1.29. **Personnel:** an individual or individuals employed by an organization.

NOTE: For the purpose of this document, personnel refers to individuals directly employed by the organization or contractors employed that contribute to the creation, delivery and maintenance of the learning event.

3.1.30. **Policy:** written statement of defined expectations that guide, influence and determine decisions or actions. Policies define scope, roles and/or responsibilities within learning program.

3.1.31. **Process:** a set of documented activities and tasks that, once completed, will end in the delivery of a service or product or accomplish an organizational goal.

NOTE: Processes include what steps are involved, who is responsible for carrying out those steps, when and how activities will take place and what tools are used.

3.1.32. **Professional development:** the acquisition of the knowledge, skills, and abilities to develop or further one’s professionalism, career advancement or personal growth.

3.1.33. **Privacy:** ability of individuals to control access to themselves or information about themselves and thereby reveal themselves selectively. [source ANSI/ASTM E2659-18]

3.1.34. **SMART objectives/SMART goals:** objectives that conform to the following criteria:

- **Specific** – what specific problem or opportunity is targeted?
- **Measurable** – how achievement will be measured?
- **Attainable** – is the objective achievable?
- **Relevant** – is the objective relevant to the learning program?
- **Timely** – by when will the objective be achieved (may have multiple milestones)?

3.1.35. **Support services:** the services available to help learners succeed.

NOTE 1: Examples of such services include help desk functions; weekly study skill workshops; study groups and homework help sessions for selected learning events; academic coaching; accommodation support for learners with disabilities; and study skills consultation. Support services can also include registration processes, signage, seating arrangements, audio visual support, equipment, refreshments, program evaluation, follow-up, etc.

NOTE 2: The amount of support services provided is at the discretion of the organization.
3.1.36. **Support services personnel:** any personnel who contribute to the creation, delivery and maintenance of the **learning program** or **learning event**, such as instructional design and development staff, subject matter experts, program evaluators and administrators, event planners, and instructors.

3.1.37. **Synchronous Learning:** learning event in which a group of learners are engaging in learning at the same time.

NOTE 1: Synchronous learning is not place dependent and may reference on-site instructor-led or virtual instructor led learning.

3.2. **Acronyms and abbreviated terms**

3.2.1. Continuing education and training, CE/T
3.2.2. Continuing education unit, CEU

4. **Significance and use**

4.1. The IACET CEU, was created and designed to:
   - Provide a standard unit of measure for non-credit CE/T activities
   - Quantify CE/T activities
   - Accommodate for the diversity of Providers, activities and purposes in adult education

This practice has been developed to:
   - Provide a framework of continuous improvement to developers of adult non-credit CE/T events
   - Provide assurance of quality regarding the development and administration of non-credit CE/T events to consumers, employers, government agencies, credentialing associations, licensing bodies and others who rely on a skilled workforce.

4.2. IACET authorizes organizations to offer IACET CEUs as an **Accredited Provider** based on the organization’s **demonstrated processes** used to plan, design, develop, deliver, and administer learning events.

4.2.1. IACET does not issue CEUs. The Provider shall not state or imply that CEUs are offered through IACET.
4.2.2. IACET does not require the Provider to issue IACET CEUs to learners who successfully complete their learning outcomes. The Provider shall have a method for calculating IACET CEUs. (See 7.1.4)
4.2.3. IACET does not approve individual learning events. The Provider shall not state or imply that IACET approves or endorses a learning event.
4.2.4. IACET accreditation is not transferable. In the event that a learning program is sold or licensed to another organization that then represents the learning program as its own, the Provider shall not state or imply that IACET Accreditation is included as part of the agreement. Neither shall the Provider issue CEUs for learning events that it has purchased from another organization.

5. **Requirements for Accredited Provider**

5.1. Organization
5.1.1. The Provider shall be recognized as a legal entity (e.g., incorporated, registered, or otherwise.)

5.2. Responsibility
5.2.1. The Provider shall maintain a mission statement, statement of goals and/or other strategic documentation that supports the development, administration, and delivery of the training it provides.
5.2.2. The Provider shall identify the unit and position(s) accountable for complying with the ANSI/IACET 1-2023 Standard for Continuing Education and Training.

5.3. Control
5.3.1. Continuous improvement
The Provider shall have a Process to measure the extent to which its CE/T program is maintaining high quality, continuing to improve, and achieving its mission.

5.3.2. Documentation
5.3.2.1. The Provider shall have written policies (and processes, where applicable) to address, at a minimum, the following:
(1) Nondiscrimination (5.3.2.3)
(2) Awarding IACET CEUs (7.1.3)
(3) Disclosure of conflicts of interest (6.1.2.4)
(4) Evaluation of learning event (6.1.6)
(5) Internal audit (5.3.3)
(6) Intellectual and legal property rights for all materials used in its learning event
(7) Personnel (5.4, 6.1.4)
(8) Privacy, confidentiality, and security
(9) Learner records control (7.2)
(10) Document control

5.3.2.2. Policies (and processes, where applicable) shall be fair and equitable and comply with all regulatory and statutory requirements and legal obligations that pertain to the Provider.

5.3.2.3. The nondiscrimination policy statement shall be acknowledged by CE/T staff/instructors and communicated to learners.

5.3.3. Internal Audit:
5.3.3.1. The Provider shall have a periodic internal review Process that ensures adherence to the current ANSI/IACET Standard for Continuing Education and Training.

5.3.3.2. The results of each internal audit shall be documented.

5.3.3.3. The Provider shall track corrective and preventive action progress and issue resolution.

5.4. Personnel:
5.4.1. The Provider shall employ personnel and/or contractors that meet the Provider’s documented qualifications to support the CE/T program as well as its continued improvement.
5.4.2. The Provider shall publish and/or provide copies of current policies (and processes, where applicable) to relevant personnel and/or contractors and provide training as needed.

6. Requirements for the learning program
   6.1. Learning program instructional design
       6.1.1. Determining learning outcomes
           6.1.1.1. The Provider shall have a Process for conducting a formal needs analysis to guide the development of learning event(s).
           6.1.1.2. Each learning event shall have documented learning outcomes that are specific, measurable, achievable, realistic, and time-based (SMART).
           6.1.1.3. The learning event's learning outcomes shall align with the stated needs from the needs analysis.
       6.1.2. Learning content
           6.1.2.1. The Provider shall have a Process to ensure the learning event's content appropriately supports the learning outcomes.
           6.1.2.2. The Provider shall have a Process to ensure a learning event's instructional method(s): (1) support achieving the learning event's learning outcomes (2) address to documented learners' needs, and (3) is learner-centered and engaging
           6.1.2.3. The Provider shall not award partial or adjusted IACET CEUs if the criteria for achieving the IACET CEUs has not been met.
           6.1.2.4. The Provider shall have a Policy that requires disclosure of conflict of interest pertaining to any content, products, instruments, devices, or materials used in the learning event by an individual involved in developing or delivering a learning event prior to the learning event.
           6.1.2.5. The Provider shall have a Policy regarding intellectual and legal property rights for all material used in its learning events including original works and use of third-party copyrighted material.
       6.1.3. Assessing learning outcomes:
           6.1.3.1. The Provider shall have a Process to assess achievement of the intended learning outcomes.
           6.1.3.2. The learning assessment Process shall establish the appropriate evidence of achievement and level of mastery accepted (e.g., pass score, rubric score, completion level) and shall document individual learner performance.
6.1.4. **Personnel** involved in instructional design

6.1.4.1. 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.

6.1.4.2. The **Provider** shall have a **Policy** requiring regularly conducting performance evaluations of **instructors**, instructional designers, development staff, program evaluators, and administrators.

The **Provider** shall have a **Process** on how those performance evaluations are performed and recorded.

6.1.4.3. The **Provider** shall have a **Process** to identify and support individuals’ **professional development** needs to ensure those who are involved in the design, development and delivery of **learning events** remain current in subject matter material and learning methods.

6.1.5. **Learning environment** and support systems

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

6.1.5.2. The **Provider** shall ensure the **learning environment(s)** support the achievement of **learning outcomes**.

6.1.5.3. The **Provider** shall have a **Process** to disseminate information to learners in advance of the **learning event**. That information shall include but not be limited to:

- Administrative and logistics information
- **Prerequisites**
- **Learning outcomes**
- Criteria for successful completion of the **learning event**
- Criteria to earn IACET CEU, if applicable.

**Learning outcomes**, success criteria, and **conflicts of interest** shall be recommunicated during the **learning event**.

6.1.5.4. The **Provider** shall ensure support resources are available to learners prior to, during and following the **learning event**.

6.1.6. Program evaluation:

6.1.6.1. The **Provider** shall have a **Policy** to review **learning event** content and materials for quality, currency, effectiveness, and applicability.

The **Provider** shall have a **Process** for how **learning event** content and materials are reviewed and updated.

6.1.6.2. The **Provider** shall have a **Process** for administering and collecting evaluations of **learning event(s)**. At a minimum, **learning event** evaluations shall seek feedback on:

a) Quality of learning materials
b) **Instructor** competence in subject matter and instructional knowledge/skill, where applicable

c) Effectiveness of delivery

d) Quality of **learning environment**

e) Extent to which **learning event** met stated learning outcomes

f) Opportunities to improve the **learning event**

6.1.6.3. The **Provider** shall have a **Process** for summarizing and analyzing **learning event** evaluation results and sharing relevant information with appropriate CE/T personnel.

The **Process** shall also ensure analysis results lead to continuous improvement of future **learning events**.

7. **Recognizing successful achievement and maintaining learner records**

7.1. Recognizing and communicating completion status

7.1.1. The **Provider** shall have a **Process** for identifying learners who successfully complete a **learning event**.

7.1.2. The **Provider** shall have a **Process** for verifying that the learner who is recognized for successfully completing the **learning event** is the same learner who registered and participated.

7.1.3. The **Provider** shall have a **Process** to inform the learner if they have or have not met successful completion requirements of the **learning event**.

The **Process** shall recognize and communicate successful completion of the **learning event** through a certificate, transcript, badge, or other mechanism which specifically identifies what the learner completed and make that available to the Learner.

**IACET CEUs** shall be recognized through a certificate, digital badge, or other mechanism.

7.1.4. The **Provider** shall have a **Process** to calculate **IACET CEUs** available for each **learning event**.

(1) **IACET CEUs** shall be rounded to the nearest hundredth.

(2) The **Process** shall calculate the number of **IACET CEUs** such that 10 **Contact Hours** = 1 **IACET CEU**

(3) The **Process** shall require recalculating **IACET CEUs** when major changes occur in **learning event** content, duration, delivery method, or instruction method.

7.2. Maintaining learner records:

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

– **Provider’s** name and address.
– Learner’s name and/or unique identification.
– Learning event title.
– Learning event completion date.
– Number of IACET CEUs awarded.
– Description of codes used, if any.

7.2.2. The Provider shall have a Process that requires learners’ records to be retained and made available to learners for a minimum of seven (7) years.

7.2.3. The Provider shall have a Policy requiring that a learner’s records be kept private and secured.

The Provider shall have a Process that specifies how a learner’s information may be released to the learner or other entity with appropriate authorization.