

Standards Work Item #: 4

Submitted

Proposer

IACET Council Member

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Proposal Type

Revision to an Existing Standard : Standard for Continuing Education and Training

Scope of Revision

Scope of Revision :

Standard for Continuing Education and Training

The standard provides a framework of continuous improvement to developers of adult non-credit continuing education events. The standard provides guidance for organizations designing, developing and delivering continuing education and training (CE/T) programs and is intended for organizations who want to demonstrate: (1) Their learning events meet the requirements and rigor of an internationally recognized standard; (2) Their commitment to educational rigor, excellence and integrity, and; (3) A learner completing their program has completed a quality training program that adheres to an internationally recognized standard.

The current standard is being revised to: (1) Update formatting: The new format is intended to allow stakeholders to use the standard as an organizational development resource regardless of intent to become an IACET accredited provider. (2) Incorporate Unpublished Revisions undertaken in 2023 (3) In order to maintain the appropriate revision schedule

Documentation

The following files were attached as supporting documentation and included in this report.

- IACET_1-Unincorporated Consensus Revisions.pdf
- IACET_Crosswalk_with_Clauses.pdf



IACET 1-2023 Standard for Continuing Education and Training

Approved 28 March 2024 by
IACET

Approved dd month yyyy by
American National Standards Institute, Inc.

IACET Standard

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Foreword

In this document, the following verbal forms are used:

- “shall” and “shall not” are used to express requirements;
- “should” and “should not” are used to express recommendations;
- “may” and “may not” are used to express permission;
- “can” and “cannot” are used as statements of possibility or capability;
- “might” and “might not” are used to express possibility;
- “must” is used for external constraints or obligations defined outside the document; “must” is not an alternative for “shall.”

Suggestions for improving this technical information report are invited. Comments and suggested revisions should be sent to IACET at info@iacet.org.

IACET 1-2023 Standard for Continuing Education and Training

International Accreditors for Continuing Education and Training

1 Scope

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

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 event(s):
 - o meet the requirements and rigor of a globally recognized standard;
 - o demonstrates a commitment to education that is accessible and applicable to the **learner**;
 - o demonstrates a commitment to continuous improvement.
- A **learner** completing the Provider's learning event has completed a training activity that adheres to a globally recognized standard.

2 Normative references

There are no additional documents necessary for implementation of this standard.

3 Terms and definitions

Note to entry: Terms in bold type are defined in this document.

3.1

provider

a CE/T provider **demonstrating** that:

- 1) their CE/T program adheres to the ANSI/IACET Standard for Continuing Education and Training;
- 2) their program's policies and **processes** have met all the elements of the ANSI/IACET Standard.

3.2

asynchronous learning

independent learning that uses instructional resources to facilitate information sharing outside the constraints of time and place among a network of people

3.3

blended learning

36 a **CE/T program** (formal or informal) that combines **synchronous** and **asynchronous** delivery methods

37 Note to entry: May also be known as **hybrid learning**.

38 **3.4**

39 **conflict of interest**

40 a conflict between the private interests and the official responsibilities of a person in a position of trust that
41 may result in a bias in his or her actions, judgement, and/or decision-making
42

43 **3.5**

44 **contact hours**

45 the length of time in which a **learner** and learning source interact or the **learner** is engaged in countable
46 activities – **asynchronous/blended/synchronous learning**, or other projects/activities in support of a
47 **learning outcome**. A contact hour is one clock hour of interaction between a **learner** and an instructor, or
48 between a **learner** and the **instructional resources** (See 6.4)

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

52 Note 1 to entry: **CEUs** are not awarded for unplanned, unsupervised, or non-sponsored learning activities or for
53 non-countable activities, such as breaks, non-working meals, and anything promotional or intended for
54 sales only.

55 Note 2 to entry: The number of Contact Hours = (Total minutes countable activities – Total minutes non-countable
56 activities)/60 minutes.

57 **3.6**

58 **continuing education and training program**

59 **CE/T**

60 **learning event(s)** in which an adult **learner** is pursuing additional knowledge, skills, abilities
61 (competencies), or capabilities for personal and/or professional development

62 **3.7**

63 **continuing education units**

64 **CEUs**

65 standard unit of measurement used to quantify continuing education and training activities issued by
66 **Providers**

67 **3.8**

68 **contractor**

69 an individual or entity external to the Provider that assists in carrying out one or more CE/T program
70 activities

71 [SOURCE: ANSI/ASTM E2659-18, modified]

72 **3.9**

73 **copyright**

74 a legal right in an expression of an idea that is a work of original authorship fixed to a tangible medium;
75 examples include movies, books (including figures or illustrations), software, photos, caricatures, sculpture,
76 and music
77

78 **3.10**
79 **demonstrate**
80 to show, prove, or validate by providing documentation affirming that the Provider is adhering to
81 ANSI/IACET CE/T Standard

82 **3.11**
83 **document control**
84 the **process** of addressing how documents is created, approved, revised, reapproved, distributed, and how
85 obsolete document use is prevented

86 **3.12**
87 **evidence**
88 documentation affirming that the **Provider** is adhering to the ANSI/IACET CE/T Standard

89 **3.13**
90 **feedback**
91 information (in-person or electronic) that is provided to an individual during and/or after a **learning event**;
92 feedback includes but is not limited to oral and/or written communication

93 **3.14**
94 **instructional resources**
95 key resources used by instructors to help **learners** acquire knowledge and skills; from handouts, textbooks,
96 websites, a wide variety of resources are available to help instructors meet the needs and pique the
97 interests of the **learners**

98 **3.15**
99 **instructor**
100 individual who is involved in the facilitation or delivery of information that results in an increase in **learner**
101 knowledge and/or skills

102 **3.16**
103 **internal audit**
104 a **provider's** self-evaluation of its policies, processes, and practices to ensure adherence to the current
105 ANSI/IACET CE/T standard requirements

106 **3.17**
107 **learner**
108 individual pursuing additional knowledge, skills, abilities (competencies), or capabilities for personal and/or
109 professional development

110 **3.18**
111 **learning**
112 the acquisition of knowledge, skills, abilities (competencies), or abilities through experience, study, or
113 instruction

114 **3.19**
115 **learning assessment**
116 instruments or methods, formative or summative, used to determine whether **learners** have achieved the
117 desired **learning outcome(s)**; these instruments can be in the form of written pre-/post-tests;
118 demonstrations of skill; activities; verbal feedback or discussions; class participation; presentations; oral
119 interviews; and/or any other method by which the **learner** can demonstrate that they achieve the **learning**
120 **outcome(s)**

121 **3.20**

122 **learning environment**

123 the physical, virtual, or digital environment where the learning event will take place including, the physical
124 classroom and laboratory spaces, the virtual classroom or the **LMS** platform

125 **3.21**

126 **learning event**

127 one or more experiences or activities designed to measurably enhance **learners'** understanding of content
128 or their ability to perform skills that satisfy a set of learning outcomes; learning events can be delivered via
129 synchronous, asynchronous, or blended learning methods such as classroom instruction, conferences, and
130 virtual platforms

131 **3.22**

132 **learning management system**

133 **LMS**

134 a software application for the administration, tracking, reporting and delivery of the **provider's learning**
135 **events**

136 **3.23**

137 **learning outcome**

138 a statement connected to a learning event that indicates what a **learner** is expected to know or do by the
139 end of a **learning event**; learning outcomes are defined in terms of knowledge, skills, abilities
140 (competencies), or capabilities. Learning outcomes must be actionable, observable and/or measurable

141 **3.24**

142 **learner record control**

143 the **process** of addressing which and how **learner** records are kept, by whom, for how long, and how they
144 are disposed

145 **3.25**

146 **needs analysis**

147 a method by which one determines the requirements, needs, gaps in knowledge or skills, or expectations
148 of a **learner**

149 **3.26**

150 **nondiscrimination policy**

151 a policy in place to ensure that all involved in the **provider's learning events** are treated without
152 discrimination or harassment on the basis of race, color, religion, sex, sexual orientation, gender identity or
153 expression, age, disability

154 **3.27**

155 **personnel**

156 an individual or individuals employed by an organization

157
158 NOTE For the purpose of this document, personnel refer to individuals directly employed by the organization or
159 contractors employed that contribute to the creation, delivery, and maintenance of the **learning event**.

160 **3.28**

161 **policy**

162 written statement of defined expectations that guide, influence, and determine decisions or actions; policies
163 define scope, roles and/or responsibilities within **CE/T program**

164 **3.29**

165 **process**

166 a set of documented activities and tasks that, once completed, will end in the delivery of a service or product,
167 or accomplish an organizational goal

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

170 **3.30**

171 **professional development**

172 the acquisition of the knowledge, skills, abilities (competencies) or capabilities, to develop or further one's
173 professionalism, career advancement or personal growth

174 **3.31**

175 **privacy**

176 ability of individuals to control access to themselves or information about themselves and thereby reveal
177 themselves selectively

178 [SOURCE: ANSI/ASTM E2659-18]

180 **3.32**

181 **support services**

182 the services available to help **learners** succeed

183 Note 1 to entry: Examples of such services include help desk functions; weekly study skill workshops; study groups
184 and homework help sessions for selected learning events; academic coaching; accommodation support
185 for **learners** with disabilities; and study skills consultation. Support services can also include registration
186 processes, signage, seating arrangements, audio visual support, equipment, refreshments, program
187 evaluation, follow-up, etc.
188

189 Note 2 to entry: The amount of support services provided is at the discretion of the organization.
190

191 **3.33**

192 **support services personnel**

193 any personnel who contribute to the creation, delivery and maintenance of the **CE/T program** or **learning**
194 **event**, such as instructional design and development staff, subject matter experts, program evaluators and
195 administrators, event planners, and instructors

196 **3.34**

197 **synchronous Learning**

198 learning event in which a group of **learners** are engaging in learning at the same time

199 Note 1 to entry: Synchronous learning is not place dependent and may reference on-site instructor-led or virtual
200 instructor-led learning.

201 **4 Significance and use**

202 **4.1 The CEU was created and designed to:**

- 203 – Provide a standard unit of measure for **CE/T** activities.
- 204 – Quantify **CE/T** activities.
- 205 – Accommodate for the diversity of **Providers**, activities, and purposes in adult education.

206 **4.2 This practice has been developed to:**

- 207 – Provide a framework of continuous improvement to developers of adult CE/T events.
- 208 – Provide assurance of quality regarding the development and administration of CE/T events to
- 209 consumers, employers, government agencies, credentialing associations, licensing bodies and
- 210 others who rely on a skilled workforce.

211 **5 Requirements for provider**

212 **5.1 Organization**

213 5.1.1 The **Provider** shall be recognized as a legal entity (e.g., incorporated, registered, or otherwise.)

214 **5.2 Responsibility**

215 5.2.1 The **Provider** shall maintain a mission statement, statement of goals and/or other strategic

216 documentation that supports the development, administration, and delivery of the training or

217 education it provides.

218 5.2.2 The **Provider** shall identify the unit and position(s) accountable for complying with the ANSI/IACET

219 1-2023 Standard for Continuing Education and Training.

220 5.2.3 The **Provider** shall have a **nondiscrimination policy**. The statement shall be acknowledged by

221 CE/T staff/instructors and communicated to **learners**.

222 **5.3 Continuous improvement**

223 5.3.1 The **Provider** shall have a **Process** to measure the extent to which its **CE/T** program is maintaining

224 high quality, continuing to improve, and achieving its mission.

225 **5.4 Documentation**

226 5.4.1 The **Provider** shall have a **Process** to address how CE/T program documents are created,

227 approved, revised, and reapproved, and distributed as well as how the use of obsolete documents

228 is prevented.

229 **5.5 Privacy**

230 5.5.1 The **Provider** shall have a policy for ensuring the privacy and information security of **learner's**

231 records that addresses the role of information input, maintenance, release, and issuance of

232 learner's records following learning event completion.

233 **5.6 Internal Audit**

234 5.6.1 The **Provider** shall have an internal review **Process** that ensures adherence to the current

235 ANSI/IACET Standard for Continuing Education and Training. The review shall be conducted at a

236 minimum, annually.

237 5.6.1.1 *The results of each **internal audit** shall be documented.*

238 5.6.1.2 *The **Provider** shall track corrective and preventive action progress and issue resolution.*

239 **5.7 Personnel**

- 240 5.7.1 The **Provider** shall have a policy that their **personnel** shall meet the **Provider's** documented
241 qualifications to support the CE/T program as well as its continued improvement.
- 242 5.7.2 The **Provider** shall publish and/or provide copies of current policies (and **processes**, where
243 applicable) to relevant **personnel** and provide training as needed.
- 244 5.7.3 The **Provider** shall have a **Policy** requiring performance evaluations of **instructors**, instructional
245 designers, development staff, program evaluators, and administrators at least annually.
- 246 5.7.4 The **Provider** shall have a **Process** on how those performance evaluations are performed and
247 documented.
- 248 5.7.5 The **Provider** shall have a **Process** to document individuals' professional development activities
249 for ensuring those who are involved in the design, development and delivery of the learning events
250 remain current in subject material and learning methods.

251 **6 Requirements for the learning event**

252 **6.1 Learning event instructional design**

- 253 6.1.1 The **Provider** shall have a **Process** for conducting a formal **needs analysis** to guide the
254 development of **learning event(s)**.
- 255 6.1.2 Determining **learning** outcomes.
- 256 6.1.2.1 *The **learning event's learning outcomes** shall align with the stated needs from the **needs***
257 ***analysis**.*
- 258 6.1.2.2 *Each **learning event** shall have documented **learning outcomes** that are specific, measurable,*
259 *achievable, realistic, and time-based (SMART).*

260 **6.2 Learning content**

- 261 6.2.1 The **Provider** shall have a **Process** to ensure the **learning event's** content supports the **learning**
262 **outcomes**.
- 263 6.2.2 The **Provider** shall have a **Process** to ensure a **learning event's** instructional method(s):
- 264 1) support achieving the **learning event's learning outcomes**;
- 265 2) address documented **learners'** needs;
- 266 3) **learner-centered** and engaging.
- 267 6.2.3 The **Provider** shall not award partial or adjusted **CEUs** if the criteria for achieving the **CEUs** has
268 not been met.
- 269 6.2.4 The **Provider** shall have a **Policy** that requires disclosure of **conflict of interest** pertaining to any
270 content, products, instruments, devices, or materials used in the **learning event** by an individual
271 involved in developing or delivering a **learning event** prior to the **learning event**.
- 272 6.2.5 The **Provider** shall have a **Policy** regarding intellectual and legal property rights for all material
273 used in its **learning events** including original works and use of third-party **copyrighted** material.

6.3 Assessing learning outcomes

6.3.1 The **Provider** shall have a **Process** to assess achievement of the **intended learning outcomes**.

6.3.1.1 *The **learning assessment Process** shall establish the appropriate **evidence** of achievement and level of proficiency accepted (e.g., pass score, rubric score, completion level) and shall document individual **learner** performance.*

6.4 Learning environment and support systems

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

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

6.4.3 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:

- 1) Administrative and logistics information.
- 2) Prerequisites.
- 3) **Learning outcomes**.
- 4) Criteria for successful completion of the **learning event**.
- 5) Criteria to earn **CEU**, if applicable.

6.4.3.1 ***Learning outcomes** and success criteria shall be recomunicated during the **learning event**.*

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

6.5 Program evaluation

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

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

6.5.3 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.

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

307 6.5.4 The **Provider** shall have a **Process** for summarizing and analyzing **learning event** evaluation
308 results and sharing relevant information with appropriate **CE/T personnel**.

309 6.5.5 The **Process** shall also ensure analysis results lead to continuous improvement of future **learning**
310 **events**.

311 **7 Recognizing successful achievement and maintaining learner records**

312 **7.1 Recognizing and communicating completion status**

313 7.1.1 The **Provider** shall have a **Process** for identifying **learners** who successfully complete a **learning**
314 **event**.

315 7.1.2 The **Provider** shall have a **Process** for verifying that the **learner** who is recognized for
316 successfully completing the **learning event** is the same **learner** who registered and participated.

317 7.1.3 The **Provider** shall have a **Process** to inform the **learner** if they have or have not met successful
318 completion requirements of the **learning event**.

319 7.1.4 The **Process** shall recognize and communicate successful completion of the **learning event**
320 through a certificate, transcript, badge, or other mechanism which specifically identifies what the
321 **learner** completed and makes that available to the **learner**.

322 7.1.5 If **CEUs** are issued, they shall be recognized through a certificate, digital badge, or other
323 mechanism.

324 7.1.6 The **Provider** shall have a **Process** to calculate **CEUs** available for each **learning event**.

325 7.1.6.1 ***CEUs** shall be calculated to the nearest tenth at a minimum and at a maximum to the nearest*
326 *hundredth.*

327 7.1.7 The **Process** shall calculate the number of **CEUs** such that 10 **Contact Hours** = 1 **CEU**.

328 7.1.8 The **Process** shall require recalculating **CEUs** when major changes occur in **learning event**
329 content, duration, delivery method, or instruction method.

330 NOTE Calculations may be rounded up.

332 **7.2 Maintaining learner records**

333 7.2.1 The **Provider** shall maintain an operational recordkeeping system, including backup, for each
334 **learner** and **learning event**, including the following:

- 335 – **Provider's** name and address.
- 336 – **Learner's** name and/or unique identification.
- 337 – **Learning event** title.
- 338 – **Learning event** completion date.
- 339 – Number of **CEUs** awarded.

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341
342
343
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346

– 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 **Process** that specifies how a **learner's** information may be released to the **learner** or other entity with appropriate authorization.

Confidential

Crosswalk Table: IACET 2018 Clauses vs. Unincorporated Revision Clauses

Topic/Category	IACET_2018	IACET Unincorporated Revision (Clause No.)
Legal Entity	1.1 The Provider shall be incorporated, registered or otherwise recognized as a legal entity.	5.1 Provider shall be recognized as a legal entity (e.g., incorporated, registered, or otherwise).
Mission/Goals Documentation	1.2 The Provider shall support training delivery with a mission statement, goals, or strategic documentation.	5.2 Provider shall maintain mission statement, goals, and/or strategic documentation supporting development and delivery of CE/T.
Responsible Unit & Positions	1.3 Identify unit and positions responsible for compliance with ANSI/IACET 1-2018 Standard.	5.3 Provider shall identify unit and positions accountable for complying with ANSI/IACET 1-2023 Standard.
Anti-Discrimination	1.6 Provider shall have anti-discrimination policy statement.	5.4 Provider shall have nondiscrimination policy, acknowledged by CE/T staff/instructors and communicated to learners.
Internal Review	1.5 Provider shall have a periodic internal review process ensuring adherence to ANSI/IACET 1-2018.	5.6 Provider shall have internal audit process at least annually; results documented, corrective actions tracked.
Intellectual Property Rights	1.8 Provider shall have a policy regarding intellectual and legal property rights for all materials.	6.5 Provider shall have policy regarding intellectual and legal property rights for original works and third-party materials.
Disclosure of Proprietary Interests	1.7 Provider shall have policy requiring disclosure of instructor's proprietary interest in products, instruments, or materials.	6.4 Provider shall require disclosure of conflict of interest regarding content, products, instruments, devices, or materials prior to the learning event.
Learning Environment & Resources	2.1 Provider shall ensure relevant instructional and learning resources are available.	6.8 Provider shall ensure relevant instructional resources are available for instructors, learners, and staff.
Needs Analysis	4.1 Provider shall have a process for conducting formal needs analysis to	6.1 Provider shall have process for conducting needs analysis to guide

	guide development of outcomes and design.	development of learning event(s).
Learning Outcomes	5.1 Provider shall have learning outcomes that are specific, measurable, achievable, realistic, and time-based (SMART).	6.2 Each learning event shall have documented SMART learning outcomes aligned with needs analysis.
Content Supports Outcomes	6.1 Provider shall ensure selected content logically supports learning outcomes.	6.3 Provider shall ensure learning content supports outcomes.
Review of Content	6.2 Provider shall have policy to review content for quality, currency, effectiveness, applicability.	6.10 Provider shall have policy and process to review learning content and materials for quality, currency, effectiveness, applicability.
Instructional Methods	6.3 Provider shall ensure instructional methods are matched to outcomes and incorporate adult learning principles.	6.3 Provider shall ensure instructional methods support outcomes, address learner needs, are learner-centered and engaging.
CEU Calculation	6.4 Provider shall calculate and record IACET CEUs (1 CEU = 10 contact hours).	7.5 Provider shall calculate CEUs (10 contact hours = 1 CEU); rounding allowed; recalculation required if major changes occur.
Assessment of Learning Outcomes	7.1 Assessment methods shall measure achievement of outcomes; 7.2 Provider shall ensure learners achieved outcomes via assessment.	6.6 Provider shall assess learning outcomes; establish evidence of achievement and proficiency; document learner performance.
Learner Records	8.4 Provider shall maintain operational recordkeeping system; 8.5 maintain records minimum 7 years; 8.6 ensure privacy/security.	7.7–7.9 Provider shall maintain recordkeeping system; retain records min. 7 years; specify release conditions and privacy protections.
Evaluation of Learning Events	9.1 Provider shall systematically evaluate learning events; 9.2 analyze results and share with staff for continuous improvement.	6.11–6.12 Provider shall evaluate learning events; results analyzed and used for continuous improvement.

Activity Log

Action	When
Submitted	9/25/2025 11:38 AM
Accepted by Council Liaison	