



ACCREDITATION COMMISSION FOR CONFORMITY ASSESSMENT BODIES

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1.	Introduction
1.1	ACCAB’s “Responsible Education Provider”™ Accreditation is a voluntary quality assurance standard for Further Education & Training Institutions (FETIs).
1.2	This standard intends to build necessary effectiveness of FETIs in the face of changing needs of emerging and converging industries, industry sectors and students’ employability in a responsible manner.
1.3	This standard is not a substitute for a national regulatory body’s requirements but a collaborative approach that intends to provide an effective and timely response to the changing needs of industry.
2.	Purpose
2.1	To enable FETIs to state publicly that they have voluntarily accepted ACCAB’s “Responsible Education Provider”™ accreditation standard for maintenance and continual improvement of their services delivery. Accreditation is a confirmation that the:
2.1.1	FETIs have appropriate management systems in place and control over their processes;
2.1.2	Personnel that are employed by FETIs have required competencies to perform their duties;
2.1.3	The courses meet student, industry, enterprise or community needs.
2.2	This Standard intends to be flexible by focusing on outcome rather than be prescriptive and respects diversities in backgrounds, cultures and perspectives.
3.	Scope
3.1	This standard may be used by the independent private sector further education & training institutions including independent higher education providers, distance learning institutions, professional short course providers and specialty tutorial schools & colleges.
3.2	The approval as the ACCAB accredited “Responsible Education Provider” is dependent on your organization maintaining certification of at least one ACCAB approved course.
3.3	The approval of your educational / training course is dependent upon the ongoing accreditation of your organization to the ACCAB “Responsible Education Provider” accreditation.
4.	Terms & Definitions
4.1	Accreditation: The process by which a (non) governmental or private body evaluates the quality of an educational institution as a whole or of a specific educational programme in order to formally recognize it as having met certain pre-determined minimal criteria or standards. The result of this process is usually the awarding of a status (a yes / no decision), of recognition, and sometimes of a license to operate within a time-limited validity.
4.2	Accreditation Body: A (non) governmental or private body or educational association of international, national or regional scope that develops evaluation standards and criteria and conducts peer evaluations and expert visits to assess whether or not those criteria are met. It is entitled to accord formal status and sometimes a license to operate to individual higher education institutions or programmes, following the successful examination of the application and evaluation of the respective educational unit.
4.3	Competencies: A specific and measurable pattern of behaviours and knowledge that generates or predicts a high performance level in a given position or context of responsibilities. They account for the identification and application of ideas and solutions in order to solve problems with maximum efficiency and minimum use of resources.
4.4	Outcome Assessment: The act of assembling, analyzing, and using both quantitative and qualitative evidence of teaching and learning outcomes, in order to examine their congruence with stated purposes and educational objectives and to provide meaningful feedback that will stimulate improvement.
4.5	Quality (Academic): Quality in higher education is a multi dimensional, multilevel, and dynamic concept that relates to the contextual settings of an educational model, to the institutional mission and objectives, as well as to specific standards within a given system, institution, programme, or discipline.
4/6	Shall: the term “shall” used throughout this standard to indicate that those requirements are mandatory.
5.	Management System
5.1	The FETI’s management system shall fulfil the following requirements:
5.1.1	A documented quality manual addressing all applicable requirements of this Standard and ACCAB Accreditation Requirements;
5.1.2	The documented quality management system is operated and controlled;
5.1.3	Formal reviews by the management are conducted at the appropriate intervals;

5.1.4	Corrective and preventive actions are taken in accordance with the documented procedure.
6.	Mission, Goals & Objectives
6.1	The FETI shall have a publicly available documented mission statement or its equivalent endorsed by the top management that provides the strategic direction.
6.2	The mission statement shall include commitment:
6.2.1	To serve students and the community through excellent academic instruction, current knowledge and professional training;
6.2.2	To assist the student toward the greatest academic, personal, and professional potential through quality courses and instruction;
6.2.3	To meet the employment needs of the related trade and industry;\
6.2.4	To adhere to ethical & socially responsible behavior of the administrators, faculty, and students;
6.2.5	To continue an ongoing process of goals & objectives setting, self-evaluation and continual improvement to maintain an outstanding accreditation standard.
7.	Organization Structure & Competencies
7.1	The FETI shall document organization structure showing duties, responsibilities and authorities of all management, academic and other administrative personnel.
7.2	The FETI shall ensure that all personnel have clear understanding of their duties, responsibilities and authorities.
7.3	The FETI shall ensure that the adequate and competent resources including the tutors, examiners and technical experts are available to carry out educational, training and support activities.
7.4	The FETI shall determine competence required by the tutors and examiners for each course.
7.5	The FETI shall have defined processes for selection, training and evaluation of personnel.
7.6	The FETI shall have defined processes to identify training needs of personnel and access to training is facilitated.
7.7	The FETI shall ensure that the formal reviews by the management are conducted at the appropriate intervals at least bi-annually, or more frequently when desired. Management reviews determine the continuing suitability, adequacy, and effectiveness of the management system in satisfying the requirements of this Standard.
8.	Legal Responsibility
8.1	The FETI shall be a legal entity, such that it can be held legally responsible for all its educational & training activities.
8.2	The FETI shall comply with all applicable legal requirements in the countries in which they operate.
8.3	The FETI shall protect the legal and conventional rights of students including right to be heard and complaint redressal.
8.4	The FETI shall respect and endeavour to protect the intellectual property of self and the others.
9.	Confidentiality
9.1	The FETI shall have a documented policy statement on confidentiality and data protection, and shall ensure that this policy is understood and implemented at all levels of the organisation.
9.2	The FETI shall ensure that all concerned are fully informed of ACCAB's right of access to confidential information pertaining to this standard.
10.	Finances
10.1	The FETI shall be able to demonstrate that it has adequate financial resources to sustain the educational programs and its mission.
11.	Subcontractor / Franchisee / Branches
11.1	The FETI shall have a process for subcontractor/franchisees/branches management & control.
11.2	The FETI shall have legally enforceable agreement with the subcontractor/franchisees.
11.3	The FETI shall have a procedure for qualification and for performance monitoring and measurement of all subcontractor / franchisees/branches to ensure that the requirements of this standard are consistently met.
11.4	The FETI shall maintain written details of any subcontractor/franchisees/branches from where ACCAB accredited course/s are conducted on their behalf.
11.5	The FETI shall ensure that subcontractor/franchisees shall not claim directly or indirectly that they have direct accreditation from the ACCAB.
11.6	The FETI shall assume full responsibility and control on subcontractor / franchisees / branches.
12.	Documents & Records
12.1	The FETI shall have documented procedure to develop, update and safeguard the documents and records

	needed for effective planning, operation, evaluation, and reporting related to the following aspects:
12.1.1	Administrative operations;
12.1.2	Curriculum;
12.1.3	Educational Materials;
12.1.4	Course facilities;
12.1.5	Staff;
12.1.6	Student related processes.
13.	Course Facilities
13.1	The FETI shall demonstrate that the physical & student support facilities and course delivery mechanisms are appropriate for the learning objectives and are maintained in state of good repair, and are adequate in number & size. The facilities include but not limited to the learning resources, space, transportation, communication, buildings & classrooms, equipments, academic counseling, library, computer access. If an electronic medium is used to provide any distance education programs, the reliability and ease of access must be demonstrated.
14.	Course Information
14.1	The FETI shall maintain and make available information describing its education courses, course structure that reflects the intended skill and knowledge outcomes, core, elective/s and specialized modules, course duration, method of delivery, the rules for completion, assessment methodology and awards granted.
14.2	The FETI shall identify any exit point possible during the course that provide for vocational or educational outcomes and the statement of attainment issued in such cases.
14.3	The FETI shall ensure that information provided to the community by any methods or media about itself including its education courses, educational and assessment methodology and awards/certificates granted is accurate and not misleading.
15.	Student Admission
15.1	The FETI shall have a clear and documented admissions policy. The achievements other than the academic ones may be considered while determining the admission criteria.
16.	Curriculum
16.1	The FETI shall ensure that the curriculum:
16.1.1	Reflects its mission & goals;
16.1.2	Is designed and documented to impart current knowledge and skills for which students shall be tested;
16.1.3	Creates value for the student and the community;
16.1.4	Is developed, evaluated, and revised by the competent personnel having active involvement with the students, communities and business as appropriate.
17.	Instruction & Delivery
17.1	The FETI shall choose appropriate course instruction and delivery mechanism in line with the course objectives.
17.2	The FETI shall ensure that appropriate instructional material and equipment for curriculum areas are provided in the amount and types needed to benefit the students.
17.3	The FETI shall ensure that instructional activities and assessment procedures are compatible.
17.4	The FETI shall ensure that tutor /student interaction is utilized in planning of instructional options for learning activities.
18.	Assessment
18.1	The FETI shall ensure that:
18.1.1	The major aspects of its curriculum are evaluated through use of performance indicators and criteria for monitoring student progress;
18.1.2	Effective variety of assessment tools are used to evaluate the performance of each student in order to improve instruction;
18.1.3	Students receive regular and frequent assessment of their progress toward achievement of the purpose;
18.1.4	The result of the student assessment program is used to improve the curriculum and instructional methodology.
19.	Awards & Certificates
19.1	All ACCAB accredited certificates issued by the FETI shall include: The name, address and certification mark of the FETI and applicable ACCAB accreditation Symbols & Logos;

- 19.1.1 The full name of the student;
- 19.1.2 A unique identification code for student;
- 19.1.3 The date/s of granting the certificate;
- 19.1.4 The expiry date or recertification due date (if applicable);
- 19.1.5 The course details;
- 19.1.6 The course duration/start date/end date;
- 19.1.7 Any other information required;
- 19.1.8 In the event of issuing any revised/duplicate certification document, a means to distinguish the revised/duplicate documents from any prior obsolete/lost documents;
- 19.1.9 Name and signature of issuing officer(s);
- 19.1.10 The Statement:-“This is an accredited certificate sanctioned for issue by Accreditation Commission for Conformity Assessment Bodies (ACCAB) in accordance with the requirements of Global Standard “Responsible Education Provider”.

Annexure - I

Tutor/Trainer Competencies Criteria

ACCAB does not prescribe any particular method of determining competency criteria, competence requirements and competence evaluation. However, the following details should be used as a starting point.

Tutor/Trainer Knowledge	Tutor/Trainer Skills	Tutor/Trainer Course specific Skills	Tutor/Trainer Assessment Skills
<ul style="list-style-type: none"> • Understanding students’/trainees’ socioeconomic background, interests, Knowledge, work experience, skills, and abilities as they apply across a range of subject areas; • Understanding students’/trainees’ /sponsor’s motivations and their interests in specific course content; • Articulating and advising the students/trainees on the expected performance outcomes; 	<ul style="list-style-type: none"> • Presenting course in an engaging and clear manner including skills-based activities • Monitoring student/trainee’s progress toward instructional goals; • Identifying gains and difficulties student/trainees are experiencing in learning and performing; • Adjusting instructions; • Giving specific, and credible encouragement and feedback; • Assessing the extent of student/trainee attainment of instructional outcomes. 	<ul style="list-style-type: none"> • Planning and delivering instruction for individuals or groups of students / trainees for each accredited course. 	<ul style="list-style-type: none"> • Planning & executing various assessment tools & methods including ongoing and final assessment • Describing the extent to which each student/trainee has attained both short- and long-term instructional goals; • Communicating strengths and weaknesses based on assessment results to students, and parents or sponsors; • Documenting and communicating assessment information for the necessary instructional alignment ; • Evaluating the effectiveness of instruction; and evaluating the effectiveness of the curriculum and materials in use.

Annexure – II

Bibliography

1. UNESCO CEPES
2. Various ISO/IEC/Private Standards