ACCREDITATION COMMISSION FOR CONFORMITY ASSESSMENT BODIES

Training Courses Guidance Document

Document Title: **Guidelines on Training Courses For Accreditation Assessors**

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Revision Number	Revision Date	Paragraph Number	Description of Revision	Revision Author

GD-8.1	**Purpose:**
GD-8.1.1	To ensure that ACCAB certified training providers follow the industry accepted norms.
GD-8.2	**Scope:**
GD-8.2.1	This guidance note is published for the informative use for the applicant and certified training providers who wish to provide ACCAB certified training programs for accreditation assessors for Testing & Calibration Laboratories, Medical Laboratories, Inspection Bodies and Reference Material Providers as per the applicable standards.
GD-8.3	**Details:**
GD-8.3.1	The training provider shall establish, implement and maintain a documented quality management system (QMS) related to the administration and providing of courses that can be audited to ISO 9001 or ACCAB's "Responsible Education Provider" Standard.
GD-8.3.2	ACCAB requires from certified or applicant course training provider: a. Documented content that covers, by explanation and examples, all topics for a particular course; b. Detailed student individual learning objectives that specify the student performance required and the conditions under which student performance will be measured; c. The methods that will be used to measure student evaluation/examination, instructor performance and overall course performance; d. The criteria for selecting course instructors and the process for evaluation of their delivery of the course to students, both initially and on an ongoing basis; e. The achievement of certification, and its continuance, requires that the training provider adhere to the criteria on which the certification is based, and conduct its training operation with integrity. When there is evidence that this is not the case, ACCAB may initiate actions to suspend or withdraw (cancel) the application received or certification granted.
GD-8.3.3	ACCAB assures confidentiality of all materials provided and any other information or knowledge obtained during the course certification process, with the exception of non-proprietary contact information.
GD-8.3.4	ACCAB will safeguard against conflict of interest between training providers and evaluators.
GD-8.3.5	Program fees and expenses related to certification and maintenance of certification are the responsibility of the training provider.
GD-8.4	**Number of Participants:**

GD-8.4.1	The number of participants should be 20 or less in order to provide sufficient opportunities for the participants to be involved in the discussions and allow effective evaluation of the performance of the participants.	
GD-8.5	**Time Allocation:**	
GD-8.5.1	The total duration of the courses should be at least 36-40 hours (44-48 hours for RMPs). Course time should be allotted according to the following schedule.	
GD-8.5.2	**Topics**	**Time allotted, hours**
GD-8.5.2.1	Introduction to accreditation of Conformity Assessment Bodies and international dimension of accreditation	**2**
GD-8.5.2.2	Accreditation criteria and their interpretations – quality management system requirements	**6**
GD-8.5.2.3	Accreditation criteria and their interpretations – technical requirements	**16**
GD-8.5.2.4	Accreditation body operation and regulations	**1**
GD-8.5.2.5	Accreditation processes and ISO/IEC 17011	**7**
GD-8.5.2.6	Assessment techniques and people skills	**5**
GD-8.5.2.7	Assessment of RMPs (applicable only to RMP assessor training courses)	**8**
GD-8.5.2.8	Written examination	**3**
	Total	**40 (48 for RMPs)**
GD-8.5.3	The course may be split into several courses or modules but the whole syllabus should be covered and the time allotted to each topic should be in reasonable agreement with or greater than the time specified in the above table. Candidate RMP assessors could be trained on laboratory assessments by courses based on the guidelines for laboratory assessors. Upon completion of the laboratory assessor training course, the candidate may attend a specific training course for RMP assessors which should be at least 8 hours in duration and covers the topics on accreditation criteria for RMPs and the differences between laboratory assessments and RMP assessments.	
GD-8.6	**Details of Course Contents:**	
GD-8.6.1	**Introduction to Laboratory or Inspection Body or RMP Accreditation:**	
GD-8.6.1.1	The following topics should be covered: a) Basic quality concepts; quality, quality management, quality assurance, quality control and quality improvement, should be introduced; b) Stakeholders of accreditation bodies and their accredited laboratories or inspection bodies or reference material producers – customers of CABs, regulatory authorities, manufacturers, buyers, users of products inspected or tested, etc.	

	understanding their needs and satisfying these needs; c) Accreditation and certification (according to ISO/IEC 17000) - their definitions and differences in their emphasis; d) The accreditation body: Definition and the international standard for the operation of an accreditation body, i.e. ISO/IEC 17011; e) The requirements for accreditation in ISO documents such as ISO/IEC 17025, ISO 15189, ISO/IEC 17020 and ISO Guide 34 as accreditation requirements. In addition, application documents, accreditation body rules or specific pieces of legislation, etc. may be included in accreditation requirements; f) Specific criteria of the accreditation body for the interpretations and amplifications of the ISO/IEC 17025 // ISO 15189, ISO/IEC 17020 or ISO Guide 34 requirements should be referred to and explained. The availability and role of relevant ILAC and APLAC requirement and guidance documents should be given; g) Types of laboratories (testing, calibration, medical, reference, material characterization, or R & D laboratories, and 1st, 2nd, and 3rd party laboratories) and types of inspection bodies (Type A, B, or C). Legal status of CABs, conflicts of interest / impartiality and relationship between CABs and accreditation bodies should be discussed; h) Other accreditations – Certification bodies for management systems, personnel and products should be explained; i) The conformity assessment structure from government through accreditation bodies and conformity assessment bodies to end users of products and services should be introduced.
GD-8.6.2	**International Dimension of Accreditation:**
GD-8.6.2.1	The following topics should be covered: a) ISO, its functions and the work of the relevant committees (e.g. CASCO, REMCO and TC 212); b) World Trade Organization and Agreement on Technical Barriers to Trade (TBT). How laboratory or inspection body accreditation can facilitate free trade; c) International development of accreditation of CABs: past, present and future. Cooperation of accreditation bodies: ILAC, APLAC, EA, etc. Harmonization of assessment procedures. Introduction of ISO/IEC 17011 and ILAC R2: ILAC Rules may be mentioned here; d) Who accredits the accreditors? Peer evaluations and MRAs. IAF/ILAC A2: IAF/ILAC MRAs: Requirements for Evaluation of a Single Accreditation Body and APLAC MR001: Procedures for Establishing and Maintaining the APLAC Mutual Recognition Arrangement among Accreditation Bodies should be mentioned here. The frameworks of APLAC multilateral MRA and the ILAC global Arrangement should also be given; e) The benefits of accreditation should be explained, e.g. assurance of competence, international acceptance of reports, declaration of conformance to international standard, fulfilment of legal requirements, etc.

GD-8.6.3	**Accreditation Criteria and Their Interpretations – Quality Management System Requirements:**
GD-8.6.3.1	This topic deals mainly with the quality management system (QMS) requirements stipulated in ISO/IEC 17025 // ISO 15189 or ISO/IEC 17020. RMP assessors will be trained as laboratory assessors (ISO/IEC 17025//ISO 15189) in this part of the course. The quality management system specific for RMPs will be covered in a bridging course.
GD-8.6.3.2	This part should start with a general introduction to the history of the development of the relevant standard followed by an overall view of the standard.
GD-8.6.3.3	The discussion should go into the detailed quality management system requirements. ISO/IEC 17025 // ISO 15189 or ISO/IEC 17020 QMS elements should be explained clause by clause with special emphasis placed on the interpretations and amplifications of the requirements by ILAC/APLAC as given in various ILAC and APLAC publications such as: • IAF/ILAC: A4 Guidance on Application of ISO/IEC 17020 • APLAC TC 002: Internal Audits for Laboratories and Inspection Bodies • APLAC TC 003: Management Review for Laboratories and Inspection Bodies
GD-8.6.3.4	Each of the management requirements in the respective primary accreditation criteria documents should be explained in detail with illustrative examples and exercises where necessary.
GD-8.6.4	**Accreditation Criteria and Their Interpretations – Technical Requirements for Laboratories:**
GD-8.6.4.1	This part deals mainly with the technical requirements stipulated in the respective primary Accreditation criteria documents ISO/IEC 17025 // ISO 15189 (and/or ISO/IEC Guide 34 or ISO 15195: Laboratory medicine - Requirements for reference measurement laboratories, when necessary). The concept of “fitness for purpose” rather than “pursuit of perfection” should be stressed. Emphasis should be given to the fact that quality assurance is always a balance of risk, cost and technical possibilities. The focus of assessment as assessment of competence rather than just conformity with requirements should be stressed, particularly for technical aspects.
GD-8.6.4.2	Discussion should go into the detailed technical requirements. Each technical element should be explained clause by clause with special emphasis placed on the interpretations and amplifications of the requirements by ILAC/APLAC as given in various ILAC and APLAC publications such as: ➢ ILAC-P10: ILAC Policy on Traceability of Measurement Results

	➢ ILAC-P9: ILAC Policy for Participation in Proficiency Testing Activities ➢ APLAC TC 004: Method of Stating Test and Calibration Results and Compliance ➢ with Specification ➢ APLAC TC 005: Interpretation and Guidance on the Estimation of Uncertainty of Measurement in Testing ➢ APLAC TC 007: Guidelines for Food Testing Laboratories ➢ APLAC TC 012: Guidelines for Acceptability of Chemical Reference Materials and Commercial Chemicals for Calibration of Equipment Used in Chemical Testing ➢ ILAC G24: Guidelines for the Determination of Calibration Intervals of Measuring Instruments As this part is for laboratory assessors, APLAC TC 008: Guidelines on the Approach to the Assessment of Reference Material Producers and the Resulting Scope of Accreditation should be mentioned without going into the details.
GD-8.6.4.3	Each of the following clauses from ISO/IEC 17025 // ISO 15189 should be explained in detail with illustrative examples and exercises where necessary. a) Personnel b) Additional qualifications for opinions and interpretations c) Training and link with human resource management d) Job descriptions e) Qualifications, training and competency records f) Accommodation and environmental conditions g) Purchasing services and supplies h) Equipment i) Identifying and understanding the requirements of the laboratory's customers (all interested parties) j) Review of requests, tenders and contracts and test/calibration method selection k) Subcontracting of tests and calibrations l) Sampling: Sampling should cover sampling procedures and plans, their relationship to uncertainty of results or interpretations. m) Pre-examination procedures for medical laboratories: The special requirements of ISO 15189 for sample collection manuals. n) Handling of test and calibration items o) Test and calibration methods and method validation: The different requirements for standard and non-standard methods should be highlighted. A brief discussion of EURACHEM Guide The Fitness for Purpose of Analytical Methods – A Laboratory Guide to Method Validation and Related Topics should be held. p) Metrological traceability of measurement results: An explanation should be given Of the definition, means to achieve metrological traceability, concept of metrological quality, international standards of measurements, transfer standards, reference standards and reference materials, including traceability of empirical methods to reference materials and to the defined method.

	q) Uncertainty of measurement: An introduction to ISO Guide to Expression of Uncertainty in Measurement (GUM) and ILAC P14 ILAC Policy for Uncertainty In Calibration along with a brief introduction to the approaches in EURACHEM/CITAC Guide Quantifying Uncertainty in Analytical Measurement and APLAC TC 005 should be given. r) Compliance with specification and relationship to uncertainty of measurement and level of confidence (APLAC TC 004) s) Quality control - assuring the quality of test and calibration results (linking clauses 5.9 and 5.4.7.1 of ISO/IEC 17025 with this topic) t) Proficiency testing / inter-laboratory comparisons: The importance of and requirement for participation in suitable proficiency testing activities should be explained. An outline of ISO/IEC 17043 should be given. Actions taken by the laboratories and accreditation bodies in cases of unsatisfactory performance in proficiency testing programmes should be described. u) Post-examination procedures (for medical laboratories) v) Reporting the results and uncertainties where required w) Opinions and interpretations: The accreditation body's policy on the accreditation of professional judgment should be given. The extent to which an accreditation body covers professional judgment should be explained, e.g. predictive opinions versus opinions based on objective facts, etc. ISO 15189 requirements for interpretation of test/examination results should be emphasized where relevant.
GD-8.6.5	**Accreditation Criteria and Their Interpretations – Technical Requirements for Inspection Bodies:**
GD-8.6.5.1	This part deals mainly with the technical requirements stipulated in ISO/IEC 17020.
GD-8.6.5.2	Discussion should go into the detailed technical requirements. ISO/IEC 17020 technical elements should be explained clause by clause with special emphasis placed on the interpretations and amplifications of the requirements by ILAC/APLAC as given in various ILAC and APLAC publications such as: ➢ IAF/ILAC A4: Guidance on the Application of ISO/IEC 17020 ➢ ILAC P10: ILAC Policy on Traceability of Measurement Results ➢ ILAC P9: ILAC Policy for Participation in Proficiency Testing Activities ➢ APLAC TC 006: Guidance Notes on ISO/IEC 17020
GD-8.6.5.3	Each of the following clauses from ISO/IEC 17020 should be explained in detail with illustrative examples and exercises where necessary. a) What is inspection? b) Administrative requirements c) Scope of inspection body d) Independence – type a, b and c inspection bodies e) External documents and product standards f) Personnel

	g) Inspector management and competence h) Job descriptions i) Training, supervision and monitoring and link with human resource management j) Qualifications, training and competency records k) Equipment management and calibration l) "Calibration and traceability" of inspection result m) Purchasing n) Contract review and subcontracting o) Handling items for inspection p) Inspection methods q) Quality control and "proficiency testing" r) Technical records s) Reporting t) Complaints and appeals u) Health and safety of inspectors		
GD-8.6.6	**Accreditation Criteria and Their Interpretations – Technical Requirements for Reference Material Producers:**		
GD-8.6.6.1	Since the accreditation criteria for RMPs are ISO Guide 34 and ISO/IEC 17025//ISO 15189 in combination, if a RMP assessor is not yet a laboratory assessor, the person should undergo a training course for laboratory assessors before attending this bridging course for RMP assessors.		
GD-8.6.6.2	Documents to be included in RMP assessor training course are ISO/IEC17025// ISO 15189, ISO Guides 30, 31, 34 and 35 as well as APLAC TC 008 and various ILAC guidance and procedure documents including ILAC P10. Assessor checklists, if used by the accreditation body, the accreditation body documents and the standard application documents should also be part of the course. The document should be provided well in advance of the course and the course should include the inter-relationships between various documents.		
GD-8.6.6.3	The major differences between a laboratory assessment and a RMP assessment summarized in the following table should be emphasized in the RMP assessor training course.		
GD-8.6.6.4	**Key Differences between Laboratory and RMP Assessments**		
	Assessment Processes	**Laboratory**	**Reference Material Producer**
GD-8.6.6.4.1	Accreditation Standards	ISO/IEC 17025 //ISO 15189	ISO Guides 34, 31, 35 ISO/IEC 17025//ISO 15189 The complexity of the requirements and the interrelationships, results in significant planning needed up front.

			Results in frequent communications between team members during the conduct of the assessment.
GD-8.6.6.4.2	Scopes	Contains Tests Methods /Calibrations	Types of RMs / CRMs ranges and/or ISO/IEC17025 // ISO 15189
GD-8.6.6.4.3	Scope of Assessment Activity	Lab is often limited to one or two rooms and a few personnel	RMP is full manufacturing facilities, storage, laboratory, packaging and potentially a large number of staff.
GD-8.6.6.4.4	Assessor (s)	Often solo and sometimes team	Frequently team assessment
GD-8.6.6.4.5	Review Application and supporting documents	Review Scope of Accreditation QM and SOPs Technical SOPs Subcontractor arrangements	Review Scope of Accreditation QM and SOPs Technical SOPs Laboratory support Subcontractor arrangements
GD-8.6.6.4.6	Assessor Contacts Applicant	Currency of documents Request technical SOPs Facility layout Work shifts Branch facilities Satellite locations	Currency of documents Request technical SOPs Facility layout Work shifts Branch facilities Satellite locations Laboratory support Subcontractor arrangements
GD-8.6.6.4.7	Prior Document Review	Report to the applicant in writing of gaps, or revisions needed in management system documentation Prepare questions by reviewing previous assessment report and corrective actions, PT data. Request technical methods/ SOPs if needed.	Report to the applicant in writing of gaps, or revisions needed in management system documentation Prepare questions by reviewing previous assessment report and corrective actions, PT data. Request technical methods/SOPs if needed.
GD-8.6.6.4.8	Prepare agenda	Usually straight forward	More complex- more likely chance

		agenda covering management system/ testing	of team assessment
GD-8.6.6.4.9	On-site assessment	Entry briefing / tour facilities – gain understanding of work flow. Consideration for safety precautions Environment (i.e. clean rooms)	Entry briefing / tour facilities – gain understanding of work flow. Consideration for safety precautions Environment (i.e. clean rooms) Note when certain manufacturing processes or analyses are schedule to occur – schedule to witness / evaluate. Have RMP explain work flow/ production process to team to help aid in efficiency of assessment.
GD-8.6.6.4.10	On-site assessment technical	Observe Testing and/or Calibration	Observe Testing and/or calibration when possible however the frequency of the use of test methods may be weeks or years so it may not be practical to observe processes. Demonstration of competence will be through records. Conduct vertical audits. Evaluation of statistical processes
GD-8.6.6.4.11	Assessment team Interactions within team	Solo – none Team- at least once a day	At least once a day but normally more frequent
GD-8.6.6.4.12	Reports	Testing or calibration reports - ISO/IEC 17025 cl. 5.10	Certificates to ISO Guide 31
GD-8.6.6.4.13	End result/product	Test or calibration result	RM/CRM production
GD-8.6.7	One of the key issues of RMP assessments is the way in which the two accreditation criteria documents (ISO Guide 34 and ISO/IEC 17025) are to be used in combination. The importance of critically assessing each individual case by the assessment team should be highlighted. The way in which the two accreditation criteria documents are to be used depends on how the RMP operates, in particular, the relationship between the RMP and its subcontractors with respect to various tasks of the production process. Trainees should be informed of the various approaches given in APLAC TC 008.		
GD-8.6.8	**Accreditation Body Operation and Regulations:**		
GD-8.6.8.1	Describe the accreditation body's operation, structure and regulations. A brief description of the procedure for accreditation should be given here. Emphasis should be placed on the following aspects: a) The structure, operation and regulations of the accreditation body. Rules and		

	structures of various committees should be given. Linkage with the clauses of ISO/IEC 17011 should be covered; b) Regulations governing the use of the accreditation body symbol including requirements or reports/certificates bearing the accreditation body symbol should be explained. Recommendations given in ILAC P8: ILAC Mutual Recognition Arrangement (Arrangement): Supplementary Requirements and Guidelines for the Use of Accreditation Symbols and for Claims of Accreditation Status by Accredited Laboratories should also be explained. Examples of uses and abuses of accreditation symbols/status should be discussed; c) Rules for granting, maintaining, extending, reducing, suspending and withdrawing accreditation: Requirements and recommendations given in ISO/IEC 17011 should be explained; (d) Proficiency testing participation requirements of the accreditation body should be outlined along with requirements for follow-up or outlier results. ILAC P9: ILAC Policy for Participation in Proficiency Testing Activities should be briefly introduced.
GD-8.6.8	**Accreditation Processes and Assessment Techniques:**
GD-8.6.8.1	**Overall:**
GD-8.6.8.1.1	ILAC G11: ILAC Guidelines on Qualifications and Competence of Assessors and Technical Experts should be explained. The role of an assessor is to assess the laboratory's competence and its conformance to ISO/IEC 17025 // ISO 15189 or ISO/IEC 17020. The key tasks of assessors are the evaluation of staff competence, technical validity of methods, equipment, accommodation, materials, test/calibration /inspection results, etc. Accreditation requirements should be interpreted based on first understanding and then satisfying the needs of the various stakeholders.
GD-8.6.8.2	**Accreditation processes:**
GD-8.6.8.2.1	Clause 7 of ISO/IEC 17011 should be explained, i.e. criteria for accreditation, application for accreditation, assessment, analysis of findings and assessment report, decision on accreditation and granting of accreditation. Then details of the assessment procedure should be given, including: (a) Application (b) Appointment of lead assessor (c) Pre-assessment visit and report (d) Examination of quality manual, other documents and selected records (e) Preliminary report to laboratory or organisation (f) Composition, selection and appointment of assessment team (g) Preparation for assessment, e.g. briefing notes (h) Conduct of assessment: opening meeting, examination of records, observation of laboratory practices, interviews of staff/signatories, recording of findings, analysis of findings, preparation of report or summary, exit meeting and reporting of

	findings. (i) Post-assessment activities: evaluation of corrective actions by review of information supplied or by follow-up visits; notification of granting/ reaffirmation/extension of accreditation, and scope of accreditation.
GD-8.6.8.3	**Assessment techniques:**
GD-8.6.8.3.1	Techniques for the above assessment steps should be given. The discussions should cover the following topics: (a) Factors to be considered when selecting assessors (b) Information to be included in briefing notes (c) Review of documentation (d) Pre-assessment meeting of assessors (e) Sharing of responsibility amongst assessors (f) Items to be covered in opening and exit meetings (g) Items of ISO/IEC 17025 // ISO 15189, or ISO/IEC 17020 or ISO Guide 34 to be examined for evaluating competence, technical validity and management system conformity (h) The assessment trail (vertical or horizontal) (i) Techniques for recording of findings: use of accreditation body checklists and record Forms (j) Classification of findings/observations as nonconformities (major and minor) and recommendations (j) Handling competence and technical validity decisions which may be more subjective
GD-8.6.8.4	**People skills:**
GD-8.6.8.4.1	(a) Questioning and communication techniques for assessments (b) Attributes of a good assessor – refer to ISO 19011 Guidelines on Quality and Environmental Auditing (c) Human aspects of assessment, and interpersonal skills (d) Personality types (e) Learning preferences (f) Leadership skills
GD-8.6	**Exercises:**
GD-8.6.1	The body providing the training should use class room exercises in its own training course materials. It is, however, recognized that, due to cultural differences and time restraints, the class exercises may have to be amended to suit the local situation.
GD-8.6.2	**Selections from the following exercises should be given:**
GD-8.6.2.1	(a) Assessment of Quality Manual: Each group member would study a model “quality

	manual" which contains nonconformities as well as conformities with the requirements of ISO/IEC 17025, ISO 15189, ISO/IEC 17020 or ISO Guide 34. Attendees should be required to identify to which clauses of accreditation criteria documents the nonconformities relate. (b) Scenarios: Identifying nonconformity as well as the classification of observations into nonconformity and recommendation using the fictitious scenarios. The relevant clause(s) of the standard may also be identified during this exercise. (c) Individual exercises on specific elements of the laboratory standard such as: - Goals and objectives - Job descriptions - Contract review - Method validation - Metrological traceability of Measurement – Acceptability of example calibration certificates - Uncertainty components - Level of confidence that results comply with specification (using Student-*t* tables) - Information from interviewing signatories - Use of accreditation body symbol on reports - Personality types - Types of questions d) Describing findings in writing and classifying them as observations or nonconformities (major or minor). The adequacy of evidence should be discussed. e) Individual exercises on specific elements of the inspection body standard such as: - Goals and objectives - Job descriptions - Traceability of Measurement – Acceptability of example calibration certificates - Scenario to identify Type A, B or C - Document control / availability of product standard/specification - Developing a checklist for monitoring inspectors - Information from interviewing signatories - Use of accreditation body symbol on reports - Personality types - Types of questions f) Individual exercises on specific elements of RMP standard. g) A role-play of part of an assessment based on a fictitious scenario. This gives an opportunity for the participants to practice assessment techniques, i.e. questioning and listening techniques and other information gathering techniques. Techniques to avoid escalation of conflict should be included. h) A role-play on signatory interview, or leading an entry or exit meeting. One member of the group could report on the performance of the "assessor".
GD-8.7	**Course Structure, Training Methods And Facilities:**
GD-8.7.1	**Training Methods:**
GD-8.7.1.1	Training courses shall be designed to have a high degree of interaction between students

	and instructors. Training methods shall be designed to involve and engage students throughout the duration of the course.
GD-8.7.1.2	The training course shall include both knowledge-based sessions (to facilitate understanding of concepts) and skill-based sessions (application of knowledge and skills in practical activities) and each student shall be subjected to realistic laboratory assessment practices and conditions.
GD-8.7.1.3	Methods for validating student achievement of the learning objectives and for providing timely feedback shall be included in the course.
GD-8.7.1.4	Each student shall actively participate in practical skills-based activities (workshops, case studies, role playing and/or actual assessment situations) as part of the structured class activities. At least 60% of the total course time shall be used for such activities. In actual assessment situations, transit time to and from the assessment site and any delay time is not to be counted in the course duration.
GD-8.7.1.5	Any case studies shall be designed to cover the important aspects of the standard.
GD-8.7.1.6	Training aids, such as commercial training videos, videos produced during the course to record and review the performance of student, CDs or interactive training tools that are directly relevant may be used to supplement the training by the instructors. No more than 10% of the total course time may be devoted to commercial training aids.
GD-8.7.1.7	Instructors shall demonstrate effective management of the course, including attention to time schedule, course content, requirements of the standard, instructor conduct, and other course requirements.
GD-8.7.1.8	Instructors shall demonstrate a process for handling confidentiality, information security, health and safety, and other similar matters.
GD-8.7.2	**Number of Instructors:**
GD-8.7.2.1	Each course offering for 11 or more students shall be presented by two instructors, who shall be actively involved in either instruction or evaluation for the full duration of the course. Additional resource people or trainee instructors may be used for specific subjects or activities; however, the two instructors remain responsible for the entire course offering.
GD-8.7.2.2	When the number of students is four to 10, the course may be presented by one instructor.
GD-8.7.2.3	When specific activities (e.g., written quizzes or preparation of checklists) involve neither direct instruction nor evaluation, and do not require the availability of both instructors for explanation, clarification, or counsel, only one instructor needs to be present. At least one instructor shall be available to all students during team and individual activities, even if these activities are outside normal class hours.

GD-8.7.2.4	At least one instructor shall be present during the exam to assure good examination practice. A proctor may be used under exceptional circumstances, and/or for a re-examination.
GD-8.7.3	**Course Materials:**
GD-8.7.3.1	Each student shall be provided with a complete set of course notes to supplement the training program.
GD-8.7.3.2	The documents included in the course notes shall themselves illustrate good organization, layout and document management practices, including document revision level and appropriate page numbering.
GD-8.7.3.3	The set of course notes shall prominently identify the certified training provider (for example, on the cover page).
GD-8.7.3.4	The notes shall cover each session and shall include all important points of the learning objective(s) being covered.
GD-8.7.3.5	Examples of typical documents, reports and forms shall be included.
GD-8.7.3.6	Course notes may include typical examination questions, provided they are not used in any of the examinations, either during the course or following the course.
GD-8.7.3.7	Each student shall have a copy of the current published version of ISO/IEC 17025 //ISO 15189. If the ISO/IEC 17025 // ISO 15189 standard is not supplied as part of the course notes, each student shall be required to bring a copy to the course. A copy shall be made available for loan to any student who does not have one.
GD-8.7.3.8	Instructor materials shall contain sufficient information to ensure consistency of meeting the learning objectives among varying instructors.
GD-8.7.4	**Facilities:**
GD-8.7.4.1	The training provider shall see that suitable facilities for training are provided, including classroom, audio-visual and other training equipment, and facilities for team activities.
GD-8.7.4.2	Suitable meal and break arrangements must be planned in advance and communicated to students in literature related to the course presentation.
GD-8.7.4.3	The training provider shall encourage students to be resident at or near the location of the course offering, since this enhances participation in team activities and student contact with the instructors outside the structured class setting.

GD-8.8	**Evaluation of Students:**
GD-8.8.1	Each student shall be evaluated using the following two independent elements, both of which shall be satisfied if the student is to successfully complete the course: a) The continual evaluation by the instructors of each student's achievement of the Learning Objectives detailed in Section 4; and b) A written examination, that tests students' ability to apply principles from ISO 19011 and assessment practices against the requirements of ISO/IEC 17025 // ISO 15189.
GD-8.8.2	Each student shall be informed of the exam format, grading procedure, continual evaluation, and the pass/fail criteria at or prior to the beginning of the course.
GD-8.8.3	**Continual Evaluation:**
GD-8.8.3.1	The continual evaluation shall be documented and shall evaluate each student's: a) achievement of the learning objectives, ; b) attendance and punctuality during the course.
GD-8.8.3.2	Every student's performance shall be reviewed at the end of each day by the instructor(s). A daily grade shall be assigned for each student, reflecting the assessment of both instructors.
GD-8.8.3.3	Course instructors shall identify students who appear to be having difficulty in achieving the learning objectives or who are not performing adequately in course activities. Such students shall be informed privately and in a timely manner of the instructor's observations and shall be given the opportunity to improve. A record shall be maintained of all such sessions.
GD-8.8.3.4	A student who fails the continual evaluation must satisfactorily complete another full training course before being eligible to receive a certificate of successful completion.
GD-8.8.4	**Written Examination**
GD-8.8.4.1	The written examination shall evaluate the students' comprehension of the assessment process defined by ISO 19011 and the application of ISO/IEC 17025 // ISO 15189, and their ability to provide written justification of their evaluations.
GD-8.8.4.2	The examination shall be designed so that a competent student (i.e., one who has demonstrated achievement of the learning objectives) could achieve a minimum mark of 70% in two hours.
GD-8.8.4.3	The time allotted for taking the examination shall be three hours. Strict adherence to the time limit shall be maintained.
GD-8.8.4.4	The written examination shall be proctored by the person other than the instructor. The

	proctor(s) may allow a student whose primary language is not the language in which the course is conducted up to 30 minutes additional time for taking the written examination. The student may use an appropriate two-language dictionary. Any such allowance shall be indicated in the records of the course or of the examination, with supporting reasons.
GD-8.8.4.5	The proctor(s) may allow a student with a particular disability that adversely affects the student's capability to complete the examination in the allotted time up to 30 minutes additional time for taking the written examination. Any such allowance shall be indicated in the records of the course or of the examination, with supporting reasons.
GD-8.8.4.6	The exam should have judicious mix of essay type and multiple choice questions.
GD-8.8.4.7	The minimum passing grade shall be 70%.
GD-8.8.4.8	The only reference materials allowed during the examination are: a) a copy of the ISO/IEC 17025 // ISO 15189 standard, b) the course notes provided by the training provider, and c) any personal notes made by the student during the course.
GD-8.8.4.9	The training provider shall ensure the security of examinations (before and after completion), and shall provide for the proper conduct of the exam itself.
GD-8.8.4.10	Copies of examination questions (other than those in an example examination paper), examination papers, solutions or completed examination papers shall not be supplied to any student or any other party (except to the approval body) for any reason.
GD-8.8.5	**Grading; Pass/Fail Decisions:**
GD-8.8.5.1	Each examination paper shall be graded by one of the instructors. Another instructor shall check the addition of the score allocated in each section and re-grade all examination papers with scores between 60 and 75 percent (i.e., marginal scores).
GD-8.8.5.2	Results of the continual evaluation along with the examination grade shall be considered and a final pass/fail mark shall be issued for the class records.
GD-8.8.5.3	The training provider shall have procedures to resolve any differences in grading and to issue final grades.
GD-8.8.5.4	If the course is given through interpreters, the translators who translate the students' written examinations shall be selected by the training provider in such a way that the training provider is confident that they provide impartial, knowledgeable, and accurate translations.

GD-8.8.6	**Re-examination:**
GD-8.8.6.1	A student who fails the written examination but has passed the continual evaluation shall be allowed one re-examination.
GD-8.8.6.2	The re-examination shall be administered within 12 months after the date of the initial examination.
GD-8.8.6.3	The same training provider with whom the student took the course and the (failed) examination shall conduct the re-examination.
GD-8.8.6.4	A different examination paper shall be used for the re-examination.
GD-8.8.6.5	The re-examination shall be taken in the presence of an approved instructor or other agent of the training provider, as described in the training provider's procedures.
GD-8.8.6.6	A student who fails the re-examination must take a full training course again before being eligible to take another examination.
GD-8.8.6.7	A student who has not satisfactorily completed the continual evaluation is not eligible for re-examination. He or she must again take the complete training course before being eligible to take another examination.
GD-8.9	**Variations:**
GD-8.9.1	Variations to any of these criteria shall be considered for approval upon written submission by the training provider to ACCAB. Any such request shall be made immediately upon the reason for the variation request becoming known. ACCAB shall respond in writing.
GD-8.9.2	When evaluating a request for variance, ACCAB shall take into account the training provider's: a) reasons for the requested variance; b) rationale for the requested variance; c) modified training plan and/or revised course outline; and d) assessment of impact on the learning process.
GD-8.9.3	With ACCAB's approval, a different training provider or body may conduct the re-examination for students who fail the written examination. Requests to have a different body conduct the re-examination shall be submitted to ACCAB as a variation request. ACCAB shall only grant such a variation where it is confident that the examination will be administered according to the requirements.
GD-8.10	**Publicity and Advertising:**

GD-8.10.1	The following wording (or other very similar wording that has been approved by ACCAB) shall be used: "This course is certified by ACCAB." NOTE: The word "certified" shall be used. Any words that may imply ACCAB sponsorship of the course shall not be used.	
GD-8.10.2	The training provider's name shall appear in all promotional materials as it appears on the certification certificate when the ACCAB name and/or logo appear.	
GD-8.10.3	No ACCAB-certified course shall be subcontracted and/or licensed to a second organization or training provider. A training provider may, however, contract with another organization to make arrangements such as marketing and/or hotel accommodations for an offering.	
GD-8.10.4	If any promotional materials are being contracted through another organization, that organization may be referenced provided the identity of the certified training provider is readily evident. Such materials shall use the wording "this course is being presented in conjunction with (the ACCAB-certified training provider)" or other similar wording that has been approved by ACCAB.	
GD-8.10.5	It shall remain the responsibility of the certified training provider to ensure that all contracted materials and/or activities continually conform to all requirements of the training provider and of ACCAB.	
GD-8.11	**Use and Misuse of Certificates and Logos:**	
GD-8.11.1	The training provider shall exercise proper control over use and display of the ACCAB certification logo.	
GD-8.11.2	The training provider shall take suitable action to deal with incorrect references to its certification or certification status or misleading use of the ACCAB certification logo in advertisements, catalogs, etc.	
GD-8.11.3	The training provider shall not make statements in advertisements, catalogs, certificates, etc., that could serve to undermine the reputation of the ACCAB programs. Any and all violations shall be subject to suitable actions. Suitable actions may include, but are not limited to, corrective action, suspension, or withdrawal of ACCAB course certification and, if necessary, legal action.	
GD-8.11.4	In addition to the above, misuse of the ACCAB name and/or logo by a training provider that has not submitted a course for certification or has not yet received certification will jeopardize its current submission or any future attempt to seek ACCAB certification.	
GD-8.12	**References:**	
GD-8.12.1	**Details**	**Document Number**

GD-8.12.1.1	APLAC	TR 001
GD-8.12.1.2	RABQSA International	Training Course Certification Criteria
GD-8.13	**Forms & Check Lists:**	
GD-8.13.1	**Details**	**Document Number**
	NA	