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International Quality Standards

IQS STANDARD ON

Certification Award Process

Categories of Capacity-Building Certification and Guidelines for their Issue

International Quality Standards for Academic Institutions

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1. Introduction and Background

1.1 Context

1.1.1 **Degrees and diplomas**: In many countries, the awarding of degrees and diplomas is regulated by government bodies. They are issued by colleges and universities after due diligence and examination. A degree generally represents the overall development of a person, beyond knowledge of a single field, and usually gives eligibility for higher degree courses, job opportunities and government opportunities.

1.1.2 **Certificates:** Certificates, such as skill certifications, Continuing Professional Development (CPD) certificates, continuing education credits, academic certificates, experience certificates and internship certificates, are generally not bound by such specific limitations. They are distributed by private agencies, independent agencies and, at times, government agencies.

1.1.3 **Different purpose:** A certificate recognises a specific learning outcome, skill, experience or engagement of a person at a specific point of time. It is a flexible instrument for capacity building and is not a substitute for a regulated degree or diploma.

1.2 Principle of Openness

1.2.1 IQS holds that the issuance and distribution of certificates should not be regulated by any national government or government body. This area should remain open, in order to enhance and promote professional upliftment, which plays a major role in the growth of every country.

1.2.2 Openness carries responsibility. Without a common baseline, the certificate sector may suffer from unclear titles, uneven assessment, certificates issued without real learning, and difficulty for employers and learners in judging what a certificate truly means.

1.3 Purpose of this Standard

1.3.1 To bring quality and clarity to this sector, IQS releases this Standard. Its objectives are to:

(a) define clear categories of capacity-building certification and what each one signifies;

(b) set the minimum conditions under which each category may be awarded;

(c) give uniform guidelines for issuing, recording and verifying certificates;

(d) protect learners, employers and the public from misleading or fraudulent certificates; and

(e) support the credibility of organizations that issue certificates responsibly.

1.4 Voluntary Nature

1.4.1 This Standard may be accepted and applied by any private, government or independent not-for-profit agency, either voluntarily or by opting for IQS accreditation or recognition.

1.4.2 Nothing in this Standard authorises an organization to disregard any law that is applicable to it. Where a law applies to a particular activity, the law prevails.

2. Scope and Applicability

2.1 Scope

2.1.1 This Standard applies only to certificates connected with the capacity building of individuals, that is, certificates that carry academic, skill-related or other educational value.

2.1.2 It covers the types of such certificates, their categories, the expectations from issuing organizations, the guidelines for issue, and the verification and record-keeping of certificates.

2.2 Exclusions

2.2.1 The following are outside the scope of this Standard:

(a) certificates that are not related to academics or skills and carry no educational value, such as birth certificates, marriage certificates, death certificates and similar civil or status documents;

(b) degrees and diplomas, where their awarding is regulated by government bodies, which remain governed by the respective regulators; and

(c) statutory licences or registrations that the law requires for practising a regulated profession, which remain governed by the relevant authority.

2.3 Who May Apply this Standard

2.3.1 This Standard is intended for organizations that award capacity-building certificates, including:

(a) private institutions and training providers;

(b) colleges and universities, for certificates other than regulated degrees and diplomas;

(c) examination and assessment bodies;

(d) companies and industry bodies that develop a subject area and certify competence in it;

(e) professional associations and not-for-profit organizations; and

(f) government departments and skill-development agencies.

2.4 Relationship with Other IQS Standards

2.4.1 This Standard should be read together with the International Quality Standards for Academic Institutions (IQS). Where an organization is accredited by IQS, the requirements of that standard also apply.

3. Terms and Definitions

3.1 Core Terms

3.1.1 **Awarding Body:** The organization that assesses, decides and issues the certificate in its own name and takes responsibility for it.

3.1.2 **Capacity Building**: Activities that develop the knowledge, skills, competence, professional standing or engagement of an individual.

3.1.3 **Certificate**: A document, in paper or digital form, issued by an Awarding Body to a person, stating what the person has completed, achieved, experienced or participated in.

3.1.4 **Certification:** The process of evaluating a person against defined criteria and formally confirming the result, usually by awarding a certificate.

3.1.5 **Recipient:** The individual to whom a certificate is issued.

3.1.6 **Learning Outcome:** A clear statement of what a learner is expected to know, understand or be able to do after completing a programme.

3.1.7 **Assessment (or Evaluation):** A planned method of judging a learner's performance against stated criteria, such as an examination, practical test, project or continuous evaluation.

3.1.8 **Proficiency:** Demonstrated ability to perform in a subject or skill at a stated level, confirmed through fair evaluation.

3.1.9 **Competency:** The combination of knowledge, skill and behaviour needed to perform a job role or task to an expected standard.

3.1.10 **CPD Credit:** A unit of continuing professional development. Under IQS policy, one CPD credit (point) equals one hour of learning.

3.1.11 **Trainee Identification Number (TID):** A unique identifier for a learner that supports verification of skills and knowledge. It is a separate entity from any credit and may be linked to credits.

3.1.12 **Revocation:** Formal withdrawal of a certificate that was issued, on grounds stated in this Standard.

3.2 Interpretation

3.2.1 In this Standard, “shall” indicates a mandatory requirement, “should” indicates a recommendation that is expected to be followed unless there is good reason otherwise, and “may” indicates a permission.

4. Types of Certificates by Purpose

4.1 Classification Principle

4.1.1 Capacity-building certificates can be classified in two ways: by the purpose for which they are issued (this Section), and by the level of validation behind them (Section 5). A certificate is therefore understood by both its type and its category.

4.2 Academic / Course Certificate

4.2.1 Issued to confirm that a person has undergone an academic programme or course of study.

4.2.2 Typically issued by schools, colleges, universities, training institutes and private institutions. The certificate shall name the course, the duration and the issuing institution.

4.3 Experience Certificate

4.3.1 Issued to confirm that a person has worked, served or been engaged in a role for a period of time, including internship certificates.

4.3.2 Typically issued by employers, organizations and host institutions. It shall state the role, the period and, where relevant, the nature of the work. It confirms experience and does not by itself certify competence, unless a performance evaluation forms part of it.

4.4 Skill Certificate

4.4.1 Issued to confirm that a person has acquired or demonstrated a particular skill.

4.4.2 A Skill Certificate shall state the skill, the level where applicable, and whether the skill was assessed. Skill Certificates may fall under the Proficiency, Program or Professional categories in Section 5, depending on the evaluation carried out.

4.5 Participation Certificate

4.5.1 Issued to confirm participation or contribution in a conference, seminar, workshop, webinar, journal publication or review, or similar activity.

4.5.2 It confirms presence or contribution only. It is not a validation of skill or learning achievement.

4.6 Credit Certificate / Statement of Marks / Progress Card

4.6.1 Issued to record credits earned, marks, grades or the progress of a learner in a programme, including CPD and continuing education credits.

4.6.2 It is a record document. It shall show the programme, the credit or marks scheme used, and the results obtained.

4.7 Issuing Agencies and Value

4.7.1 The table below summarises the usual issuers and the main value of each type of certificate.

Table 1: Types of certificates, usual issuers and value

Type	Usual issuing agencies	Main value
Academic / Course	Colleges, universities, private institutions, training providers	Evidence of study of a programme
Experience	Employers, host organizations, internship providers	Evidence of work, role and period
Skill	Training bodies, industry bodies, companies, skill agencies	Evidence of a skill, with or without assessment
Participation	Event organizers, conference bodies, journals, workshop hosts	Evidence of attendance or contribution
Credit / Marks / Progress	Institutions, CPD providers, examination bodies	Record of credits, marks and progress

5. Categories of Capacity-Building Certification

5.1 Overview of Categories

5.1.1 Capacity-building certification is divided into five categories, according to the evaluation behind the certificate and what it signifies. Every certificate issued under this Standard shall carry the name of exactly one of these categories.

5.1.2 The categories are summarised below. Detailed requirements follow in 5.2 to 5.6.

Table 2: Summary of categories

Category	Evaluation	Usual issuers	What it signifies
1. Course Completion	With or without examination	Private institutions, colleges, universities	Completed the programme; not proof of proficiency
2. Proficiency	Fair evaluation or examination with minimum criteria; mandatory	Authorised institutions, examination bodies, legally existing organizations	Met a defined level in the evaluation
3. Program Certification	Continuous evaluation and examination	Accredited or affiliated academic institutes	Completed a full evaluated learning journey
4. Professional Certification	Rigorous assessment against a competency framework	Notable organizations, companies, government skill bodies	Competence for a clear professional job title
5. Certificate of Achievement	Competition, quiz or event judging	Event organizers, institutions, bodies	Participation or excellence; supporting document only

5.1.3 The categories are not ranked by prestige. Each serves a different purpose, and none should be presented as another.

5.2 Category 1: Course Completion Certificate

5.2.1 **Definition:** A certificate given to any individual after successful completion of the stated programme.

5.2.2 **Significance:** It confirms completion only. It does not directly mean that the person is excellent or proficient in the subject area.

5.2.3 **Typical issuers:** Mostly private institutions, colleges and universities.

5.2.4 **Assessment:** Examinations may or may not be conducted. Where no examination is conducted, the certificate shall not suggest that any evaluation of performance took place.

5.2.5 **Minimum requirements:** The Awarding Body shall:

(a) define the programme, its title, duration and mode of delivery;

(b) publish the completion criteria in advance, such as minimum attendance or tasks to be completed; and

(c) keep a record showing that the Recipient met the completion criteria.

5.2.6 **Wording:** The certificate shall use the words “completion” or “completed” and shall not use words such as “proficient”, “expert” or “certified professional”.

5.3 Category 2: Proficiency Certificate

5.3.1 **Definition:** A certificate that confirms that a person has reached a defined level of ability, after a fair evaluation or examination.

5.3.2 **Significance:** Being successful here is not just about completing or attending a programme. The person must complete the minimum defined criteria and succeed in the evaluation.

5.3.3 **Typical issuers:** Authorised institutions, examination bodies and organizations having a clear legal existence and a clear due-diligence process.

5.3.4 **Assessment:** A fair evaluation or examination is mandatory. A Proficiency Certificate shall not be issued on attendance alone.

5.3.5 **Minimum requirements:** The Awarding Body shall:

(a) publish the level or standard being certified and the evaluation criteria;

(b) fix the minimum pass criteria before the evaluation;

(c) use competent and impartial assessors;

(d) maintain evaluation records, including scores or grades; and

(e) state the result or level achieved on the certificate or its supporting record.

5.4 Category 3: Program Certification

5.4.1 **Definition:** A certificate awarded after administering the complete learning journey of a person in a specific skill or subject matter, with a continuous evaluation process and examination.

5.4.2 **Significance:** The organization awards it after evaluating the complete academic process, not a single event.

5.4.3 **Typical issuers:** Accredited or affiliated academic institutes.

5.4.4 **Minimum requirements:** The Awarding Body shall:

(a) run a structured curriculum with stated learning outcomes and a defined duration;
(b) carry out continuous evaluation, such as assignments, tests, practicals and projects, and keep its records;
(c) conduct a final examination or equivalent final evaluation;
(d) combine continuous and final results under a published scheme; and
(e) issue a statement of marks or credits together with the certificate.

5.5 Category 4: Professional Certification

5.5.1 **Definition:** A certification that gives a clear professional job title, such as “Certified Management Professional”, “Certified Network Analyst” or “Certified Nutrition Expert”. The title expresses the clear and exact competency of the individual.

5.5.2 **Typical issuers:** Notable organizations and companies that have developed the specific subject area in which the job-title skill is required. These certifications are also awarded by government organizations through a specific department or skill-education subsidiary.

5.5.3 **Minimum requirements:** Because the job title is a public claim of competence, the Awarding Body shall:

(a) publish a competency framework or body of knowledge on which the title is based;

(b) state eligibility conditions, such as education, training or experience;

(c) assess both knowledge and practical competence, through a rigorous and secure assessment;

(d) adopt a code of conduct for certified persons;

(e) state the validity of the certification and the conditions for renewal or recertification, for example through CPD credits; and

(f) maintain a public register of certified persons, showing current status.

5.5.4 **Title governance:** The job title shall match the competence actually assessed. An Awarding Body shall not grant a professional title for training or attendance alone.

5.6 Category 5: Certificate of Achievement

5.6.1 **Definition:** A certificate usually given for participating in, or excelling at, a competition, quiz, conference or similar event.

5.6.2 **Significance:** It is not considered a complete validation of any skill or quality. It acts as a supporting document showing the individual's continuous engagement with the subject matter.

5.6.3 **Minimum requirements:** The Awarding Body shall:

(a) state the event, its date and the nature of the achievement, such as participation, rank or award;

(b) follow fair and published judging criteria where the achievement is based on ranking; and

(c) not present the certificate as a qualification, licence or proof of skill.

5.7 Selecting the Correct Category and Prohibited Practices

5.7.1 The category shall be chosen on the basis of the evaluation actually carried out, not on the commercial value of the title.

5.7.2 An Awarding Body may offer certificates of more than one category, but each shall be issued separately and shall state its own category.

5.7.3 The following practices are prohibited:

(a) issuing a Proficiency, Program or Professional certificate without the evaluation required for that category;

(b) using a professional job title without a published competency framework;

(c) issuing any certificate only in exchange for payment, without learning or assessment where the category requires it;

(d) backdating certificates or altering results; and

(e) describing a Course Completion or Achievement certificate as proof of proficiency.

6. Requirements for Issuing Organizations

6.1 Legal Existence and Governance

6.1.1 The Awarding Body shall have a clear legal existence under the rules of its country, and shall be able to show proof of it.

6.1.2 It shall have an identifiable governing body or owner, a registered address and working contact details.

6.1.3 It shall have a clear and documented due-diligence process for deciding who may be certified.

6.2 Competence and Resources

6.2.1 Instructors, assessors and decision-makers shall have suitable qualifications or experience for the subject.

6.2.2 The Awarding Body shall have sufficient facilities, learning materials and, for online programmes, reliable platforms and secure assessment systems.

6.3 Policies

6.3.1 The Awarding Body shall maintain written policies on:

(a) assessment, attendance and pass criteria;

(b) conflict of interest of instructors, assessors and decision-makers;

(c) appeals, complaints and grievance redressal;

(d) issue, correction, duplicate and revocation of certificates; and

(e) ethics, non-discrimination and data protection.

6.4 Website and Public Disclosure

6.4.1 The Awarding Body should maintain a dedicated institutional website with a compulsory disclosure section and a grievance section.

The disclosure section should show:

(a) legal status, address and contact details;

(b) a full list of programmes and the certificate category awarded for each;

(c) fees, assessment methods and pass criteria;

(d) any accreditation, recognition or affiliation held, with proof; and

(e) the method of verifying certificates.

6.5 Partners and Third-Party Delivery

6.5.1 Where programmes are delivered with partners or franchisees, the Awarding Body remains fully responsible for quality, assessment and the certificates issued.

6.5.2 Such arrangements shall be in writing, and the list of partners should be published.

6.6 Inclusion and Accessibility

6.6.1 Programmes and assessments should be open and accessible to all eligible learners without discrimination, with reasonable adjustments for learners with special needs.

7. Programme Design and Assessment

7.1 Programme Information

7.1.1 Before enrolment, the Awarding Body shall make available for each programme:

(a) title, objectives and learning outcomes;

(b) target learners and entry requirements;

(c) duration, mode of delivery and credits or hours;

(d) assessment method and pass criteria; and

(e) the category of certificate to be awarded.

7.2 Duration and Credit

7.2.1 Learning effort should be expressed in hours. Under IQS policy, one CPD credit or point equals one hour of learning.

7.2.2 Credits shall be identified separately in the programme. Credits can be connected to the learner's TID, but the TID is a separate entity and is not itself a credit.

7.3 Principles of Assessment

7.3.1 Assessment shall be:

(a) valid, measuring what the certificate claims to certify;

(b) reliable, giving consistent results across learners and assessors;

(c) fair and free from bias;

(d) transparent, with criteria announced in advance; and

(e) secure, with measures against impersonation and malpractice.

7.4 Assessment Requirements by Category

7.4.1 The assessment required for each category is shown below.

Table 3: Assessment requirement by category

Category	**Assessment requirement**
Course Completion	Optional. Completion criteria such as attendance are mandatory.
Proficiency	Mandatory fair evaluation or examination with minimum pass criteria.
Program Certification	Continuous evaluation together with a final examination.
Professional Certification	Rigorous assessment of knowledge and practical competence against a framework; eligibility conditions apply.
Certificate of Achievement	Event-specific judging or participation records.

7.5 Results and Re-assessment

7.5.1 Pass criteria shall be fixed before the assessment, and results shall be communicated to learners in a timely manner.

7.5.2 The Awarding Body should offer re-assessment and a review or re-evaluation process for learners who are unsuccessful or dissatisfied.

7.6 Assessment Integrity

7.6.1 The identity of the learner shall be verified for assessments, including online assessments. Malpractice, impersonation and plagiarism shall be dealt with under a published policy.

8. Certificate Issue Guidelines

8.1 Checks before Issue

8.1.1 Before a certificate is issued, the Awarding Body shall confirm that:

(a) the Recipient has met all conditions for the category;

(b) results are recorded and approved by the authorised person;

(c) the Recipient's name and details are correct; and

(d) any fees or conditions that are lawful and published have been met.

8.2 Mandatory Content of a Certificate

8.2.1 Each certificate shall carry the following information.

Table 4: Mandatory content of a certificate

Item	Requirement
Awarding Body	Full name of the organization, with logo and contact or website
Certificate category	Exact name of the category, for example "Proficiency Certificate"
Recipient	Full name of the Recipient
Programme or event	Title of the programme, subject, skill or event
Dates	Date of completion, assessment or event, and date of issue
Duration or credits	Hours or credits, where applicable
Result	Grade, score, level or pass status, where assessed
Unique certificate number	A number that is not repeated for any other certificate
Verification	Web address, QR code or other means of verification

Signatory	Name and designation of the authorised signatory
Validity	Validity period or renewal condition, where applicable
Accreditation statement	Only if accreditation or recognition is actually held

8.3 Unique Numbering and TID

8.3.1 Every certificate shall have a unique certificate number. A numbering system that shows the year, category and serial should be used.

8.3.2 Where TID is used, the certificate should show it so that the skill and knowledge of the learner can be verified.

8.4 Titles and Wording

8.4.1 A certificate shall not mislead. It shall not use the words “degree” or “diploma” where the law reserves them for regulated awards.

8.4.2 Titles shall not suggest government approval, statutory status or international recognition unless this is true and provable.

8.4.3 Words such as “Certified”, “Professional” or “Expert” shall be used only in line with Category 4 and the requirements stated for it.

8.4.4 The language of the certificate shall be clear. Where the certificate is meant for international use, English or a translation in English should be provided.

8.5 Format and Security

8.5.1 Certificates may be issued on paper, digitally or both. Each should have features that make forgery difficult, such as a QR code, a serial number, a digital signature, a hologram or secure paper.

8.5.2 Digital certificates should be issued in a format that cannot easily be edited, should be verifiable online, and should remain accessible to the Recipient.

8.6 Authorisation and Signatures

8.6.1 A certificate shall be signed or digitally signed by a person authorised by the Awarding Body. A list of authorised signatories should be maintained.

8.7 Validity and Renewal

8.7.1 Course Completion, Program and Achievement certificates are generally not time-limited unless stated.

8.7.2 Professional Certifications should state a validity period and the conditions for renewal, such as updated assessment, CPD credits or evidence of practice.

8.8 Issue Register and Records

8.8.1 The Awarding Body shall maintain an issue register that records, for each certificate, the number, category, Recipient, programme, dates, result, signatory and current status.

8.8.2 Records should be kept for not less than ten (10) years, or longer where the applicable law so requires.

8.9 Duplicates, Corrections and Reissue

8.9.1 A duplicate shall be marked as a duplicate and carry the original certificate number.

8.9.2 If an error is found, the Awarding Body shall correct it by reissuing the certificate, and the register shall record the correction.

8.10 Use of the IQS Name and Logo

8.10.1 The IQS name and logo may be used only by organizations that have IQS accreditation or recognition, and only as permitted by IQS

8.10.2 An organization that has only adopted this Standard voluntarily may state that its practices are aligned with it, but shall not claim to be accredited by IQS.

9. Verification, Records and Data Protection

9.1 Verification of Certificates

9.1.1 The Awarding Body shall provide a simple method for any person to verify a certificate, for example by entering the certificate number or TID on its website.

9.1.2 Verification should confirm the Recipient's name, certificate category, programme, date of issue and current status, such as valid, expired or revoked.

9.2 Data Protection and Privacy

9.2.1 Personal data of learners shall be collected only to the extent needed, kept secure, and used only for the stated purposes.

9.2.2 Public verification should not disclose more personal data than is needed to confirm the certificate.

9.3 Public Register of Professional Certifications

9.3.1 For Category 4, the Awarding Body should publish a register of certified persons showing their title, status and validity, so that employers can check the current standing of the certification.

10. Quality Assurance, Complaints and Misuse

10.1 Internal Quality Assurance

10.1.1 The Awarding Body should review its programmes, assessments and certificates regularly, at least once a year, through internal audit and sampling of records.

10.2 Complaints and Appeals

10.2.1 A written procedure for complaints and appeals by learners and third parties shall be available, including time limits for response.

10.3 Misuse and Fraud

10.3.1 The following are treated as misuse of certificates:

(a) issuing certificates without the learning or assessment required;

(b) creating, altering or selling fake certificates;

(c) misrepresenting the category, value or recognition of a certificate; and

(d) use of a certificate by a Recipient to claim a status that it does not give.

10.4 Suspension, Withdrawal and Revocation

10.4.1 A certificate may be withdrawn or revoked where:

(a) it was issued by mistake or on false information;

(b) the Recipient is found to have committed malpractice or fraud; or

(c) in the case of Professional Certification, the Recipient has seriously breached the code of conduct.

10.4.2 The Recipient shall be given a fair chance to respond before revocation, except in cases of proven fraud. The register and the verification service shall be updated promptly.

10.5 Corrective Action

10.5.1 Where a failure in the Awarding Body's process is found, it shall take corrective action, correct affected certificates and record the action taken.

11. Adoption, Accreditation and Recognition

11.1 Voluntary Adoption

11.1.1 Any private, government or independent not-for-profit agency may adopt this Standard on its own, by aligning its programmes and certificates with it.

11.2 IQS Accreditation or Recognition

11.2.1 An organization may opt for IQS accreditation or recognition. The process is as follows:

(a) submit the accreditation request form;

(b) wait for the response of the IQS authorities;

(c) complete the compliances that are specified; and

(d) receive the accreditation

11.3 Eligibility

11.3.1 Any education institute or organization with legal existence under the rules of its respective country is eligible to apply.

11.4 Claims and Representation

11.4.1 An organization shall clearly distinguish between “aligned with the IQS Standard” (self-declared) and “accredited or recognised by IQS” (verified by IQS), and shall use the correct statement.

11.5 Monitoring and Renewal

11.5.1 Accreditation or recognition is subject to periodic review. The organization shall inform IQS of major changes, such as change of ownership, programmes or assessment methods.

12. Review and Amendment of this Standard

12.1 Review

12.1.1 IQS will review this Standard periodically, and in any case should do so at least once in every three (3) years, taking into account feedback from learners, employers and issuing organizations.

12.2 Versions and Transition

12.2.1 Each revision shall carry a version number and date. Organizations should be given a reasonable transition period, suggested at twelve (12) months, to align with a revised Standard.

Annex A: Quick Comparison of Categories

A.1 Comparison

A.1.1 A quick view of what each category does and does not mean.

Table 5: Quick comparison of categories

Category	**It means**	**It does not mean**
Course Completion	The person completed the programme	The person is proficient or has been tested
Proficiency	The person met a defined level in a fair evaluation	The person completed a full programme or holds a job title
Program Certification	The person completed a full, continuously evaluated programme	The person holds a professional job title
Professional Certification	The person is competent for a stated professional title	The person is a government-licensed practitioner, unless the law says so
Certificate of Achievement	The person took part in or excelled at an event	The person's skill has been validated

Annex B: Model Category Statements

B.1 Suggested Wording

B.1.1 **Course Completion:** "This is to certify that [Name] has completed the programme [Title] of [hours] hours. This certificate confirms completion and does not certify proficiency."

B.1.2 **Proficiency:** "This is to certify that [Name] has successfully passed the evaluation for [Subject] and has demonstrated proficiency at [Level]."

B.1.3 **Program Certification:** "This is to certify that [Name] has successfully completed the full programme [Title], including continuous evaluation and final examination."

B.1.4 **Professional Certification:** "[Name] has met all requirements and is awarded the title [Job Title], valid until [Date], subject to the code of conduct."

B.1.5 **Certificate of Achievement:** "This certificate is awarded to [Name] in recognition of [participation / rank] in [Event] held on [Date]. It is not a validation of skill."

Annex C: Self-Assessment Checklist for Issuing Organizations

C.1 Checklist

C.1.1 An organization may use this checklist to review its readiness. Each answer should be Yes or No, with evidence.

Table 6: Self-assessment checklist

No.	Question	Yes / No
1	Do we have proof of legal existence and an identifiable governing body?	
2	Is the category of each certificate we issue clearly defined?	
3	Do we carry out the evaluation required for each category?	
4	Are pass criteria published before assessment?	
5	Does every certificate carry the mandatory content in 8.2?	
6	Does every certificate have a unique number, and is TID used where relevant?	
7	Do we keep an issue register and records for the required period?	
8	Can any person verify our certificates online?	
9	Do we have written complaints, appeals and revocation procedures?	

No.	Question	Yes / No
10	Do we avoid misleading titles and false claims of recognition?	
11	Is there a website with a disclosure section and grievance section?	
12	Do we review our programmes and certificates at least once a year?	