



European Council of Leading Business Schools

ECLBS

**ECLBS Accreditation Handbook
Non-Degree Programmes**

**Short Courses · Micro-credentials · Certificates · Awards ·
Diplomas · Vocational and Advanced Diplomas**

To be read together with the ECLBS Accreditation Handbook (General)

1. How to use this Handbook

This Handbook contains the **assessment criteria** applied by ECLBS to provision that leads to a qualification, credential or certificate **other than a Bachelor, Master or doctoral degree**. It is the drafting template for the provider's self-assessment report (SAR) and the reporting template for the review panel.

Procedure, eligibility, membership, appeals and publication are governed by the **ECLBS Accreditation Handbook (General)**. This Handbook does not repeat them, but it does modify the General Handbook in two respects — the **proportionality mechanism** in §3 and the **decision thresholds** in §5 — and those modifications prevail for non-degree procedures.

Each criterion is presented in three parts: **The provider is asked to** (what must be described and evidenced), **Meets quality requirements** (threshold benchmark) and **Exceeds quality requirements** (enhanced benchmark; *n/a* where none is defined).

Rating scale: Exceptional · Exceeds quality requirements · Meets quality requirements · Does not meet quality requirements · Not relevant.

Throughout this Handbook, **“provider”** means the applicant institution and **“learner”** means the person enrolled, since not all non-degree provision enrolls “students” in the higher education sense. Where the provision is delivered by a higher education institution, “provider” and “institution” are interchangeable.

2. Why non-degree provision is assessed differently

Non-degree provision is the most heterogeneous category ECLBS accredits and the one carrying the highest risk of learner detriment. Three features drive the design of this criteria set.

Volume varies by two orders of magnitude. A micro-credential may represent twenty hours of learning; an advanced vocational diploma may represent three thousand. Applying an identical evidence burden to both would be disproportionate at one end and inadequate at the other. This Handbook therefore operates a **four-category proportionality mechanism**.

The reference point is occupational, not academic. The defining question is not whether the provision has a research base but whether it delivers competences that are current, needed and recognised in the occupation or field addressed. Employer and professional-body involvement is accordingly assessed more heavily than in the degree handbooks.

Nomenclature is the principal consumer-protection risk in this sector. The word “diploma” carries degree connotations in several jurisdictions; “advanced”, “executive”, “professional” and “international” are used freely; and learners routinely misunderstand what a credential entitles them to. **Truthful designation is therefore a non-negotiable criterion (N1.5)** — the only place in the ECLBS document set where a naming criterion carries that weight. A provider whose credential title, marketing or public information leads a reasonable learner to believe they are obtaining a degree, or an entitlement the credential does not confer, will be refused accreditation regardless of the quality of the teaching.

3. Categories and the proportionality mechanism

Every application is classified into one of four categories on the basis of **notional learning hours** — the total time a typical learner needs to achieve the outcomes, including contact, directed study, independent study, workplace learning and assessment.

Category	Designation	Notional learning hours	ECTS equivalent, where credit is used
A	Short course · Micro-credential	Below 250	Below 10
B	Certificate · Award	250 – 749	10 – 29

Category	Designation	Notional learning hours	ECTS equivalent, where credit is used
C	Diploma	750 – 2,249	30 – 89
D	Vocational Diploma · Advanced Diploma · Higher Diploma	2,250 and above	90 and above

Where hours and credit conflict, **hours govern**, and the panel examines the credit calculation under N3.2.

Proportionality. The full criteria set applies to Categories **C** and **D**. For Categories **A** and **B**, a defined subset applies; the remaining criteria are recorded as *Not relevant* without further justification. The applicable subset for each category is set out in **Annex A**. Proportionality reduces the **evidence burden**, not the **standard**: a criterion that applies to a short course is assessed to exactly the standard applied to a diploma.

Aggregation rule. Where a provider submits a series of short courses that are marketed as a pathway, stack toward a larger award, or are advertised together as a programme, ECLBS classifies the **pathway** by its aggregate hours and assesses it as a single submission. Providers may not obtain Category A treatment by dividing a diploma into modules.

Reclassification. ECLBS determines the category at admissibility screening and may reclassify at any point up to the decision if the evidence shows the declared volume to be inaccurate. Reclassification upward reopens the criteria that had been disappplied, and the provider is given a reasonable opportunity to supply the additional evidence.

4. Reference points

Reference	Expectation
EQF / NQF	Every submission is referenced to a level. Non-degree provision commonly sits at EQF levels 3–7; the level claimed must be substantiated against the level descriptors, not asserted
QF-EHEA	Where the provision is claimed to sit within a Bologna cycle, or to carry ECTS credit at higher education level, the cycle descriptors apply
Credit and workload	Where ECTS is used: 25–30 hours of notional learning per credit, consistently applied. Where a national VET credit system is used, it is stated and its relationship to hours explained
Micro-credentials	The European approach to micro-credentials: the standard descriptive elements are required under N5.3
Vocational provision	EQAVET indicative descriptors, and the applicable national VET quality framework, where the provision sits in a regulated VET system
Validation	The Council Recommendation on the validation of non-formal and informal learning, for criterion N2.3
Transparency instruments	Europass, and a credential supplement equivalent to the Diploma Supplement
Occupational standards	The applicable national or sectoral occupational standard, competence framework or professional-body syllabus, where one exists in the field
Regulated occupations	Where the credential is claimed to lead to a regulated occupation or licence, the requirements of the competent regulatory authority

Where no external reference point exists in the field, the provider must construct and justify its own, normally from a documented occupational analysis. “No standard exists in our field” is not accepted as a reason for the absence of one; it is a reason for the provider to have built one.

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5. Decision thresholds for non-degree procedures

Non-negotiable criteria. Three criteria are non-negotiable. Conditions may never be imposed on them, and failure of any one results in refusal of accreditation:

- **N1.1** — Objectives and intended learning outcomes
- **N1.5** — Truthful designation of the qualification
- **N3.1** — Curriculum coherence and alignment to outcomes

Award of the ECLBS Quality Seal. The seal is awarded where the three non-negotiable criteria are met **and** the number of unmet essential criteria does not exceed:

Category	Maximum unmet essential criteria
A — Short course · Micro-credential	4
B — Certificate · Award	4
C — Diploma	6
D — Vocational · Advanced Diploma	6

The lower ceiling for Categories A and B reflects the smaller number of criteria applying to them; it is not a laxer standard.

Refusal. Accreditation is refused where the applicable ceiling is exceeded, or where any of N1.1, N1.5 or N3.1 is not met. A one-year blocking period then applies before a new application for the same provision.

Accreditation periods. The periods in the General Handbook §17 apply — 1–2 years for accreditation with conditions; 1–3 years for interim accreditation or accreditation with conditions; 2–5 years for initial accreditation; 3–5 years for re-accreditation; 6–7 years for Premium Seal accreditation. In setting the period within the applicable range, the EACC has regard to the rate at which the occupational content dates. For Categories A and B, and for provision in fields subject to rapid technological or regulatory change, the EACC will normally set a period at the **lower end** of the range.

Premium Seal. The Premium Seal is available only for **Categories C and D**, and only where the provision is established and has produced completers. The five-part test in General Handbook §18 otherwise applies unchanged.

Chapter N0 — General information

Descriptive; not rated.

N0.1 Provision identification

Item	Entry
Provider (full legal name)	
Awarding body, if different from the provider	
Title of the provision (English and original language)	
Title of the credential awarded, exactly as it appears on the certificate	
Category claimed	A ☐ B ☐ C ☐ D ☐
Total notional learning hours	
Credit awarded, and the credit system used	
EQF level claimed; NQF level and framework name	
Is the credential part of a regulated national qualification system?	Yes / No — specify
Occupational standard or competence framework used	
ISCED-F field code and description	
Mode of delivery	On-site / Blended / Fully online / Workplace-based
Delivery pattern	Continuous / Block / Evening / Weekend / Self-paced
Duration in calendar time (minimum and maximum)	
Language(s) of delivery and assessment	
Delivery location(s), and any partner, franchise or licensed centre	
Does the provision stack toward, or grant advanced standing in, a larger award?	Yes / No — specify
Date of first delivery (actual or planned)	
Type of accreditation sought	Interim / Initial / Re-accreditation
For re-accreditation: last accreditation period	

N0.2 Provider context

Describe the provider, its legal status and state approval or authorisation, its mission, and the portfolio of provision offered. Explain where this provision sits in the portfolio and how it relates to any degree provision the provider offers. Attach an organigram.

N0.3 Development of the provision and cohort data

For initial accreditation where cohorts have completed, and for re-accreditation, describe the evolution of the provision and supply data for the last three years or since inception, whichever is shorter:

Indicator	Y-3	Y-2	Y-1
Enquiries and applications			
Learners enrolled			
Number of cohorts delivered			
Percentage of learners funded by an employer			
Percentage of international learners			
Completion rate			
Pass rate at first attempt			
Withdrawal rate, and stage at which withdrawal occurs			
Reassessment rate			
Median elapsed time to completion			
Learner satisfaction score, with the instrument identified			
Learners progressing to further study			
Learners reporting occupational benefit — promotion, new role, new duties			
Complaints and appeals received; outcomes			
Refunds or cancellations, and grounds			

For re-accreditation, describe the measures taken to implement the recommendations issued at the last ECLBS accreditation.

Chapter N1 — Objectives, level and occupational relevance

N1.1 Objectives and intended learning outcomes * (*non-negotiable*)

The provider is asked to state the objectives of the provision and the intended learning outcomes, and to justify them.

Meets quality requirements. The objectives are clearly articulated and justified in relation to the target group and the occupation or field addressed. The intended learning outcomes are expressed as statements of what the successful learner **knows, understands and is able to do** on completion; they are specific, assessable and appropriate to the stated level and volume. Outcomes are published before enrolment in the same wording used for assessment.

Exceeds quality requirements. The outcomes are derived from a documented analysis of occupational or learner need, are reviewed at defined intervals against that analysis, and are demonstrably known to trainers, learners and assessors alike.

N1.2 Level referencing *

The provider is asked to substantiate the EQF or NQF level claimed for the provision.

Meets quality requirements. The level claimed is substantiated by a mapping of the intended learning outcomes against the level descriptors of the framework relied on, covering knowledge, skills and responsibility/autonomy. Where the credential sits in a regulated national framework, the formal level allocation is evidenced. Where it does not, the mapping is the provider's own reasoned analysis and is presented as such.

Exceeds quality requirements. The mapping has been externally validated — by a competent authority, a sector body or an independent expert — and is reviewed when the framework or the occupational standard changes.

N1.3 Occupational and labour-market relevance *

The provider is asked to demonstrate that the competences delivered are current and needed in the occupation or field addressed.

Meets quality requirements. The provision is referenced to an occupational standard, competence framework, professional-body syllabus or, in the absence of any of these, to a documented analysis of occupational requirements. Evidence of demand is presented — employer statements, vacancy or skills data, sector reports, or enrolment and destination data from earlier cohorts. Content is current at the reference date.

Exceeds quality requirements. Relevance is monitored continuously through a standing employer or practitioner group, and content is revised on a defined cycle in response to identified changes in occupational practice, technology or regulation.

N1.4 Stakeholder involvement in design and review

The provider is asked to describe how employers, practitioners, professional bodies and learners are involved in designing and reviewing the provision.

Meets quality requirements. Relevant stakeholders were consulted in the design of the provision and are consulted in its review. The consultation and its effect on the content are documented.

Exceeds quality requirements. A standing advisory group with defined terms of reference, including employer, practitioner and learner representation, meets regularly, and its recommendations are tracked to implementation.

N1.5 Truthful designation of the qualification * (*non-negotiable*)

The provider is asked to state the exact title of the credential awarded, explain the choice, and supply all public information, marketing material, web pages and prospectus text describing the provision.

Meets quality requirements. The title of the credential accurately reflects its level, volume, field and

status. In particular:

- the title does **not** use “degree”, “Bachelor”, “Master”, “doctor”, “doctoral”, or any abbreviation, translation or near-equivalent of these, unless the provision is in fact a degree programme accredited as such;
- where the title uses “diploma”, “advanced”, “higher”, “professional”, “executive” or “international”, the usage is justified against the level, volume and content, and does not imply a level or status the provision does not have;
- public information states the **level, the notional hours, the credit awarded if any, the awarding body, the mode of delivery and the duration**, and does so before the learner is asked to commit or pay;
- any claim that the credential leads to a regulated occupation, a licence, a professional membership, an exemption, or admission to further study is **accurate, specific and evidenced**, and is stated with the conditions attaching to it;
- where the credential confers **no** such entitlement, public information says so plainly rather than remaining silent;
- ECLBS accreditation is not represented as institutional accreditation, as state recognition, or as a degree-awarding entitlement. ECLBS offers programmatic accreditation only: the accreditation attaches to the named provision at the named delivery locations, and the provider does not describe itself, in any medium, as an ECLBS-accredited institution.

Exceeds quality requirements. *n/a*

The panel tests this criterion against the provider’s public information as a prospective learner would encounter it, not against the SAR. Marketing material inconsistent with the SAR is assessed as the operative representation.

N1.6 Positioning within the provider’s portfolio and strategy

The provider is asked to explain how the provision fits the provider’s portfolio and strategy.

Meets quality requirements. The positioning is coherently explained, and any overlap or articulation with the provider’s other provision, including degree provision, is described.

Exceeds quality requirements. The provision forms part of a deliberate portfolio strategy, with defined progression routes between provision at different levels.

Chapter N2 — Admission, information and learner protection

N2.1 Admission requirements *

The provider is asked to state the admission requirements and justify them.

Meets quality requirements. Admission requirements are defined, published and comprehensible, and are appropriate to the level and demands of the provision — including any prior qualification, prior experience, licence, medical or safety requirement, or equipment the learner must have. Requirements neither exclude capable learners without reason nor admit learners who cannot succeed. Where selection takes place, the procedure and criteria are transparent and decisions are communicated in writing.

Exceeds quality requirements. Admission requirements are validated against completion and pass-rate data and adjusted where the data show them to be set inappropriately.

N2.2 Public information and pre-enrolment transparency *

The provider is asked to supply the information given to prospective learners before enrolment and to state where and when it is provided.

Meets quality requirements. Before any commitment or payment is taken, prospective learners are given, in durable form: the intended learning outcomes; the level and notional hours; the credit awarded, if any; the title of the credential and the awarding body; the total cost and everything it does and does not include; the mode, pattern, duration and location of delivery; the technical requirements for online components; the admission requirements; the assessment methods and the number of attempts permitted; the conditions for the award; the cancellation and refund terms; and the complaints route. Information is accurate, current and consistent across every channel the provider uses. Where the provision holds ECLBS accreditation, it is described as accreditation of the named provision and not of the provider as an institution.

Exceeds quality requirements. Information is presented in a standard summary format enabling comparison with other provision, includes outcome data from previous cohorts, and is reviewed on a defined cycle against what learners actually report they needed to know.

N2.3 Recognition of prior learning and validation of non-formal and informal learning *

The provider is asked to describe how prior qualifications, prior study and prior experiential learning are recognised for admission and for exemption.

Meets quality requirements. Recognition is governed by published rules that specify the evidence required, the assessment method, who decides, the maximum exemption available, and the fee if any. Decisions are reasoned, recorded and open to appeal. Exemption is granted against **demonstrated achievement of the learning outcomes**, not against time served or course titles alone.

Exceeds quality requirements. The provider operates a structured validation procedure consistent with the Council Recommendation on the validation of non-formal and informal learning, with trained assessors, portfolio guidance for candidates and periodic review of consistency.

N2.4 Learner contract, fee transparency, cancellation and refund *

The provider is asked to supply the learner contract or terms of enrolment and the refund policy.

Meets quality requirements. A written contract or terms of enrolment is concluded with each learner before delivery begins, stating the parties, the provision, the total fee and payment schedule, everything included and excluded — examination, resit, certification, materials, equipment, travel — the cancellation rights of both parties, the refund entitlement at defined stages, and the consequences of non-payment. Terms comply with applicable consumer protection law. A learner who withdraws is not charged for provision not received beyond a defined and justified administrative retention. Fee changes do not apply to learners already enrolled.

Exceeds quality requirements. The provider operates a documented arrangement protecting prepaid learner fees against provider failure — an escrow, bond, insurance or equivalent — and publishes the

teach-out commitment described under N4.8.

N2.5 Counselling and guidance for prospective learners

The provider is asked to describe the guidance available before enrolment.

Meets quality requirements. Prospective learners can obtain individual advice on suitability, requirements, workload and outcomes before committing, through defined contact points.

Exceeds quality requirements. Guidance includes structured self-assessment of readiness, and the provider records and acts on cases where guidance identified that the provision was not suitable.

N2.6 Language proficiency *

The provider is asked to describe how proficiency in the language of delivery and assessment is ensured.

Meets quality requirements. Where the provision is delivered or assessed in a language that is not the learner's first language, the required proficiency is defined and verified, or preparatory or concurrent language support is provided, so that language does not obstruct achievement of the outcomes. Safety-critical provision requires demonstrated comprehension of safety instruction.

Exceeds quality requirements. *n/a*

N2.7 Equality of opportunity and accessibility

The provider is asked to describe how equality of opportunity and accessibility are ensured.

Meets quality requirements. The provider ensures non-discrimination. Reasonable adjustments to delivery and assessment are available to learners with disabilities under a published procedure, without compromising the assessment of the outcomes. Physical and digital learning environments are accessible. Learners in special circumstances receive assistance.

Exceeds quality requirements. Adjustments are offered proactively rather than only on request, uptake and effectiveness are monitored, and materials are designed to accessibility standards from the outset.

Chapter N3 — Contents, structure, delivery and assessment

N3.1 Curriculum coherence and alignment to outcomes * (*non-negotiable*)

The provider is asked to supply the curriculum and a mapping of content and assessment against each intended learning outcome.

Meets quality requirements. The content is coherent, sequenced and sufficient to achieve every stated learning outcome. A mapping demonstrates that each outcome is **taught, practised and assessed**, and that nothing is assessed that has not been taught. Content is accurate, current and at the level claimed. There is no material redundancy and no unexplained gap between outcomes and content.

Exceeds quality requirements. The mapping extends to the occupational standard or competence framework relied on under N1.3, and is reviewed whenever either the outcomes or the standard change.

N3.2 Volume, workload and credit allocation *

The provider is asked to show how the notional learning hours were calculated and, where credit is awarded, how credit was allocated.

Meets quality requirements. Notional hours are calculated on a stated and defensible basis, itemised across contact, directed study, independent study, workplace learning and assessment, and are realistic for the target learner. Where ECTS is used, 25–30 hours per credit is applied consistently. Where a national VET credit system is used, it is identified and its relationship to hours explained. The declared volume matches the volume actually delivered.

Exceeds quality requirements. Workload assumptions are validated against learner-reported effort and revised where the two diverge.

N3.3 Modularity, stackability and pathways

The provider is asked to describe how the provision is structured into units and whether it stacks toward larger awards.

Meets quality requirements. Where the provision is modular, each unit has its own outcomes, volume and assessment, and the rules for combining units into the award are published. Where the provision stacks, the receiving award and the credit or exemption conferred are stated and are honoured.

Exceeds quality requirements. Stacking arrangements are documented in agreements with the receiving providers where these are external, and uptake is monitored.

N3.4 Learning materials *

The provider is asked to describe the materials supplied and how they are maintained.

Meets quality requirements. Materials are aligned to the outcomes, at the level claimed, accurate, current, and available to learners in a usable form for a stated period. Third-party material is used with the necessary permissions and is properly attributed. Materials are reviewed and updated on a defined cycle.

Exceeds quality requirements. Materials support differentiated and independent learning, are designed for accessibility, and are revised in response to learner feedback and to changes in occupational practice.

N3.5 Didactical concept and delivery methods *

The provider is asked to describe the delivery approach.

Meets quality requirements. The delivery approach is described, is appropriate to the outcomes and to the target learner, and combines methods suited to the competences being developed. Where the outcomes are practical or behavioural, delivery includes practice with feedback, not exposition alone. Contact time is used for activity that requires a trainer.

Exceeds quality requirements. The approach is deliberately designed around the target learners'

circumstances — working adults, shift patterns, distributed sites — and is evaluated for effectiveness against the outcomes rather than against satisfaction alone.

N3.6 Work-based learning, placement or practical component (*essential criterion where the provision includes one*)

The provider is asked to describe the work-based or practical component, its regulation, supervision and assessment.

Meets quality requirements. The component has defined learning outcomes, a stated duration, a written agreement with the host organisation where a placement is involved, a named supervisor at the host, a named contact at the provider, a record of activity maintained by the learner, defined assessment, and health, safety, insurance and safeguarding arrangements. Learners are briefed before placement, and the provider verifies that the host can deliver the intended experience.

Exceeds quality requirements. Host organisations are selected against published criteria, are reviewed on their capacity to deliver the outcomes, and are given structured guidance and feedback; learner and host evaluations feed the review of the component.

N3.7 Assessment design and alignment *

The provider is asked to supply the assessment instruments, the marking criteria and the mapping of assessment to outcomes.

Meets quality requirements. Assessment methods are appropriate to the competences assessed — practical competence is assessed practically, and not solely by written or multiple-choice test. Every outcome is assessed. Instruments, criteria and weightings are documented and published to learners in advance. The pass standard is defined and is set at the level claimed. Assessment is valid, reliable and sufficient in volume to support the award.

Exceeds quality requirements. Instruments are reviewed for validity and consistency before use, item or task performance is analysed after use, and the analysis informs revision.

N3.8 Assessment integrity, invigilation and identity verification *

The provider is asked to describe how the integrity of assessment is protected.

Meets quality requirements. The identity of the person assessed is verified. Conditions of assessment — supervision, invigilation, permitted materials, time limits — are defined and enforced. For remote or online assessment, identity verification and supervision arrangements are specified and are proportionate to the stakes. Rules on plagiarism, collusion, impersonation and unauthorised assistance are published, and breaches are investigated under a defined procedure with defined sanctions. Assessment materials and results are held securely. **The award is not made on the basis of attendance alone.**

Exceeds quality requirements. Integrity arrangements are subject to internal audit; text-similarity or authenticity screening is applied where the assessment format permits; and the provider analyses breach patterns and acts on them.

N3.9 Grading, feedback, reassessment and internal verification *

The provider is asked to describe marking, feedback, reassessment and the internal quality control of assessment decisions.

Meets quality requirements. Marking is carried out against published criteria by assessors qualified to do so. Learners receive the outcome within a stated period, with feedback sufficient to understand the decision. The number of reassessment attempts, the conditions and the timescale are published, as is any fee. **Assessment decisions are subject to internal verification, moderation or second marking by a person other than the original assessor**, on a defined sampling basis, and the verification is recorded.

Exceeds quality requirements. Internal verification is supplemented by external verification or independent scrutiny; assessor consistency is monitored across cohorts, sites and assessors, and discrepancies are addressed through calibration.

N3.10 Distance and online delivery (*essential criterion for blended and fully online provision*)

The provider is asked to describe the online delivery arrangement.

Meets quality requirements. The platform is fit for purpose, available, supported and accessible. Learners are told the technical requirements before enrolment. Learners are not left to work unsupported: tutor availability, response times and interaction opportunities are defined and delivered. Engagement is monitored and non-engagement triggers contact. Synchronous and asynchronous elements are identified. Technical support is available at stated times, and personal data are handled lawfully.

Exceeds quality requirements. Engagement analytics are used to identify learners at risk early and to trigger documented intervention; the online design is evaluated against completion and achievement data, not only against satisfaction.

N3.11 Practical facilities, equipment and safety (*essential criterion for provision with a practical, technical, laboratory, clinical or workshop component*)

The provider is asked to describe the practical facilities, equipment and safety arrangements.

Meets quality requirements. Facilities and equipment reflect current occupational practice in type, standard and condition, and are sufficient in quantity for the cohort size so that every learner obtains the required hands-on practice. Equipment is maintained, inspected and certified as required by law. Risk assessments are current; protective equipment is provided; safety induction is compulsory and recorded; insurance is in place; and learner-to-supervisor ratios during practical work are defined and observed.

Exceeds quality requirements. Equipment is renewed under a documented plan against occupational currency; simulation is used where it improves safety or access; and safety performance is monitored and reviewed.

Chapter N4 — Staff, environment and resources

N4.1 Qualification of trainers and assessors *

The provider is asked to supply the list of trainers and assessors with their qualifications, and to state the appointment requirements.

Meets quality requirements. Each trainer holds a qualification at or above the level of the provision in the relevant field, or a documented equivalent competence, and each assessor is qualified to assess. Requirements for appointment are defined, applied and evidenced by records held by the provider. Every unit has an identified, qualified trainer and assessor.

Exceeds quality requirements. Trainers additionally hold a recognised teaching, training or assessor qualification, and the requirement is applied consistently across the trainer body.

N4.2 Occupational currency of trainers *

The provider is asked to describe how trainers' occupational knowledge is kept current.

Meets quality requirements. Trainers have relevant occupational experience, and their knowledge of current practice is maintained and evidenced — through continuing practice, industry engagement, structured updating, or licence or certification maintenance where the field requires it. Currency is checked at a defined interval, not only at appointment.

Exceeds quality requirements. Occupational updating is planned, funded and recorded for every trainer, and is aligned to identified changes in the occupation.

N4.3 Trainer capacity and learner-to-trainer ratios *

The provider is asked to state trainer numbers, teaching loads and learner-to-trainer ratios, including during practical and assessment activity.

Meets quality requirements. Trainer capacity is sufficient for the cohorts delivered. Ratios are defined, are appropriate to the activity and to safety requirements, and are observed in practice. Continuity arrangements exist for trainer absence or departure, so that delivery does not depend on a single individual.

Exceeds quality requirements. Capacity is planned against the delivery schedule for the accreditation period, and a qualified reserve is maintained.

N4.4 Trainer development and evaluation

The provider is asked to describe how trainers are inducted, developed and evaluated.

Meets quality requirements. Trainers are inducted into the provision, the outcomes and the assessment requirements. Their delivery is observed or otherwise evaluated at a defined interval, and development needs are addressed.

Exceeds quality requirements. Observation, learner feedback and achievement data are combined in a structured review, and development is planned and resourced accordingly.

N4.5 Coordination and management of the provision *

The provider is asked to identify the person responsible for the provision and describe the role.

Meets quality requirements. A named person is formally responsible for the provision, with defined authority over content, scheduling, trainer allocation and assessment arrangements, and with sufficient time allocated. Responsibilities, decision-making and record-keeping are documented.

Exceeds quality requirements. The coordinator takes documented initiatives to develop the provision, monitors the outcome data in N0.3 actively, and involves trainers, learners and employers in that development.

N4.6 Facilities, equipment and IT *

The provider is asked to describe the general facilities available.

Meets quality requirements. Teaching rooms, group space, IT and connectivity meet the requirements of the provision and the size of the cohort. Facilities are accessible to learners with disabilities. Where the provider uses hired, shared or partner premises, availability for the full duration is secured and evidenced.

Exceeds quality requirements. Facilities are of a standard reflecting current workplace environments, and their adequacy is reviewed against learner feedback and delivery requirements.

N4.7 Access to learning resources *

The provider is asked to describe learners' access to reference material, standards, software and data resources.

Meets quality requirements. Learners have access, for the duration of the provision and for a stated period after, to the reference material the outcomes require — including current standards, codes, regulations, software or datasets where the field depends on them. Access arrangements for online and workplace-based learners are specified.

Exceeds quality requirements. Resources are reviewed against actual use and against changes in occupational practice, and learners receive guidance in using them.

N4.8 Financing, continuity and teach-out *

The provider is asked to describe how the provision is financed and what happens to enrolled learners if it ceases, and to supply a budget covering at least the intended accreditation period.

Meets quality requirements. Income ensures that every cohort enrolled within the accreditation period can complete and be certificated. The provider has a documented arrangement for **teach-out or transfer** of enrolled learners, and for the **secure retention of and continuing access to assessment and certification records**, in the event that the provision or the provider ceases.

Exceeds quality requirements. *n/a*

Chapter N5 — Certification, recognition and progression

N5.1 Certificate content and issuance *

The provider is asked to supply a specimen certificate and describe the issuance procedure.

Meets quality requirements. The certificate states the learner's name, the exact title of the credential, the awarding body, the date of award, and the level and volume. It is issued only where the conditions for the award have been met in full, on the authority of a defined decision, and within a stated period after completion. It does not describe the credential in terms that overstate its level or status, and it does not use "degree", "Bachelor", "Master" or "doctor" unless the award is a degree. Where partial achievement is certificated, the certificate says so unambiguously. Where ECLBS accreditation is referred to on the certificate, it is referred to as accreditation of the named provision and not of the provider.

Exceeds quality requirements. *n/a*

N5.2 Certification records, verification and anti-fraud *

The provider is asked to describe how certification records are kept and how a certificate can be verified.

Meets quality requirements. A complete, secure and retrievable register of awards is maintained, with a defined retention period sufficient for the credential's working life. A third party — an employer, a regulator, another provider — can verify a certificate through a stated route. Certificates incorporate features making forgery detectable. The procedure for replacing a lost certificate, and for revoking one obtained by fraud or misconduct, is defined.

Exceeds quality requirements. Verification is available through a secure online or digitally signed credential; records survive changes of provider ownership or platform under a documented arrangement.

N5.3 Credential supplement and transparency of the award *

The provider is asked to supply the supplement or transparency document issued with the credential.

Meets quality requirements. Every learner receives, with the certificate and at no additional charge, a supplement stating: the identification of the learner; the title of the credential; the country or region and the awarding body; the date of issue; the **intended learning outcomes achieved**; the **notional workload** and credit, if any; the **level** and, where applicable, the cycle; the **type of assessment** used; the **form of participation** — for example on-site, online, work-based; and the **quality assurance applying to the credential**, including the ECLBS accreditation and its period. Where the provision stacks, the supplement states the credit or exemption conferred.

Exceeds quality requirements. The supplement is issued in a widely spoken European language in addition to the language of delivery, is machine-readable or digitally verifiable, and is aligned to Europass and to the European approach to micro-credentials.

N5.4 Progression and credit transfer

The provider is asked to describe the progression routes open to completers.

Meets quality requirements. Any progression, exemption or advanced-standing claim made in public information is accurate and evidenced, and its conditions are stated. Where no progression route exists, this is stated plainly.

Exceeds quality requirements. Progression is secured by written agreement with the receiving providers, is reviewed for continued validity, and uptake is monitored.

N5.5 Professional or regulatory recognition (*essential criterion where recognition is claimed*)

The provider is asked to supply evidence of every professional, sectoral or regulatory recognition claimed.

Meets quality requirements. Each claimed recognition, approval, licence, exemption or membership entitlement is evidenced by current documentation from the body concerned, is stated with its scope, conditions and expiry, and is monitored for continued validity. Expired or lapsed recognitions are removed from public information without delay.

Exceeds quality requirements. *n/a*

N5.6 Learner appeals and complaints *

The provider is asked to describe the appeals and complaints procedures available to learners.

Meets quality requirements. Published procedures allow learners to appeal assessment and award decisions and to complain about the provision, to a person or body independent of the decision or conduct complained of. Grounds, time limits, stages, timescales and outcomes are defined. Learners are informed of the procedures at enrolment. Records are kept, and outcomes are reported into the quality assurance system. Learners are protected from detriment for raising a matter in good faith.

Exceeds quality requirements. A final independent stage external to the provider is available, and anonymised appeal and complaint data are analysed for systemic causes.

Chapter N6 — Quality assurance and documentation

N6.1 Quality assurance system *

The provider is asked to describe the quality assurance arrangements applying to this provision.

Meets quality requirements. A documented procedure monitors and develops the quality of the provision across design, delivery, assessment, certification and outcomes. Responsibilities are defined. It uses the data in N0.3, produces documented decisions, and is proportionate to the scale of the provision. Trainers and learners contribute to it.

Exceeds quality requirements. Employers and completers contribute; measures are (a) implemented, (b) reviewed and evaluated for quality and faithfulness to the original objective, (c) modified where necessary, and (d) documented; and the effectiveness of the system itself is periodically reviewed.

N6.2 Evaluation by learners *

The provider is asked to supply the learner evaluation instrument and the most recent results, and describe how results are used.

Meets quality requirements. Learners evaluate the provision at defined points under a prescribed procedure covering content, delivery, materials, assessment, facilities and support. Response rates are recorded. Results are considered by the person responsible for the provision and feed the development process. Results are communicated back to learners.

Exceeds quality requirements. Results are translated into a published action list, tracked to closure, and reported to the next cohort; evaluation extends beyond satisfaction to perceived achievement of the outcomes.

N6.3 Evaluation by trainers, employers and completers

The provider is asked to describe how trainers, employers and completers contribute to evaluation.

Meets quality requirements. Feedback is collected regularly from trainers and, where the provision is occupationally oriented, from employers and completers, and feeds the development process.

Exceeds quality requirements. Employer feedback specifically addresses whether completers demonstrate the intended competences in the workplace, and demonstrably influences revision of the provision.

N6.4 Monitoring of completion, achievement and destinations *

The provider is asked to present and interpret the data in N0.3.

Meets quality requirements. The provider monitors enrolment, completion, pass, withdrawal and reassessment rates by cohort, site and trainer; analyses causes of withdrawal and failure; and takes documented action where the indicators fall short. Where the provision is occupationally oriented, completer destinations or occupational benefit are tracked by a stated method.

Exceeds quality requirements. Targets are set and monitored, at-risk learners are identified early through defined indicators, interventions are documented, and their effectiveness is evaluated.

N6.5 Documentation and accuracy of public information *

The provider is asked to describe how the provision is documented and how the accuracy of public information is controlled.

Meets quality requirements. Regulations, outcomes, curriculum, assessment rules, fees, refund terms and appeal routes are documented, version-controlled and publicly accessible. A defined person is responsible for checking that public information — website, prospectus, social media, agent and partner material — remains accurate, and the check is performed at a defined interval and after every change to the provision. The check expressly covers **whether the provider represents itself, rather than the provision, as ECLBS-accredited**, including in website footers, letterhead, email signatures, social media bios and agent material. **Material published by recruitment agents, franchisees or licensed centres is within the provider's responsibility.**

Exceeds quality requirements. Public information is audited against the accredited profile at least annually, agent and partner material is approved before publication, and corrections are made promptly and recorded.

N6.6 Handling of misconduct and credential fraud *

The provider is asked to describe how misconduct is handled.

Meets quality requirements. Published procedures govern the investigation of plagiarism, collusion, impersonation, falsification of evidence and fraudulent claims to hold the credential, with defined roles, evidential standards, rights of defence and sanctions up to revocation of the award. Procedures are applied consistently and outcomes are recorded.

Exceeds quality requirements. Preventive briefing is given to every cohort, a confidential reporting route exists, and anonymised case data inform revision of assessment design.

Part II — Guidance on evidence and common shortcomings

G1. Where non-degree procedures actually fail

Across this sector, adverse findings cluster in four places. Providers preparing a submission should test themselves against these before anything else.

Designation and public information (N1.5, N2.2, N6.5). The most frequent cause of refusal. The provider's own SAR is accurate; the website, the agent's landing page and the social media advertisement are not. The panel assesses what a prospective learner encounters.

Assessment integrity (N3.8, N3.9). Credentials awarded on attendance; no identity verification for online assessment; no second person involved in any assessment decision; a "pass" that nobody has ever failed.

Trainer qualification and currency (N4.1, N4.2). Trainers whose occupational knowledge dates from a decade ago; no record of qualifications; a unit with no identified qualified trainer.

Learner protection (N2.4, N4.8). No written contract; refund terms that retain the full fee from day one; no arrangement for enrolled learners if the provision ceases.

G2. Evidence normally examined, by chapter

Chapter	Documentary evidence	Tested at the visit by
N1 Objectives and relevance	Published outcome statement; level mapping against EQF/NQF descriptors; occupational standard and the mapping to it; all public information including agent and partner material ; advisory group minutes	Reading the website as a prospective learner; asking employers whether the competences are the ones they need
N2 Admission and protection	Admission rules; pre-enrolment information pack; learner contract; refund policy; RPL rules and sample decisions	Asking learners what they were told before paying and comparing with the documents
N3 Contents and assessment	Curriculum; content-to-outcome map; assessment instruments and marking criteria; internal verification records; assessed learner work at pass, mid and high standard ; placement agreements; equipment records	Reading marked work against the criteria; checking that the second marker's report exists and differs from the first
N4 Staff and resources	Trainer list with qualifications, currency evidence, unit assignment and load; facilities inventory; budget; teach-out arrangement	Inspecting facilities in use; asking trainers when they last worked in the occupation
N5 Certification	Specimen certificate and credential supplement; award register; verification route; recognition evidence; appeals procedure	Testing the verification route; checking a sample of register entries against completion records
N6 Quality assurance	QA regulation; learner evaluation instrument and results; cohort and outcome data; misconduct procedure and cases	Asking learners whether they heard what happened to their feedback

G3. Common shortcomings, criterion by criterion

N1.1 Outcomes written as topics ("understand health and safety") rather than capabilities ("carry out a workplace risk assessment to the standard of the applicable regulation"). Outcomes published in one form and assessed against another.

N1.2 A level asserted with no mapping. Level claimed from the level of the trainer, or from the difficulty of the subject, rather than from the descriptors. Level inflated to make the credential marketable.

N1.3 No occupational reference point, and no substitute analysis. Content that was current when written five years ago. “Industry-recognised” claimed with no industry named.

N1.5 Titles using “diploma” for a forty-hour course. “Advanced” with nothing preceding it. Claims of progression to a degree with no agreement. Entitlements implied by juxtaposition rather than stated. ECLBS accreditation displayed as though it were state recognition. **The provider described as an ECLBS-accredited institution** where only a named provision is accredited. **Silence where the credential confers no entitlement** — the benchmark requires the provider to say so, not merely to avoid claiming otherwise.

N2.2 Total cost not stated before commitment; examination, resit or certification fees disclosed later. Duration stated as “flexible” with no maximum. Technical requirements for online delivery disclosed after payment.

N2.4 No written contract. Refund policy retaining the whole fee irrespective of when the learner withdraws. Fee increases applied to enrolled learners.

N3.1 No mapping of content to outcomes. Outcomes assessed that were never taught. Content delivered that serves no outcome.

N3.2 Hours declared for marketing that do not match delivery. Credit claimed with no workload basis. Self-paced provision with no notional hours at all.

N3.7 Practical competences assessed only by written test. A single multiple-choice examination covering all outcomes. Pass mark set without reference to the standard.

N3.8 No identity verification. Remote assessment with no supervision arrangement. Award made for attendance. Assessment materials circulating between cohorts unchanged.

N3.9 No internal verification at all; the assessor is the only person who ever sees the work. Verification recorded as a signature with no sampling and no record of what was checked. Reassessment unlimited and unrecorded.

N3.11 Equipment obsolete relative to the workplace. Insufficient equipment for the cohort, so that most learners watch. Risk assessments undated. No record of safety induction.

N4.1–N4.3 No trainer records held. Trainers qualified at the same level as the provision, not above. One trainer delivering everything with no continuity arrangement. Ratios stated but not observed in practical sessions.

N5.1–N5.3 Certificates naming a credential different from the accredited title. No award register. No verification route. No credential supplement, or a supplement omitting outcomes, workload or level.

N5.5 Recognition claimed that lapsed years ago. Membership of a trade body presented as regulatory approval.

N6.4 Data collected and never analysed. Withdrawal recorded without the stage or the reason. No destination data where the provision is sold on occupational outcomes.

G4. What the panel asks learners

Interviewed without provider staff present:

- What were you told before you paid, and did it turn out to be accurate?
- Did you know the total cost, including resits and certification?
- How many hours a week does this actually take?
- Who taught you, and had they done this job themselves?
- How were you assessed, and did you know the criteria in advance?
- Did anyone other than your trainer look at your work?
- What did you get back as feedback, and how quickly?
- If you failed, what would happen?

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- Do you know exactly what your certificate will say and what it entitles you to?
- Did you complete a feedback form, and did you ever hear what happened to it?
- If you had a complaint, who would you go to?

G5. Reading the provider's public information

The panel reviews public information as a distinct exercise under N1.5, N2.2 and N6.5, covering: the provider's own website; prospectus and brochures; social media advertising; search advertising landing pages; **material published by recruitment agents, franchisees and licensed centres**; and any comparison-site or directory entry the provider controls or supplies.

For each, the panel asks: does it state the level, hours, credit, awarding body and total cost? Does it claim an entitlement, and is that claim evidenced? Does the title match the certificate? Is the accreditation described accurately? Would a reasonable prospective learner form a correct impression? The panel checks specifically **whether the provider represents itself, rather than the provision, as ECLBS-accredited**, examining website footers and "about us" pages, letterhead and email signatures, social media bios and profile descriptions, and agent material. ECLBS offers programmatic accreditation only, and an accreditation claim attaching to the provider as an institution is a finding under N1.5 — which is non-negotiable — as well as under N6.5.

Material published by an agent or partner is within the provider's responsibility. "We did not write that" is not an answer; the benchmark requires the provider to control it.

Annex A — Proportionality: criteria applicable by category

Key: ● applies · ○ not applied (recorded as *Not relevant*) · ▲ applies where the programme feature exists

No.	Criterion	Essential	A	B	C	D
N1.1	Objectives and intended learning outcomes	* non-negotiable	●	●	●	●
N1.2	Level referencing	*	●	●	●	●
N1.3	Occupational and labour-market relevance	*	●	●	●	●
N1.4	Stakeholder involvement in design and review		○	●	●	●
N1.5	Truthful designation of the qualification	* non-negotiable	●	●	●	●
N1.6	Positioning within portfolio and strategy		○	○	●	●
N2.1	Admission requirements	*	●	●	●	●
N2.2	Public information and pre-enrolment transparency	*	●	●	●	●
N2.3	Recognition of prior learning and validation	*	○	●	●	●
N2.4	Learner contract, fees, cancellation and refund	*	●	●	●	●
N2.5	Counselling and guidance		○	○	●	●
N2.6	Language proficiency	*	●	●	●	●
N2.7	Equality of opportunity and accessibility		●	●	●	●
N3.1	Curriculum coherence and alignment	* non-negotiable	●	●	●	●
N3.2	Volume, workload and credit allocation	*	●	●	●	●
N3.3	Modularity, stackability and pathways		○	●	●	●
N3.4	Learning materials	*	●	●	●	●
N3.5	Didactical concept and delivery methods	*	●	●	●	●
N3.6	Work-based learning, placement, practical component	* where applicable	▲	▲	▲	▲
N3.7	Assessment design and alignment	*	●	●	●	●
N3.8	Assessment integrity, invigilation, identity	*	●	●	●	●
N3.9	Grading, feedback, reassessment, internal verification	*	●	●	●	●
N3.10	Distance and online delivery	* where applicable	▲	▲	▲	▲
N3.11	Practical facilities, equipment and safety	* where applicable	▲	▲	▲	▲
N4.1	Qualification of trainers and assessors	*	●	●	●	●
N4.2	Occupational currency of trainers	*	●	●	●	●
N4.3	Trainer capacity and ratios	*	●	●	●	●
N4.4	Trainer development and evaluation		○	○	●	●
N4.5	Coordination and management of the provision	*	●	●	●	●
N4.6	Facilities, equipment and IT	*	●	●	●	●
N4.7	Access to learning resources	*	○	●	●	●
N4.8	Financing, continuity and teach-out	*	●	●	●	●

No.	Criterion	Essential	A	B	C	D
N5.1	Certificate content and issuance	*	●	●	●	●
N5.2	Certification records, verification, anti-fraud	*	●	●	●	●
N5.3	Credential supplement and transparency	*	●	●	●	●
N5.4	Progression and credit transfer		○	●	●	●
N5.5	Professional or regulatory recognition	* where claimed	▲	▲	▲	▲
N5.6	Learner appeals and complaints	*	●	●	●	●
N6.1	Quality assurance system	*	●	●	●	●
N6.2	Evaluation by learners	*	●	●	●	●
N6.3	Evaluation by trainers, employers and completers		○	○	●	●
N6.4	Completion, achievement and destinations	*	●	●	●	●
N6.5	Documentation and accuracy of public information	*	●	●	●	●
N6.6	Handling of misconduct and credential fraud	*	●	●	●	●

Totals

	Criteria applied	Of which essential
Category A — Short course · Micro-credential	34 (+ up to 4 conditional)	26
Category B — Certificate · Award	39 (+ up to 4 conditional)	30
Category C — Diploma	44 (+ up to 4 conditional)	32
Category D — Vocational · Advanced Diploma	44 (+ up to 4 conditional)	32

Full set: 44 criteria, of which 32 are essential in every Category C or D procedure, plus 4 essential where the programme feature applies (N3.6, N3.10, N3.11, N5.5).

Annex B — Appendices to be submitted with the SAR

Appendix	Reference	A	B	C	D
Organigram of the provider	N0.2	●	●	●	●
Cohort and outcome data table	N0.3	●	●	●	●
Evidence of ECLBS membership and of state approval/authorisation	Eligibility	●	●	●	●
Learning outcome statement as published to learners	N1.1	●	●	●	●
Level mapping against EQF/NQF descriptors	N1.2	●	●	●	●
Occupational standard or competence framework relied on, and the mapping to it	N1.3	●	●	●	●
Evidence of stakeholder consultation; advisory group terms of reference and minutes	N1.4	○	●	●	●
All public information: web pages, prospectus, brochures, agent and partner material	N1.5 / N6.5	●	●	●	●
Admission and selection rules	N2.1	●	●	●	●
Recognition of prior learning rules and specimen decisions	N2.3	○	●	●	●
Learner contract / terms of enrolment; fee schedule; refund policy	N2.4	●	●	●	●
Curriculum, unit descriptions and the content-to-outcome mapping	N3.1	●	●	●	●
Notional hours calculation, itemised	N3.2	●	●	●	●
Learning materials (specimen units)	N3.4	●	●	●	●
Placement agreement specimen; host criteria; safety and insurance documentation	N3.6	▲	▲	▲	▲
Assessment instruments, marking criteria, and the assessment-to-outcome mapping	N3.7	●	●	●	●
Assessment integrity, invigilation and identity verification procedures	N3.8	●	●	●	●
Internal verification / moderation policy and completed sampling records	N3.9	●	●	●	●
Online platform description, tutor response standards, engagement monitoring	N3.10	▲	▲	▲	▲
Equipment inventory, maintenance and inspection records, risk assessments	N3.11	▲	▲	▲	▲
Trainer and assessor list: qualification, occupational currency, unit assignment, load	N4.1 – N4.3	●	●	●	●
Budget covering the intended accreditation period; teach-out and record-retention arrangement	N4.8	●	●	●	●
Specimen certificate and specimen credential supplement	N5.1 / N5.3	●	●	●	●
Certificate verification and revocation procedure	N5.2	●	●	●	●
Evidence of every professional or regulatory recognition claimed	N5.5	▲	▲	▲	▲
Appeals and complaints procedure; log of cases and outcomes	N5.6	●	●	●	●

Appendix	Reference	A	B	C	D
Quality assurance regulations	N6.1	•	•	•	•
Learner evaluation instrument, response rates and most recent results	N6.2	•	•	•	•
Misconduct procedure	N6.6	•	•	•	•
Sample of assessed learner work at pass, mid and high standard, with marking	N3.7 / N3.9	•	•	•	•

*SAR length for non-degree procedures: **Categories A and B, maximum 40 pages** excluding appendices; **Categories C and D, maximum 80 pages**, as in the General Handbook. Cluster submissions add 20 pages per further provision (10 pages for Categories A and B).*

Annex C — Additional matters examined at the visit

Beyond the interviews required by the General Handbook §16.5, the panel in a non-degree procedure will normally:

- interview **learners currently enrolled** and, where the provision has run, **completers**, in sessions closed to provider staff;
- interview **employers or host organisations** where the provision is occupationally oriented or includes placement;
- interview **trainers and assessors separately from management**, including part-time and contracted trainers;
- inspect **practical facilities and equipment in use**, not merely on display, where Category N3.11 applies;
- examine **assessed learner work** across the range of outcomes, with marking and internal verification records;
- examine the **certificate register** and test the verification route;
- review the provider's **public information as a prospective learner encounters it**, including any agent or partner material, against the SAR, and specifically for any representation of the provider, rather than the provision, as ECLBS-accredited.

Annex D — Credential supplement template

Required under N5.3. Issued to every learner with the certificate, at no additional charge.

Field	Content
1. Identification of the learner	Full name; date of birth or other identifier
2. Title of the credential	Exactly as it appears on the certificate
3. Awarding body	Full legal name; country or region; contact
4. Provider, if different	Full legal name; delivery location(s)
5. Date of issue	And certificate number
6. Level	EQF and, where applicable, NQF level and framework; cycle where the credential sits within one
7. Notional workload	Total hours; credit and credit system where credit is awarded
8. Intended learning outcomes achieved	Stated in full, as published before enrolment
9. Form of participation	On-site / blended / online / work-based; full-time or part-time; duration
10. Type of assessment	Methods used; pass standard; whether graded and on what scale
11. Quality assurance	ECLBS accreditation of the named provision, type, and period of validity; any other quality assurance applying
12. Entitlements	Progression, exemption or professional recognition conferred, with conditions — or an express statement that none is conferred
13. Further information	Where the credential and this supplement can be verified

Annex E — Learner contract checklist

Required under N2.4. The contract or terms of enrolment must address every item.

Item	Present
Parties, with the legal identity of the contracting provider	☐
The provision: title, outcomes, level, hours, mode, locations, start and end dates	☐
Total fee, payment schedule, and the currency	☐
What the fee includes and expressly excludes: materials, equipment, examination, resit, certification, travel	☐
Whether fees may change, and confirmation that changes do not apply to enrolled learners	☐
The learner's right to cancel, and the period	☐
Refund entitlement at defined stages, expressed as a schedule	☐
Grounds on which the provider may terminate, and the consequences	☐
What happens if a cohort is cancelled or postponed	☐
Attendance, engagement or participation requirements, and the consequence of not meeting them	☐
Assessment requirements, number of attempts, and any resit fee	☐
Conditions for the award of the credential	☐
The complaints and appeals routes	☐
Data protection: what is processed, why, and for how long	☐
Health, safety and insurance provisions where practical or placement components exist	☐
Teach-out arrangement if the provision or provider ceases	☐
Governing law and the learner's statutory rights	☐

Annex F — Assessment specification template

Submit one per assessment instrument under N3.7.

Field	Content
Assessment title and reference	
Unit or outcomes assessed	Listed individually
Method	Written, practical, observation, portfolio, project, oral, simulation
Justification of the method	Why this method is valid for these outcomes
Conditions	Supervised or unsupervised; permitted materials; time allowed; location
Identity verification	How the person assessed is confirmed
Marking criteria	With the pass standard for each outcome
Weighting	And any requirement to pass a component separately
Assessor requirements	Qualification and occupational currency required to mark this instrument
Internal verification	Sampling rate; who verifies; what is recorded
Feedback	Form and timescale
Reassessment	Number of attempts; conditions; any fee
Version and approval date	

Annex G — Definitions of the non-degree indicators

Indicator	Definition
Enrolled	Learners who commenced the provision, counted at the first assessed or attended session
Completion rate	Learners completing all required elements, as a percentage of those enrolled, by cohort
Pass rate at first attempt	Learners achieving the award without reassessment, as a percentage of those assessed
Reassessment rate	Learners requiring at least one reassessment, as a percentage of those assessed
Withdrawal rate	Learners leaving without completing, as a percentage of those enrolled, with the stage of withdrawal recorded
Median elapsed time	Median time from enrolment to award, relevant particularly for self-paced provision
Occupational benefit	Completers reporting promotion, role change, new duties or new employment attributable to the credential, as a percentage of those responding, with the response rate stated
Response rate	Responses received as a percentage of those surveyed; required wherever survey data are reported

Annex H — Interview guide for the visit

Group	Duration	Lines of enquiry
Provider management	45 min	Legal status and awarding entitlement; financial sustainability and teach-out; control of agent and partner material; how quality issues reach senior level
Coordinator of the provision	60 min	Authority and time; how content is kept current; how trainers are allocated and checked; how assessment is verified
Trainers and assessors (without management)	60 min	Qualification and occupational currency; when they last worked in the occupation; what briefing they received; how marking is verified
Learners, current (no staff present)	60 min	The questions in Part II §G4
Completers, where available	45 min	Whether the credential did what was claimed; whether the certificate matched expectations
Employers and placement hosts	45 min	Involvement in design; whether completers demonstrate the competences; quality of placement support
Administrative staff	30 min	Enrolment records; award register; certificate issuance and verification
Facilities and equipment inspection	60 min	Equipment in use; sufficiency for cohort size; maintenance, inspection and safety records
Documentation session	90 min	Assessed learner work at three standards with marking and verification records; award register; public information review

Annex I — Panel assessment report template (Non-degree)

Section	Content
1	Procedural record — see General Handbook §48
2	Profile of the provision, including the category determined by the panel and the notional hours verified , which may differ from those claimed
3	Findings and ratings, chapter by chapter, N1 to N6, recording for each disappplied criterion the category basis on which it was disappplied
4	Summary table of the applicable criteria; count of essential criteria not met against the applicable ceiling; express statement on N1.1, N1.5 and N3.1
5	A distinct section on public information , recording every source reviewed, the panel's findings against N1.5, N2.2 and N6.5, and specifically whether the provider represents itself, rather than the provision, as ECLBS-accredited
6	A distinct section on assessment integrity , recording the work read, the verification records examined, and the panel's findings
7	Conditions, drafted to the standard in General Handbook §44
8	Recommendations; strengths
9	The institution's statement and the panel's response
10	Recommendation to the EACC: outcome, period, reasons, and whether the Premium Seal is available given the category