

INSTITUTIONAL ACCREDITATION STANDARD



ASL GLOBAL ACCREDITATION STANDARDS FOR INSTITUTIONAL
ACCREDITATION UNDER ICA, IBTA, IWYA ALLIANCES

GENERAL REQUIREMENTS FOR THE APPLICANT

01

The institution must be officially registered and operate under a clear educational profile (online or physical format).
An active professional website must be available, featuring program descriptions, faculty information, mission, and terms of study
A business email address must be used for official communication with students, partners, and ASL.
For physical institutions, a verified Google Business registration and map location must be provided.
Active presence on professional social platforms (LinkedIn, Facebook, Instagram, YouTube, etc.) with relevant educational content is required.

DEFINE MISSION, VALUES, AND STRATEGIC VISION

02

A clearly defined educational mission, vision, and strategic goals aligned with ASL's ethical standards are mandatory.
A public declaration of commitment to inclusivity, non-discrimination, academic integrity, ecological and social responsibility is required.

EDUCATIONAL STRUCTURE AND PROGRAMS

03

At least one active educational program aligned with ASL programmatic accreditation standards must be in place.
All educational programs are evaluated as part of the institutional accreditation; no separate programmatic accreditation is required.
Programs must be logically structured, with defined learning outcomes, assessment criteria, and instructional time.
Programs and methodological materials must be updated based on relevance and evolving industry requirements.

FACULTY QUALIFICATIONS

04

All instructors must hold valid certifications, diplomas, or other recognized credentials confirming their qualification in the relevant field.
A minimum of one year of practical professional experience in the relevant subject area is required.
Instructors must have at least one of the following: a LinkedIn profile, personal website, or verified profile on an educational platform.

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QUALITY ASSURANCE SYSTEM

0.5

A system for internal monitoring of instructional quality and adherence to learning plans must be in place.

Annual review of programs and teaching materials should be conducted based on relevance and professional requirements.

A feedback collection mechanism must exist, including anonymous surveys, open feedback sessions, or dedicated email inboxes.

Monitoring results must be used to improve academic delivery and learner experience.

TECHNICAL AND LEARNING INFRASTRUCTURE

0.6

6.1. Learning Platform

An LMS (Learning Management System) or equivalent digital tool must be implemented to manage educational delivery. Students must be provided with access to course materials, recordings, digital libraries, and feedback mechanisms.

6.2. Technical Support

A reliable technical support channel must be available for both students and instructors.

The institution must ensure accessible learning for students with disabilities (inclusive formats or appropriate alternatives, as applicable).

DOCUMENTATION AND REPORTING

0.7

7.1. Institutional Documentation

Institutions must maintain educational plans, sample student agreements, academic integrity policies, course frameworks, and assessment templates.

Records of certifications, instructional hours, and examination results must be properly archived.

7.2. Annual Reporting

An annual report must be submitted to ASL, including student enrollment numbers, staff updates, and program outcomes.

Institutions must be prepared for random audits or verification reviews upon request.

PROFESSIONAL DEVELOPMENT AND GLOBAL ENGAGEMENT

0.8

ASL encourages participation of leadership or faculty in international conferences, industry forums, and research collaborations.

Institutions are encouraged to explore modern educational formats such as hybrid learning, microlearning, and digital transformation where possible.

PROGRAMMATIC ACCREDITATION STANDARD



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GENERAL REQUIREMENTS FOR THE APPLICANT

0.1

The program must correspond to the provider's area of educational activity and be part of an officially functioning structure.

The full structure of the program must be presented using the TASMIS format (Teaching and Assessment Structure, Modules, Instruction, and Skills): curriculum, module breakdown, clearly formulated module objectives and learning outcomes, completion criteria, and form of final certification.

The program must have a duration that matches the scope of content: short-format programs – from 8 hours; full-format programs – from 30 hours and above.

Learning may be delivered online, offline, or in a hybrid format, with the chosen format clearly described in the documentation.

CONTENT REQUIREMENTS

0.2

The content must reflect the current level of knowledge and practical relevance within the respective field of training.

The program must include foundational, applied, and integrative components (skills, case studies, assignments, assessments).

It is strictly prohibited to use discriminatory materials.

INSTRUCTIONAL QUALITY

0.3

All materials must be structured, logically consistent, and tailored to the target audience.

The program must include interactive elements such as Questions and Answers (Q&A) sessions, practical assignments, reflection opportunities, or participant support.

The use of modern instructional methods is expected, including problem-based learning and competency-based education.

FACULTY AND TRAINERS

0.4

All instructors must possess appropriate academic qualifications, degrees, certificates, or proven professional credentials in their field.

Practical or teaching experience in the relevant subject area must be no less than one year.

A professional online presence is required, such as LinkedIn, educational platforms, official profiles, personal websites, or similar.

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ADMINISTRATIVE STRUCTURE

0.5

5.1. Organization Overview

A brief profile of the applying entity (educational project or company or school).

Description of the program's target audience.

Logistical details: delivery format (online/offline), language, duration, and access conditions.

5.2. Policies and Ethics

Clear policies on academic integrity, non-discrimination, and participant support.

Transparent terms of refunds, data storage, and confidentiality.

Contact information for the responsible program coordinator.

QUALITY ASSURANCE AND UPDATES

0.6

6.1. Quality Control

Feedback collection after each program cycle.

Periodic content and methodology updates to maintain relevance (recommended: at least once every two years).

6.2. Effectiveness Evaluation

Self-assessment of learning outcomes: surveys, tests, projects.

Retention of assessment results for internal program analysis only (submission to ASL is not required).

AFTER ACCREDITATION

0.7

Upon successful accreditation, the program will be listed in the official ASL Global Accreditation registry of recommended programs.

Accredited programs may be promoted via ASL's partner platforms and supported within joint educational initiatives.

Program owners have the right to use the official ASL accreditation seal with the designated accreditation status.



ELIGIBILITY REQUIREMENTS

01

To qualify as an ASL-accredited provider, the applicant must hold an individual accreditation in the same educational field as the program to be delivered. ASL also recognizes individual accreditations obtained through other internationally recognized alliances.

The applicant must be capable of delivering an original or professionally adapted program that meets the standards and objectives of the relevant field of study. The following criteria are mandatory:

- Legal registration as an individual or legal entity;
- An active website or a professional LinkedIn account;
- An official business email address;
- A clearly defined educational mission, specialization, and scope of services.

EDUCATIONAL PROGRAM STRUCTURE

02

Each provider must offer a comprehensive curriculum that aligns with the quality standards of ASL.

The program must include:

- Clearly stated learning objectives;
- Defined target audience;
- Expected learning outcomes;
- An assessment and evaluation system;
- Certification framework for program participants;
- Detailed logistical information: format (online/offline), language, duration, and access conditions;
- Mechanisms for student support and feedback;
- A description of volume and duration (in hours or modules).

Programs may be either original or based on recognized educational frameworks, provided they fully comply with the standards of the designated field. Program validation is integrated into the provider accreditation process; no separate application for programmatic accreditation is required.

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EDUCATIONAL PLATFORM AND INFRASTRUCTURE

0.3

The provider must ensure access to an operational learning platform.

Acceptable formats include:

- A proprietary website or educational portal;
- A partner Learning Management System (LMS);
- A recognized international platform.

The platform must ensure:

- Structured access to all learning materials;
- Participant registration capability;
- Reliable channels for communication, feedback, and learner support.

Any platform format is permitted, provided it ensures full functionality.

PEDAGOGICAL AND ETHICAL STANDARDS

0.4

All instructional materials, teaching methodologies, and public communications must adhere to:

- Recognized pedagogical principles;
- The ethical standards of ASL Global Accreditation;
- International standards of inclusivity;

Discriminatory, manipulative, or unethical language and practices are strictly prohibited.

POLICIES AND ETHICS

0.5

The provider must establish and communicate clear policies, including:

- Integrity, non-discrimination, and participant support policies;
 - Transparent terms of refunds, data retention, and confidentiality;
 - A designated contact person responsible for program implementation.
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QUALITY ASSURANCE

0.6

Content Updates

Educational content and methodologies must be reviewed and updated regularly to maintain relevance. (Recommended frequency: at least once every two years.)

Effectiveness Evaluation

Self-assessment mechanisms such as surveys, tests, or projects are required;

Assessment results are to be retained solely for internal analysis and are not submitted to ASL.

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APPLICATION AND REVIEW PROCESS

0.7

Applications for provider accreditation must be submitted through the official ASL Global Accreditation platform, with a clear indication of the intended accreditation track. Upon submission, the candidate receives:

- A personalized documentation package;
- Preparation guidelines;
- Access to a secure applicant portal.

There are no time restrictions for completing the application package. Review begins once all required materials are submitted.

PROVIDER RIGHTS AND STATUS

0.8

An accredited provider receives the official status of an ASL Global Accreditation Educational Partner, with the following privileges:

- Issuing program certificates marked “Accredited by ASL”;
- Use of ASL logos and QR codes on certificates, program pages, and marketing materials;
- Inclusion in the official ASL provider directory;
- Access to methodological and professional development resources;

Eligibility to participate in ASL conferences, webinars, and partner initiatives.

VALIDITY AND STATUS RENEWAL

0.9

The provider accreditation is valid for a period of five years from the date of approval. Status renewal is contingent upon:

- Annual membership fee payment;
 - Ongoing compliance with ASL standards;
 - The right to update program content without resubmitting the full application;
 - Option to apply for reaccreditation via a simplified process.
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PROFESSIONAL ACCREDITATION STANDARD



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CANDIDATE ELIGIBILITY

01

Eligibility for individual accreditation is granted to certified professionals who have completed formal education or training in their chosen field.

ASL recognizes diplomas, certificates, and professional qualifications that meet the educational program standards of the ASL Global Accreditation system.

EDUCATIONAL BACKGROUND AND DOCUMENTATION

02

The applicant must submit the following:

- Proof of completed education or certification in the relevant field,
- A professional profile or résumé,
- A copy of a valid government-issued identification document.

PROFESSIONAL EXPERIENCE AND ACCREDITATION LEVELS

03

Individual accreditation is granted based on verified professional practice. Three levels are defined:

- Level I — Foundational
- Minimum of 50 hours of documented practice, with at least 80% paid.
- This level represents initial international accreditation status.
- Level II — Professional
- Minimum of 500 hours of documented practice, with at least 80% paid.
- Level III — Master
- Minimum of 1,000 hours of documented practice, with at least 80% paid.

Applicants may begin at the foundational level and accumulate hours through their personal dashboard. Accreditation levels are upgraded automatically upon reaching new thresholds and renewed annually.

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ETHICAL AND PROFESSIONAL COMMITMENTS

0.4

The applicant agrees to adhere to:

- The ASL Global Accreditation Code of Ethics,
 - Standards of professional integrity, accountability, and transparency,
 - Policies ensuring non-discrimination, ethical conduct, and respect for individuals and communities.
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APPLICATION AND REVIEW PROCESS

0.5

Applications are submitted through the official form on the ASL Global Accreditation platform, with the applicant specifying their intended accreditation track.

Within 3–5 business days, the applicant receives a personalized form to upload all required documents and information.

After review, the applicant is issued a notification of eligibility for accreditation and a link to pay the one-time registration fee.

Upon payment, the applicant receives:

- Access to their personal dashboard,
- An official certificate with a unique ID and QR code,
- Registration of their unique ID in the public registry,
- Listing in the directory of recommended professionals on the ASL Global Accreditation System platform,
- Membership access to the ASL Global Accreditation System resources, including updated standards, documentation, and the methodological library.

Individual accreditation is maintained through annual membership payment and verification of active professional engagement.

ACCREDITED STATUS AND PROFESSIONAL RIGHTS

0.6

An accredited professional is entitled to:

- Use the official ASL Individual Accreditation certificate,
- Publicly declare ASL-accredited status in all professional contexts,
- Access all features within the personal dashboard,
- Update documentation, upgrade accreditation level, and manage professional records,

Be publicly listed in the directory of recommended professionals on the ASL Global Accreditation System platform.
