Accredited Training Provider Quality Standards

Version 2
National Qualifications Centre
United Arab Emirates
November 2021

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About the National Qualifications Centre

In reference to the Prime Minister's Office resolution number (21) for the year 2021, regarding the Ministry of Education (MoE) organisation chart the National Qualifications Centre (NQC) key functions can be summarised as:

- designing, developing/updating and implementing a comprehensive and unified qualifications framework for the Emirates; The QF Emirates, which is used to place, design, develop and recognise qualifications in the UAE;

- facilitating the transfer, articulation and continuity of learning of individuals between different education pathways and promoting further education principles;

- establishing, maintaining, and updating standards and regulations for qualifications and national occupations

- promoting the principles of lifelong learning with Recognition of Prior Learning (RPL) and its articulation with other modes of learning;

- establishing and accrediting Awarding Bodies (AWB);

- quality assuring AWB/approved authorities;

- developing policies and standards related to Technical and Vocational Education and Training (TVET) in the UAE in accordance with international best practices.

The NQC is committed to developing the skills of learners preparing them for employment and/or the next level of their learning. The NQC aims to deliver outcomes that assist the United Arab Emirates (UAE) to keep pace with scientific and technological progress and meet the country’s economic and social development needs.

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| This document aims to provide the Quality Standards criteria required to meet compliance with existing laws, by-laws, policies, regulations, accreditation requirements to become NQC recognised Accredited Training Providers (ATP). The use of this document is intended for potential new training providers as well as NQC existing ATP's and includes:  
- NQC Staff  
- NQC accredited Awarding Bodies (AWB)  
- Schools, Colleges, and Higher Education  
- Public, Private Voluntary, or Non-Profit Organisations  
- International Organisations | تهدف معايير الجودة هذه إلى ضمان التزام المؤسسات التعليمية والتدريبية بالقوانين والسياسات والأنظمة بالإضافة إلى المتطلبات الخاصة بالاعتماد لتصبح مؤسسة تعليمية وتدريبية معتمدة من المركز الوطني للمؤهلات.  
هذه المعايير موجهة للمؤسسات التعليمية والتدريبية الجديدة والمؤسسات التعليمية والتدريبية المعتمدة حاليًا من المركز الوطني للمؤهلات، وتشمل:  
- كافة موظفي المركز الوطني للمؤهلات  
- الجهات المانحة المعتمدة من المركز الوطني للمؤهلات  
- المدارس والكليات ومراكز التعليم العالي  
- المؤسسات الحكومية ومؤسسات العمل التطوعي الخاصة والمؤسسات غير الربحية  
- المؤسسات الدولية |
| **Scope of Quality Standards** | **نطاق/ مجال معايير الجودة** |
| All government and private Technical and Vocational Education and Training (TVET) providers, such as schools, colleges, technical institutions, and other institutions delivering qualifications or parts of qualifications together with general education and foundation programs need to comply with NQC Quality Standards and any associated MoE standards and requirements relevant to all its operations across all sites. The Quality Standards are grouped under five categories and consists of eighteen standards detailed below.  
- Leadership and Management (standards 1-10)  
- Resources (standards 11-13)  
- Training, Assessment and Quality Assurance (standard 14)  
- Learner Support (standards 15-16)  
- Social Responsibility and Engagement (standards 17-18) | على كافة مؤسسات التعليم والتدريب المهني والتقني الحكومية والخاصة، مثل المدارس والكليات ومعاهد التعليم التقني والمؤسسات الأخرى التي تمنح مؤهلات أو جزء من المؤهلات إلى جانب التعليم العام وبرامج التأسيس، الالتزام بمعايير الجودة الصادرة عن المركز الوطني للمؤهلات وأيضاً معايير ومتطلبات ذات علاقة صادرة عن وزارة التربية والتعليم والتمثيلية بعملياتها.  
تشتمل معايير الجودة على خمس فئات وتتكون من ثمانية عشر معيارًا، وهم:  
- القيادة والإدارة (معايير 1-10)  
- الموارد (معايير 11-13)  
- التدريب والتقييم وضمان الجودة (معيار 14)  
- دعم المعلمين (معايير 15-16)  
- المسؤولية الاجتماعية التواصل مع المجتمع (معايير 17-18)
NQC ATP Quality Standards for Accreditation from NQC

Quality Standards Criteria

An organisation seeking to become an Accredited Training Provider (ATP) is required to demonstrate compliance with the following standards, which will be reviewed and approved by the NQC/AWB accordingly.

Leadership and Management

1. Financial Management
The ATP must be able to comply with all financial management requirements to be able to sufficiently support its operations.

1.1. The ATP must designate the financial representative (typically the chief executive) or a person who reports directly to the chief executive on the organisation’s financial matters, and who is competent in financial management with defined responsibilities and authority to:

a. ensure and confirm that the ATP has financial management policies in place and that it complies with these policies,
b. monitor and report on compliance with its financial management policies and procedures, for review and as a basis for improvement,
c. provide NQC/AWB with a formal assurance that the organisation has sound financial management standards for matters related to the organisation’s scope of accreditation and scale of operations when requested.

1.2. The organisation’s accounts must be certified, at least annually, by a recognised professional accountant, such as a qualified accountant with the membership of Certified Practicing Accountants, recognised international Professional Accounting Body or otherwise licensed as an Auditor with the UAE Securities and Investment Authority.

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Commission and, on request, the report must be made available to NQC/AWB.

1.3. Private training providers must provide NQC/AWB with a certified financial statement at least annually (or as otherwise may be requested by NQC/AWB from time to time-related to an Audit enquiry), by a professional accountant competent to do so, and signed as to whether the organisation (ATP) remains financially sound at the date and time of the statement for a minimum of a further two years. And ensure that any learners’ prepayments are secured for the same period.

1.4. The organisation, if requested by NQC/AWB, must obtain, and make available, a full audit report from a qualified independent recognised professional accountant.

1.5. The organisation must document and implement systems to protect learners’ fees paid in advance.

1.6. The organisation must have a fair and reasonable refund policy.

1.7. The organisation must secure funds or a bond to cover the costs of compensating and/or transferring learners to other ATPs should registration be cancelled or the ATP, for whatever reason, ceases to operate.

2. Management Systems
The ATP must have suitable and appropriate management systems in place to support its operations.

2.1. The organisation must designate a qualified IQA who will be appointed as the ‘Authorised Person’ (in cases where very large ATP operations exist more than one person may...
be authorised) subject to negotiations between the ATP and NQC/AWB, with direct access to the ATP’s chief executive or “Financial representative”, who has defined responsibility and authority to:

a. liaise, communicate, and resolve matters with NQC/AWB,

b. ensure that the organisation complies with the Quality Standards across all its operations, training and/or assessment activities, including those undertaken by other persons or bodies on its behalf,

c. ensure that the organisation provides for examination of documentation and reasonable access to all areas, records (including internal audit reports) and staff as required by NCQ/AWB for the purposes of an audit(s),

d. report regularly to the chief executive on the organisation’s ongoing compliance or otherwise with the Quality Standards, for review and as a basis for improvement,

e. address and resolve matters of concern and assure timely implementation of recommendations and/or actions,

f. apply to NQC/AWB for any extension to scope of accreditation,

g. provide written details, upon the request of NQC/AWB, of all operations within its scope of accreditation, including operations across different Emirates and outside the UAE,

h. provide NQC/AWB with accurate and timely written information regarding accreditation and compliance including major changes to the organisation’s system or staffing profile, relocation of the organisation, financial difficulties, and transfer of learner records.

2.2. The organisation must designate, in writing, a person(s) as back-up for the ‘Authorised Person’, numbers are dependent on the size and structure of the organisation and who will act as the ‘Authorised Person’ in their absence. In such instances when the back-up is acting in the ‘Authorised Person’ position for less than six weeks is on the Register, the ‘Acting Authorised Person’ is not
permitted to sign-off or authorise any outcomes without the written consent of NQC/AWB. Recognising emergency instances may arise from time to time that would warrant review and permission where demonstrated. However, in instances where the ‘Acting Authorised Person’ is to hold the position for longer than six weeks, written advice should be forwarded to NQC/AWB no later than one week prior to the expiry of the six weeks, and NQC/AWB will note the update for future communication and liaison with the ATP. As well official correspondence must be forwarded to all staff regarding the arrangement signed by the chief executive or ‘Financial representative’ and displayed for the duration on a public and staff notice board/platform.

2.3. The organisation must have an organisational chart and duty statements (job descriptions/specifications) for each job role or, where approved by NQC/AWB, terms of reference that show the lines of authority in the organisation, the functions and allocation of responsibilities.

   a. The organisation chart and job descriptions/specifications must set out the duties and responsibilities for all roles of the ATP has in implementing and maintaining the organisation’s functions including training and/or assessment activities and services.

2.4. The organisation must conduct an internal audit across all of its operations relating to its compliance with the Accreditation Standards and related policies and procedures at least annually, and produce a report, for NQC/AWB to review on request and/or audit.

   a. The organisation’s chief executive or ‘Authorised Person’ must review the organisation’s compliance with these standards at least annually, and formally record conformance, for NQC/AWB to review on request and/or audit.
2.5. The organisation must have a written plan for its business as an organisation that is consistent with its scope of accreditation and scale of operations.

2.6. The organisation must develop and implement version control procedures for managing all materials such as workbooks, test or assessment instruments and other related resources as well as promotional publications. These relate to scope of accreditation, and which are signed-off by the Authorised Person either as hardcopy and/or electronic forms, so that:
   a. materials, related resources, and publications are reviewed for currency by authorised and competent staff prior to issue or re-issue,
   b. a list of materials, related resources, and publications with the respective issue and/or amendment status identified is maintained,
   c. version control is clearly visible on amended/updated materials, related resources, and publications,
   d. all persons required to perform any function under the organisation's scope of accreditation have access to all necessary current materials, related resources, and publications.

2.7. The organisation must maintain up-to-date records of:
   a. training and/or assessment events and results of each learner, verified by the ATP’s IQA,
   b. enrolments and participation,
   c. attendance,
   d. fees paid and refunds given.

2.8. The APT must ensure efficient systems and procedures are in place to support student record management. And must fulfil NQC/AWB requirements to produce the following datasets:
   a. learner registration in national qualifications,
   b. learner registration in unit standards,

 Sick An يكون لدى المؤسسة خطة عمل مكتوبة مسجلة مع نطاق اعتمادها وحجم عملياتها. 2.5 يجب على المؤسسة تطوير إجراءات مراقبة وتحكم لإدارة جميع الوثائق والسجلات مثل دفاتر العمل وأدوات الاختبار أو التقييم والمصادر الأخرى ذات العلاقة. بالإضافة إلى المنشورات الترويجية التي تتعلق بنطاق اعتمادها والموقعة من الشخص المفوض والمتوفرة إما كنسخ ورقية أو نمذج كترونية، بحيث يتم:
أ. مراجعة الوثائق والمنشورات والمواد الأخرى ذات الصلة من قبل الموظف المفوض.
ب. حفظ قائمة بالوثائق والمواد ذات العلاقة والمنشورات مع بيان رقم الإصدار أو/و حالة التحديث.
ج. توضيح التعدلات أو التحديثات التي تم على الوثائق والمنشورات والمواد الأخرى ذات العلاقة وذلك من خلال إجراءات المراقبة والتحكم.
د. يجب منح الأشخاص الذين يقومون بهام ضمن نطاق اعتماد المؤسسة الصلاحيات اللازمة للحصول على كافة الوثائق الحالية والمنشورات والمواد الأخرى ذات الصلة.

2.6 يجب على المؤسسة ضمان وجود أنظمة وإجراءات فعالة لإدارة سجلات الطلبة. وكما عليها توفير قواعد البيانات التالية وذلك بما يتفق مع متطلبات المركز الوطني للمؤهلات:
أ. بيانات تسجيل المتعلمين في المؤهلات الوطنية.
c. certificate claims,
d. awarded certificates,
e. learner documents.

2.9. The organisation must have, and comply with, a written agreement with each organisation that provides training and/or assessment on behalf of the organisation. The agreement must specify how each party to the agreement will discharge its responsibilities for compliance with all aspects of the Quality Standards, including maintaining a register in accordance with the Quality Standards of all agreements made that encompasses, but is not limited to:

a. the ‘Authorised Person(s)’ including back-up(s) and ‘Financial representative’ from each organisation,
b. the duration of the agreement,
c. the qualifications or unit standards to be delivered by the partner organisation. Note that it is not permitted to agree on sub-training for national or foreign vocational qualifications without the written approval of the National Qualifications Center.

2.10. The organisation must collect and regularly analyse stakeholder feedback such as-, client and learner feedback and satisfaction data on the services it provides as the basis for improvement. The data must be used to make necessary improvements including information within its policies and procedures.

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3. Compliance with UAE Federal and Local Laws

The ATP is to comply with requirements, including cultural mores that are relevant to its operations and integrate these into its policies and procedures.

3.1. The ATP must ensure it has all the insurance cover necessary to carry out its business in accordance with the UAE law, legislation, regulation, standards and/or codes of practice, including but not limited to insurance for workers’ compensation, employee benefits and emoluments, public liability, professional indemnity, building and contents.

3.2. The ATP must identify and comply with relevant UAE laws, legislation, regulation, and UAE cultural requirements including, but not limited to:
   a. occupational health, safety, and environment,
   b. labour laws and regulations,
   c. residency and visa laws and regulations in relation to contracts of or for service,
   d. workplace harassment, victimisation and bullying,
   e. cultural and social mores,
   f. access, equal opportunity, racial vilification, disability discrimination, or any other anti-discriminative activities/actions,
   g. relevant authoritative standards, codes of practice, or conventions,
   h. safeguarding.

4. Policies and Procedures

The ATP must maintain up-to-date policies and procedures to support all aspects of its operations.

4.1. Policies and procedures must meet the requirements of UAE and any applicable Emirate specific laws, legislation and regulatory requirements that are relevant to the ATP’s
operations, including industry and/or education and training legislation, regulation, standards and/or codes of practice specific to its scope of accreditation and that:

a. all staff are provided with up-to-date information and advice, where appropriate, about those that significantly affect their duties, and,

b. learners are provided with up-to-date information and advice, where appropriate, about those that significantly affect their participation in VET.

4.2. The ATP’s policies and procedures must incorporate access and equity principles in a code of practice or similar instrument/document. The document must detail staff responsibilities for access and equity as provided for in the ATP’s code of practice or similar document, and the ATP must ensure that copies of any instruments/documents developed as referred to above are provided and adhered to by all staff.

4.3. The organisation must keep written policies and procedures for ensuring quality training and/or assessment services are consistent with its scope of accreditation and scale of operations.

4.4. The chief executive or Authorised Person must ensure that the policies and procedures are circulated, understood, and implemented consistently throughout the organisation.

4.5. The ATP must have policies and procedures which support the following functions:

a. learner selection, enrolment and induction/orientation procedures, and initial assessment,

b. the qualification and program requirements and completion schedule,
c. program information, including content and vocationally related or occupationally orientated outcomes and career pathways and prospects,
d. fees and charges, including refund policy and exemptions (where applicable),
e. recognition of prior learning (RPL) policy and arrangements for access,
f. provision for pastoral care arrangements that may apply, during the course of completing the program,
g. provisions for language, literacy, and numeracy assistance,
h. learner support, including any external support the ATP has arranged for learners,
i. flexible assessment and learning procedures,
j. welfare and guidance services,
k. appeals and complaints procedures,
l. disciplinary procedures,
m. articulation,
n. quality assurance,
o. training, assessment, and feedback,
p. health and safety,
q. data protection,
r. malpractice and maladministration
s. Safeguarding.

الرسوم والتكاليف، بما في ذلك سياسة الاسترداد (رد المبالغ المالية) والإعفاءات (حيثما ينطبق)،

ه. سياسة الاعتراف بالتعلم السابق وتوفير الإجراءات المناسبة لتحقيق العدل والمساواة في هذا الشأن،

و. تقديم الإرشاد والتوجيه والرعاية الاجتماعية والنفسية التي قد يحتاجها المتعلمين أثناء فترة الالتزام بالبرنامج،

ز. تقديم المساعدة اللازمة فيما يتعلق باللغة والقراءة والكتابة والحساب،

ح. دعم المتعلمين، بما في ذلك أي دعم خارجي قامت المؤسسة التعليمية والتدريبية المعتمدة بتوفيره لهم،

ط. إجراءات تقييم وتعليم مدة،

ي. خدمات الرعاية والإرشاد والرافعة للمتعلمين،

ك. إجراءات التنظيم والشكاوى،

ل. الإجراءات التأديبية،

م. سياسات الانتقال بين مسارات التعليم،

ن. ضمان الجودة،

س. التدريب والتقييم والتغذية الراجعة،

ع. الصحة والسلامة،

ف. حماية البيانات،

ص. سوء التصرف وسوء الإدارة،

ف. الحماية.
4.6 The organisation must document and implement procedures to assure the integrity, accuracy and currency of records that include, but are not limited to:

a. secure storage, including backup of electronic records,
b. retention, archiving and retrieval of sufficient information on learner results to enable the re-issue of a Qualification, if required, for a period of 50 years, and transfer of these records consistent with NQC requirements in the event of closure of the organisation or cessation as a ATP,
c. retention, archiving, retrieval, and transfer of all other records consistent with any contractual and/or legal requirements and/or the requirements of NQC,
d. compliance with external data and management information systems reporting requirements by NQC/AWB such as the CRM,
e. safeguarding any confidential information obtained by the organisation and committees, individuals or organisations acting on its behalf,
f. ensuring that, except as required under the standards for organisations, information about a learner is not disclosed to a third party without the written consent of the learner,
g. access by learners to their personal records.

4.7 The organisation must document and implement procedures:

a. to identify and manage risks concerned with compliance with the Quality Assurance Standards, and,
b. take corrective and preventive action in relation to failure to comply with the Quality Assurance Standards and the organisation’s quality system, policies or procedures.

4.8 The organisation must develop and implement written procedures relating to:

a. acting on opportunities for improvement identified by any means,
b. continually review its policies and procedures,

 يجب على المؤسسة تطبيق الإجراءات الضرورية للتأكد من سلامة ودقة وحداثةسجلاتها، والتي تتضمن على سبيل المثال لا الحصر:

أ. اتخاذ التدابير القانونية لمنع السجلات، بما في ذلك التسجيل الالكتروني للسجلات الإلكترونية.

ب. الاحتفاظ بالمعلومات كافية عن نتائج المتعلمين وأراهنها واسترجاعها وذلك من أجل فكرة إعداد إصاب المؤهلات في حالة الحاجة إلى ذلك. ويجب الاحتفاظ بها لمدة 50 عامًا وفي حالة توقف المؤسسة التعليمية التدريسية عن أعمالها أو اغلاقها يجب نقل هذه السجلات وفقاً للقواعد المطلوبة للمؤهلات.

ج. الاحتفاظ بصور للمؤهلات الأخرى وارشفها واسترجاعها ونقلها بما يتفق مع المتطلبات التشريعية، والقانونية، أو مطلبات المؤسسة التعليمية،

د. أعداد التقارير وفقاً لأنظمة البيانات الخارجية وأنظمة المعلومات الادارية التي تطبقها المركز الوطني للمؤهلات/الجهة المانحة، مثل نظام إدارة علاقات العملاء،

ه. حماية أي معلومات تتعلق بأنماط متعلمين مثل الهيئة أو اللجان أو الأفراد أو المؤسسات التي تتراوح بينها ونحوها.

و. عدم الإفصاح عن المعلومات المتعلقة بالمتعلم إلا إلى طرف ثالث بعد موافقة خطيته من المتعلم، باستثناء الحالات التي تطبقها المعايير.

ز. اطلع المتعلمين على سجلاتهم الشخصية.

4.7 يتميز المؤسسة وضع الإجراءات وتطبيقها فيما يتعلق ب:

أ. تحديد إدارة المخاطر المتعلقة بالالتزام بمعايير ضمان الجودة، و

ب. اتخاذ الإجراءات التصحيحية والوقائية الضرورية للالتزام بمعايير ضمان الجودة أو نظام الجودة الداخلي أو السياسات أو الإجراءات الخاصة بالمؤسسة.

4.8 يجب على المؤسسة وضع وتطبيق الإجراءات المتعلقة بما يلي:

أ. العمل على استغلال فرص التحسن المتاحة.

ب. المراجعة المستمرة لسياسات وإجراءاتها،

ج. تطبيق إجراءات التحسين المستمر لعملياتها وأنظمتها،الخ.
c. implementing continuous improvement measures to its operations, systems etc.

4.9. The organisation must document and implement policies and procedures for dealing in a constructive and timely manner with all learner complaints and appeals against decisions made by the organisation. The policies and procedures must ensure that:

a. each complaint and appeal and its outcome are recorded in writing,

b. each appeal is heard by an independent person or panel,

c. each appellant has an opportunity to formally present his or her case and is given a written statement of the appeal outcomes, including reasons for the decision,

d. the organisation should act upon the subject of any complaint found to be substantiated.

5 Innovation

5.1 The ATP must ensure that innovation initiatives are consistent with its mission and ways in which it furthers its mission as well as supports local and national government initiatives and ideals.

5.2 The ATP must demonstrate commitment to building a knowledge and skills-based community by promoting and facilitating innovation in:

a. training and assessment,

b. using smart technology in learning, training, and assessment

c. continuous professional development,

d. evaluations and strategy,

e. engagements with external stakeholders,

f. policies and procedures

g. planning for business continuity.

4.9 يجب على المؤسسة وضع وتطبيق السياسات والإجراءات اللازمة للتعامل بطريقة بناءة وفي الوقت المناسب مع شكاوى المتعلمين وحالات التظلم المقدمة من قبلهم بشأن القرارات التي تتخذها المؤسسة. كما يجب أن تضمن السياسات والإجراءات ما يلي:

أ. تسجيل كل شكوى وتظلم من المتعلمين والنتائج التي تم التوصل إليها،

ب. النظر والاستماع من قبل شخص مستقل أو هيئة مستقلة لكل حالة تظلم مقدمة،

ج. إعطاء كل متظلم الفرصة للشرح وتوضيح موضوع التظلم بشكل رسمي، وإعطاؤه كتابًا خطيًا بقرار الاستئناف والأسباب المؤدية إليه.

d. قيام المؤسسة باتخاذ الإجراءات المناسبة في موضوع أي تظلم يتم إثباتها.

5.1 يجب أن تكون مبادرات الإبتكار للمؤسسة منسجمة مع مهمتها ووسائل تعزيزها وان تكون داعمة للمبادرات والمثل العليا للحكومة المحلية والوطنية.

5.2 يجب أن تبني المؤسسة التعليمية والتدريبية المعتمدة الالتزام بناء مجتمع قائم على المعرفة والمهارات وذلك من خلال تعزيز وتسهيل الابتكار في:

أ. التدريب والتعليم،

ب. استخدام التكنولوجيا الذكية في التعلم والتدريب والتعليم،

ج. التطوير المهني المستمر،

d. عمليات التقييم وتطوير الاستراتيجيات،

ه. التواصل مع المجتمع وأصحاب العلاقة،

و. السياسات والإجراءات،

ز. التخطيط لاستمرارية الأعمال.
6. Marketing

The ATP’s marketing and advertising of training and/or assessment products and services must be ethical and comply with the following.

6.1. The ATP’s marketing material must be accurate and approved by the Authorised Person.
   a. The ATP must accurately represent to prospective learners the learning products and services that lead to full qualification and/or accredited International qualification and ensure that advertised outcomes are consistent with these qualifications.

6.2. The ATP must obtain prior written permission from any person or organisation for use of any marketing or advertising material that refers to that person or organisation and must abide by any conditions of that permission.

6.3. The ATP must advertise qualifications only if they are included in the ATP’s scope of accreditation and must not state or imply any products and services if they are not.

6.4. The ATP’s marketing and advertising material must identify training and/or assessment services leading to the NQF qualification and/or accredited International qualification, separately from any other training and/or assessment services.

6. التسويق

يجب على المؤسسة التعليمية و التدريبية المعتمدة أن تقوم بالتسويق والإعلان عن منتجات وخدمات التدريب والتقييم التي تقدمها بشكل أخلاقي، وأن تلتزم بما يلي:

6.1 أن تكون المادة التسويقية للمؤسسة التعليمية و التدريبية المعتمدة دقيقة و وأن يتم اعتمادها من قبل الشخص المفوض.
   أ. يجب على المؤسسة التعليمية و التدريبية المعتمدة أن توضح و بشكل دقيق للمعلمين المحتملين المنتجات والخدمات التعليمية التي تؤدي إلى منح المؤهل الكامل و/أو المؤهل الأجنبي المعتمد، وعلى التأكد من أن المخرجات الإعلانية متسقة مع المؤهلات التي تقدمها.

6.2 يجب أن تحصل المؤسسة التعليمية و التدريبية المعتمدة على موافقة خطية من أي شخص أو مؤسسة لاستخدام أي مادة تسويقية أو إعلانية تشير إلى ذلك الشخص أو المؤسسة، و يجب عليها الالتزام بأية شروط واردة فيها.

6.3 يجب على المؤسسة التعليمية و التدريبية المعتمدة أن تقطع ضمن نطاقها وأي منتجات و خدمات تشير صراحة أو ضمنيا إلى أي من المنتجات و الخدمات التي لا تقع ضمن نطاق اعتمادها.

6.4 يجب أن تحدد المادة التسويقية والإعلانية للمؤسسة التعليمية و التدريبية المعتمدة بشكل واضح وصريح خدمات التدريب و/أو التقييم التي تؤدي إلى مؤهل وطني يقع ضمن المنظومة الوطنية للمؤهلات و/أو مؤهل أجنبي معتمد وأن تسويقها بشكل منفصل عن أي خدمات تدريب و/أو تقييم أخرى تقدمها.
7. **Copyright**

The ATP must observe copyright obligations and laws for all purposes of training, assessment delivery and/or marketing. The following obligations apply in the deployment of recognised learning pathways and programs during its accreditation period.

7.1. An ATP can declare its program development and design may be copyrighted, however, in becoming an ATP they, accept that NQC endorsed qualifications and/or accredited International qualifications listed on the qualifications database are public and cannot be copyrighted by the ATP and is the basis for developing and designing its respective learning pathway program.

7.2. The ATP will:

a. monitor and evaluate any program it delivers under agreement from a third-party program copyright owner, and liaise with that party should it undertake any changes or amendments.

b. inform AWB of any proposed significant changes to the program, where advised of a third party of changes or amendments that have been made and, if required, provide any relevant material to enable AWB to confirm that the program remains current and relevant and that it continues to comply with the Quality Assurance Standards during the period of qualification accreditation.

c. advise the relevant parties of issues that may arise if changes or amendments will affect the scope of its registration and seek an immediate resolution, and where no resolution is possible liaise with AWB to explore options or requirements to ensure continued compliance with the Quality Assurance Standards.

d. not make any misleading statement regarding its programs.
8. Issuing Qualifications
The ATP issues qualifications in accordance with the QFEmirates and within the scope of its accreditation.

8.1. The ATP must only issue qualifications that are within its scope of accreditation and that confirm (certify) achievement of respective endorsed qualifications and/or accredited International Qualification.

8.2. The ATP must issue, record, and report the outcomes of the qualification and/or accredited International Qualifications in accordance with:
   a. The National Qualifications Framework (QFEmirates Handbook),
   b. NQC data issuance and reporting requirements that include but are not limited to:
      • national codes, titles, learner details,
      • the unit standards from the qualifications and/or accredited International Qualifications that the learner has attained and associated information,
      • the ATP national provider number.

8.3. The ATP must note the language of delivery and the recognised learning pathway on the qualifications issued if the delivery of training and/or assessment has been entirely in a language other than English.

9. International Qualifications
The ATP must not offer International qualifications without complying with all ATP standards and as detailed below:

9.1. The ATP must obtain a NOC from NQC to deliver International Qualifications and...
9.2. For each accredited International Qualification within the ATP’s scope of Accreditation, the ATP must demonstrate the training and/or assessment strategies that will be used and implemented and must:

a. identify and document proposed target groups, the recognised learning pathway for accredited International Qualifications, training and/or assessment methods, and validation processes,
b. detail its consultations and outcomes arrived at with enterprises/industry and relevant education authorities/organizations, to confirm the market demand, for the accredited International Qualifications it seeks to deliver.

10. Articulation
The ATP must recognise Qualifications issued by other ATPs in compliance with the NQC Articulation Policy and updates.

10.1. The ATP must adhere to the MoE Articulation Policy and Guidelines and have internal policies and procedures to support articulation agreements and arrangements with other ATP’s.

10.2. The organisation’s policies and procedures must include a requirement that the ATP shall recognise without objection (except where cases of fraud can be demonstrated and evidenced and brought to the attention of AWB to investigate) NQC endorsed qualifications and issued by any other ATP, and which have been aligned to the Qualifications Framework of the UAE (QFEmirates).
10.3. The ATP policy must include its formal obligation to:

a. mutually recognise the NQC endorsed qualifications and additionally, ‘records of achievement’ as determined by NQC, issued by another ATP for all purposes of recognition and promote the information to clients and learners,

b. provide written information to staff of the obligation to mutually recognise the NQC endorsed qualifications issued by another ATP.

10.4. The ATP must maintain up-to-date and approved contracts, articulation agreements and where applicable other Memorandums of Understanding (MOU) of any relationship for schools, colleges, or further/ higher education institutions.

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11. Human Resources

Each member of the ATP’s staff who is involved in assessment, learning or learner services is competent for the functions they perform.

11.1. The organisation must maintain an up-to-date register of:

a. the Financial representative(s),

b. the Authorised Person(s); typically, a Senior Internal Quality Assurer (IQA), including any approved back-ups,

c. all staff and persons working on behalf of the organisation as teachers, instructors, trainers, IQAs, assessors, career advisors, workplace officers, pastoral care officers, and/or any other person involved or associated with direct learner interaction,

d. qualifications, certifications, vocational and/or occupational competencies, equivalences and experiences held by all staff and persons working on behalf of the organisation.
e. passport, visa and residency status, arrangements, and currency, as well as copies,

f. other relevant information that identifies the staff member’s official expertise and competence.

g. The required administrative approvals from the local or federal government for the trainers, teachers, assessors working directly with the learners.

11.2. The ATP must develop and implement written procedures for the recruitment, induction, and ongoing development of each member of its staff who is involved in assessment, learning or learner service; encourage and provide relevant opportunities for their professional development; and monitor their performance.

11.3. The ATP's induction program and materials for new staff must contain information, where relevant to their job role, on each of the following:

a. the role of the NQC, AWB in the VET sector,

b. NQC endorsed national qualifications and national occupational skill standards (Q+NOSS) and their purpose and use,

c. the importance of quality assurance and maintaining compliance with quality standards,

d. the importance of maintaining current in the ATP's policies and procedures in communicating advice to stakeholders such as regulators, and the public,

e. the importance of accuracy and compliance with data and information systems administration and management, and requirements for providing or not providing relevant information to stakeholders and others,

f. general TVET requirements and policies,

g. competency-based assessment and learning principles and practices,

h. staff responsibilities for access, equity and cultural tolerance and respect,

- جواز السفر والتأشيرة والإقامة والترتبات المتعلقة بالموظف محدثة، بالإضافة إلى
- إية معلومات أخرى ذات علاقة بالخبرات الرسمية والكفاءات للموظفين.
- الموافقات الإدارية اللازمة من السلطات المحلية أو الاتحادية للمدربين والمدرسین والمقيّمين العاملین مباشرًا مع المعلمنین.
i. where required, the opportunity to become qualified, vocationally related, or occupational orientated assessors or IQA.

11.4. The ATP must ensure with respect to vocational related assessments, occupationally orientated assessments and vocational education, training and learning activities, that they are conducted by a person who is:

a. vocationally and occupationally competent where required, with respect to the assessment of knowledge, skills, and attitude to be deemed component of a qualification, or in the specialist field if there is a work-based component of a qualification,

b. holds an NQC recognised Assessor Award or a recognised equivalent/International award,

c. has good knowledge of the UAE VET sector.

11.5. The ATP must ensure that vocational education, training and learning activities are delivered by a person who:

a. holds a UAE recognised qualification of vocational teacher, instructor, trainer or can demonstrate equivalent qualification and competence, or,

b. in relation to an instructor or trainer, that they perform under the supervision of a person who holds a UAE recognised qualification of vocational teacher, and,

  c. can demonstrate vocationally related and/or occupational orientated competencies, at least one level (NQF) above that being delivered,

  d. has acquired, at the minimum, an NQC recognised Assessor Award or a recognised equivalent/International award,
12. Electronic Systems and Platforms
ATP’s must-have sufficient electronic systems and relevant platforms to support all aspects of its operation.

12.1. The ATP must ensure Information Security is maintained and reviewed on a regularly basis for the following:
  a. access control is restricted to authorised personnel only (only authorised personnel can access information based on the approval access authority set by the organisation),
  b. the rules of least privilege apply in all cases.

12.2. The ATP must have systems and procedures to ensure secured storage adhering to the following:
  a. electronic records must be securely stored in a highly protected environment, as per the internal standards applied for information security,
  b. must have control over the hosting environment to ensure proper access to its data. In the case of using external service providers to host the infrastructure as a service, the training provider’s ownership of its data MUST be contractually guaranteed.

12.3. The ATP must ensure robust systems and procedures for information restoration and recovery and must ensure the following:
  a. proper backup and restore procedures for its data,
  b. in cases of system failure, the ATP must be able to successfully restore the data to the point of failure within an acceptable timeframe,
  c. all backups must be securely stored at all times, and easily retrievable for restoration in case of disaster.
13. Training Facilities
The ATP must have adequate premises and facilities to be able to sufficiently meet the requirements of their operation.

13.1 The ATP must have in place and maintain building facilities of a current industry standard that are fit for purpose and meets Health and Safety code. Facilities must meet qualification standards requirements and maintain the following within the scope of accreditation and scale of its operations, to accommodate learner, staff and visitors numbers and needs, (including off-site and online) and the following are premises requirements:

a. electricity,
b. air-conditioning,
c. secure storage facilities either physical or electronic,
d. the appropriate number of male and female bathrooms and prayer rooms,
e. running and drinking water,
f. emergency exits, 
g. internet connection, activated and linked to PC/laptop/iPad,
h. access and accessibility for People of Determination which promotes inclusion,
i. course-specific training facilities such as labs for practical learning equipped with equipment and machinery required for the qualification being delivered in accordance with the standards and innovation initiatives,
j. facilities for training and/or assessment, 
k. library/computer labs,
l. learner reception, 
m. learner recreation/activities, n. learner health clinic/nurse/ first-aid room, o. learner study room/s, 
p. counselling/careers service, q. canteen, r. staff room,
s. Any additional requirements will be requested by NQC and depends on the vocational Qualification targeted to be delivered,
t. facilities to support core services
u. sufficient parking facilities to accommodate learners and staff.

13.2 The ATP must maintain IT services, including but not limited to:
a. hardware, software, media, Wi-Fi, internet, and E-Learning
   support that meets the need of all its stakeholders,
b. maintain up-to-date policies and procedures to support IT
   services.

13.3 Maintain up-to-date Health, Safety and Welfare standards,
policies, and procedures to support the delivery of training
and regarding:
a. training facility,
b. training equipment and machinery,
c. health and safety signage,
d. fire extinguishers, related services records, and tested fire
   alarms,
e. delivery and assessment methods,
f. appropriate first aid and appointed first-aiders,
g. appropriately located and accessible first aid kits,
h. dynamic risk assessment and actions, where required,
i. dynamic incident/accident log.

مرافق لدعم الخدمات الأساسية التي تقدمها المؤسسة،

• مواقف سيارات كافية للمتعلمين والموظفين.

 riff معدات والبرمجيات واجهزة الاعلام وشبكة الإنترنت ومنصات التعليم الإلكتروني
 التي تلبى احتياجات جميع أصحاب العلاقة،

b. الاحتفاظ بسياسات وإجراءات محدثة لدعم خدمات تكنولوجيا المعلومات.

13.2 يجب على المؤسسة التعليمية و التدريبية المعتمدة ان تحافظ على خدمات

• معدات والبرمجيات واجهزة الاعلام وشبكة الإنترنت ومنصات التعليم الإلكتروني
 التي تلبى احتياجات جميع أصحاب العلاقة،

ب. الاحتفاظ بسياسات وإجراءات محدثة لدعم خدمات تكنولوجيا المعلومات.

13.3 الاحتفاظ بمعايير وسياسات وإجراءات الصحة والسلامة والرفاهية للمتعلمين

• مرافق التدريب،

ب. معدات والات التدريب،

ج. لافتات الصحة والسلامة العامة،

د. طفايات الحريق، وسجلات الخدمات ذات العلاقة وأجهزة إنذار الحريق،

ه. أساليب التعليم/التدريب والتقييم،

و. الإسعافات الأولية المناسبة والمسعفين الأوليين المعنيين،

ز. توفر معدات الإسعافات الأولية في الأماكن المناسبة بحيث يمكن الوصول إليها

بسرعة وسهولة،

ح. تقيم المخاطر بشكل مستمر وذلك عند الحاجة،

ج. تحديث سجل الحوادث بشكل مستمر.
14. Training, Learning and Assessment

The ATP must have systems in place to plan for and provide high quality training and/or assessment services across all its operations.

14.1 The ATP identifies, negotiates, plans, and implements appropriate learning and assessment strategies to meet the needs of each of its learners. Assessments, including RPL/experience, must meet the requirements of qualifications and outcomes specified in the learning pathway programs within the scope of its accreditation.

14.2 The ATP must standardise its assessment strategies by:

a. reviewing, comparing, and evaluating the assessment processes, tools and evidence contributing to judgments made by a range of assessors against the same unit standards for a given qualification and/or accredited International Qualification by either internal processes for standardisation with stakeholder involvement or external validations with other providers and/or stakeholders, at least annually,

b. documenting any action taken to improve the quality and consistency of assessment, within and across its respective facilities/sites if offered in more than one place.

14.3 The ATP must ensure the following are undertaken when developing, adapting, or delivering training and/or assessment products and services:

a. methods used to identify learning needs are documented,

b. the requirements of the national qualifications and/or accredited International Qualifications are met,

c. steps are taken to manage the transition to reviewed (updated) national qualifications and/or accredited International Qualifications.

The ATP must ensure the following are undertaken when developing, adapting, or delivering training and/or assessment products and services:

a. methods used to identify learning needs are documented,

b. the requirements of the national qualifications and/or accredited International Qualifications are met,

c. steps are taken to manage the transition to reviewed (updated) national qualifications and/or accredited International Qualifications.

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International Qualifications within defined timeframe of their publication,
d. core and optional unit standards, including any stream core, as appropriate, are identified,
e. customisation/contextualisation meets the requirements specified in the relevant national qualifications and/or accredited International Qualifications, meet the guidelines for customisation of programs consistent with the Q+NOSS Developers Guidelines in NQC and/or accredited International Qualifications.

14.4 The ATP must ensure language, literacy and numeracy skills required are consistent with the demands of the learning environment specified in the relevant unit standards and related program(s) and that the relevant knowledge, skills, and attitude and/or workplace, application are developed by learners.
a. delivery modes and assessment and learning materials are identified and developed, and are current to meet the needs of a diverse range of learners,
b. where training and/or assessment is conducted in the workplace, the ATP negotiates the training and/or assessment strategy with the employer and learners,
c. works with the employer to integrate any on-the-job learning, provision of mentoring support and assessment; and schedules workplace visits to monitor, review and evaluate the learning and assessment achievements as well as corresponding learner’s development.

14.5 The ATP must ensure that training and/or assessments:
a. comply with the assessment guidelines applicable to the respective qualifications or the assessment requirements as implemented by AWB and set out by NQC,
b. lead to the issuance of qualifications and/or accredited International Qualifications or advice of any gap training that must be completed,
c. are valid, reliable, fair, and flexible,
d. provide for learners to be informed of the context and purpose of the training and/or assessment and related assessment processes, (including EMSATs),
e. where relevant, focus on the application of knowledge, skill, and attributes to the standard of performance required in the workplace and cover all aspects of workplace performance to demonstrate competence,
f. involve the evaluation of sufficient evidence to enable judgments to be made about whether the requisite knowledge, skill and attitudes have been attained; and in the workplace application has been demonstrated and been deemed competent, where applicable,
g. provide feedback to the learner about the outcomes of the training and/or assessment process and guidance on future options in relation to those outcomes,
h. are equitable for all learners, taking account of the learner’s individual needs that are relevant to the training and/or assessment activities,
i. provide for reassessment.

14.6 The ATP must ensure recognised prior learning (RPL) is offered to all applicants on enrolment, with a process that:
a. is structured to minimise the time and cost to applicants,
b. provides adequate information, support, and opportunities for participants to engage in the RPL process,
c. details national codes, titles, learner details,
d. details the unit standards from the qualifications and/or accredited International Qualifications that the learner has attained and associated information, so required,
e. details the ATP national provider number.
15. Learner Support
The ATP must have support services in place and provide clear information to each learner, prior to enrolment, and for the duration of the learner journey.

15.1 These systems must support quality training and/or assessment, access and equity principles and provide timely and appropriate information, advice and support services that assist learners to identify and achieve their desired outcomes across all its operations.

The ATP must also ensure student information systems are properly supported as per international best practice.

15.2 The ATP must have a dedicated Learner Services which provides up-to-date information and support on all relevant policies, procedures, and processes, such as:
   a. career planning guidance,
   b. information on enabling learners to access health services,
   c. structured orientation to its services,
   d. student/learner activities,
   e. translation
   f. special educational needs (students of determination),
   g. welfare and care

15.3 The ATP must maintain the following up-to-date documents that meet policies, procedures, and other requirements of compliance,
   a. Learner Handbook,
   b. Learner Guide,
15.4. The ATP must provide up-to-date information and support for learners in all aspects of their learner journey, training and development, including Academic Counsellors:

- prior to enrolment,
- induction,
- during the course of their training,
- career services,
- work experience and on the job training,
- progression.

15.5. ATP’s must have clear guidance and support available for learners on the following, including counselling services:

- bullying and other issues that assures learners physical and psychological safety.

16. Appeals and Complaints and Compliments

ATP must maintain up-to-date systems and procedures which are accessible to learners for appeals, complaints, and compliments.

16.1. Appeals

An organisation aggrieved by a decision by the AWB to reject its application for accreditation may appeal to NQC. Nevertheless, NQC and its stakeholder body reserve all rights to ensure an ATP is compliant with the Quality Assurance Standards requirements.

16.2. Complaints

If the organisation wishes to make a complaint about the AWB application process they should lodge their complaint directly with NQC. NQC has a complaints process in place:

- the complaint will be acknowledged within the (10) working days,
- the complaint will be investigated by a committee formed by the NQC in accordance with NQC’s published procedures.

15.4 يجب على المؤسسة التعليمية والتدريبية المعتمدة أن تقدم للمتعلمين المعلومات المحدثة والدسم اللازم في كافة مراحل رحلة التعلم والتدريب والتطوير، بما في ذلك معلومات عن المشورين الأكاديميين، وذلك:

أ. قبل التسجيل،
ب. خلال البرنامج التدريبي،
ج. خلال فترة تدريبهم،
د. من خلال خدمات الإرشاد الوظيفي،
ه. حول خبرة العمل والتدريب في مكان العمل،
و. حول تقديم التعلم والتدريب.

15.5 يجب أن يكون لدى المؤسسة التعليمية والتدريبية المعتمدة دليل ارشادي واضح ومتاح للمتعلمين فيما يتعلق بما يلي وما في ذلك خدمات الإرشاد:

أ. التنمر و غيرها من الأمور التي تضمن السلامة البدنية أو النفسية للمتعلمين.

16 التظلم والشكاوى والتفاوض الراجعة الإيجابية

يجب أن تكون لدى المؤسسة التعليمية والتدريبية المعتمدة أنظمة وإجراءات محدثة للظلم والشكاوى والتفاوض الراجعة الإيجابية، ويجري تكوين هذه الأنظمة والإجراءات في منوان أيدي المعلمين.

16.1 التظلم

في حالة تم رفض طلب اعتبار المؤسسة التعليمية والتدريبية من الجهة المانحة، فإنه يحق للمؤسسة التعليمية والتدريبية التظلم للمركز الوطني للمؤهلات. وعلى الرغم من ذلك يحتفظ المركز الوطني للمؤهلات وأصحاب العلاقة بجميع الحقوق اللازمة لضمان التزام المؤسسة التعليمية والتدريبية المعتمدة بمتطلبات معايير ضمان الجودة.

16.2 الشكاوى

إذا رغبت المؤسسة في تقديم شكوى بحق الجهة المانحة فيما يتعلق بعملية تقديم الطلبات فعليها أن تقدم الشكوى مباشرة للمركز الوطني للمؤهلات. يقوم المركز الوطني للإجراءات التالية للتعامل مع الشكاوى:

أ. يتم الإفراج بإسناد الشكو باللوم خلال (10) أيام عمل،
ب. يتم التحقق من الشكو من قبل لجنة يشكلها المركز الوطني للمؤهلات وذلك وفقًا لإجراءات المركز الوطني للمؤهلات المشروعة.
c. once NQC has made a decision in relation to the complaint, it will, within ten (10) working days, inform the complainant of the outcome and any actions to be taken.

16.3. Learner compliments
The ATP must have systems to support obtaining, recording, reporting, and acting on learner feedback. Learner compliments must be used to measure the organisation’s successes against improvement planning targets and promote TVET.

Social Responsibility and Engagements

17. Social Responsibility
17.1 The ATP must ensure that such activities are consistent with its mission and ways in which it further its mission as well as supports local and national government initiatives and ideals.
17.2. The ATP must maintain up-to-date strategic plans for social responsibility and engagement which includes goals for environmental enhancement and sustainability in line with innovation principles.
17.3. The ATP must maintain a social responsibility and engagement committee composed of internal and external stakeholders and keep up-to-date policies, procedures, and records for:
   a. advisory committees with actions on developing training,
   b. an employer database used for work placement, work experience, and job applications,
   c. social and engagement activities.

The ATP must ensure that such activities are consistent with its mission and ways in which it further its mission as well as supports local and national government initiatives and ideals.
18. National and International Partnerships

18.1 The ATP must ensure that partnerships are consistent with its mission and ways in which it furthers its mission as well as supports local and national government initiatives and ideals.

18.2. The ATP must have in place, systems, resources, and arrangements for fostering links and memberships with charities, voluntary and academic organisations both nationally and internationally where applicable.

18.3. For each qualification within the ATP’s scope of registration, the ATP must develop and implement training and/or assessment strategies that as a minimum must include:

a. identifying and documenting proposed target groups, the relevant recognised learning pathway(s) it intends to deploy, training and/or assessment methods, assessment, and validation processes
b. detailing its consultations and outcomes arrived at with local and international partners, enterprises/industry, government entities, and relevant Emirate education and training authorities/agencies, such as local schools and universities, to confirm the market demand, for the qualification it seeks to deliver.

Refer to the NQC Official Glossary for terminology contained within this document which can be found on the NQC official website. The Quality Standards must be used in conjunction with all other NQC and MoE policies, procedures, guidelines, and standards referred to within the document.