

*Global
Standard for*

**Corporate
University
Accreditation &
Grading (CUAG)**

REQUIREMENTS

Version 1.0

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ASCU

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1.0 Scope

This Standard describes the fundamental requirements for Accreditation and Grading of Corporate University (CU) establishment and its operation, which form the subject of Corporate University and learning solutions related terms.

This Standard is applicable to the following:

- a) an enterprise seeking advantage through the implementation of the fundamental requirements of CU establishment and its operation;
- b) CU and its enterprise seeking confidence from their suppliers that their learning solutions requirement will be satisfied;
- c) users of the learning solutions;
- d) those concerned with a mutual understanding of the terminology used in fundamental requirements of CU establishment and its operations (e.g. suppliers, customers, regulators, ASCU);
- e) those internal or external to the CU and its enterprise who assess the CU establishment and its operation or assessment/audit it for conformity with the requirements of this standard (e.g. assessors/auditors, regulators, certification/registration bodies);
- f) those internal or external to the CU and its enterprise who give advice or training on the CU establishment and its operations appropriate to that of the enterprise;
- g) developers of other related standards.

2.0 Fundamentals of the requirements for Accreditation and Grading of Corporate University (CU) establishment and its operation

2.1 Rationale for the fundamental requirements for Accreditation and Grading of Corporate University (CU) establishment and its operation

The fundamental requirements of CU establishment and its operation can assist enterprise in enhancing customer (both internal and external to the CU and its enterprise) satisfaction and conform to the requirements of all relevant interested parties.

Customers require learning solutions with characteristics that satisfy their needs and enterprise's expectations. These needs and expectations are expressed in learning solution specifications via the Learning Value Chain (LVC) processes such as the

- Learning Needs Diagnosis (LND)
- Acquiring Learning Solutions
- Instructional Systems Design (ISD)
- Delivery and Deployment
- Learning Roadmap

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- Learning Impact Measurements
- and collectively referred to as customer requirements.

Customer requirements may be specified contractually by the customer or may be determined by the CU itself based on the enterprise's strategic needs. In either case, the customer ultimately determines the acceptability of the learning solution and its LVC.

The fact is that customer needs and expectations are always dynamic. This is due to the competitive pressures and technical/technological advances. So, the CUs are driven to improve rather at a rapid phase on their learning solutions through the respective key LVC processes.

The fundamental requirements of CU establishment and its operation approach encourages enterprises to analyze customer requirements, define the learning solution's key LVC processes that contribute to the achievement of a learning solution which is acceptable to the customer, and keep these processes under control.

The fundamental requirements of CU establishment and its operation can provide the framework for improvement to increase the level of strategic partnership while enhancing customer satisfaction and the satisfaction of other interested parties. It provides confidence to the enterprise and its customers that the CU is able to provide learning solutions that consistently fulfill requirements and stay relevant with the dynamic external environment.

2.2 The fundamental requirements of CU establishment and operations

This Standard clearly distinguishes between the fundamental requirements of CU establishment and its operations that provide any required learning solutions.

The requirements are intended to be applicable to all CUs, regardless of type, size, industry and product provided by the enterprise. The CUAG standard itself does not establish requirements for enterprise's products.

Requirements for learning solutions can be specified by customers or by the enterprise in anticipation of customer requirements, enterprise's business objectives and intentions or by regulation.

The requirements for learning solutions and its LVC processes can be contained in, for example, technical/technological specifications, product standards, process standards, contractual agreements and regulatory requirements.

2.3 The fundamental requirements of CU establishment and its operations approach

An approach to developing and implementing the fundamental requirements of CU establishment and its operations consists of several steps including the following:

- a) determining the needs and expectations of the enterprise, customers and other interested parties;
- b) establishing the CU policies and key LVC process objectives of the CU;
- c) determining the processes and responsibilities necessary to attain the key LVC process objectives;

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- d) determining and providing the resources
 - e) establishing methods to measure the business outcomes, effectiveness and efficiency of each learning solution and its key LVC processes;
 - f) applying these measures to determine the business outcomes, effectiveness and efficiency of each learning solution and its key LVC processes;
 - g) determining means of preventing (through risk management approaches) nonconformities and eliminating their causes;
 - h) establishing and applying a process for improvement of the CU.

Such an approach is also applicable to maintaining and improving an existing CU. A CU that adopts the above approach creates confidence in the capacity and capability of its learning solution and its LVC processes.

It also ensures the quality of its learning solutions, and provides a basis for improvement and sustainability. This can lead to increased satisfaction for the enterprise, customers and other interested parties.

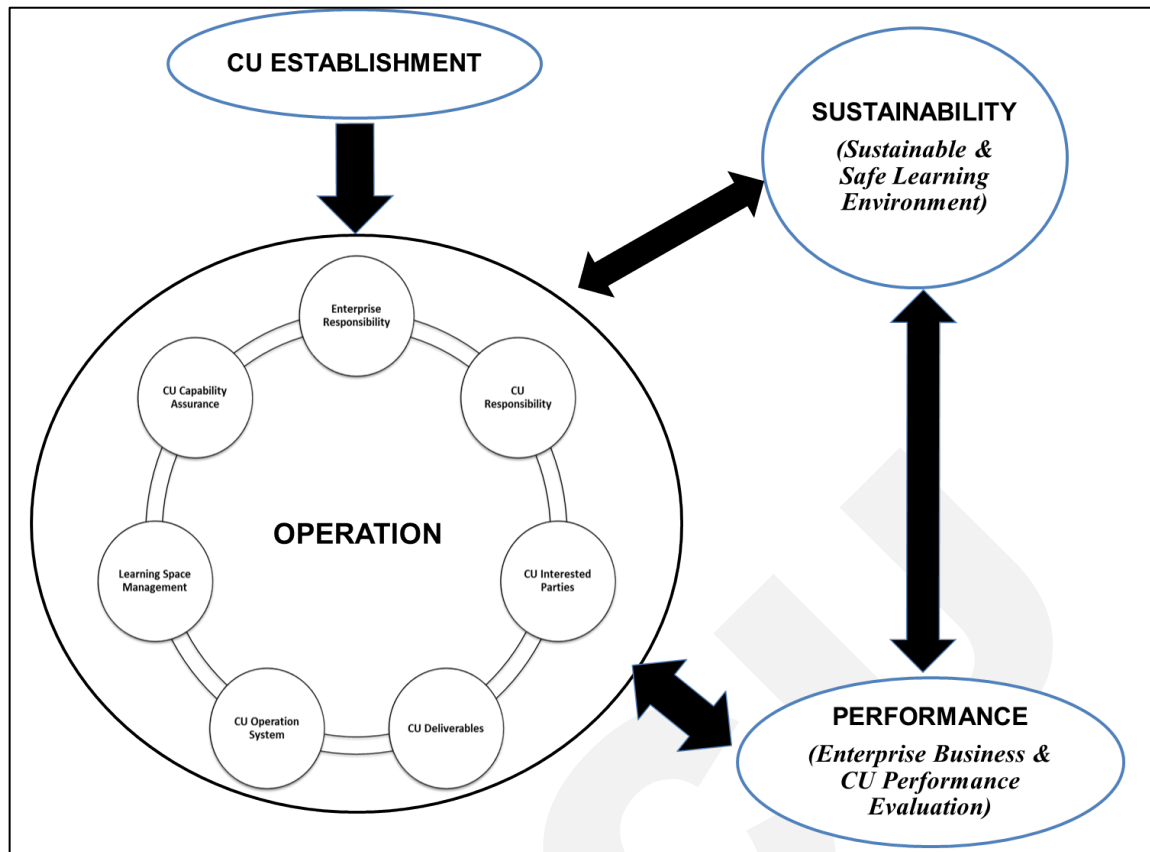
2.4 The CU process approach

Any activity or set of activities that uses resources to transform inputs to outputs can be considered as a process.

For CUs to function effectively, they have to identify and manage numerous interrelated and interacting learning solutions and its LVC processes. Often, the output from one process will directly form the input into the next process.

The systematic identification and management of these processes employed within a CU and particularly the interactions between such processes is referred to as the “process approach.”

The intent of this Standard is to encourage the adoption of the process approach to manage the learning capacity and capability of a CU.



Model of Process Based CU Establishment and Its Operations

2.5 CU policies and key LVC process objectives

CU policies and key LVC process objectives are established to provide a focus to direct the CU, where both are aligned to the enterprise's desired business outcomes and so that the CU always remains as the Strategic Partner to the enterprise.

Both determine the desired results and assist the CU to apply its resources to achieve these results. The CU policies provide a framework for establishing and reviewing key LVC process objectives.

The key LVC process objectives need to be consistent with the CU policies and the commitment to improvement, and their achievement needs to be measurable. The achievement of key LVC process objectives can have a positive impact on learning solution quality, operational effectiveness and financial performance and thus on the satisfaction and confidence of all interested parties.

2.6 Enterprise commitment to the CU establishment and its operations

Through leadership and actions, top management of the enterprise with the CU's Chief Learning Officer (CLO) can create conducive learning environment where people are fully engaged in the creation and retention of knowledge, while learning through an effective CU establishment and its operations. The CU's essential deliverables can be used by top management as the basis of its role, which is as follows:

- a) to establish and maintain the CU policies and key LVC process objectives

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- b) to promote the CU policies and key LVC process objectives throughout the CU and its enterprise to increase awareness, motivation and involvement
 - c) to ensure focus on customer requirements throughout the CU and its enterprise
 - d) to ensure that appropriate learning solutions and its LVC processes are implemented to enable requirements of customers and other interested parties to be fulfilled
 - e) to ensure that the interaction between business outcomes, effectiveness and efficiency of the CU's operations are established, implemented and maintained to achieve these key LVC process objectives
 - f) to ensure the availability of necessary resources for the learning solution and its LVC;
 - g) to review the CU operations periodically through established feedback mechanism at all relevant levels of governance
 - h) to ensure a positive Return on Investment (ROI) through an effective and efficient learning solution (including its LVC)
 - i) to ensure the use and assist in the achievement of CU performance indicators
 - j) to decide on actions regarding the CU policies and key LVC process objectives
 - k) to decide on actions for improvement of the CU's operations.

2.7 Documented Information of the CU

2.7.1 Value of documentation

Documentation enables communication of intent and consistency of action. Its use contributes for

- a) achievement of conformity to requirements of the CU establishment and its operations, interested parties and needed improvements on the learning solutions and its LVC processes.
- b) repeatability and traceability (created and retained knowledge),
- c) objective evidence, and
- d) evaluation of the business outcomes, effectiveness and efficiency for continuing suitability of the CU's operations.

2.7.2 Types of document used in CU's operations

The following types of document are used in CU's operation:

- a) documents that provide consistent information, both internally and externally, about the CU's operations; such documents are referred to as CU policy manual;
- b) documents that describe how the CU's operations is applied to a specific learning solution and its LVC, project or contract; such documents are referred to as CU operation plans;

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- c) documents stating learning solution requirements; such documents are referred to as learning solution specifications;
 - d) documents stating learning solution recommendations or suggestions; such documents are referred to as guidelines;
 - e) documents that provide learning solution information about how to perform activities and learning solution (including the LVC processes consistently); such documents can include documented procedures, work instructions and drawings;
 - f) documents that provide objective evidence of learning solution LVC activities performed or results achieved; such documents are referred to as records.

Each CU determines the extent of documentation required and the media to be used. This depends on factors such as the scope (the structure, functional description and features of the CU) of implementation.

It also can depend on type, size and industry of the enterprises, the complexity and interaction of learning solutions and its LVC processes, the complexity of enterprise's products and services, customer requirements, the applicable regulatory requirements, the demonstrated ability of personnel (capability), and the extent to which it is necessary to demonstrate fulfillment of CU's operation requirements.

2.8 Evaluating CU's operations

2.8.1 Evaluating learning solutions and its LVC processes within the CU's operations

When evaluating CU's operations, there are six basic questions that should be asked in relation to every process being evaluated based on the needed establishment of the CU.

- a) Are the key processes for the learning solutions and its LVCs identified and appropriately defined (clear strategic fit and management commitment)?
- b) Are responsibilities assigned and resources made available (clear CU organizational chart, competency criteria, infrastructure, facilities and effective learning environment)?
- c) Are the CU policies and key LVC processes objectives of the learning solution strictly aligned to the enterprise's business intent and outcomes (clear methods of measuring and monitoring with the right performance indicators for the CU)?
- d) Is the procedures implemented, reviewed on periodic basis and maintained (for improvement, innovation, dynamic system and sustainability)?
- e) Are the processes able to achieve the required business outcomes, effectiveness and efficiency of the CU and its enterprise (clear learner's performance and enterprise's business outcomes can be realized)?
- f) Are the outcomes of the CU and its enterprise measured for knowledge creation and retention

(clear measurements on a learning solution's outcomes from all interested parties, customer and enterprise)?

The collective answers to the above questions can determine the result of the evaluation. Evaluation of a CU's operations can vary in scope (the structure, functional description and features of the CU) and encompass a range of activities, such as assessing/auditing and reviewing the CU's operations, and self-assessments (if any).

2.8.2 Assessment/Auditing the CU establishment and its total learning management system

Assessments/Audits are used to determine the extent to which the CU establishment requirements are fulfilled. Assessment/Audit findings are used to assess the effectiveness of the established CU. First-party assessments/audits are conducted by, or on behalf of, the enterprise itself for internal purposes and can form the basis for a CU's self-declaration of conformity.

Second-party assessment/audits are conducted by customers of the enterprise or by other persons on behalf of the customer. The second-party assessment/ audits can also be conducted by the CU on behalf of the enterprise for the purpose of selecting potential suppliers or when evaluating the performance of the existing suppliers.

Third-party assessment/audits are conducted by external independent organizations. Such organizations, usually accredited, provide accreditation of conformity with requirements of CUAG such as the ASCU and other appointed certification/accreditation bodies.

2.8.3 Reviewing the fundamental requirements of CU and its operations

One role of top management of the enterprise with its CLO is to carry out regular systematic evaluations of the suitability, effectiveness and efficiency of the CU establishment and its operations. This is with respect to the CU policies and key LVC process objectives in realizing the enterprise's business intents and outcomes.

This review can include consideration in the end to adapt new CU policies and key LVC process objectives in response to changing needs and expectations of interested parties or due to the dynamism of the external environment. The review includes determination of the need for actions.

2.8.4 Self-assessment CU establishment and its operations

The CU's self-assessment is a comprehensive and systematic review of the CU's activities and results referenced against the fundamental requirements of CU establishment and its operations or any Learning Organization model of excellence.

Self-assessment can provide an overall view of the CU performance and the degree of maturity of the CU's operations. It can also help to identify areas requiring improvement in the CU and to determine priorities.

2.9 Improvement of the CU establishment and its operations

The aim of improvement on the CU establishment and its operation area by increasing the probability

of enhancing the satisfaction of customers and other interested parties of the enterprise, while having an optimal level of strategic partnership at all times. Actions for improvement include the following:

- a) analyzing and evaluating the existing situation to identify areas for improvement;
- b) establishing the key LVC process objectives for improvement of learning solution (at all levels of these LVC processes such as Learning Needs Diagnosis (LND), acquiring learning solutions, Instructional System Design (ISD), delivery and deployment, getting feedbacks, learning impact measurements and related outcomes);
- c) searching for possible improvement solutions to achieve the objectives;
- d) evaluating these improvement solutions and making a selection;
- e) implementing the selected improvement solution;
- f) measuring, verifying, analyzing and evaluating results of the solution implementation to determine that the key LVC process objectives have been met;
- g) formalizing changes through appropriate change management activities.

Results are reviewed, as necessary, to determine further opportunities for improvement. In this way, improvement is a continual activity. Feedback from customers and other interested parties, assessments/audits and review of the CU establishment and its operations can also be used to identify opportunities for improvement.

2.10 Role of statistical techniques

The use of statistical techniques can help in understanding variability and the science of variation. This thereby can help CUs to solve various systems related problems and improve business outcomes, effectiveness and efficiency of the CU establishment and its operations. These techniques also facilitate better use of available data to assist in decision making.

Variability can be observed through individual behavior and outcome of many activities, even under conditions of apparent stability. Such variability can be observed in measurable characteristics of learning solutions and its respective processes, and may be seen to exist at various stages over the life cycle of learning solutions and its LVCs.

Statistical techniques can help to measure, describe, analyze, interpret and model such variability, even with a relatively limited amount of data. Statistical analysis of such data can help to provide a better understanding of the nature, extent and causes of variability, thus helping to solve and even prevent problems that may result from such variability, and to promote improvement through innovation.

2.11 The CU establishment and its operations and other management systems

The CU establishment and its operations are part of the enterprise's overall management system that focuses on the achievement of results, in relation to the learning solutions and its LVCs, to satisfy the needs, expectations and requirements of all interested parties, as appropriate.

The learning solution and its key LVC process objectives complement other objectives of the enterprise such as those related to growth, funding, profitability, the environment and occupational health and safety.

The various parts of an enterprise's management system might be integrated, together with the CU establishment and its operations, into a single management system using common elements. This can facilitate planning, allocation of resources, definition of complementary objectives and evaluation of the overall effectiveness of the CU and its enterprise.

The CU establishment and its operations can be assessed against the enterprise's management system requirements. The CU establishment and its operations can also be assessed /audited against the requirements of other related standards of the enterprise. These management system assessments/audits can be carried out separately or in combination.

3.0 Terms and definitions

3.1 Terms relating to CU establishment and its operations

3.1.1

Quality

Degree to which a set of inherent characteristics fulfills requirements

NOTE 1 The term "quality" can be used with adjectives such as poor, good or excellent.

NOTE 2 "Inherent", as opposed to "assigned", means existing in something, especially as a permanent characteristic.

3.1.2

Requirement

Need or expectation that is stated, generally implied or obligatory

NOTE1 "Generally implied" means that it is custom or common practice for the CU, its customers and other interested parties, that the need or expectation under consideration is implied

NOTE2 A qualifier can be used to denote a specific type of requirement, e.g. learning solutions requirement, CU total learning management requirement, corporate organization requirement or all other interested party requirements.

NOTE3 A specified requirement is one which is stated, for example, in a document.

NOTE4 Requirements can be generated by different interested parties.

3.1.3

Grade

Category or rank given to different quality requirements for CU outputs, processes or systems having the same functional use

3.1.4

Customer satisfaction

Customer's perception of the degree to which the customer's requirements have been fulfilled

NOTE1 Customer complaints are a common indicator of low customer satisfaction but their absence does not necessarily imply high customer satisfaction.

NOTE2 Even when customer requirements have been agreed with the customer and fulfilled, this does not necessarily ensure high customer satisfaction.

3.1.5

Capability

The ability of a CU's system or process to realize learning solutions that will fulfill the requirements for the corporate organization and its interested parties

3.1.6

Corporate University (CU)

One of the enterprise's strategic engine that integrates virtually all available learning resources, process and people, to achieve best-in-class enterprise performance, by empowering & enabling all the people within the "business eco - system". This is to ensure future learning, ownership of learning performance by businesses and further cultivate the required Learning Culture

3.1.7

Learning Centre of Excellence (LCOE)

Provides planned learning solutions to address learning issues that affects strategic business performance (link to business strategies), organizational performance and requirements. It also gives attention to specific strategic business initiatives, promotes organizational system solutions and culture. Integrated by common platform and KPIs are linked to business performance.

3.1.8

Corporate Learning Centre (CLC)

Provides specific requested and planned courses and supports specific on job training (OJT) activities. It is often the coordinator for employees who like to acquire learning for career development and job performance. This is part of an enterprise that view training as a benefit and process to handle performance issue proactively. It is often headed by a Training Manager who is driven by annual training calendar and budget. The CLC is integrated through single learning platform (infrastructure, administration and inter organization), culture and KPIs (personal and organizational competency)

3.1.9

Learning Centre (LC)

Provides specific requested and planned courses and supports specific on job training (OJT) activities. It is often the coordinator for employees who like to acquire learning for career development and job performance. This is part of an enterprise that view training as a benefit and process to handle performance issue proactively. It is often headed by a Learning and Development (L&D) Manager who is driven by annual training calendar and budget. The focus is on single business unit and learning ownership is personal

3.1.10

Training Centre /Department (TC or TD)

Functions as the coordinator of requested short term training courses, where programs can be internal and external. It supports specific job skills, and views training as an expense. Part of an enterprise that view training as a expense and action to handle performance issue reactively. It is often headed by a Training Officer who is driven by "Training Budget"

3.1.11

Learning Culture

The enterprise's ability to continuously learn, share & perform

3.1.12

Learning Value Chain

Consist of steps to conduct the learning needs diagnosis, acquiring learning solutions, delivery with deployment and learning impact measurement

3.2 Terms relating to management

3.2.1

System

Set of interrelated or interacting elements

3.2.2

Management system

System to establish policies and objectives, which later to achieve those objectives when implemented

3.2.3

CU management system

CU operations system is to direct and control a CU with regard to learning solutions and its LVCs

3.2.4

CU Policies

Overall intentions and direction of a CU related to learning solutions and its LVCs as formally expressed by top management

NOTE1 Generally the CU policies are consistent with the overall policies of the corporate organization and provide a framework for the setting of key LVC process objectives

NOTE2 CU essential deliverables presented in this Standard can form a basis for the establishment of CU policies.

3.2.5

Key process objective

Something sought, or aimed for, related to learning solution realization by the CU

NOTE 1 LVC key process objectives are generally based on the CU's policies and corporate organization's strategic needs

NOTE2 LVC key process objectives are generally specified for relevant functions and levels in the CU.

3.2.6

Management

Coordinated activities to direct and control a CU

NOTE In English, the term "management" sometimes refers to people, i.e. a person or group of people with authority and responsibility for the conduct and control of an organization. When "management" is used in this sense it should always be used with some form of qualifier to avoid confusion with the concept "management" defined above. For example, "management shall..." is deprecated whereas "top management shall ..." is acceptable.

3.2.7

Top management

Person or group of people who direct and control the enterprise at the highest level

3.2.8

CU management

Coordinated activities to direct and control a CU with regard to learning solution and its LVC

NOTE Direction and control with regard to learning solutions generally includes establishment of the CU policies and key process objectives, development, deployment and delivery planning, quality control, quality assurance and improvement.

3.2.9

Learning Value Chain planning

Part of CU management focused on setting key LVC process objectives and specifying necessary operational processes and related resources to fulfill the key LVC process objectives with regards to learning solution

NOTE Establishing LVC plans can be part of CU planning.

3.2.10

Quality control

Part of CU total learning management system focused on fulfilling learning solution and its LVC's quality requirements

3.2.11

Quality assurance

Part of CU total learning management system focused on providing confidence that learning solution and its LVC's quality requirements will be fulfilled

3.2.12

Quality improvement

Part of CU total learning management system focused on increasing the ability to fulfill learning solution and its LVC's quality requirements

NOTE The requirements can be related to any aspect such as business outcomes, effectiveness, efficiency or traceability.

3.2.13

Improvement

Recurring activity to increase the ability to fulfill any CU's total learning management system requirements

NOTE The process of establishing key LVC process objectives and finding opportunities for improvement is a continual process through the use of assessment/audit findings and assessment/audit conclusions, analysis of data, CU total learning management system reviews or other means and generally leads to corrective action or risk management.

3.2.14

Effectiveness

Extent to which planned activities are realized and planned results achieved

3.2.15

Efficiency

Relationship between the result achieved and the resources used

3.3 Terms relating to organization

3.3.1

Organization

Group of people and facilities with an arrangement of responsibilities, authorities and relationships

EXAMPLE: Company, corporation, firm, enterprise, institution, charity, sole trader, association, or parts or combination thereof.

3.3.2

Organizational structure

Arrangement of responsibilities, authorities and relationships between people

NOTE 1 The arrangement is generally orderly.

NOTE 2 A formal expression of the organizational structure is often provided in CU operational manuals or a learning solution and its LVC plan

NOTE 3 The scope of an organizational structure can include relevant interfaces to corporate organization or external organizations

3.3.3

Infrastructure

CU's system of facilities, equipment and services needed for the learning solution and its LVC operations

3.3.4

Work environment

Set of conditions under which work is performed

NOTE Conditions include physical, social, psychological and environmental factors (such as temperature, recognition and reward schemes, ergonomics and atmospheric composition).

3.3.5

Customer

Organization or person that receives a product from the CU

EXAMPLE Consumer, client, end-user, retailer, beneficiary and purchaser

NOTE A customer can be internal or external to the CU or the corporate organization.

3.3.6

Supplier

Organization or person that provides a product for the CU or its enterprise

EXAMPLE Producer, distributor, retailer or vendor of a product, or provider of a service or information.

NOTE 1 A supplier can be internal or external to the CU or enterprise.

NOTE 2 In a contractual situation a supplier is sometimes called “contractor.”

3.3.7

Interested party

Person or group having an interest in the performance or success of a CU

EXAMPLE Customers, owners, people in an organization, external providers, other institution, unions, strategic partners or society.

3.4 Terms relating to process and product

Process

Set of interrelated or interacting activities which transforms inputs into outputs

NOTE 1 Inputs to a process are generally outputs of other processes.

NOTE 2 Processes in a CU or its enterprise are generally planned and carried out under controlled conditions to add value.

NOTE 3 A process where the conformity of the resulting product cannot be readily or economically verified is frequently referred to as a “special process.”

3.4.2

Product

Result of a process

NOTE1 There are four generic product categories, as follows:

- services (e.g. learning solution provision);
- software (e.g. computer program, dictionary);
- hardware (e.g. computers, learning tools);
- processed materials (e.g. training tool kit or material for teaching and learning).

3.4.3

Project

Unique process, consisting of a set of coordinated and controlled activities with start and finish dates, undertaken to achieve an objective conforming to specific requirements, including the constraints of time, cost and resources

3.4.4

Learning Solutions Development

Set of LVC processes that transforms learning solution requirements into specified characteristics or into the specification of a product, process or system

3.4.5

Procedure

Specified way to carry out an activity or a process

NOTE1 Procedures can be documented or not.

NOTE2 When a procedure is documented, the term “written procedure” or “documented procedure” is frequently used. The document that contains a procedure can be called a “procedure document”.

3.5 Terms relating to characteristics

3.5.1

Characteristic

Distinguishing feature

NOTE 1 A characteristic can be inherent or assigned.

NOTE 2 A characteristic can be qualitative or quantitative.

NOTE 3 There are various classes of characteristic, such as the following:

- *physical (e.g. mechanical, electrical, chemical or biological characteristics);*
- *sensory (e.g. related to smell, touch, taste, sight, hearing);*
- *behavioral (e.g. courtesy, honesty, veracity);*
- *temporal (e.g. punctuality, reliability, availability);*
- *ergonomic (e.g. physiological characteristic, or related to human safety);*
- *functional (e.g. maximum speed of an aircraft).*

3.5.2

Quality characteristic

Inherent characteristic of a product, process, system and related to numerous requirements.

NOTE 1 Inherent means existing in something, especially as a permanent characteristic.

NOTE 2 A characteristic assigned to a product, process or system (e.g. the price of a product, the owner of a product) is not a quality characteristic of that product, process or system.

3.5.3

Dependability

Collective term used to describe the availability performance and its influencing factors: reliability performance, maintainability performance and maintenance support performance

3.5.4

Traceability

Ability to trace the history, application or location of that which is under consideration

NOTE 1 When considering product traceability can relate to

- *the origin of materials and parts,*
- *the processing history, and*
- *the distribution and location of the product after delivery.*

3.6 Terms relating to conformity

3.6.1

Conformity

Fulfillment of a requirement

Nonconformity

Non-fulfillment of a requirement

3.6.3

Defect

Non-fulfillment of a requirement related to an intended or specified use

NOTE 1 The distinction between the concepts defect and nonconformity is important as it has legal connotations, particularly those associated with product liability issues. Consequently the term “defect” should be used with extreme caution.

NOTE 2 The intended use as intended by the customer) can be affected by the nature of the information, such as operating or maintenance instructions, provided by the external service provider

3.6.4

Preventive action

Action to eliminate the cause of a potential nonconformity or other undesirable potential situation (managing risk)

3.6.5

Corrective action

Action to eliminate the cause of a detected nonconformity or other undesirable situation

NOTE 1 There can be more than one cause for a nonconformity.

NOTE 2 Corrective action is taken to prevent recurrence whereas preventive action is taken to prevent occurrence.

NOTE 3 There is a distinction between correction and corrective action.

3.6.6

Correction

Action to eliminate a detected nonconformity

NOTE 1 A correction can be made in conjunction with a corrective action.

NOTE 2 A correction can be, for example, rework or re-grade

3.6.7

Rework

Action on a nonconforming product to make it conform to the requirements

NOTE Unlike rework, repair can affect or change parts of the nonconforming product.

3.6.8

Re-grade

Alteration of the grade of a nonconforming product in order to make it conform to requirements differing from the initial ones

3.6.9

Repair

Action on a nonconforming product to make it acceptable for the intended use

NOTE 1 Repair includes remedial action taken on a previously conforming product to restore it for use, for example as part of maintenance.

NOTE 2 Unlike rework, repair can affect or change parts of the nonconforming product.

3.6.10

Scrap

Action on a nonconforming product to preclude its originally intended use

NOTE In a nonconforming service situation, use is precluded by discontinuing the service.

3.6.11

Concession

Permission to use or release a product that does not conform to specified requirements

NOTE A concession is generally limited to the delivery of a product that has nonconforming characteristics within specified limits for an agreed time or quantity of that product.

3.6.12

Deviation permit

Permission to depart from the originally specified requirement of a product prior to realization

NOTE A deviation permit is generally given for a limited quantity of product or period of time, and for a specific use.

3.6.13

Release

Permission to proceed to the next stage of a process

NOTE In English, in the context of computer software, the term "release" is frequently used to refer to a version of the software itself.

3.7 Terms relating to documentation

3.7.1

Information

Meaningful data

3.7.2

Document

Information and its supporting medium

NOTE 1 The medium can be paper, magnetic, electronic or optical computer disc, photograph or master sample, or a combination thereof.

NOTE 2 A set of documents, for example specifications and records, is frequently called "documentation".

NOTE 3 Some requirements (e.g. the requirement to be readable) relate to all types of documents, however there can be

different requirements for specifications (e.g. the requirement to be revision controlled) and records (e.g. the requirement to be retrievable.)

3.7.3

Specification

Document stating requirements

NOTE A specification can be related to activities (e.g. procedure document, process specification and test specification), or products (e.g. product specification, performance specification and drawing).

3.7.4

CU Operational manual

Document specifying the CU operations and key process objectives within its enterprise

NOTE CU Operational manuals can vary in detail and format to suit the size and complexity of an individual organization.

3.7.5

Development, Delivery and Deployment plan

Document specifying learning solution (based on the LVC plan) in which procedure or protocol and associated resources shall be applied by whom and when to a specific project, product, process or contract

NOTE 1 These procedures generally include those referring to CU management processes and to learning solution realization processes.

NOTE 2 A developments, deployments and delivery plan often makes reference to parts of the CU operational manual or to procedure documents.

NOTE 3 The development, deployment and delivery plan is generally one of the results of enterprise's planning, business objectives and intentions.

3.7.6

Record

Document stating results achieved or providing evidence of activities performed

NOTE 1 Records can be used, for example, to document traceability and to provide evidence of verification, risk management and corrective action

NOTE 2 Generally records need not be under revision control.

3.8 Terms relating to examination

3.8.1

Objective evidence

Data supporting the existence or verity of something

NOTE Objective evidence may be obtained through observation, measurement, test, or other means.

3.8.2

Inspection

Conformity evaluation by observation and judgment accompanied as appropriate by measurement, testing or gauging

3.8.3

Test

Determination of one or more characteristics

3.8.4

Verification

Confirmation, through the of objective evidence, that specified requirements have been fulfilled

NOTE 1 The term “verified” is used to designate the corresponding status.

NOTE 2 confirmation can comprise activities such as

- *performing alternative calculations,*
- *comparing a new design specification with a similar proven design specification,*
- *undertaking tests and demonstrations, and*
- *reviewing documents prior to issue.*

3.8.5

Validation

Confirmation, through the objective evidence, that the requirements for a specific intended use or application have been fulfilled

NOTE 1 The term “validated” is used to designate the corresponding status

NOTE 2 The use conditions for validation can be real or simulated.

3.8.6

Qualification process

Process to demonstrate the ability to fulfill specified requirements

NOTE 1 The term “qualified” is used to designate the corresponding status.

NOTE 2 Qualification can concern persons, products, processes or systems.

EXAMPLE Assessor/Auditor qualification process, material qualification process.

3.8.7

Review

Activity undertaken to determine the suitability, adequacy and effectiveness of the subject matter to achieve established key process objectives

NOTE Review can also include the determination of CU’s business outcomes, effectiveness and efficiency.

EXAMPLE Management review, learning solutions development review, review of customer requirements and nonconformity review.

3.9 Terms relating to assessment/audit

3.9.1

CU Assessment/Audit

Systematic, independent and documented process for obtaining assessment/audit evidence and evaluating it objectively to determine the extent to which assessment/audit criteria are fulfilled

NOTE Internal assessments/audits, sometimes called first-party audits, are conducted by, or on behalf of, the CU itself for internal purposes and can form the basis for a CU's self-declaration of conformity.

External assessments/audits include what are generally termed “third-party assessments/audits”.

3.9.2

Assessment/Audit programme

Set of one or more assessments/audits planned for a specific time frame and directed towards a specific purpose

3.9.3

Assessment/Audit criteria

Set of policies, procedures or requirements used as a reference

3.9.4

Assessment/Audit evidence

Records, statements of fact or other information which are relevant to the audit criteria and verifiable

NOTE Audit evidence can be qualitative or quantitative.

3.9.5

Assessment/Audit findings

Results of the evaluation of the collected audit evidence against audit criteria

NOTE Assessment/Audit findings can indicate either conformity or nonconformity with assessment/audit criteria, or opportunities for improvement.

3.9.6

Assessment/Audit conclusion

Outcome of an assessment/audit provided by the assessment/audit team after consideration of the assessment/audit objectives and all assessment/audit findings

3.9.7

Assessment/Audit client

Enterprise or person requesting an assessment/audit

3.9.8

Assessee/ Auditee

Group or person within the CU being assessed/audited

3.9.9

Assessor/Auditor

Person with the competence to conduct an Assessment/Audit

3.9.10

Assessment/Auditor team

One or more assessors/auditors conducting an assessment/audit

NOTE 1 One assessor/auditor in the assessment/audit team is generally appointed as assessment/audit team leader.

NOTE 2 The assessment/audit team can include assessors/auditors-in-training and, where required, technical experts.

NOTE 3 Observers can accompany the assessment/audit team but do not act as part of it.

3.9.11

Technical expert

Person who provides specific knowledge of or expertise on the subject to be assessed/audited

NOTE 1 Specific knowledge or expertise includes knowledge of or expertise on CU, process or activity to be assessed/audited, as well as language or cultural guidance.

NOTE 2 Technical experts do not act as an assessor/auditor in the assessment/audit team.

3.9.12

Competence

Demonstrated ability to apply knowledge, skills, experience, aptitude and attitude

3.10 Terms related to quality assurance for measurement processes

3.10.1

Measurement control system

Set of interrelated or interacting elements necessary to achieve metrological confirmation and continual control of measurement processes

3.10.2

Measurement process

Set of operations to determine the value of a quantity

3.10.3

Metrological confirmation

Set of operations required to ensure that measuring equipment conforms to the requirements for its intended use

NOTE 1 Metrological confirmation generally includes calibration or verification, any necessary adjustment or repair, and subsequent recalibration, comparison with the metrological requirements for the intended use of the equipment, as well as any required sealing and labelling.

NOTE 2 Metrological confirmations are not achieved until and unless the fitness of the measuring equipment for the intended use has been demonstrated and documented.

NOTE3 The requirements for the intended use include such considerations as range, resolution, maximum permissible errors, etc.

NOTE4 Metrological confirmation requirements are usually distinct from and are not specified in product requirements.

3.10.4

Measuring equipment

Measuring instrument, software, measurement standard, reference material or auxiliary apparatus or combination thereof necessary to realize a measurement process

3.10.5

Metrological characteristic

Distinguishing feature which can influence the results of measurement

NOTE 1 Measuring equipment usually has several metrological characteristics.

NOTE 2 Metrological characteristics can be the subject of calibration.

3.10.6

Metrological function

Function with organizational responsibility for defining and implementing the measurement control system

The Requirements of CUAG (Section 4, 5, 6, 7, 8, 9,10,11,12 and 13)

4.0 The Establishment of the Corporate University (CU)

4.1 Establishing a CU

When establishing a CU, the enterprise shall consider the following:

- a) identify the needed establishment of the CU and its operations for the enterprise
- b) scan the external environment for changes and trends which can have an impact on the objectives when establishing the CU
- c) understand and determine the needs of the relevant interested parties of the CU that will lead to positive relationships, perceptions and value creation
- d) learning governance for the CU and its enterprise
- e) determine strategic priorities for CU and its enterprise
- f) establish internal policies and key LVC process objectives for the CU operations
- g) knowledge management of CU operations
- h) commitments of the top management of the enterprise with its CLO for CU operations
- i) resource availability for the CU operations,
- j) learning space with infrastructure and technological change for the CU operations.

The CU shall update such determinations when needed.

NOTE 1: Understanding the external environment can be facilitated by considering issues arising from legal, technological competitive, cultural, social, economic and natural environment, whether international, national, regional or local.

NOTE 2: When understanding the internal environment, the enterprise could consider those related to perceptions, values and culture of the enterprise.

4.2 The process approach for establishing a CU and managing its operations

The CU shall apply a process approach to its CU establishment and its operations to ensure that the essential deliverables are realized. The CU shall:

- a) determine all the processes needed to establish a CU and its operations throughout the enterprise that leads to optimized business ecosystem;
- b) determine the inputs required and the outputs expected from each process that leads to enterprise's desired business intends and outcomes;
- c) determine the sequence and interaction of these processes that leads to enhance the relationship and effectiveness of communication with the Human Resources Management System and other relevant departments;
- d) determine the risks to conformity of learning solution (including its LVC) and customer satisfaction, if unintended outputs are delivered or process interaction is ineffective that leads to a culture of learning through non conformity and taking the opportunities;
- e) determine criteria, methods, measurements, and related performance indicators needed to ensure that both the operation and control of these processes are effective, that leads to impactful performance and effective performance management system;
- f) determine the resources and ensure their availability; assign responsibilities and authorities for processes; implement actions necessary to achieve planned results, that leads to effective learning space and structure;
- g) monitor, analyze and change, if needed, these processes ensuring that they continue to deliver the intended outputs, that leads to securing and capitalizing enterprise's knowledge and managing it; and
- h) ensure improvement of these processes with sustainable dynamism of the system that leads to enterprise's high degree of learning values and culture.

5.0 Enterprise Business Responsibility

5.1 Determining the structure, functional description and features of the CU establishment and its operations

The CU shall determine the boundaries and applicability of the CU establishment and its operations to establish its structure and functional description. When determining this structure and functional description, the CU shall consider

-
- a) the needed CU establishment of the issues referred to in 4.1, and
- b) the requirements referred to in 4.2.

The accreditation and grading exercise will have any of the five levels of structure and functional description as findings in providing any learning solution, that is

- Training Center or Department (TC or TD)
- Learning Center (LC)
- Corporate Learning Center (CLC)
- Learning Centre of Excellence (LCOE)
- Corporate University (CU)

However, it must be noted that the needed establishment of a CU can be from a CLC to a full-fledged CU.

The functional features of the CU will differ between a CLC to a full-fledged CU and these functional features are as below:

- Learning Council and Governance System
- Knowledge Management System
- Learning Administration and Management System
- Business Academies
- Enterprise's core competent colleges
- Leadership and talent pipeline Institute
- People capabilities profiling and assessment center
- "Organizational Learning" Research and Development Lab
- Suppliers and customers development schools
- Academic and Professional Institutions Partnership Unit

Having these features above with the right level of implementation will determine whether the enterprise is committed to which level of structure and functional description of its CU.

When stating the structure, functional description and features, the enterprise shall document and justify any decision not to apply a requirement of this standard and to exclude it from the scope of the needed CU establishment and its operations.

Any such exclusion shall be limited to the needed structure, functional description and features of the CU and shall not affect the CU's ability or responsibility to assure conformity of its operations.

The CU must also achieve enterprise's business intends and outcomes and customer satisfaction. However, the exclusions cannot be justified on the basis of a decision to arrange for a supplier to perform a function or process of the CU.

NOTE An external provider can be a supplier or a sister organization (such as a headquarters or alternate site location) that is outside of the CU establishment and its operations (Outsource Control).

The structure and functional description of the CU levels of establishment shall be available as documented information.

5.2 Commitment with respect to the CU establishment and its operations

The Head of the enterprise through its Chief Learning Officer (CLO) and all heads of departments shall demonstrate commitment for learning solutions and its LVCs with respect to the needed establishment of the CU and its operations by

- a) establishing vision, mission and values for CU establishment and its operations
- b) ensuring that CU policies and key LVC process objectives are established for the CU operations and are compatible with the strategic direction of the enterprise;
- c) ensuring the CU policies are understood and followed within the CU and supported throughout the enterprise;
- d) ensuring the integration of the requirements of the enterprise's business processes into CU establishment and its operations;
- e) promoting awareness of the CU process approach;
- f) learning promotion activities;
- g) ensuring that the resources needed for the CU establishment and its operations are available
- h) communicating the importance of effective CU establishment and its operations
- i) conforming to the CU establishment and its operations requirements
- j) conforming to the requirements of learning solutions and its LVCs and ensure an appropriate feedback mechanism ;
- k) ensuring that CU establishment and its operations achieves its intended outputs and outcomes;
- l) engaging, directing and supporting all interested parties to contribute to the effectiveness of the CU establishment and its operations;
- m) promoting improvement through innovation and sustainable dynamic CU establishment and its operations; and
- n) supporting other relevant CU establishment roles to demonstrate their leadership as it applies to their areas of responsibility.

5.2.1 Commitment with respect to the needs and expectations of customers (Voice of the Customer)

The Head of the enterprise through its Chief Learning Officer (CLO) and all heads of departments shall

- a) the risks which can affect conformity of learning solutions and its LVCs, customer satisfaction and customer engagement are identified and addressed;

-
- b) customer requirements are determined and met;
 - c) the focus on consistently maintaining learning solutions and its LVC methods that meet customer and applicable statutory and regulatory requirements is maintained;
 - d) the focus on enhancing customer satisfaction is maintained by establishing customer feedback mechanism;

NOTE Reference to "business" in this Standard should be interpreted broadly to mean those activities that are core to the purposes of the enterprise's existence.

5.3 CU Policies and key LVC process objectives

The Head of the enterprise with its Chief Learning Officer (CLO) and all heads of departments shall establish CU Direction and Policies that:

- a) is appropriate to the purpose of the CU and its enterprise's Business;
- b) provides a framework for setting key LVC process objectives;
- c) includes a commitment to satisfy applicable requirements, and
- d) includes a commitment to improvement of the CU establishment and its operations

The CU policies and related objectives shall:

- a) be available as documented information;
- b) be communicated within the CU and its enterprise;
- c) be available to interested parties, as appropriate; and
- d) be reviewed at planned intervals for continuing suitability.

Note: CU Policies must be in line with the CU framework, Essential deliverables of the CU and Corporate Learning System Robustness. This can be further used as the basis for the CU policy establishment.

5.4 Establish the CU Organizational roles, responsibilities and authorities

The Head of the enterprise with its Chief Learning Officer (CLO) and all heads of departments shall ensure that the CU related responsibilities and authorities for relevant roles are assigned, communicated and all feedbacks are obtained within the CU establishment and its operations.

The Head of the enterprise shall be accountable for the effectiveness of the CU management system and shall assign the responsibility and authority for the Chief Learning Officer (CLO):

- a) ensuring that the CU establishment and its operations conforms to the requirements of this Standard,
- b) ensuring that the processes interact and are delivering their intended outputs and outcomes,

-
- c) reporting on the performance of the CU establishment and its operations to the Head of the enterprise and any need for improvement, and
 - d) ensuring the promotion of awareness on the requirements of CU, its customers and other interested parties throughout the enterprise.

5.5 Actions to address CU related risks and opportunities by the enterprise

When planning for the CU operations, the enterprise shall consider the issues referred to in 4.1 and the requirements referred to in 4.2 and determine the risks and opportunities that need to be addressed to

- a) assure the CU establishment and its operations can achieve its intended outcome(s),
- b) assure that the CU can consistently achieve conformity of learning solution (including its LVC) and customer satisfaction,
- c) prevent or reduce, undesired effects, and
- d) achieve improvement

The CU establishment shall plan:

- a) actions to address these risks and opportunities, and
- b) how to
 - 1) integrate and implement the actions into its CU operations through the learning solutions and its LVC processes (see 4.2), and
 - 2) evaluate the effectiveness of these actions.

Any actions taken to address risks and opportunities shall be proportionate to the potential effects conformity of learning solution (including its LVC) and customer satisfaction.

. Note: Options to address risks can include for example risk avoidance, risk mitigation or risk acceptance

5.6 Monitoring CU's key processes objectives for learning solution (including its LVC)

The Head of the enterprise with its Chief Learning Officer (CLO) and all heads of departments shall monitor that the established key LVC process objectives for the learning solutions at relevant functions, levels and processes are achieved in relations to its business outcome(s).

These key LVC process objectives shall

- a) be consistent with the enterprise policies,

-
- b) be relevant to conformity of learning solutions and customer satisfaction of the enterprise,
 - c) be measurable (SMART),
 - d) take into account applicable requirements, be monitored, be communicated, and be updated as appropriate.

The CU shall retain documented information on these objectives.

5.7 CU establishment and its operations review

The Head of the enterprise with its Chief Learning Officer (CLO) and all heads of departments shall review the CU establishment and its operations, at planned intervals, to ensure its continuing suitability, adequacy, business outcomes and effectiveness.

CU operations review shall be planned and carried out, taking into account the changing business environment and in alignment with the strategic direction of the enterprise.

The CU operations review shall include consideration of:

- a) the status of actions from previous operations review;
- b) changes in external and internal issues that are relevant to the CU operations;
- c) information on the performance of the learning solutions and its LVCs through CU operations, including trends and indicators for:
 - i. nonconformities and corrective actions;
 - ii. monitoring and measurement results (Learning performance, process objectives and related KPIs);
 - iii. assessment/audit results;
 - iv. customer feedback and the feedback mechanism;
 - v. supplier and supply chain issues, performance and feedback mechanism; and
 - vi. learning solutions process performance and conformity;
 - vii. university partnerships
 - viii. succession and career planning
 - ix. strategic fit for learning
 - x. learning value chain (LVC)
 - xi. learning infrastructure and digital connectivity
 - xii. learning culture across the corporate organization
 - xiii. deployment of technology and technologist
- d) opportunities for improvement.

The outputs of the CU operations review shall include decisions related to:

-
- a. improvement opportunities, and
 - b. any need for changes to the CU establishment and its operations.

The CU shall retain documented information as evidence of the results of management reviews including actions taken.

6.0 CU Responsibility

6.1 CU key processes objectives for learning solution (including its LVC) and planning to achieve them

The CU shall establish key LVC process objectives for the learning solutions at relevant functions, levels and processes

These key LVC process objectives shall

- e) be consistent with the CU and enterprise policies,
- f) be relevant to conformity of learning solutions and customer satisfaction,
- g) be measurable (SMART),
- h) take into account applicable requirements, be monitored, be communicated, and be updated as appropriate.

The CU shall retain documented information on these objectives.

When planning how to achieve its key process objectives for learning solution and its LVC, the CU shall determine

- a) what will be done,
- b) what resources will be required (see 10.1),
- c) who will be responsible,
- d) when it will be completed, and how the results will be evaluated.

6.2 Managing changes in the CU establishment and its operations

The CU shall determine the needs and opportunities for change to maintain and improve the performance of the CU establishment and operations. The CU shall undertake change in a planned and systematic manner, identifying risks and opportunities and reviewing the potential consequences of change.

Note: Specific requirements on control of changes are included in clause 11.

6.3 Monitoring and measuring devices for the learning solutions and its LVCs

The CU shall determine, provide and maintain the monitoring and measuring devices (this includes all assessment tools and teaching and learning peripherals for both internal and external use) needed to verify conformity to product requirements and shall ensure that the devices are fit for purpose.

The CU shall retain appropriate documented information as evidence of fitness for purpose of monitoring and measuring devices.

NOTE 1 Monitoring and measurement devices can include measuring equipment and assessment methods such as surveys.

NOTE 2 Monitoring and measurement devices can be calibrated or verified, or both, at specified intervals, or prior to use, against measurement standards traceable to international or national measurement standards.

6.4 Communication Strategy for CU operations

The CU shall determine the need for internal and external communication strategies relevant to the CU operations including

- a) on what it will communicate,
- b) when to communicate, and
- c) with whom to communicate.

6.5 CU Documents for its operations

6.5.1 General

The CU's management system shall include

- a) Documents required by this Standard,
- b) Documents determined by the CU and the enterprise as being necessary for the effectiveness of the CU establishment and its operations.

NOTE The extent of documents for a CU establishment and its operations can differ from one enterprise to another due to

the levels of needed CU establishment, size of CU and its enterprise and its type of activities, processes, learning solutions,

the complexity of processes and their interactions, and

the competence of persons.

6.5.2 Creating and updating CU documents for learning solutions and its LVCs

When creating and updating the documents the CU shall ensure appropriate

- a) identification and description (e.g. a title, date, author, or reference number),
- b) format (e.g. language, software version, graphics) and media (e.g. paper, electronic),
- c) review and approval for suitability and adequacy.

6.5.3 Control of CU Documents for its operations

Documents required by the CU establishment and its operations and by this Standard shall be controlled to ensure

- a) it is available and suitable for use, where and when it is needed, and
- b) it is adequately protected (e.g. from loss of confidentiality, improper use, or loss of integrity).

For the control of documents, the CU shall address the following activities, as applicable

- a) distribution, access, retrieval and use,
- b) storage and preservation, including preservation of legibility,
- c) control of changes (e.g. version control), and
- d) retention and disposition (this includes records generated by learning solutions via its LVCs).

Documented information of external origin (this includes the enterprise and its external) determined by the CU to be necessary for the planning and operation of the CU operations shall be identified as appropriate, and controlled.

Note: Access implies a decision regarding the permission to view the documents only, or the permission and authority to view and change the documents, etc.

7.0 CU Interested Parties

7.1 Understanding the needs and expectations of interested parties

The CU shall determine

- a) the interested parties that are relevant to the CU establishment and its operations, and
- b) the requirements of these interested parties

The CU shall update such determinations in order to understand expectations affecting customer requirements and customer satisfaction. The CU shall consider the following relevant interested parties:

-
- a) customers within the process;
 - b) end users;
 - c) suppliers, distributors, retailers or others involved in the business ecosystem;
 - d) human resource department
 - e) related social institutions
 - f) enterprise staffs (learners)
 - g) contract and outsourced staffs (learners)
 - h) general public
 - i) strategic business partners and alliances
 - j) regulators; and
 - k) any other relevant interested parties.

NOTE: Addressing current and anticipated future needs can lead to the identification of improvement and innovation opportunities.

7.1.2 CU customer satisfaction

The CU shall monitor data relating to customer (both internal and external) perceptions of the degree to which learning solutions and its LVC requirements have been met.

As appropriate, the CU shall obtain data relating to:

- a) customer feedback , and
- b) customer views and perceptions of the CU, its processes and its learning solutions.

The methods for obtaining and using this data shall be determined.

The CU shall evaluate the data obtained to determine opportunities to enhance customer satisfaction.

8.0 CU Capability Assurance

8.1 Knowledge Management of CU establishment and its operations

The CU shall determine the knowledge necessary for the operation of the CU establishment and its operations, its processes and to assure conformity of learning solution (including its LVC) and customer satisfaction. This knowledge shall be retained, protected and made available as necessary.

Where addressing changing needs and trends the CU shall take into account its current knowledge base and determine how to acquire or access the necessary additional knowledge to ensure sustainability. (See also 6.3)

8.2 Managing Competence for the CU operations

The CU shall:

- a) determine the necessary competence of person(s) doing work under its control that affects its learning solution performance, and
- b) ensure that these persons are competent on the basis of appropriate education (qualification), training, or experience;
- c) where applicable, take actions to acquire the necessary competence, and evaluate the effectiveness of the actions taken, and
- d) retain appropriate documented information as evidence of competence.

Note: Applicable actions may include, for example: the of training to, the mentoring, OJT, Coaching of, or the re-assignment of currently employed persons; or the hiring or contracting of competent persons

8.3 Awareness of CU establishment and its operations

Individuals working under the enterprise's control shall be aware of

- a) the CU policies on learning solutions and its LVCs within the CU and throughout the enterprise,
- b) relevant key LVC process objectives for learning solutions and its LVCs,
- c) their contribution to the effectiveness of the CU establishment and its operations, including the benefits of improved learning solutions performance (both internal and external to the CU), and
- d) the implications of not conforming with the CU establishment and its operation requirements.

9.0 CU Operation System

9.1 Operational planning and control for CU

The CU shall plan, implement and control the processes needed to meet learning solutions requirements and to implement the actions determined in 5.5, by

- a) establishing criteria for the learning solutions and its LVC processes
- b) implementing control of the learning solutions and its LVC processes in accordance with the criteria, and
- c) keeping records to the extent necessary to have confidence that learning solutions and its LVC processes have been carried out as planned.

The CU shall control planned changes and review the consequences of unintended changes, taking action to mitigate any adverse effects, as necessary.

The CU shall ensure that learning solutions and its LVC processes that of the operation of an internal function or process of a supplier are in controlled (see 8.4).

Note: Operation of a function or process of the CU by an external supplier provider is often referred to as outsourcing.

9.2 Determination of CU needs through interactions with relevant interested parties

The CU shall implement a process for interacting with relevant interested parties to determine their requirements relating to the learning solutions.

Note 1 A "customer" means an existing or potential customer of the CU and its enterprise

Note 2 The CU can interact with other relevant interested parties to determine additional requirements for learning solutions and its LVCs (see 7.1). The Learning Needs Diagnosis (LND) can be used.

9.2.1 Determination of requirements related to the CU learning solutions and its LVCs

The CU shall determine as applicable

- a) requirements specified by the customer including the requirements for delivery and post-delivery activities (deployment) of the learning solutions,
- b) requirements for learning solutions not stated by the customer but necessary for specified or intended use, where known,
- c) statutory and regulatory requirements applicable to the learning solution, and
- d) any additional requirements considered necessary by the CU or its enterprise

Note: Additional requirements can include those arising from relevant interested parties of the learning solutions

9.2.2 Review of requirements related to the CU learning solutions

The CU shall review the requirements related to the learning solutions. This review shall be conducted prior to the CU's commitment to supply the learning solutions to the customer (e.g. submission of tenders, acceptance of contracts or orders, acceptance of changes to contracts or orders) and shall ensure that

- a) learning solutions and its LVC requirements are defined and agreed,
- b) contract or order of learning solutions and its LVC requirements differing from those previously expressed are resolved, and
- c) the CU is able to meet the defined learning solutions and its LVC requirements.

Documented information describing the results of the review shall be maintained.

Where the customer does not provide documented statement of their learning solution requirements, the customer requirements shall be confirmed by the CU before acceptance.

Where requirements for learning solutions are changed, the CU shall ensure that relevant documented information are amended and that relevant interested parties are made aware of the changed requirements (see 6.4).

9.2.3 CU Customer communication for the learning solutions and its LVCs

The CU shall determine and implement planned arrangements for communicating with customers in relation to:

- a) learning solution information,
- b) enquiries, contracts or order handling, including learning solution amendments,
- c) customer feedback, including customer complaints on the learning solutions (see 12.1),
- d) the handling of customer property when executing the learning solution and its LVC, if applicable, and
- e) the specific learning solution requirements for contingency actions, where relevant.

9.3 CU Operational planning process for learning solutions and its LVCs

In preparing for the realization of learning solutions, the CU shall implement a process to determine the following, as appropriate,

- a) requirements for the learning solutions taking into consideration relevant key LVC process objectives;
- b) actions to identify and address risks related to achieving conformity of learning solutions and its LVCs to requirements;
- c) the resources that will be required arising from the requirements for the learning solution and its LVC;
- d) the criteria for the acceptance of learning solution and its LVC;
- e) required verification, validation, monitoring, measurement, inspection and test activities specific to the learning solution and its LVC;
- f) how the learning solutions performance data (learning impact measurements) will be established and communicated; and
- g) requirements of the learning solutions and its LVCs for traceability, preservation and services delivery and post-delivery activities.

The output of these learning solutions and its LVCs planning process shall be in a form suitable for the CU's operations

NOTE 1 Records specifying the learning solutions and its LVC processes of the CU establishment and its operations (including the realization of learning solutions and its LVC processes) and the resources to be applied to a specific learning solutions, project or contract can be referred to as a LVC execution Plan.

NOTE 2 The CU can also apply the requirements given in 8.5 to the development of learning solutions and its LVC processes for the realization of learning solutions.

9.4 Control of suppliers of the CU

The CU shall ensure that externally provided learning solutions and its LVCs conform to specified requirements.

NOTE Where the CU has arranged for a supplier to perform a function or process of the CU it is assumed this will result in the requirement based learning solutions.

9.4.1 Type and extent of control over the CU suppliers

The type and extent of control applied to the suppliers and the outsourced learning solutions and its LVC processes shall be dependent upon

- a) the risks identified and the potential impacts,
- b) the degree to which the control of a supplier of the learning solutions and its LVC process is shared between the CU and the supplier, and
- c) the capability of potential controls.

The CU shall establish and apply criteria for the evaluation, selection, and re- evaluation of suppliers based on their ability to provide, product and services in accordance with the CU's learning solutions and its LVC requirements.

Records describing the results of evaluations shall be maintained.

9.4.2 Documented information for CU's suppliers

Documented information shall be provided to the supplier describing, where appropriate:

- a) the learning solutions and its LVCs to be provided or the learning solutions and its LVC processes to be performed,
- b) the requirements for approval or release of learning solutions and its LVCs, procedures, processes or equipment,
- c) the learning solutions and its LVC requirements for competence of personnel, including necessary qualification,
- d) the CU establishment and its operation requirements,

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- e) the control and monitoring of the supplier's learning solutions and its LVC performance to be applied by the CU,
 - f) any verification activities that the CU, or its customer, intends to perform at the learning solution supplier's premises, and
 - g) the requirements for handling of supplier's property provided to the CU.

The CU shall ensure the adequacy of specified learning solutions and its LVC requirements prior to their communication to the supplier.

The CU shall monitor the performance of learning solutions and its LVCs by the suppliers. Records describing the results of monitoring shall be maintained.

9.5 Development of learning solutions via its LVCs

9.5.1 Management of the development processes of learning solutions via its LVCs

The CU shall plan and implement processes for development of the learning solutions via its LVCs consistent with the process approach.

In determining the stages and controls for development processes of the learning solutions via its LVCs, the CU shall take account of:

- a) the nature, duration and complexity for development of the learning solutions via its LVC activities,
- b) customer, statutory and regulatory requirements specifying particular process stages or controls,
- c) requirements specified by the CU as essential for the specific type of learning solutions via its LVCs being developed,
- d) standards or codes of practice that the CU has committed to implement,
- e) the determined risks and opportunities associated with the learning solutions and its LVCs development activities with respect to
 - i. the nature of the learning solutions to be developed via its LVCs, which is also with the potential consequences of failure,
 - ii. the level of control expected for development of the learning solutions via its LVCs process by customers and other relevant interested parties, and
 - iii. the potential impact on the CU's ability to consistently meet customer requirements and enhance customer satisfaction.
- f) internal and external resource needs for the development of learning solutions via its LVCs,

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- g) the need for clarity with respect to the responsibilities and authorities of the individuals and parties involved in the development process of the learning solutions via its LVCs,
 - h) the need for the management of the interfaces between individuals and parties involved in the development task or opportunity,
 - i) the need for involvement of customer groups and user groups in the development process of the learning solutions via its LVCs and their interface with management of the development learning solutions via its LVCs,
 - j) the necessary documented information on the application for development processes of the learning solutions via its LVCs, the outputs and their suitability, and
 - k) the activities needed to transfer from development for learning solutions via its LVCs to deployment and delivery process.

9.5.2 Learning solutions and its LVCs Development Controls

The controls applied to the learning solutions development process shall ensure that

- a) the result to be achieved by the development for learning solutions via its LVCs is clearly defined,
- b) inputs are defined to a level sufficient for development activities of the learning solutions via its LVCs being undertaken and do not give rise to ambiguity, conflict or lack of clarity,
- c) outputs are in a form suitable for subsequent use for delivery and deployment with related monitoring and measurement (assessment/ audit mechanism),
- d) problems and issues arising during the development processes for learning solutions via its LVCs are resolved or otherwise managed before committing to further development work or setting priorities for that work,
- e) the planned development processes for learning solutions via its LVCs have been followed, the outputs are consistent with the inputs and the objective of the learning solutions development activity has been met,
- f) the LVC deployment and delivery provided as a consequence of the development for learning solutions undertaken are fit for purpose, and
- g) appropriate change control and configuration management is maintained throughout the development of the learning solutions via its LVCs, with any subsequent modifications to the learning solutions.

9.5.3 Learning Solutions Development transfer

The CU shall ensure that transfer from learning solutions development for delivery and deployment (based on the LVC plan) only takes place when actions outstanding or arising from learning solutions development have been completed or are otherwise managed such that there is no adverse impact on the CU's ability to consistently meet customer requirements, statutory or regulatory requirements, or to enhance customer satisfaction.

9.6 Realization of learning solutions and its LVCs

9.6.1 Control of learning solutions and its LVCs

The CU shall implement realization of any learning solutions for delivery and deployment are under controlled conditions. Controlled conditions shall include, as applicable:

- a) the availability of documented information that describes the characteristics of the learning solutions and its LVCs;
- b) the implementation of control mechanisms for the learning solutions via its LVCs;
- c) the availability of documented information that describes the activities to be performed and the results achieved from the learning solutions via its LVCs, as necessary;
- d) the use of suitable equipment for delivery and deployment (based on the LVC plan) of the learning solutions;
- e) the availability, implementation and use of monitoring and measuring devices to assess the learning solutions via its LVCs;
- f) the competence of personnel or their qualification in the delivery and deployment of the learning solutions;
- g) the validation and approval, and periodic revalidation, of any process for realization of the learning solutions via its LVCs and further delivery and deployment (based on the LVC plan) of the learning solutions where the resulting output cannot be verified by subsequent monitoring or measurement;
- h) the implementation of learning solutions deployment, delivery and post-delivery activities (based on the LVC plan); and
- i) prevention of nonconformity due to human error, such as unintentional mistakes and intentional rule violations.

NOTE Validation demonstrates the ability of these processes to achieve planned results through:

- a) *definition of criteria for review and approval of the processes;*
- b) *approval of equipment and qualification of personnel;*
- c) *use of specific methods and procedures; and*
- d) *definition of requirements for documented information.*

9.6.2 Identification and traceability

Where appropriate, the CU shall identify process outputs by suitable means.

The CU shall identify the status of process outputs with respect to monitoring and measurement requirements throughout realization of the learning solutions and the subsequent delivery and deployment (based on the LVC plan).

Where traceability is a requirement, the CU shall control the unique identification of the process outputs, and maintain it as documented information.

Note: Process outputs are the results of any activities which are ready for delivery to the customer (external or internal) or become the inputs to the next process. They can include products, services, intermediate parts, components, etc.

9.6.3 Property belonging to customers or suppliers

The CU shall exercise care with property belonging to the customer or suppliers while it is under the CU's control or being used by the CU. The CU shall identify, verify, protect and safeguard the customer or supplier's property provided for use or incorporation into the learning solutions.

If any property of the customer or supplier is lost, damaged or otherwise found to be unsuitable for use, the CU shall report this to the customer or supplier and maintain documented information.

Note: Property belonging to customer or supplier can include intellectual property and confidential or personal data.

9.6.4 Preservation of learning solutions and its LVC Materials

The CU shall ensure preservation of learning material, including any development process outputs, during delivery and deployment (based on the LVC plan) to the intended destination in order to maintain conformity to requirements.

Preservation shall also apply to process outputs that constitutes parts of the learning materials or any physical process output that is needed for the delivery of the learning solutions (including teaching and learning tools).

Note: Preservation can include identification, handling, packaging, storage and protection.

10.0 Learning Space Management

10.1 Resources for the solutions and its LVCs

10.1.1 General

The CU shall determine and provide the resources needed for the establishment, implementation, maintenance and improvement of learning solutions and its LVCs through the CU operations. The CU shall consider

- a) what are existing internal resources, capabilities and limitations, and

b) which learning solutions (alternative learning solutions) are to be sourced externally.

10.1.2 CU Infrastructure for learning solutions and its LVCs

The CU shall determine, provide and maintain the infrastructure necessary for its operations and to assure conformity of learning solutions (including its LVCs) and customer satisfaction.

Note: Infrastructure can include,

- a) buildings (Training Rooms) and associated utilities,
- b) equipment including hardware and software (that assist LMS), and transportation, communication and information systems (including Internet connections).

10.1.3 Learning environment for learning solutions and its LVCs

The CU shall determine, provide and maintain the learning environment necessary for its operations and to assure conformity of learning solutions (including its LVCs) and customer satisfaction.

Note: Learning environment can include physical, social, psychological and environmental factors (such as temperature, reward and recognition schemes, ergonomics and atmospheric composition). There must be control upon emissions to air, emission to water, solid waste, use of energy, noise, visual impact and eco system management.

11.0 CU's Essential Deliverables

11.1 Learning Solutions Post-delivery activities (based on the LVC plan)

Where applicable, the CU shall determine and meet requirements of learning solutions post-delivery activities associated with the nature and expected outcome(s) after the delivery and deployment.

- a) The extent of post-delivery activities that are required shall take account of the risks associated with the learning solutions and its LVCs,
- b) Customer and other interested parties feedback, and
- c) Statutory and regulatory requirements.

Note: Post-delivery activities can include, for example, actions under warranties, contractual obligations such as maintenance services, and supplementary services such as recycling or final disposal.

11.2 Control of CU operations changes

The CU shall undertake change in a planned and systematic manner, taking account of the review of the potential consequences of changes (see 6.2) and taking action as necessary, to ensure the integrity of the realization of learning solutions and the subsequent delivery and deployment (based on the LVC plan) are maintained.

Documented information describing the results of the review of changes, the personnel authorizing the change and any necessary actions shall be maintained.

11.3 Delivery and deployment of the learning solutions based on its LVC plan

The CU shall implement the planned activities at appropriate stages to verify that the learning solutions requirements have been met (see 8.3). Evidence of conformity with the acceptance criteria shall be maintained.

The delivery and deployment (based on the LVC plan) of learning solutions to the customer shall not proceed until the planned arrangements based on the LVC for verification of conformity have been satisfactorily completed, unless otherwise approved by a relevant authority and, where applicable, by the customer.

Documented information shall indicate the person(s) authorizing delivery and deployment (based on the LVC plan) of the learning solutions to the customer.

11.4 Nonconforming learning solutions and its LVCs

The CU shall ensure that the learning solutions and its LVC which do not conform to requirements are identified and controlled to prevent their unintended use or delivery that will have a negative impact on the customer.

The CU shall take actions (including corrections if needed) appropriate to the nature of the nonconformity and its effects. This applies also to nonconforming learning solutions and materials detected after deployment of the learning solutions or during the delivery of the learning solutions.

When the nonconforming learning solutions have been delivered to the customer, the CU shall also take appropriate correction to assure that customer satisfaction is achieved. Appropriate corrective actions shall be implemented (see 10.1).

NOTE The appropriate actions can include:

*segregation, containment, returning and suspension of learning solutions and its LVCs;
informing the customer as appropriate; and*

obtaining authorization for repair, re-grade, use as it is, release, continuation of the learning solutions, acceptance under concession

When the nonconforming learning solutions and its LVCs processes are corrected, it shall be subjected to re-verification to demonstrate conformity to the requirements.

Records describing the nature of nonconformities and any subsequent actions taken, including concessions obtained, shall be maintained

12.0 Enterprise Business and CU Performance Evaluation

12.1 Monitoring, measurement, analysis and evaluation

The CU shall take into consideration the determined risks and opportunities for its enterprise with the learning solutions and its LVCs and shall:

- a) determine what needs to be monitored and measured in order to: demonstrate conformity of learning solutions and its LVC requirements, evaluate the performance of the learning solution key LVC processes (see 4.4),
- b) ensure conformity and effectiveness of the CU establishment and its total learning management system, and evaluate customer satisfaction; and
- c) evaluate the learning solutions performance of supplier(s) (see 9.4);
- d) determine the methods for monitoring, measurement, analysis and evaluation, as applicable, to ensure valid results;
- e) determine when the monitoring and measuring of learning solutions and its LVCs shall be performed;
- f) determine when the results from monitoring and measurement shall be analysed and evaluated; and determine what learning solutions performance indicators of the CU establishment and its operations are needed.

The CU shall take into consideration on the types of performance Indicators needed based on the CU establishment and its operations shall include:

- a) Volume
- b) Cost
- c) Quality
- d) Speed
- e) Image
- f) Quantity

The CU shall establish processes to ensure that monitoring and measurement of these CU performance indicators can be carried out and are carried out in a manner that is consistent with the monitoring and measurement requirements.

The CU shall retain appropriate documented information as evidence of the results.

The CU shall evaluate the learning solutions performance system.

12.1.2 Analysis and evaluation of the CU and its enterprise related data

The CU shall analyse and evaluate appropriate data arising from monitoring, measurement (see 12.1.1) and other relevant sources. This shall include determination of applicable methods.

The results of analysis and evaluation shall be used:

- a) to determine the suitability, adequacy, business outcomes and effectiveness of learning solutions and its LVC for the CU establishment and its operations,
- b) to assure that the learning solutions and its LVCs can consistently meet customer requirements, to ensure that the operation and control of learning solutions and its LVC processes are effective, and
- c) to identify improvements within the CU and its enterprise's business outcomes.

The results of analysis and evaluation shall be used as an input to the CU operations review.

12.2 Assessments/Audit

The CU shall conduct internal assessments/audits at planned intervals to provide information on whether the CU and its operations;

- a) conforms to
 - 1) the CU's own requirements for the CU establishment and its operations;
 - 2) the requirements of the enterprise and this Standard;
- b) is effectively implemented and maintained.

The CU shall:

- a) plan, establish, implement and maintain an assessment /audit programme(s), including the frequency, methods, responsibilities, planning requirements and reporting. The assessment/audit programme(s) shall take into consideration the learning solutions and its LVC's key process objectives, the importance of the processes concerned, the related risks, and the results of previous assessment/audits;
- b) define the assessment/audit criteria and scope for each assessment/audit;
- c) select assessor/auditors and conduct assessment/audits to ensure objectivity and the impartiality of the assessment/audit process;
- d) ensure that the results of the assessment/audits are reported to relevant CU total learning management for evaluation,
- e) take appropriate action without undue delay; and

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- f) retain documented information as evidence of the implementation of the assessment/audit programme and the assessment/audit results.

13.0 Sustainable and Safe Learning Environment

13.1 Nonconformity in CU operations and corrective action

When nonconformity occurs, the CU shall:

- a) react to the nonconformity, and as applicable
 - i. take action to control and correct it; and
 - ii. deal with the consequences;
- b) evaluate the need for action to eliminate the causes of the nonconformity, in order that it does not recur or occur elsewhere, by
 - i. reviewing the nonconformity;
 - ii. determining the causes of the nonconformity, and
 - iii. determining if similar nonconformities exist, or could potentially occur;
- c) implement any action needed;
- d) review the effectiveness of any corrective action taken; and
- e) make changes to the CU establishment and its operations, if necessary.

Corrective actions shall be appropriate to the effects of the nonconformities encountered.

The CU shall retain documented information as evidence of

- a) the nature of the nonconformities and any subsequent actions taken; and
- b) the results of any corrective action.

13.2 CU and its operations improvement

The CU shall improve the suitability, adequacy, business outcomes, effectiveness, safe learning environment and sustainability of the CU establishment and its operations.

The CU shall improve the CU establishment and its operations, processes and learning solutions and its LVCs, as appropriate, through responding to:

- a) results of analysis of data;
- b) changes in the context of the CU;
- c) changes in identified risk (see 5.5); and
- d) new opportunities.

The CU shall evaluate, prioritise and determine the improvement to be implemented.

13.3 CU operations and environmental management

The CU and its enterprise must move away from this 'ad hoc' approach to a structured system that demands as a minimum from the CU and its enterprise, an understanding of the concepts behind and strong linkages between:

- a) Identifying all environmental aspects of the CU and its enterprise's activities
- b) Using a logical, objective (rather than subjective) methodology to rank such aspects into order of significant impact upon the environment
- c) Focusing the CU operational system to seek to improve upon and minimize such significant environmental impacts

The CU and its enterprise shall consider the following when working through their operations:

- a) emissions – comply with permitted levels and industrial requirements,
- b) discharges- comply to agreed requirements,
- c) waste management – comply to the requirements of disposal,
- d) storage facilities – have storage items under controlled conditions,
- e) suppliers – increase the awareness on environmental issues,
- f) customers – provide customers with environmental performance criteria of finish product; increase their understanding of their duty to inform end users of the safe and appropriate disposal at the end of life of products

ANNEX (INFORMATIVE) : CUAG Standard Mapped Based On ISO 9001 (Quality Management Systems)

CUAG Standard		ISO 9001	
Scope	1.0	1.0	Scope
Fundamentals of the requirements for Accreditation and Grading of Corporate University (CU) establishment and its operation	2.0	2.0	Normative references
Rationale for the fundamental requirements for Accreditation and Grading of Corporate University (CU) establishment and its operation	2.1	4.0	Context of the Organization
The fundamental requirements of CU establishment and operations	2.2	4.0	Context of the Organization
The fundamental requirements of CU establishment and its operations Approach	2.3	4.0	Context of the Organization
The CU process approach	2.4	4.0	Context of the Organization
CU policies and key LVC process objectives	2.5	4.0	Context of the Organization
Enterprise commitment to the CU establishment and its operations	2.6	4.0	Context of the Organization
Documented Information of the CU	2.7	4.0	Context of the Organization
Value of documentation	2.7.1	4.0	Context of the Organization
Types of document used in CU's operations	2.7.2	4.0	Context of the Organization
Evaluating CU's operations	2.8	4.0	Context of the Organization
Evaluating learning solutions and its LVC processes within the CU's operations	2.8.1	4.0	Context of the Organization
Assessment/Auditing the CU establishment and its total learning management system	2.8.2	4.0	Context of the Organization
Reviewing the fundamental requirements of CU and its operations	2.8.3	4.0	Context of the Organization

CUAG Standard		ISO 9001	
Self-assessment CU establishment and its operations	2.8.4	4.0	Context of the Organization
Improvement of the CU establishment and its operations	2.9	4.0	Context of the Organization
Role of statistical techniques	2.10	4.0	Context of the Organization
The CU establishment and its operations and other management systems	2.11	4.0	Context of the Organization
Terms and definitions	3.0	3.0	Terms and definitions
The Establishment of the Corporate University (CU)	4.0	4.0	Context of the Organization
Establishing a CU	4.1	4.1	Understanding the organization and its context
The process approach for establishing a CU and managing its operations	4.2	4.4	Quality Management System
Enterprise Business Responsibility	5.0		
Determining the structure, functional description and features of the CU establishment and its operations	5.1	4.3	Determining the scope of the quality management system
Commitment with respect to the CU establishment and its operations	5.2	5.1	Leadership and commitment
Commitment with respect to the needs and expectations of customers (Voice of the Customer)	5.2.1	5.1.2	Leadership and commitment with respect to the needs and expectations of customers
CU Policies and key LVC process objectives	5.3	5.2	Quality policy
Establish the CU Organizational roles, responsibilities and authorities	5.4	5.3	Organizational roles, responsibilities and authorities
Actions to address CU related risks and opportunities by the enterprise	5.5	6.1	Actions to address risks and opportunities

CUAG Standard		ISO 9001	
Monitoring CU's key processes objectives for learning solution (including its LVC)	5.6	6.2	Quality objectives and planning to achieve them
CU establishment and its operations review	5.7	9.3	Management review
CU Responsibility	6.0		
CU key processes objectives for learning solution (including its LVC) and planning to achieve them	6.1	6.2	Quality objectives and planning to achieve them
Managing changes in the CU establishment and its operations	6.2	6.3	Planning of changes
Monitoring and measuring devices for the learning solutions and its LVCs	6.3	7.1.4	Monitoring and measuring devices
Communication Strategy for CU operations	6.4	7.4	Communication
CU Documents for its operations	6.5	7.5	Documented information
General	6.5.1	7.5.1	General
Creating and updating CU documents for learning solutions and its LVCs	6.5.2	7.5.2	Creating and updating
Control of CU Documents for its operations	6.5.3	7.5.3	Control of documented information
CU Interested Parties	7.0		
Understanding the needs and expectations of interested parties	7.1	4.2	Understanding the needs and expectations of interested parties
CU customer satisfaction	7.1.2	9.1.2	Customer satisfaction
CU Capability Assurance	8.0		
Knowledge Management of CU establishment and its operations	8.1	7.1.5	Knowledge
Managing Competence for the CU operations	8.2	7.2	Competence

CUAG Standard		ISO 9001	
Awareness of CU establishment and its operations	8.3	7.3	Awareness
CU Operation System	9.0		
Operational planning and control for CU	9.1	8.1	Operational planning and control
Determination of CU needs through interactions with relevant interested parties	9.2	8.2	Determination of market needs and interaction with customers
Determination of requirements related to the CU learning solutions and its LVCs	9.2.1	8.2.2	Determination of requirements related to goods and services
Review of requirements related to the CU learning solutions	9.2.2	8.2.3	Review of requirements related to goods and services
CU Customer communication for the learning solutions and its LVCs	9.2.3	8.2.4	Customer Communication
CU Operational planning process for learning solutions and its LVCs	9.3	8.3	Operational planning process
Control of suppliers of the CU	9.4	8.4	Control of external provision of goods and services
Type and extent of control over the CU suppliers	9.4.1	8.4.2	Type and extent of control of external provision
Documented information for CU's suppliers	9.4.2	8.4.3	Documented information for external providers
Development of learning solutions via its LVCs	9.5	8.5	Development of goods and services
Management of the development processes of learning solutions via its LVCs	9.5.1	8.5.1	Development processes
Learning solutions and its LVCs Development Controls	9.5.2	8.5.2	Development controls
Learning Solutions Development transfer	9.5.3	8.5.3	Development transfer

CUAG Standard		ISO 9001	
Realization of learning solutions and its LVCs	9.6	8.6	Production of goods and provision of services
Control of learning solutions and its LVCs	9.6.1	8.6.1	Control of production of goods and provision of services
Identification and traceability	9.6.2	8.6.2	Identification and traceability
Property belonging to customers or suppliers	9.6.3	8.6.3	Property belonging to customers or external providers
Preservation of learning solutions and its LVC Materials	9.6.4	8.6.4	Preservation of goods and services
Learning Space Management	10.0		
Resources for the solutions and its LVCs	10.1	7.1	Resources
General	10.1.1	7.1.1	General
CU Infrastructure for learning solutions and its LVCs	10.1.2	7.1.2	Infrastructure
Learning environment for learning solutions and its LVCs	10.1.3	7.1.3	Process environment
CU's Essential Deliverables	11.0		
Learning Solutions Post-delivery activities (based on the LVC plan)	11.1	8.6.5	Post-delivery activities
Control of CU operations changes	11.2	8.6.6	Control of changes
Delivery and deployment of the learning solutions based on its LVC plan	11.3	8.7	Release of goods and services
Nonconforming learning solutions and its LVCs	11.4	8.8	Nonconforming goods and services
Enterprise Business and CU Performance Evaluation	12.0		
Monitoring, measurement, analysis and evaluation	12.1	9.1	Monitoring, measurement, analysis and evaluation
General	12.1.1	9.1.1	General

CUAG Standard		ISO 9001	
Analysis and evaluation of the CU and its enterprise related data	12.1.2	9.1.3	Analysis and evaluation of data
Assessments/Audit	12.2	9.2	Internal Audit
Sustainable and Safe Learning Environment	13.0		
Nonconformity in CU operations and corrective action	13.1	10.1	Nonconformity and corrective action
CU and its operations improvement	13.2	10.2	Improvement
CU operations and environmental management	13.3	7.1.3	Process Environment