

**Guide to the 2019 Conditions for
NAAB International Certification
and
Preparation of a Program Self-
Evaluation Report**



National Architectural Accrediting Board

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Guide to Preparing Program Self-Evaluation Reports (PSERs)

INTRODUCTION: CONTENT AND FORMAT OF THE PSER

This document provides information, definitions, and specifications for the content in each section of the PSER. It should be used along with the *Conditions* and *Procedures for NAAB International Certification*.

The PSER serves both as a self-study for the program and as the principal source document for conducting the visit.

1. **Content.** The PSER is a narrative document that is comprehensive and self-analytical. It is expected to succinctly describe how a program meets each of the conditions for NAAB International Certification. To the extent that photographs, tables, or other types of information support the program's narrative, they may also be included, but not to the detriment of the narrative.
2. **Format.** Programs must use the prescribed template for the PSER. Each part is intended to allow a program to describe how its unique qualities and its students' achievements satisfy the conditions for NAAB International Certification.

PSERs are limited to 150 pages and 7 MBs and must be delivered as a PDF. Supplemental material is to be made available to the team through hyperlinks to materials stored on program, university, or other websites or web portals.

Programs are further required to use the standard templates and matrices (e.g., for course descriptions and faculty credentials) found in the appendices to the *Conditions for NAAB International Certification*. These materials must also be stored online and accessed by the team through a hyperlink or portal.

The contents of the PSER must follow this outline:

Cover page and contact information

1. Name of institution
2. Academic unit within which the program seeking ICert resides
3. Title of degree (e.g., Bachelor of Architecture, Master of Architecture)
4. Name, address, email address, and phone number of the following:
 - President of the institution
 - Chief academic officer
 - Program administrator
 - Contact person for the visit

Part I, Section 1 – Identify and Self-Assessment

- I.1.1 History and Mission
- I.1.2 Learning Culture
- I.1.3 Social Equity
- I.1.4 Defining Perspectives
- I.1.5 Long-Range Planning
- I.1.6 Assessment

Part I, Section 2 – Resources

- I.2.1 Human Resources and Human Resource Development
- I.2.2 Physical Resources
- I.2.3 Financial Resources
- I.2.4 Information Resources

I.2.5 Administrative Structure and Governance

Part I, Section 3 – Program Characteristics

I.3.1 Statistical Data and Faculty Credentials

Part II, Section 1 – Educational Outcomes and Curriculum

II.1.1 Student Performance Criteria

Part II, Section 2 – Curricular Framework

II.2.1 Institutional Quality Assurance

II.2.2 Professional Degrees and Curriculum

Part II, Section 3 – Evaluation of Preparatory Education

Part II, Section 4 – Public Information

II.4.1 Statement on International Certification Degrees

II.4.2 Access to NAAB Conditions and Procedures for NAAB International Certification

II.4.3 Access to Career Development Information

II.4.4 Public Access to Program Self-Evaluations and Visiting Team Reports

II.4.5 Admissions and Advising

II.4.6 Student Financial Information

Part III – Progress Since the Previous Visit

III. 1 Responses to Conditions Not Met

III.2 Responses to Items to Address (formerly “Causes of Concern”)

Part IV – Supplemental Information

These documents should be provided via hyperlinks or stored in an easily accessible file-sharing portal (such as Dropbox).

- Descriptions of all courses offered in the curriculum of the ICert degree program. The program must use the template provided in Appendix 1 of the ICert *Conditions*.
- Faculty vitae. The program must use the template provided in Appendix 2 of the ICert *Conditions*.
- Policies related to studio culture
- Self-Assessment procedures and objectives
- Policies on academic integrity for students (e.g., cheating and plagiarism)
- The institution’s policy regarding human resource development opportunities, such as sabbaticals, research leave, and scholarly achievements
- Policies, procedures, and criteria for faculty appointment, promotion, and, when applicable, tenure
- Response to the Branch Campus Questionnaire (see Appendix 6 in the 2019 ICert Procedures)

COVER PAGE AND CONTACT INFORMATION

The program must list the title of the degree program(s) being evaluated (e.g., M. Arch.), the total number of credits in the degree program (e.g., 60 semester credits), and any prerequisites. A sample follows:

Master of Architecture (pre-professional degree + 60 semester credits)

If the program has more than one track for completion of the ICert degree, these must also be listed using the same schema. For example:

Master of Architecture I (pre-professional degree + 60 semester credits)

Master of Architecture II (non-pre-professional degree + 95 semester credits)

Program contact information: Name, mailing address¹, and phone number for the program administrator, the head of the academic unit in which the program resides, the chief academic officer, the president of the institution, and the person to whom the NAAB should address all issues and questions.

<p>[cover page]</p> <p>XYZ University</p> <p>Department of Architecture, School of Architecture and Urban Planning</p> <p>Program Self-Evaluation Report for 2021 Visit for Renewal of NAAB International Certification</p> <p>Bachelor of Architecture (5-year, 150 credit hours)</p> <p>Date of last visit: 2015 Submitted to the NAAB: month/year</p>	<p>[name and contact information of the following]</p> <p>Program administrator (e.g., chair or director) Name Mailing address Email Phone:</p> <p>Head of academic unit (e.g., dean) Name: Mailing address: Email: Phone:</p> <p>Chief academic officer (e.g., provost) Name: Mailing address: Email: Phone:</p> <p>President/Rector of the institution Name: Mailing address: Email: Phone:</p> <p>Name of primary contact person to whom the NAAB should address all communication about the visit Name: Mailing address: Email: Phone:</p>
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PART I, SECTION 1 – IDENTITY AND SELF-ASSESSMENT (limited to 15 pages)

In this section of the PSER, the program introduces itself to the team through its responses to the following section(s) of Part I of the *Conditions for NAAB International Certification*:

Where appropriate, the program may include an active web link in the PSER. In the absence of a web link, the information must be supplied in the PSER.

I.1.1 History and Mission

The PSER must include:

¹ This should be a physical address used by an overnight delivery service such as UPS or FedEx.

- A brief history of the institution, its mission, founding principles, and a description of how that is expressed in the context of 21st-century higher education
- A brief history of the program, its mission, founding principles, and a description of how that is expressed in the context of the 21st-century architecture education.
- A sample of the types of activities and initiatives that demonstrate the program's benefit to the institution through discovery, teaching, engagement, and service.
- A summary of how the program benefits from its institutional setting.
- A description of how the program's course of study encourages the holistic development of young professionals through the integrated study of the liberal arts and the specific discipline of architecture.

I.1.2 Learning Culture

The program must describe the ways in which students and faculty are encouraged to learn both inside and outside the classroom through individual and collective learning opportunities that include but are not limited to field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.

The PSER must include:

- Evidence of plans for implementation of learning culture policies with a measurable assessment of their effectiveness.
- Evidence that faculty, staff, and students have been able to participate in the development of policies related to learning culture and their ongoing assessment and evaluation.
- Evidence that the institution has established policies and procedures for grievances related to harassment and discrimination.
- Evidence that the institution has established policies to foster academic integrity (e.g., to avoid cheating, plagiarism).

I.1.3 Social Equity

The degree program being reviewed for International Certification must describe how social equity is defined within the context of the institution or the country in which it is located.

- The program must demonstrate how and describe its approach to providing faculty, students, and staff with a culturally rich educational environment in which each person is equitably able to learn, teach, and work
- The program must demonstrate how its graduates have been prepared to be sensitive to differences in gender, culture, and customs, and be encouraged to assume responsibility as professionals in society.

The PSER must include:

- A description of institutional initiatives for diversity and inclusion and how the program is engaged in or benefits from these initiatives
- A description of the program's plans to maintain or increase the diversity of faculty, staff, and students when compared with the diversity of the institution.
- A copy of all policies related to social equity, as well as evidence that faculty, students, and staff have access to these policies and understand the purposes for which they were established.

I.1.4 Defining Perspectives

The perspectives offer programs the opportunity to define the means and methods most appropriate to their mission, history, and pedagogy to prepare students with a set of core values that are essential and fundamental to the practice of architecture. These values are held as perspectives instead of Student Performance Criteria, as they must transcend any one course and must be over-arching across the program.

Notes on the Perspectives

A. Collaboration and Leadership

(1) Describe how students develop the following skills and where these skills are being taught/demonstrated: interpersonal skills for fostering team unity, communication and decision-making, conflict resolution, cultural awareness and empathy, and the motivating purposes to effectively achieve commonly held goals. Graduates should be prepared to function in a diverse world of practice with the ability to adapt to complex team situations and effectively address shifting priorities.

(2) Also describe how a program prepares emerging professionals to serve clients and the public, engage allied disciplines and professional colleagues, and use a range of collaborative skills to work successfully across diverse groups and stakeholders. This condition can be satisfied by demonstrating how students lead and collaborate across multiple opportunities ranging from structured coursework opportunities to program activities and events and external programs and events.

B. Design

(1) Describe how graduates are prepared to engage in design activity as a multi-stage process that addresses increasingly complex problems and provides value.

(2) This includes how students learn to identify and frame complex design problems; cycles of conjecture, implementation, and evaluation; and methods of research and technical expertise.

C. Professional Opportunity

(1) Describe how graduates are prepared to make the transition from student to practicing professional, including the transition to internship and licensure, given the requirements, expectations, and standards of the country or region in which the institution is located.

(2) Describe how students are prepared for non-traditional or alternative roles in such fields as the building/construction industry, owners' representatives, civic roles, and other disciplines in which architectural expertise is highly valued.

D. Stewardship of the Environment

(1) This includes teaching design practices that seek to minimize negative environmental impacts and to connect people with the natural environment.

(2) The program's approach may also include individual courses that develop a student's understanding of climate, geography, and other natural characteristics and phenomena.

(3) These courses may also include content on the laws and practices governing architects and the built environment as well as the ethos of sustainable practices.

(4) Finally, the program's approach may also include opportunities for students to engage in political advocacy on environmental issues; involvement in organizations for a sustainable future; or participation and leadership in university initiatives supporting environmental awareness and sustainability.

E. Community and Social Responsibility

(1) Describe how the program encourages social responsibility and civic engagement in order to positively influence the development, conservation, or changes to the built and natural environment.

- (2) Addressing this perspective could include examples of public and community projects/programs outside of coursework, or as structured elements within coursework.

The PSER must include

- A narrative description of the program's approach to each of the above perspectives.

I.1.5 Long-Range Planning

An ICert degree program must demonstrate that it has a planning process for continuous improvement that identifies multiyear objectives within the context of the institution's and the program's mission and culture.

The PSER must include:

- A description of the process by which the program identifies its objectives for student learning.
- A description of the data and information sources used to inform the development of these objectives.
- A description of the role of long-range planning in other programmatic and institutional planning initiatives.

I.1.6. Assessment (this condition has two parts)

A. Program Self-Assessment: The program must demonstrate that it regularly assesses the following:

- How well the program is progressing toward its mission and stated objectives.
- Progress against its defined multiyear objectives.
- Progress in addressing deficiencies identified at the time of the last visit (if applicable).
- Strengths, challenges, and opportunities faced by the program while continuously improving learning opportunities.

The program must also demonstrate that results of self-assessments are regularly used to advise and encourage changes and adjustments to promote student success.

B. Curricular Assessment and Development: The program must demonstrate a well-reasoned process for curricular assessment and adjustments. Identify the roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

The PSER must include:

- A description, if applicable, of institutional requirements for self-assessment.
- A description of the program's assessment process, specifically with regard to ongoing evaluation of the program's mission statement, its multiyear objectives, and how it relates to the five defining perspectives (see I.1.4).
- A description of the results of faculty, students, and graduate assessments of the ICert degree program's curriculum and learning context as outlined in the five perspectives (see I.1.4).
- A description of how the results of self-assessment activities are used to inform long-range planning, curriculum development, learning culture, and responses to external pressures or challenges to institutions.

- Any other pertinent information.

PART I, SECTION 2 – RESOURCES

These conditions are not assessed or evaluated as “met” or “not met” (as the Student Performance Criteria are evaluated). Instead, visiting teams will confirm whether the program has “described” or “demonstrated” the resources that support student learning and continuous improvement. The team will review the conditions in this section before and during a visit, and the team’s findings will form the core of the Visiting Team Report.

Many of the reports, tables, or graphics requested as part of the PSER may be provided as links to documents or materials stored in easily accessible digital formats or portals such as Dropbox.

I.2.1 Human Resources and Human Resource Development

The program must demonstrate that it has appropriate human resources to support student learning and achievement. Human resources include full- and part-time instructional faculty; administrative leadership; and technical, administrative, and other support staff.

- The program must demonstrate that it balances the workloads of all faculty to support a tutorial exchange between the student and teacher that promotes student achievement.
- The program must demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.
- The program must describe the support services available to students in the program, including but not limited to academic and personal advising, career guidance, and internship or job placement.

The PSER must include:

- A résumé for each full-time faculty member who taught in the degree program being assessed during the last two academic years before the preparation of the PSER. Use the template in Appendix 2 of the *Conditions*.

NOTE: The résumés and faculty credentials matrix (see next bulleted item) should be provided by hyperlink or stored in an easily accessible digital portal such as Dropbox.

- A matrix for the two academic years before the preparation of the PSER that identifies each faculty member, the courses he/she was assigned to teach during that time, and the specific credentials, experience, and research that support these assignments. In the case of adjuncts or visiting professors, only those who taught in the two academic years before the visit should be identified. See Appendix 3 of the *Conditions* for a template for this matrix. Place an updated matrix in the teamroom.
- A description of how faculty members remain current in their knowledge of the changing demands of the discipline, practice and licensure.
- A description of the resources (including financial) available to faculty and the extent to which faculty teaching in the program are able to take advantage of these resources.
- A list of past and projected faculty research (funded or otherwise), scholarship, creative activities by full-time instructional faculty since the previous visit.
- A description of student support services, including academic and personal advising, career guidance, and internship placement when applicable.
- A description of the policies, procedures, and criteria for faculty appointment, promotion, and, when applicable, tenure.

I.2.2 Physical Resources²

The program must describe the physical resources available and how they support the pedagogical approach and student achievement.

Physical resources include but are not limited to the following:

- Space to support and encourage studio-based learning.
- Space to support and encourage didactic and interactive learning, including labs, shops, and equipment.
- Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
- Information resources to support all learning formats and pedagogies in use by the program.

The PSER must include:

- A general description, together with labeled 8½" x 11" plans, of the physical plant, including seminar rooms, lecture halls, studios, offices, project review and exhibition space, libraries, workshops, and computer facilities.

Note: Plans or images of the program's physical resources should be provided by hyperlink or stored in an easily accessible digital portal (e.g., Dropbox).
- A description of any changes to the physical facilities either under construction or proposed.
- A description of the hardware, software, networks, and other resources available institution-wide to faculty and students, as well as those resources dedicated to the professional architecture program.
- Identification of any significant problem that affects the operation or services, with a brief description of the program's or institution's plan to address it.
- Programs that use online learning formats to deliver SPC-related content or to meet other program or institutional requirements in tandem with traditional on-site learning must describe what effect, if any, online learning has on the physical resource requirements for the program.

I.2.3 Financial Resources

The program must demonstrate that it has appropriate financial resources to support student learning and achievement.

The PSER must include a brief summary of the following (limited to two pages; may be a bulleted list):

- Current fiscal year report(s) showing revenue and expenses from all sources.
- A brief description of
 - Pending reductions or increases in enrollment and plans for addressing these changes.
 - Pending reductions or increases in funding and plans for addressing these changes.
 - Recent changes in funding models for faculty, instruction, overhead, or facilities since the last visit (applies only to visit three) and plans for addressing these changes (include tables if appropriate).
 - Any other financial issues the program and/or the institution may be facing.

² In reviewing a program's physical resources, the NAAB is not offering an opinion as to whether, or certifying that, the institution's facilities comply with all applicable fire, safety, building, and health codes and regulations.

I.2.4 Information Resources

The program must demonstrate that all students, faculty, and staff have convenient, equitable access to information resources (books, magazines, journals, and the like) as well as to appropriate visual and digital resources that support professional education in architecture.

In addition, the program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resource professionals who help develop the research, evaluative, and critical thinking skills necessary for professional practice and lifelong learning.

The PSER must include:

- A description of the institutional context for library and information resources.
- A description of the library and information resource collections, services, staff, facilities, and equipment that includes the following:
 - A brief description of the content, extent, formats, and subject areas represented in the current architecture collection.
 - A brief description of any significant problem that affects the operation or services of the libraries, visual resources collections, and other information resource facilities that support the internationally certified program and plans for addressing them.

I.2.5 Administrative Structure and Governance

Administrative Structure: Describe the administrative structure and identify key personnel within the context of the program, the academic unit within which the program resides, and the institution.

Governance: Describe the role of faculty, staff, and students in both the program's and the institution's governance structure. Describe the relationship of these structures to the governance structures of the academic unit and the institution.

The PSER must include:

- A description of the administrative structure of the program, the academic unit in which it resides, and the institution.
- A description of the opportunities for involvement in governance by faculty, staff, and students in the internationally certified program, including curriculum development.
- A chart or graphic that illustrates the description.

PART I, SECTION 3 – PROGRAM CHARACTERISTICS

I.3.1 Statistical Data and Faculty Credentials

Provide the following quantitative data in charts, tables, or graphs.

Student Demographics

Enrollment

- total number of students enrolled in the program being reviewed for International Certification
- total enrollment by gender
- total enrollment by race/ethnicity or national origin
- full-time/part-time enrollment

Degrees Awarded

- total number of degrees awarded in the three academic years before the visit
- total number of degrees awarded in the previous three academic years before the visit by gender and by race/ethnicity or national origin
- percentage of students who complete the degree program within the “normal time to completion” for the past three academic years; percentage of students who complete the degree program within 150% of the normal time to completion for the past three academic years

Faculty Demographics

- race/ethnicity/national origins and gender of all full-time instructional faculty who teach in the degree program being reviewed for international Certification
 - demographics compared to those of full-time instructional faculty at the institution overall
- faculty by rank: full professor, associate professor, assistant professor, lecturer/adjunct/instructor
- number of faculty promoted each year for the three years before the visit

PART II, SECTION 1 – EDUCATIONAL OUTCOMES AND CURRICULUM

II.1.1 Student Performance Criteria

See the *Conditions for International Certification* for the requirements of each SPC.

The PSER must include:

- A matrix that identifies each required course in the ICert program with the SPC it fulfills.
 - Limit the designations to the 2–3 cells that point to the courses in which the greatest evidence of student achievement is expected to be found. (See Appendix 5 of the *Conditions* for a sample SPC matrix.)
- Elective courses should not be included in the SPC matrix.
- A brief description of the pedagogy and methodology used to address Realm C.
- A brief description of the methodology for assessing student work (i.e., “high-pass work” v. “minimum-pass work”).

Notes on Student Performance Criteria

A.3 Investigative Skills: This SPC refers specifically to investigative skills rather than to the broader definition of research or scholarship. The intent is to ensure that students are able to identify, find, select, and use the full range of information resources available to them.

B.3 Codes and Regulations: It is not the intent of this SPC to be a complete checklist of codes that students have mastered. Rather, students must demonstrate the ability to incorporate the fundamentals of multiple codes.

C.1 Research: The purpose of the SPC is for students to demonstrate their understanding of the many methods of research and study that may be used in the course of identifying and selecting solutions to the problems encountered in a complex architectural project.

C.3 Integrative Design. This SPC requires students to demonstrate the integrative thinking and application of technical knowledge and design skills that shape complex design and technical solutions.

The student work must demonstrate the ability to resolve the multiple demands of site, program, codes, environmental stewardship, and building systems through a rigorous process of decision making and then to document or represent their choices accurately.

Programs are not required to demonstrate evidence of integration of all issues (i.e., environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies) simultaneously in single projects. However, students should carry out projects of sufficient complexity to achieve the learning outcomes of this SPC.

Integrative design may be taught in single studios, or over multiple courses (e.g., a design studio coupled with a technical documentation course). Programs are encouraged to explore the best format for achieving this SPC.

PART II, SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 National Authorization and Institutional Quality Assurance

The institution offering the internationally certified degree program must be authorized by a government ministry or other appropriate national agency to offer higher education in the country in which it is located.

Provide a copy of the most recent letter, certificate, or charter from the ministry/agency regarding the institutional authorization.

II.2.2 Professional Degrees and Curriculum

See the *Conditions for International Certification* for a description and definition of the curricular requirements. The PSER must include:

- Title(s) of the degree(s) offered or degree sequence
- For each degree program offered, provide an outline of the curriculum showing the distribution of general studies, required professional courses (including prerequisites), required courses, professional electives, and other electives
- If the requirement for general studies courses in the arts, humanities, and sciences is met prior to university-level education, describe the system for general studies education in the local context and how it is substantially equivalent to the requirement for “General Studies” as described in II.2.2.
- For each degree offered, provide examples of the minors or concentrations students may elect to pursue
- A list of the minimum number of credit hours required for each semester or term
- A brief description of the method for determining credit hours and grades
- A list identifying the courses and their credit hours required for professional content and the courses and their credit hours or prerequisites required for general education for each ICert degree program offered
- A list of off-campus programs, description of facilities and resources, course requirements, and length of stay

PART II, SECTION 3 – EVALUATION OF PREPARATORY EDUCATION

The program must demonstrate that it has a thorough and equitable process for evaluating the preparatory or pre-professional education of individuals admitted to the ICert degree program.

- Programs must document their processes for evaluating a student’s prior academic coursework related to satisfying NAAB student performance criteria when a student is admitted to the professional degree program.
- If a program relies on the preparatory educational experience to ensure that admitted students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist.

The PSER must include:

- A description of the process for evaluating the preparatory education of students admitted to the ICert program. This description should include the process for verifying general education credits, professional credits, and, where appropriate, the basis for granting “advanced standing.” These are to be documented in a student’s admissions and advising record.

PART II, SECTION 4 – PUBLIC INFORMATION

Provide hyperlinks to the documents and resources requested in Part II, Section 4 of the *Procedures*.

PART III – PROGRESS SINCE THE PREVIOUS VISIT (applies only to ICert visit three and visits for continuation/renewal of ICert)

In this section the program must document all actions taken since the previous visit to address Conditions Not Met and “Items to Address” cited in the VTR for ICert visit two or, in the case of visits to renew ICert, in the VTR from the previous visit.

The PSER must include the title of the condition, the **exact** text quoted from the previous VTR, and the activities undertaken to respond to the deficiency. The format is specified in the PSER template.

Further, if the *Conditions* have changed since the previous visit, the PSER must include a brief description of changes made to the program as a result of changes in the *Conditions*.

This section is limited to five pages, total.

Example:

A.4 Technical Documentation. *Ability* to make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design. (2012 Conditions for Substantial Equivalency)

Visit two team assessment (2015): [quote the team’s assessment from the VTR for visit two exactly as it is written—for example:] This condition is **Not Met**. Although evidence was found in ARCH 325 Building Structures and Materials and ARCH 450 Working Drawings, the team did not find evidence of coverage of outline specifications.

Program response (2021): [Describe how the program has worked to address this deficiency since the last visit.]

PART IV – SUPPLEMENTAL MATERIAL

The program shall provide a number of documents for review by the visiting team.

Rather than being appended to the PSER, these documents should be provided by hyperlink or stored on an easily accessible digital portal such as Dropbox.

- Résumés of faculty teaching in the ICert program (use template in Appendix 2 of the *Conditions for NAAB International Certification*)
- Faculty credentials matrices (use template in Appendix 3 of the *Conditions for NAAB International Certification*)
- Plans or images of physical resources assigned to the program
- Descriptions of all courses offered within the curriculum of the NAAB-accredited degree program. The program must use the template available in Appendix 1 of the *Conditions for NAAB International Certification*.
- Studio Culture Policy
- Self-Assessment Policies and Objectives
- Policies on academic integrity for students (e.g., cheating and plagiarism)
- The institution's policy regarding human resource development opportunities, such as sabbatical, research leave, and scholarly achievements
- The policies, procedures, and criteria for faculty appointment, promotion, and when applicable, tenure
- Response to the Branch Campus Questionnaire (see Section 7.4 and Appendix 4 in the *Procedures for International Certification*)
- The previous VTR (applies only to visit three and visits to renew ICert)