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CII Training Quality Charter

clarity, confidence, credibility



October 2023

Our guidance and expectations

The CII Training Quality Charter provides clear expectations, inspires confidence and underpins the credibility of the CII's training services.

The Charter clearly outlines the highest standards of professionalism expected of the CII training community.

Our training promise

“ Our training will be engaging, expertly delivered and impactful. Where appropriate we will tailor training to your needs and always ensure it is relevant, current and practical. We will always seek feedback from learners to ensure courses are continually improved and updated.

Areas covered

The Training Quality Charter provides guidance and expectations for training provided by the CII in the following areas:

- Technical Knowledge, Qualifications and Experience
- Training Skills & Delivery Standards
- Maintaining Subject Expertise
- Professional Standards
- Conflicts of Interest
- Accessibility
- Evaluation and Continual Improvement

Technical Knowledge Qualifications and Experience

Trainers are highly competent facilitators and suitably qualified to deliver the relevant subjects. Where training exam units, the trainer will be expected to be suitably qualified in the subject they are training – most often with the specific unit, on occasion an equivalent unit, or a related higher-level unit.

When selecting trainers for our community, we will always assess relevant industry experience and knowledge – our trainers are often highly experienced current or former practitioners in their field of expertise.

Training Skills & Delivery Standards

We expect our trainers to facilitate learning both virtually and in the classroom, using group interaction, skilled questioning, exercises, tests and syndicate work. Our trainers will always take steps to engage all delegates and to support those who may be struggling.

We expect training to include regular changes of delivery format, so no lengthy monologues, but rich interactive and engaging learning.

Our training will always include regular breaks to help learners to maintain energy and focus. When learning online, we expect short breaks around every 45 minutes to reduce the impact of 'screen-fatigue'.

When observed, we expect our trainers to demonstrate best practice in all of the above.

Maintaining subject expertise

We expect trainers to continually maintain, develop and evidence their current industry/technical knowledge and training skills. We expect trainers to maximise learner impact through improved online training delivery by continually exploring new and evolving tools and techniques.

We periodically request trainers provide records of their CPD and offer guidance and advice where there are perceived gaps. The CII supports the ongoing development of technical knowledge by providing access to relevant library resources.

We encourage all our trainers to be active members of the CII community through membership and engagement with their local CII Institutes and PFS regional activities.



Conflicts of interest

Our trainers are sometimes also CII subject expert authors, assessors, examiners or question writers. Our trainers may not train exam units where there is a conflict of interest or a potential conflict of interest. For example, if they have been involved in any aspect of the creation or delivery of a CII unit assessment, they would not be able to train candidates for that unit.

The trainer must notify the CII training department if any conflict of interest arises due to their work as an assessor, examiner or other role within the CII.

Accessibility

Our trainers are familiar with the CII's policy on Qualifications accessibility and special circumstances, found here. They are committed to supporting delegates with specific accessibility needs, wherever possible. In relation to training:

Professional standards

Our trainers are mindful of their role in facilitating and enabling learning in others. We expect our trainers to skilfully apply facilitation skills and techniques rather than 'downloading' information.

With an awareness of Diversity, Equity and Inclusion, our trainers always work hard to treat all delegates fairly, to accommodate different learning styles and abilities, and to adapt their approach as required.

- We deliver virtual training via MS Teams which includes live captioning and translation.
- Our face-to-face training is wheelchair accessible in our offices in London.
- Trainers will use delegates personal microphone kit if asked.
- We can provide copies of materials in different formats upon request.
- We are committed to accommodating all reasonable adjustments to support learners needs.



Our trainers are human. While we expect the highest standards, when mistakes occur, we expect our trainers to be open about that, to correct any issues or misunderstanding and to put in place processes to ensure mistakes aren't repeated.

Should a complaint occur, we expect our trainers to be transparent and cooperate with us to resolve the matter swiftly. Our full complaints policy, including escalation process, is published here. Complaint levels and trends are reviewed monthly by the Risk and Compliance Manager, along with all relevant department heads to ensure that both tactical and strategic opportunities are addressed.

Evaluation & Continual Improvement

Every training session that we deliver includes the opportunity for the learner to share their honest feedback both on the quality of the content (which should be technically, legally and fiscally up to date) and the skill of the trainer.

We expect our trainers to use this feedback to reflect on their training performance and improve their courses where needed.

The CII also uses this evaluation data to monitor the performance of our trainers and our courses. We provide feedback, seek clarification and offer support where questions arise.

How is the Charter brought to life?

We ask all our training community to review the Charter at least annually and to ensure measures are in place to evidence their skills and capabilities when required.

Periodically we will:

- 'drop-in' on training sessions and complete quality assessments;
- request samples of training materials are submitted for review and feedback with suggestions for improvement as required; and
- spot check trainers' ongoing development by asking for evidence of CPD, both technically and in relation to training delivery skills.



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