

## CPD ACCREDITATION STANDARDS

CPD Accreditation Standard	Description	Examples of evidence of the standard
<b>1. LEARNING OBJECTIVES</b>		
<b>1.1 Aims and objectives</b>  <i>The learning objectives will need to be clearly stated, relevant and met by the learning activities</i>	<ul style="list-style-type: none"> <li>➤ Clear objectives identified for the learning &amp; development</li> <li>➤ Training needs analysis</li> <li>➤ The learning event reflects business objectives</li> <li>➤ The learning outcomes reflect regulatory requirements, where appropriate</li> <li>➤ Structured learning activities</li> </ul>	<ul style="list-style-type: none"> <li>➤ Training needs analysis process</li> <li>➤ Structured approach to the learning</li> <li>➤ Identification of how the learning objectives will be measured</li> <li>➤ Linked to the business/ any regulatory CPD requirements</li> <li>➤ Learning outcomes detailed</li> <li>➤ Aims and objectives documented</li> <li>➤ Senior management sponsorship and support</li> </ul>
<b>2. LEARNING</b>		
<b>2.1 Learning design and delivery</b>  <i>The learning and development activity should be of a high standard and the methods used should be appropriate for the audience and the activity undertaken. Training materials should be clear, current and relevant. They should also be suitable for the audience and consistent with the training delivery.</i>	<ul style="list-style-type: none"> <li>➤ Learning activities delivered to a consistently high standard</li> <li>➤ Learning interactive &amp; varied</li> <li>➤ Active learner participation</li> <li>➤ Learning event designed to be able to respond to delegate ability &amp; learning preferences</li> <li>➤ Use of language, pace &amp; style that is appropriate for the audience</li> <li>➤ Relevant, technically accurate and up-to-date learning content</li> <li>➤ Contributes to delegate knowledge and skills development</li> <li>➤ Structured with recreational breaks for participants, where appropriate</li> <li>➤ Suitable venues with access to facilities, refreshments and staff assistance</li> </ul>	<ul style="list-style-type: none"> <li>➤ Clear explanations of terminology / relevant facts with examples.</li> <li>➤ Inclusion of learning cycle and a range of learning preferences in the design of the event</li> <li>➤ Training materials reviewed by CII (where appropriate)</li> <li>➤ Training observation by CII</li> <li>➤ Interview responses</li> <li>➤ Event description and event schedule</li> <li>➤ Event venue details</li> <li>➤ Participant feedback</li> <li>➤ Equality &amp; Diversity risk assessment</li> </ul>
<b>2.2 Trainer competence and credibility</b>  <i>Trainers/ speakers should demonstrate a high level of competence and relevant experience.</i>	<ul style="list-style-type: none"> <li>➤ Trainers /speakers have relevant experience</li> <li>➤ Trainers/speakers maintain their competence</li> <li>➤ Trainers/speakers are prepared and have the appropriate knowledge</li> <li>➤ Trainers/speakers have knowledge of training techniques and presentation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Speaker profiles</li> <li>➤ Speakers have experience/ knowledge/ qualifications in their subject matter</li> <li>➤ Professional qualifications held by trainers/speakers</li> <li>➤ Training qualifications held by trainers</li> <li>➤ Trainers are experts or experienced in their subject area</li> </ul>

	<p>standards</p> <ul style="list-style-type: none"> <li>➤ Conducive learning environment</li> </ul>	<ul style="list-style-type: none"> <li>➤ Trainers/speakers have professional body membership</li> <li>➤ Training observation by CII</li> <li>➤ Trainer/speaker competence standards used for selection and monitoring</li> </ul>
<p><b>2.3 Professional</b></p> <p><i>A professional approach should be taken by the organisation, taking into account all regulatory, legislative and ethical behaviour requirements.</i></p>	<ul style="list-style-type: none"> <li>➤ Advocate of professionalism</li> <li>➤ Operates with integrity</li> <li>➤ Professional and ethical approach</li> <li>➤ Complies with legislative and regulatory requirements</li> <li>➤ Clear and unambiguous learning event information</li> <li>➤ Learning event focuses on the professional development of participants</li> </ul>	<ul style="list-style-type: none"> <li>➤ Support for professional body membership, for example, employee membership</li> <li>➤ Financial service/ insurance qualifications promoted</li> <li>➤ High standard of conduct by employees, trainers and speakers</li> <li>➤ FSA requirements met (where appropriate)</li> <li>➤ Procedures documents</li> <li>➤ Complaints &amp; feedback process</li> <li>➤ Advertising literature is not misleading</li> <li>➤ Speaker guidelines</li> </ul>
<b>3. EVALUATION</b>		
<p><b>3.1 Quality and consistency</b></p> <p><i>There should be clear methods of ensuring that standards are maintained and that learning and development activities are undertaken and delivered to consistent levels.</i></p>	<ul style="list-style-type: none"> <li>➤ Process in place to ensure learning materials remain technically accurate, up to date and are of a high quality</li> <li>➤ Process in place to ensure programme delivered to consistently high standard</li> <li>➤ Process in place to ensure no misuse of documents or information</li> </ul>	<ul style="list-style-type: none"> <li>➤ Regular review of learning materials</li> <li>➤ Learning materials/ handouts produced by subject experts</li> <li>➤ Training observation</li> <li>➤ Assessment of learning included</li> <li>➤ Version control on documents</li> <li>➤ Evaluation forms are provided to all participants</li> <li>➤ Feedback is obtained from trainers/ speakers</li> <li>➤ There is a process for review of how well the learning event went</li> <li>➤ Areas identified for improvement are acted upon</li> <li>➤ Guidance is provided on the standards for delivery and design</li> </ul>
<p><b>3.2 Evaluation of Learning</b></p> <p><i>Mechanisms should be in place to evaluate the effectiveness of the programme. They should include a link to the training needs analysis.</i></p>	<ul style="list-style-type: none"> <li>➤ Evaluation process to identify whether the learning event delivered the learning objectives</li> <li>➤ Method to assess participant progress as a result of the learning event</li> <li>➤ Mechanism for identifying the business value of the learning event</li> </ul>	<ul style="list-style-type: none"> <li>➤ Evaluation processes used</li> <li>➤ Participant feedback</li> <li>➤ Success rates / satisfaction ratings reviewed</li> <li>➤ Training observation by CII</li> <li>➤ Learning &amp; development records maintained</li> <li>➤ Business KPIs reviewed</li> <li>➤ Before and after comparisons used</li> <li>➤ Formal testing is used</li> </ul>
<p><b>3.3 Record keeping</b></p> <p><i>Robust processes should be</i></p>	<ul style="list-style-type: none"> <li>➤ Effective and accurate recording of procedures relating to the</li> </ul>	<ul style="list-style-type: none"> <li>➤ Guidance available on the operation of the learning event</li> </ul>

<p><i>in place to ensure effective record keeping of the learning and development activities, delegate attendance and any assessment activities.</i></p>	<p>learning event</p> <ul style="list-style-type: none"> <li>➤ Version control</li> <li>➤ Accurate participant assessment recording, where appropriate</li> <li>➤ Accurate delegate attendance records</li> <li>➤ Feedback/ complaints recording process</li> <li>➤ Evaluation and review process records</li> </ul>	<ul style="list-style-type: none"> <li>➤ Contracts in place e.g. venue hire</li> <li>➤ Checks in place to ensure the integrity of the record keeping</li> <li>➤ Participant feedback records</li> <li>➤ Speaker/ trainer feedback records</li> <li>➤ Attendance records</li> <li>➤ Participant assessment results recorded, if appropriate</li> <li>➤ Process for ensuring up-to-date documents being used</li> </ul>
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