Prior learning accreditation standards for company internal training programmes

CII

Prior learning accreditation standards

Standard	Description
1. Programme structure	
1.1 Sponsorship	The accredited training programme should have the support of senior management to ensure the training programme is subject to ongoing development, maintenance/enhancement of standards. The programme should also reflect business objectives.
1.2 Match to CII exam units	The accredited training programme should either closely match the learning outcomes/syllabus, scope and content of a current CII examination or contain relevant technical content which is at the same technical level as CII examination units.
1.3 Learning outcomes	The training programme should include clear learning outcomes and/or a syllabus in order that learners can assess the technical level and relevance of the programme, measure their progress and identify further development areas.
1.4 Design & development	The responsibility for the design and development should be assigned to a competent, qualified individual(s). There should be no link between the training delivery and the assessment process (e.g. question writing, marking, moderation).
1.5 Technical sign-off & quality assurance	There should be a robust process for ensuring that the learning materials, assessments are technically correct, and are kept up to date in respect of, for example, legal, regulatory and market practice. This should be approved by a competent, qualified individual.
1.6 Learning programme	The training programme delivery and assessment, the participant learning support should be clearly documented. This may include a schedule of training delivery dates and assessment dates. The learning support for participants should be appropriate for the technical level and cover all aspects of the learning outcomes. If this is not possible, it should direct participants to sources of relevant information.

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2. Training delivery	
2.1 Quality of training and learning support	The learning support should be of a high standard to effectively support the participants. Trainers should hold relevant qualifications/have relevant experience and undertake CPD. Trainers should have knowledge and experience of training techniques and training standards and have a high level of knowledge in their subject area.
2.2 Evaluation of the learning design & delivery	A thorough evaluation process is required to assess the learning support standards, for example, through training observation, monitoring whether the learning outcomes and also the business aims are met through the training programme, monitoring of participant results and feedback.
3. Assessments	
3.1 Assessment structure	The assessment must be of a similar standard, scope and rigour to the CII examinations at the level of accreditation applied for. For example, it has technically equivalent and relevant learning, a similar scope of learning is tested, the pass mark should be at or above the CII pass mark, and there is a balanced allocation of marks and clear marking guide, a similar assessment duration and number of assessment questions. The testing must be robust and should be appropriate for the technical level of the training programme, for example, through the use of invigilated 'closed book' tests. The assessment process must formally test the participant's knowledge of the learning outcomes and/or the syllabus.
3.2 Assessment questions	The assessment questions must be clearly worded so that participants know what is required of them and how many marks are allocated to each question (and parts of the question). The questions must test the learning outcomes and/or syllabus. Information should be available about how each area of the syllabus will be tested and how many assessment questions will relate to each area of the syllabus. The questions should be robust and not contain 'clues' to the answer. They cannot be CII examination questions or questions used in the CII exam guides. The individual responsible for the assessment process should be clearly identified.

Please note those standards marked with a purple fill are **not** compulsory.

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3.3 Assessment setting	The responsibility for setting assessments should be allocated to a competent, qualified individual(s). This should not be the trainers for the programme.
	The assessments should be checked and approved for technical accuracy, relevance, technical level, rigour, style and clarity of wording.
	The question bank should be updated and checked regularly to ensure that the questions remain up to-date, relevant and technically accurate.
	The question bank should have a ratio of 1:3 and/or new questions written for each test.
	A mark scheme should be in place which sets out how the marks are allocated for each question. It should provide the assessment markers with a model answer/guide to clearly indicate how the marks are awarded.
3.4 Assessment security	Assessments should be securely stored.
	Security measures should be in place to ensure the assessment questions and/or answers cannot be accessed by unauthorised individuals.
	Trainers should not have access to the assessment questions and/or answers.
	Processes should be in place to maintain participant confidentiality, for example, through the use of reference numbers instead of participant names.
3.5 Assessment conditions	Assessments should be taken under similar conditions to CII exams, with the use of invigilators to maintain the integrity of the assessment process.
	Invigilators cannot invigilate those participants they have trained or line-manage.
	Candidates should be made aware of the assessment conditions before they participate in the assessment process.
	Candidates should not be able to access unauthorised information during the assessment.
	Processes should be in place to ensure that the assessment is the candidate's own work.
3.6 Assessment marking & moderating	Assessments should be marked and moderated by competent, qualified individuals. There should be a process in place to check that the marking of the assessment is fair and consistent, for example, through the use of a second marker and/or a review of the assessment results that have high or low marks and those that narrowly fail.
	The moderation process should determine those areas that may require an adjustment to be made to the pass mark/ assessment. For example, through identifying questions with very high or very low pass results and scrutinising the suitability of these questions.
	Any adjustments to the pass mark as a consequence of moderation decisions should be recorded.
	Candidate confidentiality should be maintained throughout the process.

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3.7 Candidate notification and appeals process	Participants should be notified of their assessment result in a timely fashion. A documented formal appeals process should be in place and accessible to all participants. Trainers cannot be part of the appeal decision making process.
3.8 Conflict of interest	There should be a clear separation between the training and assessment process. Procedures should be in place to avoid the potential for personal conflicts of interest, for example, a manager marking his/her team members' assessment. There should be no link between the training delivery and design and the assessment process, for example question writing, marking and moderation.

4. Quality assurance

Standard	Description
4.1 Documentation and guidance	Processes and procedures should be in place to ensure that the management and operation of the qualification is to a consistently high standard. Guidance should be provided to invigilators, assessment markers and moderators, trainers so that they know what their roles and responsibilities are. These should be reviewed annually and documentation updated as required. Procedures should be accurately documented.
4.2 Record keeping	Detailed records must be maintained, including version control for training materials, the syllabus, the assessment questions and answers, participant attendance and individual results, appeals, complaints. Accurate and up-to-date records are required. Information must be accurate when notifying the CII of successful participants.
4.3 Review process	The training programme should be regularly reviewed to ensure that the learning outcomes/syllabus and assessment remains relevant and up-to-date. There should be a system for approving changes to the training programme and ensuring, where relevant, any changes meet regulatory requirements. Procedures should be in place to support the integrity of the training programme, for example, monitoring cheating. The delivery of the training programme should be monitored to ensure that consistent standards are maintained regardless of which location the training programme is delivered at.

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4.4 Professional	The training programme should be operated and managed to the highest level of professionalism.
	Procedures should be in place to ensure that all participants are treated fairly.
	Trainers, invigilators, assessment markers, question setters should undertake their roles and responsibilities with integrity and follow a code of conduct, for example, the CII Code of Ethics.
	Senior management should oversee and approve the management of the training programme.