

## Approved/Accredited Professional Development Centre Standards

| Standard                                                                                                                                                  | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Examples of Evidence / measure                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <b>1. Teaching and Learning</b>                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>1.1 Course Delivery</b><br><br>The teaching and learning should be of a high standard and enable the students to achieve CII qualifications.           | <ul style="list-style-type: none"> <li>➤ Teaching is interactive and engages the student</li> <li>➤ Learning outcomes identified and clearly communicated</li> <li>➤ Technically accurate, relevant and up-to-date training materials</li> <li>➤ The language and style of delivery is appropriate for the audience</li> <li>➤ Teachers and support staff are up to date on the CII qualifications and rules</li> <li>➤ Up-to-date teaching materials used</li> <li>➤ Clear communication of course information, scope of course delivery and learner expectations (e.g. study hours required) to course participants</li> <li>➤ <b>Clear differentiation between CII qualification delivery and the delivery of other courses offered</b></li> </ul> | <ul style="list-style-type: none"> <li>➤ Course overview</li> <li>➤ Course delivery plan and timetable</li> <li>➤ Lesson aims and objectives</li> <li>➤ Teaching materials</li> <li>➤ Sample lesson plans</li> <li>➤ Structured approach to the learning</li> <li>➤ Organisation chart with roles and responsibilities</li> <li>➤ Process for identifying student needs and progress</li> <li>➤ Student feedback</li> <li>➤ Training observation by CII</li> <li>➤ Teaching materials and sample lesson plans</li> <li>➤ Learner communications to set expectations of the course e.g. overall study hours, split by training delivery hours and self (independent) study.</li> <li>➤ Website or course brochures</li> </ul> |
| <b>1.2 Teacher competence and credibility</b><br><br>Teachers should demonstrate a high level of competence, technical knowledge and relevant experience. | <ul style="list-style-type: none"> <li>➤ Teachers have up-to-date knowledge of their subject areas and hold a relevant professional qualification/exam unit at the same or a higher qualification level</li> <li>➤ Teachers have detailed knowledge of the course they are teaching and the CII exam requirements</li> <li>➤ Teachers have knowledge of teaching and learning techniques and how to support student progress</li> </ul>                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>➤ CVs and profiles to evidence experience and credentials</li> <li>➤ Qualification certificates</li> <li>➤ Teacher CPD activity</li> <li>➤ Teaching notes and lesson plan</li> <li>➤ Competence standards for selection and monitoring</li> <li>➤ Student feedback</li> <li>➤ Teacher performance monitoring</li> <li>➤ Code of conduct/ethics followed</li> <li>➤ Professional body membership</li> <li>➤ Training observation by the CII</li> </ul>                                                                                                                                                                                                                                 |

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|                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>➤ There is a planned, organised approach to teaching and supporting students</li> <li>➤ Teachers follow a personal and professional conduct standard</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>2. Quality Management</b>                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p><b>2.1 Teaching and learning support</b></p> <p>Processes should be in place to ensure adequate resources and suitable venue to support a high-quality teaching and learning experience.</p>       | <ul style="list-style-type: none"> <li>➤ Range of learning resources which can be easily accessed by students</li> <li>➤ Venues used are conducive to learning, have adequate facilities and staff assistance</li> <li>➤ Effective administration team support</li> <li>➤ Clear roles and responsibilities</li> <li>➤ Policies and procedures in place to support a high standard in governance</li> <li>➤ Regular health, safety and security checks to protect students, staff and visitors</li> </ul>                                                                                                                                  | <ul style="list-style-type: none"> <li>➤ Summary of learning support available</li> <li>➤ Standards for venue selection</li> <li>➤ Processes and procedures for course delivery</li> <li>➤ Contingency plans for absences</li> <li>➤ Organisation chart with roles, responsibilities for course delivery, design and day-to-day operation</li> <li>➤ Risk Assessment, health and safety monitoring reports</li> <li>➤ Employer and student information</li> <li>➤ CII site visit</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>2.2 Professional</b></p> <p>A professional approach should be taken by the training provider which includes compliance with all regulatory, legislative and ethical behaviour requirements.</p> | <ul style="list-style-type: none"> <li>➤ Commitment to CPD for all personnel</li> <li>➤ Compliant with regulatory/legislative requirements</li> <li>➤ Regular financial monitoring and reporting to ensure financial viability</li> <li>➤ Course rules and regulations easily accessed by students and employers</li> <li>➤ Registered with the relevant Government department/education inspection authority and all government requirements met</li> <li>➤ Professional qualifications and standards promoted</li> <li>➤ Code of Ethics followed by all personnel</li> <li>➤ Information provided is accurate and up to date</li> </ul> | <ul style="list-style-type: none"> <li>➤ CPD activity for employees</li> <li>➤ Professional body membership details</li> <li>➤ Annual Report and Accounts</li> <li>➤ Regulatory returns</li> <li>➤ Website information</li> <li>➤ Information for employers</li> <li>➤ Licence and registration certificates</li> <li>➤ Performance review process</li> <li>➤ Processes for ensuring compliance with regulatory requirements</li> <li>➤ External accreditations</li> <li>➤ Inspection reports and grading</li> <li>➤ Code of conduct followed</li> <li>➤ Complaints and feedback process</li> <li>➤ Advertising literature is not misleading</li> <li>➤ Process for identifying personal conflicts of interest</li> <li>➤ CII Interviews with those responsible for the operational standards</li> <li>➤ Student support service</li> <li>➤ Policies and procedures in place</li> </ul> |

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| <p><b>2.3 Quality &amp; consistency</b></p> <p>There should be clear methods of ensuring that the training courses are maintained to a consistently high standard.</p> | <ul style="list-style-type: none"> <li>➤ Process in place to ensure teaching and learning materials remain relevant, technically accurate and up to date</li> <li>➤ Course management procedures</li> <li>➤ Performance review process in operation which includes administrative, teaching and personnel</li> <li>➤ Student progress and results monitored</li> <li>➤ Complaints and feedback process in place</li> <li>➤ Comprehensive information and guidance provided to students and/or employers</li> <li>➤ Competence sign off process for new recruits</li> </ul> | <ul style="list-style-type: none"> <li>➤ Teaching materials</li> <li>➤ Summary of learning support available</li> <li>➤ Processes and procedures for delivery</li> <li>➤ Contingency plans for absences</li> <li>➤ Organisation chart with roles, responsibilities for course delivery, design and day-to-day operation</li> <li>➤ Employer and student information</li> <li>➤ Performance review forms</li> <li>➤ Complaints log</li> <li>➤ Results log</li> </ul>              |
| <b>3. Validation</b>                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>3.1 Evaluation</b></p> <p>Mechanisms should be in place to evaluate the effectiveness and consistency of the courses.</p>                                        | <ul style="list-style-type: none"> <li>➤ Identification of how the learning outcomes will be measured</li> <li>➤ Evaluation process to identify whether the teaching met its objectives</li> <li>➤ Employer and student feedback is regularly reviewed and responded to</li> <li>➤ Procedure to monitor the student experience</li> <li>➤ Regular lesson observations</li> <li>➤ Monitoring and tracking of individual student progress</li> </ul>                                                                                                                         | <ul style="list-style-type: none"> <li>➤ Progress data for individual students</li> <li>➤ Success ratings monitored</li> <li>➤ Satisfaction ratings reviewed</li> <li>➤ Governance monitoring processes</li> <li>➤ Survey results</li> <li>➤ Progress and achievement data</li> <li>➤ Qualification completion rates</li> <li>➤ Student/ employer feedback</li> <li>➤ Observation feedback</li> <li>➤ Benchmarking information</li> <li>➤ Student attendance register</li> </ul> |
| <p><b>3.2 Record keeping</b></p> <p>Robust processes should be in place to ensure accurate record keeping for the courses taking into account</p>                      | <ul style="list-style-type: none"> <li>➤ Accurate records of student attendance, progress and achievement</li> <li>➤ Full and up to date student records maintained</li> <li>➤ Version control in place to ensure up-to-date content and documents</li> <li>➤ Processes in place to ensure confidentiality of</li> </ul>                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>➤ Details of course administration personnel &amp; their responsibilities</li> <li>➤ Contracts and agreements</li> <li>➤ Regulatory returns and reports</li> <li>➤ Up-to-date policies and procedures</li> <li>➤ Attendance and progress records</li> <li>➤ Certification and completion records</li> </ul>                                                                                                                               |

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| confidentiality of information. | information for example, results records<br>➤ Compliance with any government and/or regulatory reporting requirements | ➤ Feedback records<br>➤ Guidance and information documents<br>➤ Procedures to ensure confidentiality of data e.g. exam questions |
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**Where courses or qualifications other than CII qualifications are delivered within the same programme or scheme, or advertised on the same website or brochure, there must be a clear indication that these are not part of CII qualifications.**