

Approved Professional Development Centre Standards

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

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

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

confidentiality of information.	information for example, results records ➤ Compliance with any government and/or regulatory reporting requirements	➤ Feedback records ➤ Guidance and information documents ➤ 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.