

CILEx Training Provider Accreditation Programme Standards

9. Programme Resourcing				
	Standard	Indicative Evidence	Evidence	Rationale
9.1	Training and learning resources are sufficient to ensure effective delivery of the programme(s)	<i>Resource list, number and images of training rooms, tutor: Learner ratio</i>		
9.2	The organisation has suitably qualified, experienced and competent staff responsible for managing and delivering CILEx programme(s)	<i>CVs for staff and tutors, training & CPD requirements and records</i>		
9.3	The administrative support available for programme delivery is sufficient and competent with clearly defined roles and responsibilities	<i>Role and responsibilities document; job descriptions; CVs; performance management information</i>		
10. Programme Planning				
	Standard	Indicative Evidence	Evidence	Rationale
10.1	Programme has clear objective, is appropriately structured, with up to date content reflecting the title and objective and being appropriate for the target audience	<i>Submitted programme details</i>		
10.2	Delivery methods for the programme, including timings for workshops/sessions and length of the overall programme are appropriate for the content to be delivered	<i>Programme details with rationale for chosen delivery methods</i>		

10.3	The backgrounds and learning needs of all learners are considered in programme planning	<i>Target group details; examples of how programme planning accommodates Learner needs</i>		
10.4	Assessments have clear and valid outcomes, and their methods are appropriate for the programme content	<i>Submitted assessment details</i>		
10.5	Assessment tools are fit for purpose and the number of assessment tools is sufficient for programme assessment and frequency of delivery	<i>Submitted assessment details</i>		
11. Programme Delivery				
	Standard	Indicative Evidence	Evidence	Rationale
11.1	Tutors respond to different learning needs of learners, taking various learning styles into account in their planning and delivery of sessions	<i>Programme delivery plans; Learner feedback forms</i>		
11.2	Tutors employ effective strategies to involve all learners in active participation and to check their understanding of concepts and programme content	<i>Programme delivery plans; feedback forms; records of Learner performance</i>		
11.3	Marking of assignments and assessments is carried out by suitably qualified, experienced markers	<i>Marker CVs</i>		
11.4	Markers are given sufficient training on the assessment tools and marking criteria	<i>Records of, and documents from, marker training session(s)</i>		
11.5	Marking of assessments is accurate, consistent and fair	<i>Marking process and procedures</i>		

11.6	The standardisation process (where there is more than one marker) is effective, fit for purpose and robust	<i>Standardisation process and procedures; examples of standardisation</i>		
11.7	Tutors are supported in identifying and making improvements to programme delivery	<i>Examples of improvements identified and/or made by tutors and the results thereof</i>		
12. Programme Monitoring				
	Standard	Indicative Evidence	Evidence	Rationale
12.1	There is an effective mechanism to identify, manage and mitigate risks to the quality of programme delivery and to identify areas requiring development	<i>Risk list/register and actions to be taken in the event of risk realisation.</i>		
12.2	Learner performance is monitored to enable the identification of learners who are not making satisfactory progress and prompt intervention where appropriate (if applicable)	<i>Documented approach to, and records of, Learner performance monitoring; examples of intervention and results thereof</i>		
12.3	Tutor performance is monitored to ensure consistently high quality of delivery, with prompt intervention where required	<i>Documented approach to, and records of, tutor performance monitoring; examples of intervention and results thereof</i>		
13. Feedback				
	Standard	Indicative Evidence	Evidence	Rationale
13.1	The organisation has effective mechanisms for obtaining feedback from learners on all aspects of the programme(s)	<i>Documented process for obtaining feedback; examples of feedback forms (blank and completed)</i>		
13.2	Feedback from learners is recorded and reviewed on a regular basis	<i>Documented process for recording and reviewing feedback</i>		

13.3	Feedback from learners is analysed and action is taken where necessary	<i>Examples of analysis and actions taken following feedback</i>		
13.4	Oral and written feedback is given to individual learners on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery	<i>Written feedback and/or records of oral feedback</i>		
13.5	The organisation has effective mechanisms for providing feedback to tutors in a timely and constructive manner	<i>Documented process for tutor feedback; examples of feedback given</i>		
14. Programme Evaluation				
	Standard	Indicative Evidence	Evidence	Rationale
14.1	There is a thorough and robust system for regularly reviewing the effectiveness of the programme	<i>Policy and procedure(s) reviewing effectiveness; examples of how such reviews have led to improvements to the programme</i>		
14.2	The organisation has an effective approach to evaluating the success of the programme over time, including analysis of any anomalies in performance	<i>Documented approach to evaluating the programme year on year; examples of evaluation and analysis</i>		
14.3	The organisation has a sound approach to reporting, which incorporate the outcomes of reviews of the programmes) and learner performance and any action to be taken	<i>Reports showing participation, results, analysis and action plans.</i>		

15. Guidance and Support				
	Standard	Indicative Evidence	Evidence	Rationale
15.1	Learners have access to advice, guidance and support in relation to the programme(s)	<i>Details of programme support and guidance available</i>		
15.2	Where relevant, there is a process to provide support for learners with learning disabilities	<i>Records and correspondence of requests for support and responses given/action taken</i>		
15.3	Where relevant, there is a process to make reasonable adjustments for learners	<i>Policies and procedures; examples of where reasonable adjustments have been implemented</i>		
15.4	Learners have access to a published complaints procedure of which they are informed in writing at the start of the programme	<i>Published complaints procedure</i>		
15.5	Learners are advised of CILEx's own complaints procedure	<i>Website/information pack for learners</i>		
16. Employer Engagement				
16.1	The organisation has an effective approach to employer engagement that benefits both the programme and learners	<i>Employer engagement strategy; examples of active links with employers and the benefits provided</i>		

Declaration: I declare that the information provided in support of the application to become a CILEx Accredited Training Provider is true and accurate. I understand that any false information may invalidate the application and cause it to be rejected by CILEx at any stage of the accreditation process.

Signature:

Position:

Date: