

# Training Provider Accreditation Core and Programme Standard Requirements Guidance for Training Providers

These standards set out the requirements an organisation must meet to become a CILEx Accredited Training Providers. The first eight sections are the core standards and relate to how the organisation operates as a business, irrespective of the CILEx programmes it may be seeking to deliver. Sections nine to sixteen relate to the programmes and/or qualifications the Training Provider will be delivering.

The standards are grouped under specific headings. Alongside each standard is an indicative evidence column, which gives examples of the kinds of evidence that might be provided to show how the standard has been met. Next to this is a blank 'evidence' column, where the training provider should list the evidence it is submitting to demonstrate it meets the standard. The fourth column enables the training provider to explain briefly how it believes this evidence meets the standard.

The indicative evidence column should **not** be viewed as an exhaustive list to be replicated by all training providers completing an application. It is provided to help training providers interpret the requirements of the standards and determine the best evidence to illustrate their way of working.

The completed application form, along with all the supporting evidence, should be sent to:

[centre.accreditation@cilex.org.uk](mailto:centre.accreditation@cilex.org.uk)

If you require any assistance or guidance in preparing your submission you can request this via the Training Providers Accreditation email address: [centre.accreditation@cilex.org.uk](mailto:centre.accreditation@cilex.org.uk).

## **Sending evidence**

You are advised to send evidence in a zip file together with the completed application form to:

[centre.accreditation@cilex.org.uk](mailto:centre.accreditation@cilex.org.uk)

You will receive an automated acknowledgement of your submission.

## Specific Guidance

**Please note:** ‘Learner’ is used to describe learners, students or employees engaged in CILEx programmes.

<b>1.</b>	<b>Training Provider Set Up/Incorporation</b>
<b>1.1</b>	<p>If you do not have a Companies House number, or equivalent, you should provide any relevant documentation to show how your organisation was set up. We need to know that your organisation is an active entity and legally entitled to conduct business. We need to understand what type of organisation you are – HEI, FE College, Private Provider etc – and whether you have any other business functions besides training. These might include publishing arms, virtual learning environments available to other providers, consultancy services etc.</p>
<b>2.</b>	<b>Governance</b>
<b>2.1</b>	<p>We need to know that you have a structure in place to oversee the behaviour and performance of the organisation. We need to understand who has responsibility for key functions within the organisation and where the ultimate accountability lies should things go wrong. If you have business functions and/or subsidiary organisations in addition to the learning training provider, we need to understand how they interact and what approach you take to managing and mitigating conflicts of interest.</p>
<b>2.2</b>	<p>We need to know that you have a robust approach to ensuring that all senior managers and directors, including non-executives, lay members and trustees, have been deemed suitable for their roles. We need to understand what you consider suitability to look like for senior roles, to know what checks are carried out as part of the process of determining suitability, and to see evidence that these checks have been carried out consistently and fairly.</p>
<b>2.3</b>	<p>We need to know that you have a structure in place to identify potential conflicts of interest across the organisation and a strategy to manage them effectively. We will be looking for evidence of appropriate recording and monitoring of conflicts and will expect all staff to be aware of them.</p>
<b>2.4</b>	<p>We will expect there to be an up to date organisation chart, including any boards and committees, that is available to and understood by all staff. Relevant documents showing the extent of personal and organisation liability, such as Memorandum and Articles of Association, Trustee Agreements etc, should be provided.</p>
<b>2.5</b>	<p>We need to know that there is active support from across the organisation’s senior management, not just from those directly involved with CILEx programmes, and that it forms a positive part of your vision for the future. As well as having the declaration completed and the application signed by the head of your organisation, you should include the relevant business plan and/or organisational strategy documents showing how becoming an Accredited Training Provider fits with the organisation’s overall direction of travel.</p>

<b>3.</b>	<b>Management and Staffing</b>
<b>3.1</b>	We need to know that roles and responsibilities across the organisation are understood by both staff and learners.
<b>3.2</b>	We need to know that you have a thorough and transparent approach to staff recruitment, irrespective of the nature or level of the role. We need to understand your approach to determining role requirements and competences, working arrangements, and succession planning.
<b>3.3</b>	We need to know how staff are aware of the requirements and authority limits of their own roles, and how they fit within the organisation.
<b>3.4</b>	We need to understand the importance you place on staff development and your strategy for helping all staff to achieve their full potential. In addition to policies and procedures submitted in evidence, you should include examples of development plans/records to demonstrate how your approach works in practice.
<b>3.5</b>	We need to know that the organisation has a stable and committed staff. The average turnover figure for all sectors is around 15% and an XpertHR survey showed that in 2017 the average figure for education staff (academic) was 11.5% and for education staff (non-academic) was 10.2%. We need to understand how your organisation's turnover compares and the reasons why.
<b>4.</b>	<b>Financial Stability</b>
<b>4.1</b>	We need to be assured that the organisation is on a sound financial footing and in a position to offer programmes to learners for at least the length of the accreditation agreement.
<b>4.2</b>	We need to be assured that the organisation can offer the programme from a stable venue for at least the length of the accreditation agreement.
<b>5.</b>	<b>Premises and Resources</b>
<b>5.1</b>	We need to know that learners will experience programmes delivered on high quality premises appropriate to their needs and conducive to learning. Information relating to academic staff should make clear your approach to determining and maintaining the optimum tutor: learner ratio. You should also include evidence of the administrative resources in place to support programmes and their effectiveness.
<b>5.2</b>	We need to understand your approach to ensuring the safety, security, cleanliness and maintenance of your premises. We need to know what the learner experiences and what happens within the organisation to ensure that experience is positive. Where you deliver CILEx examinations on your premises, we need to understand your security arrangements and how you protect the integrity of CILEx qualifications.
<b>5.3</b>	We need to know the process and procedure for assessing the suitability of any external venues you may use as part of your programme delivery.
<b>6.</b>	<b>Quality Assurance</b>
<b>6.1</b>	We need to know that you have a commitment to, and a strategy for, quality assurance across the whole organisation. You should include examples of management information and how it has been used to improve aspects of performance.

<b>6.2</b>	We need to know that you have a commitment to continuous improvement across the organisation and how this works in practice. In addition to policies and
	procedures, you should include examples of actions taken following reviews and the results thereof.
<b>6.3</b>	We need to understand your mechanisms for receiving feedback and why you believe them to be effective. In addition to process documents, you should include examples of actual feedback received.
<b>6.4</b>	We need to understand how you review and analyse feedback and for what purpose. In addition to process documents, you should include examples of review and analysis.
<b>6.5</b>	We need to be assured that there is a process for dealing with any suspected or proven malpractice and/or maladministration. Malpractice may constitute cheating in an assessment, leaking confidential assessment material content to learners, or any other action which may compromise the process of assessment, the integrity of a qualification or the validity of a result. Maladministration may constitute a mistake or any other unintentional action which may compromise the process of assessment, the integrity of a qualification or the validity of a result.
<b>7.</b>	<b>Learner Recruitment and Retention</b>
<b>7.1</b>	We need to know that you have a clear strategy and appropriate mechanisms for recruiting learners to the programme. In addition to details of the strategy and recruitment mechanisms, policies and procedures, you should include target learner numbers.
<b>7.2</b>	We need to know what information is available to learners and how this may be adapted to meet specific needs. You should include examples of all available formats.
<b>7.3</b>	We need to know that your application process is consistent, transparent and fair. We need to understand why you are sure of the robustness of the process, particularly regarding verification of qualifications, identity and entry requirements. In addition to process documents, you should provide examples of recent applications, including at least one where a claimed qualification was verified.
<b>7.4</b>	We need to know that enrolment terms and conditions are fair and transparent for all learners. In addition to process documents and copies of terms and conditions, you should provide a copy of a recent enrolment.
<b>7.5</b>	We need to be assured that learners are provided with a suitable induction before starting the programme (this can be in person, online, via an induction pack etc). In addition to process documents for the development and provision of the induction, you should provide a copy of the full induction material.
<b>7.6</b>	We need to know that you have a clear strategy and appropriate mechanisms for retaining learners. In addition to details of the strategy and retention mechanisms, policies and procedures, you should include overall training provider and individual programme attrition rates.
<b>8.</b>	<b>Risk Identification and Management</b>

<b>8.1</b>	We need to understand your approach to risk management across the organisation. In addition to strategy and procedure documents, you should provide a copy of your current risk register or equivalent.
<b>8.2</b>	We need to understand your approach to contingency planning and how it is tested. In addition to process documents, you should provide a copy of the current plan and details of how it has been tested and judged to be effective and robust.

<b>9.</b>	<b>Programme Resourcing</b>
<b>9.1</b>	We need to know that the resources available for the programme provide learners with a rich and positive learning journey. Resources include: rooms, facilities, teaching and learning materials, IT, and virtual learning environments. You should also include details of tutor: learner ratios.
<b>9.2</b>	We need to understand your approach to ensuring the right people are delivering the programme. In addition to tutor CVs, you should provide details of development and/or CPD requirements and records. We need to understand what you require of them, as opposed to any professional body requirements, and the reasons for this. We need to be assured that your approach is the same for everybody delivering elements of the programme, regardless of whether they are permanent staff, freelance, practitioners etc.
<b>9.3</b>	We need to know that the administrative support for the programme is sufficient and effective. In addition to details of the support available (staffing, job descriptions, processes), you should provide performance information (complaints, response times, staff appraisals etc).
<b>10.</b>	<b>Programme Planning</b>
<b>10.1</b>	We need to know that the programme information is clear, up to date and appropriate. When providing copies of the information, you should include examples of accessible formats that consider specific learner needs.
<b>10.2</b>	We will be expecting to see an overall plan for the programme including all the relevant information (objective, tutors, modules, sessions, timings, assignments, assessments etc) It should be clear how the programme prepares learners to meet the stated objective.
<b>10.3</b>	We will be looking for a match between specific learning needs and programme planning. In addition to the information provided in support of 10.2, you should provide details of a target group and/or learner, a description of their specific learning need(s) and what measures have been taken to respond to this need.
<b>10.4</b>	This standard relates to assessments developed by the training provider as part of the programme, not assessments provided by CILEx. We need to know that the chosen assessment method is appropriate. The appropriateness of the assessment method will depend on whether knowledge or competence or both are to be assessed.

<b>10.5</b>	This standard relates to assessments developed by the training provider as part of the programme, not assessments provided by CILEx. We need to know that where your assessment method requires examination papers or assignments to be produced you have a clear process for ensuring these are consistent, reliable and valid and that you have a sufficient number of them to be used at different sessions to ensure the integrity of the assessment is not compromised.
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<b>11.</b>	<b>Programme Delivery</b>
<b>11.1</b>	We need to know that all tutors respond to individual learner needs in both session planning and delivery. You should provide examples of session plans from all tutors, demonstrating how they have achieved this. The examples should show awareness of different learning styles as well as previously identified learning needs.
<b>11.2</b>	We need to know that all learners are actively engaged in sessions. In addition to the information provided in support of 11.1, you should include examples of learner feedback forms (or equivalent) and performance records for the sessions in question.
<b>11.3</b>	If marking is carried out by anyone other than the programme tutor(s) we need to know how you assess them to be qualified and competent to fulfil this role.
<b>11.4</b>	We need to know that your marker training and preparation ensures they are fully competent for their role. In addition to process documents, you should include examples of recent training sessions and/or material.
<b>11.5</b>	We need to know that you have an effective process for ensuring that marking is accurate, fair and consistent. In addition to process documents, you should provide examples of recently marked assessments/assignments along with the relevant marking criteria.
<b>11.6</b>	We need to know that you have an effective standardisation procedure to ensure consistency across multiple markers. In addition to process documents, you should provide examples of recently standardised assessments/assignments along with the relevant marking criteria.
<b>11.7</b>	We need to know that your organisation encourages and supports its tutors in identifying areas for improvements and ensuring they are implemented. In addition to process documents outlining how this is done, you should include recent examples.
<b>12.</b>	<b>Programme Monitoring</b>
<b>12.1</b>	We need to know that you have considered risks to the programme and have a strategy to deal with those risks effectively.
<b>12.2</b>	We need to know that your approach to monitoring learner performance enables early identification of unsatisfactory progress and prompt intervention. In addition to process documents, you should include examples of performance data and successful interventions.
<b>12.3</b>	We need to know that you have a consistent and effective approach to monitoring tutor performance. In addition to any process documents, you should include examples of performance data, interventions and the results thereof.

<b>13.</b>	<b>Feedback</b>
<b>13.1</b>	We need to know that you have effective mechanisms for gathering feedback from learners. In addition to any process documents, you should provide examples of actual feedback.
<b>13.2</b>	We need to know how the feedback you gather is recorded and reviewed. In addition to any process documents, you should provide examples of feedback records.
<b>13.3</b>	We need to know that the feedback you gather and analyse is used to make continual improvements to the programme. In addition to any process documents, you should provide examples of actions taken as a result of feedback analysis, consequent changes to the programme and results thereof.
<b>13.4</b>	We want to know that you provide regular feedback to learners and how this is used to improve their performance. You should include examples of feedback given and the results thereof.
<b>13.5</b>	We want to know that you provide regular feedback to tutors and how this is used to improve their delivery of the programme. You should include examples of feedback given and the results thereof.
<b>14.</b>	<b>Programme Evaluation</b>
<b>14.1</b>	We need to know how you review the programme and use the information to make improvements. As well as any process documents, you should include examples of recent reviews and resulting actions.
<b>14.2</b>	We need to understand your approach to evaluating the performance of the programme over time. As well as any process documents, which should include how you deal with performance anomalies, you should include examples of recent evaluation and analysis.
<b>14.3</b>	We need to understand your approach to, and rationale for, reporting the performance of the programme. As well as any process documents, you should include examples of recent reports.
<b>15.</b>	<b>Guidance and Support</b>
<b>15.1</b>	We need to know what guidance and support is provided to learners. You should include examples of what is available, taking into account the need for accessible formats.
<b>15.2</b>	We need to know you have a process in place to provide support for learners with learning disabilities. As well as details of the process, you should provide examples of any support requested and provided.
<b>15.3</b>	We need to know you have a process in place for making reasonable adjustments as set out in the Equality Act 2010 in order to ensure disabled learners are not discriminated against. As well as details of the process, you should provide examples of any adjustments made, such as specialist equipment.
<b>15.4</b>	We need to know how and when learners are made aware of your complaints policy and where that policy is published.

<b>15.5</b>	We need to know how and when you make learners aware of the CILEx complaints policy and where that policy is published.
<b>16.</b>	<b>Employer Engagement</b>
<b>16.1</b>	We need to understand how you approach engagement with employers and why you believe it to be successful. In addition to any strategy documents and lists of employers with whom you have active links, you should include examples of the types of involvement and how it has made a difference to the success of the programme and/or learners.