Accredit Guidance: Completing the Application

Version 2, December 2013

Contents

Contents 1
Section 1: Applying for Accreditation 2
1.1 Introduction 2
1.2 WAMITAB Accredit Pathways 2
1.3 Basic Information 2
1.4 Completing the application 3
Section 2: Information for the Application 4
2.1 Course/programme literature 4
2.2 Proposed target audience 4
2.3 Candidate guidance 4
2.4 Overall purpose of training programme or course 5
2.5 Learning outcomes/ course objectives 5
2.6 Structure/lesson plan 5
2.7 Time allocation 5
2.8 Delivery mode 6
2.9 Tutor details 6
Section 3: Additional Information for WA2 Pathway 7
3.1 Industry benchmarks 7
3.2 Assessment strategy 7
3.3 Quality assurance 7
Notes 8

Section 1: Applying for Accreditation

1.1 Introduction

This document is designed to provide advice and guidance to enable applicants to understand the WAMITAB accreditation process and help them to complete the WAMITAB Accredit Application form. Should you have any questions or queries about the information provided in this document, please contact the Accredit Team by telephone on 01604 231950.

1.2 WAMITAB Accredit Pathways

The first step in the WAMITAB accreditation process requires applicants to decide which Accredit pathway is suitable for their training programme or course, business needs and learners. The two pathways are:

- WA1: when a training programme or course is reviewed and recognised by WAMITAB as capable of delivering the stated objectives and learning outcomes.
- WA2: when a training programme or course is mapped to known industry benchmarks and an assessment process developed for formal certification by WAMITAB.

The pathway that applicants select will dictate how their training course will be accredited, the paperwork they will use and the way their training programme or course is reviewed.

1.3 Basic Information

It is therefore necessary for all Accredit applicants to complete the information box on the front of their application. Here it will ask applicants to state:

- WA1 or WA2
- Organisation
- Programme/ course title
- Length (hours/days)
- Contact name
- Job title
- Address
- Invoicing address
- Email
- Telephone
- Mobile

"Helping you to deliver quality in-house training tailored to your business..."

1.4 Completing the application

An applicant interested in gaining accreditation for a training programme or course is requested to complete an application form and provide evidence to show that the programme can be approved via the WAMITAB Accreditation process. The application process requires applicants to provide the following information for review by an industry panel:

Section 2

2.1 Course programme literature
2.2 Proposed target audience
2.3 Candidate guidance
2.4 Overall purpose of training programme or course
2.5 Learning outcomes/ course objectives
2.6 Structure and lesson plan
2.7 Time allocation
2.8 Delivery mode
2.9 Tutor details

Section 3: Additional Information for WA2 Pathway

3.1 Industry benchmarks
3.2 Assessment strategy
3.3 Quality assurance

The applicant should ensure that all parts of their application is **supported by the relevant evidence where possible** and presented in a **logical order** to facilitate review by the industry panel.

All documents accompanying the application should:

- Be appropriate for the level of the learner
- Be saved under the same name as the document title referred to throughout the application
- Be consistent and clear and checked for spelling/punctuation.
- Have a table of contents where appropriate
- Be technically accurate
- Be the latest version

Section 2: Information for the Application

To apply for WAMITAB Accredit you will need to provide information or documentation on the following areas when completing the application form:

2.1 Course/programme literature

In this section, you must list all the documents that will accompany your application as course/programme literature. These documents should be used to meet the criteria listed in subsequent sections so please ensure that the document title you list here is used throughout your application and matches the file name of the document you send to the Accredit Team. The types of documentation you could include in the section are (please note this is not an exhaustive list):

- PowerPoint Presentations
- Exercises
- Agenda/schedule
- Marketing/promotional materials
- Tutor notes
- Assessment or test materials
- Handouts for learners to take away

Hints and Tips: *ensure that the document titles you list here are consistent throughout your application and match the electronic file name of the document you send to the Accredit Team.*

2.2 Proposed target audience

In this section, you must provide information on the background, academic level and sector of the target learners. It is important to consider the purpose for the skills development and what the intended outcomes will be for both the learner and the organisation as a whole. This information will allow the industry panel to determine whether the course materials are suitable for their target audience.

Applicants should also list any barriers to entry for their target audience, any methods they have used to try and overcome these barriers and any requirements for special consideration.

Hints and Tips: *remember to highlight that course materials designed for learners at entry level will be presented differently and will have a different level of complexity compared to those suitable for supervisory or managerial level.*

2.3 Candidate guidance

This section asks the applicant to provide examples of pre-course communications for learners to help them understand what to expect and its relevance to their job role. For example, applicants could include:

- Publicity materials providing a brief explanation of the objectives, learning outcomes and target audience of the course.
- Instructions to learners on the day e.g. time, location, agenda, objectives and learning outcomes.

2.4 Overall purpose of training programme or course

The purpose should convey what the training course/programme is primarily designed to achieve in terms of skills, knowledge and understanding. This could be one of the following five options:

a) Recognise personal growth and engagement in learning
b) Prepare for further learning or training and/or develop knowledge and/or skills in a subject area
c) Prepare for employment
d) Confirm occupational competence and/or licence to practice
e) Updating and continuing professional development (CPD)

An industry specific example could be as simple as "to prepare learners for employment in a cleaning role" or "to confirm competence to work as a waste operative".

2.5 Learning outcomes/ course objectives

Learning outcomes (also known as course objectives) are a series of more specific statements about what the learner should know or be able to do after the training experience. They should be numbered and succinctly expressed using clear action verbs. For example, "understand what is meant by 'pre-treatment' before landfill" or "know how to record the necessary information for vehicle identification".

2.6 Structure/lesson plan

This section provides applicants with the opportunity to outline the structure of their training programme or course, highlighting the order in which learning materials will be used. Depending on the length and complexity of a course applicants may choose to include an in depth lesson plan or basic structure outlining the time, content and resources required at each stage.

Hints and Tips: *clearly signpost at what stage the materials will be used, state the slide/page numbers where appropriate – this could be covered in the Tutor Notes or highlighted on the agenda/schedule.*

2.7 Time allocation

Time is an important factor in creating success and deploying resources. It is important that both learners and trainers allow sufficient time to complete the course or programme. In this section, we recommend that you cover the following:

- How long will the course delivery take in total?
- Can the objectives and learning outcomes be achieved in this time?
- Has the time taken into account the ability of the learners?
- Is the time split between different learning environments?
  - Do learners undertake some of the learning outside normal office hours?
  - Is the time split between the classroom and the workplace?

Hints and Tips: *remember learning that lasts takes time and short-term memory does not imply long-term understanding amongst learners.*

2.8 Delivery mode

This section provides applicants with the opportunity to outline where and how their training programme or course will be delivered. Then applicants should state where the course will be delivered and why this is a suitable learning environment. They should also explain the proposed delivery method:

- Classroom-based
- Online
- Distance learning
- On-the-job
- Blended learning, i.e. a combination of any of the above

2.9 Tutor details

This section asks applicants to provide information on who will deliver the course, including details about the tutor's relevant industry experience and training expertise. Applicants should provide a brief biography or similar providing brief details about the tutor(s). This background information will help the industry panel to understand more about who will deliver the course and their suitability for the task.

"In-house training schemes show that employers are serious about developing the skills of their staff and aiding their career progression, and they should be applauded for taking the initiative."

Section 3: Additional Information for WA2 Pathway

This section requests that applicants include any additional information to support their application and will be used by those using the WA2 pathway to provide the following information:

3.1 Industry benchmarks

In this section, applicants must state if there are any WAMITAB units or qualifications they would like their training programme or course mapped against. Also indicate if there are other relevant qualifications, national occupations and/or industry benchmarks.

The mapping process will provide insight and evidence of coverage against key industry competences within WAMITAB units and qualifications. This will indicate the extent to which it complies with accepted industry standards.

3.2 Assessment strategy

In this section, applicants should provide information about their assessment strategy. This refers to the methods deployed by a company or organisation to determine the impact of a training programme or intervention. These methods need to be fair and accessible to all candidates.

Assessment strategies may include:

- observation in the workplace
- written tests
- spoken tests
- test items to be prepared online tests

3.3 Quality assurance

In this section, applicants must describe the quality assurance in place to maintain standards during the delivery and assessment of their training programme or course.

Quality assurance ensures that programmes remain "Fit for purpose” and "Right first time" so all mistakes should be eliminated. This requires:

- the effective management of the assessment materials
- correct assembly in relation to the curriculum
- effective verification
- moderation

Notes

WAMITAB
Peterbridge House
3 The Lakes
Northampton
NN4 7HE

Tel: 01604 231950
Email: info.admin@wamitab.org.uk
Web: www.wamitab.org.uk