




The Chartered
Institute of Logistics
and Transport

Education and Professional Development Quality Audit

CILT International

Status – DRAFT

Organisation/Country	CILT India
Audit Type	Full Education Assessment (Desktop)
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Checked by	David Maunder
Authorised by	Keith Newton
IPDC Signature/Date	 18/5/17

Critical Path	Draft	Review	Released To
Version 1 Audit	JH – 9/5/17	KN	SG, CoT
Version 2 Audit	JH – 18/5/17	DM	JH/KN
Version 3 Audit	JH	KN	CILT India/ CoT / Chair IESC

**Chartered Institute of Logistics and Transport
International Secretariat**

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Section 1 – Rationale and Justification for Audit

Why the audit assessment is needed

Over the past 18 months CILT International have put considerable time and investment into the Indian education market, primarily to drive growth and renewed CILT activity. This has been principally achieved through the South India Project, building on the strong and proactive relationship between CILT International and two accredited training providers, SLMT and Prolific.

Both SLMT as an established CILT accreditation centre, and Prolific, a more recent addition to our Internationally accredited centres, have been extremely helpful in building up the student market and identifying further training partners that have been accredited 'under licence' via these two main partners.

This is against a back ground of historic inertia from the existing CILT India organisation / administration, and a lack of transparency over education programmes in general that had begun to be introduced by CILT India in 2016.

Since January 2017 there has been intense dialogue with CILT India, triggered by the proposed partnership that CILT India wished to put in place with Transglobe to offer logistics programmes – which would overlap in terms of location and target market with the SLMT proposed programme and which would in totality seriously prejudice the South India Project. In that dialogue it became evident that the education processes being used by CILT India with new providers across India fell short of the standards required by our International Education governance standards.

Although CILT India has historically been a Territorial organisation, the CILT International Council of Trustees have recently had no option but to revoke their Territorial status not only in relation to education aspects but also the wider issues concerning professional reputation damage, impact on the South India project, and acting outside of their delegation agreement.

The IPDC's role is clear in relation to this process; to ensure that all providers that are approved to deliver training are acting to the standards and behaviour required through CILT International's accreditation rules, and that where CILT country organisations have developed their own accreditation and quality management systems, that these mirror the standards expected by CILT International.

SLMT and Prolific have themselves gone through a robust process of accreditation approval, as will any partners brought on board through their approved business model, and the IPDC will have the final authority on the quality and viability of any further training organisations introduced through their licensing approach. Thinklink and Exim Academy also carry accreditation until end 2017 and 2018 respectively, but with no students currently registered.

As such this means that CILT India itself requires a full assessment of their education approach, including processes, procedures, content, and marketability/pricing levels.

The scope of this audit is therefore focused purely on the education and professional development areas, and had been conducted independently based on the evidence supplied as of 8th May 2017.

Should further evidence be presented within an agreed timeframe, the audit will be reviewed. It should also be noted that to follow best practice, a second audit will act as critical friend prior to release of the final audit.

It should be noted that the audit process has been developed in order to address any CILT International requirements to independently assess education matters relating to a CILT Territory, CILT Branch, approved training provider/s or any education/partnership programme.

In this instance the audit assessment covers the practices of CILT India as an organisation as CILT International are satisfied with the performance and governance arrangements for the education partners associated with the South India Project.

What are the key objectives/outcomes of the audit process

By the end of this audit process CILT International expect the following outcomes to be achieved

- An agreed audit document that can be provided to CILT India and other key stakeholders to move forward discussions and solutions;
- An independent assessment that clearly identifies any areas of failure or weakness in relation to the education functions;
- An independent view as to the level and extent of any mitigation actions that can be carried out;
- An independent view as to the timeframe and key performance improvements that would be needed;
- A document that can be used in support of ongoing dialogue between the Council of Trustees (CoT) and CILT India

What level of urgency is required

The audit process must be concluded and shared with CILT India within a tight timeframe in order to support this dialogue between the CoT and CILT India. It is also vital that CILT India provide any supplementary evidence within the agreed timeframe and respond to the audit finds promptly. Details on the proposed timeline will be included in Section 10.

Note that regardless of the wider decision to remove Territorial status from CILT India, even if the Country Status was restored in time, the authority to administer and run education programmes is not automatic and can be controlled through further sanctions which would retain control with CILT International. The delegation agreement and any subsequent rewording would be the method to address this.

Therefore, it is critical that CILT India respond with full cooperation and support. It is also emphasised that the education quality management function, as it is so critical to the reputation of the CILT wherever it operates, has to be carefully and properly considered.

The CoT will be aware that this is not a precedent for India, and that in other Territories CILT International have maintained full or partial control until they can be satisfied that the Territorial organisation can discharge its duties effectively (e.g. Nigeria).

The urgency assessment is set out below

Urgency Rating	1 (low) – 5 (high)				5
Risk Rating	1 (low) – 5 (high)				5
Elevation Level	Internal Ed – Sec Gen /PEM – IESC – IMC - CoT				
	1	2	3	4	5

Audit Team Contact Details

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2nd Auditor/Critical Friend

David Maunder

Section 2 – Key organisational contacts

Information about the Organisation subject to audit		
Main Contact Name	Dr Veni Mathur	
Title	Education Champion/Education VP and Committee Chair CILT India	
Name of Organisation	CILT India	
Address	3 Palam Marg, 3rd floor, Vasant Vihar, New Delhi – 1100 057 +91-11-40809939	
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Name 3	Role	Contact Email Tel
Observations/Comments		
<p>There is also a full Board, details of which were provided on the Nov 2016 Country return</p> <p>Our principal contacts for the purpose of the audit have been Dr Veni Mathur and Sanjeeva Shivesh</p>		

Section 3 – Key Stakeholders

The following have been identified as key stakeholders within the overall audit process and should be kept informed at all stages of the audit process. This is in addition to any Boards/Councils or Committees.

Name	Email	Role
Keith Newton	Keith.newton@ciltinternational.org	Sec General
Jon Harris	Jon.Harris@ciltinternational.org	IPDC
Jan Steenberg	jansteenbergh@hotmail.com	Chair IEC and IVP, Trustee CILT Int
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Shanti Narain	shantinrain8@gmail.com	Chair, CILT India
Veni Mathur	venimathur@hotmail.com	Education VP, CILT India
Sanjeeva Shivesh	shivesh@entrepreneurship.edu.in	CILT India Support
Julesh Nambiar	Julesh.nambiar@ciltinternational.org	South India Project/SLMT
Kwaja Moinudheen	kwaja2000@gmail.com	South India Project/SLMT
Anindyo.Mukhopadhyay	Anindyo.mukhopadhyay@ciltinternational.org	South India Project/ Prolific Training

Observations/Comments

The above represent the key stakeholder that should be communicated with as the audit process is conducted. Both CILT India and CILT International may wish to add/delete names as appropriate

Section 4 – Summary of Evidence

Item No	Description	Format
1	Descriptive emails covering education process and accreditation from Veni Mathur and Sanjeeva Shivesh received between 30/3/17 and 9/5/17	Elec
2	Mapping of CILT International Levels/Qualifications to CILT India Equivalentents	Elec
3	CILT India Diploma level syllabi (high level)	Elec
4	Quality Assurance Process provided by Nidan (CILT India locally approved provider)	Elec
5	Sample Exam Schedule provided by East Coast Academy	Elec
6	QA Process for Safeducate (CILT India)	Elec
7	Transglobe Postgraduate Training Modules (syllabus list)	Elec
9	Sample Course Content Postgraduate Diploma in Shipping and Logistics – East Coast Academy	Elec
10	Fee Comparison – SLMT and Transglobe	Elec
11	CILT India Accreditation Handbook - Draft Jan 2017	Elec
12	Background Note on Education and Qualifications April 2017	Elec
13	Response Document from CILT India address Secretary General's specific questions on education and wider issues – April; 2017	Elec
14	List of accredited training providers by CILT India	Elec
15	CILT India Country Report Nov 2016	Elec
16	CILT India Business Plan 2016	Elec
17	Notice letter issued by CILT International to CILT India dated 19/4/17	Elec
18	Emails sent to CILT India accredited training providers to suspend education activites in South India	Elec
19	Communication from Transglobe requesting accreditation	Elec

Observations and Comments on Evidence Submission

CILT India has provided a number of documents that have required review and assessment.

The material submitted falls into the following categories

- Emails dealing with specific questions and answers
- Documents describing CILT India's approach and economic/industry context
- Sample documentation dealing with courses and training provision
- Wider reports and business plans

As of the date of the desktop audit there are three key issues that appear to be at the nub of CILT's India's current approach and their Committee have been at pains to stress these local challenges:

- For CILT qualifications to be successful in India they have to compete against other, government approved qualifications and training which is generally cheaper than that which CILT International offer.
- Training and job prospects are extremely important in India, so a key motivation for taking a course will be secured employment or promotion. The CILT qualifications are not automatically providing this, so a more blended approach including work placements is considered vitally important. The value proposition increases locally where courses include these aspects within the course offer.
- The development of their own India-based courses should provide the number of contact hours and content to map across to CILT International programmes. CILT India has taken account of this in relation to CILT International's course products but more depth of evidence will be needed to complete the process.

It is important to point out that at this stage the suite of documentation, although helpful, does not provide the coverage and detail in order to conclude the audit fully, and that key evidence we would expect to see as part of a thorough education assessment does either not exist, or has not been readily provided.

Details of these concerns are outlined later in the report.

Section 5 – Assessment of Standards

Overview Findings

The key documents reviewed only provide an overarching view of standards and the levels and do not go into sufficient detail (Docs 2,3,4,9 11 and 13).

Whilst we see mapping between CILT International standards and equivalent Indian qualifications (Doc 2), there is no substantive evidence in place explaining how, subject for subject, the key knowledge areas/learning outcomes' match to the CILT International options.

This is particularly important when looking at the language and the different definition given to the terms 'Diploma' 'Graduate' and 'Postgraduate' and what this means when translated across to CILT International Levels 1-6

There is no provision at all for the international value of the CILT qualification, and we have no evidence (despite requesting this as part of the recent investigations) assuring us that those taking a CILT India approved qualification have successfully used it to seek employment or further study beyond India. CILT India confirmed that they have not looked at such issues or considered the needs of those wishing to venture overseas for career development in respect of their own courses/programmes.

Essentially the standards that are being worked to are the domestic standards with no mapping matrix or equivalent documentation produced. E.g. Table 2 of Doc 13 only covers the issue at the highest level, with no evidence of mapping.

We are aware that CILT India are working with the Skill Development Ministry to addressing Level 1 to Level 3 needs which is positive and would lead to industry wide acceptance of the products. However, this process will take at least 6 months but CILT India have not engaged with CILT International on supporting this initiative nor input into the standards and content.

In order for the proper testing of all the CILT India offerings, CILT India would have needed access to all our qualification standards and materials. Unless one of the approved Indian training providers currently offering CILT International programmes have passed this on to CILT India (which will be in breach of the training providers; MoU) CILT India will not have been able to undertake this process adequately or indeed thoroughly enough.

We have no evidence of official sanction of the CILT India approved qualifications (via their partner training providers) from qualification bodies or governmental agencies

Mapping to CILT International Education Standards

Introduction

- A full mapping process is needed to assess the academic value of the CILT India qualification for both domestic and international markets
- High level review of Docs 3, 7 and 13 suggested that there is scope to match the courses to CILT International unit awards or full qualifications but that full visibility of all material will be needed
- Full data is needed in order to conduct the process properly

Breadth of Coverage

- At the highest level (referring to Doc 3) it is possible to carry out a mapping process between the CILT India Diploma and CILT International's own standards. However, without the course material and detailed evidence this cannot be concluded.
- On face value, if the guided learning hours do correspond and that the assessment is robust then it may be possible to carry out a gap analysis in terms of equivalence but this is not possible without examples of the full process being undertaken.

Depth of Learning

- As with the above none of the evidence provided allow us to delve into the detail of any one course. At present, we cannot assess even a specific level or unit as the information is too high level and only identifies the topic areas rather than the learning outcomes and detailed knowledge areas.

Gap Analysis

Key Issues

We would require

- Sample module material and standards for all courses being offered. This would need to cover samples from all providers and at all levels. This should also include Transglobe and we should reserve the right to ask for the full set of materials given that they are a new provider and we need to understand exactly what the offer is, especially if they are allowed to restart offering CILT courses potentially in northern India.
- Evidence of discussion with the Indian Government and standards bodies about the equivalence of the CILT qualifications, including but not limited to AICTE (All India Council for Technical Education) and UGC (University Grants Commission).
- We would insist on being fully engaged with CILT India at Levels 1-3 in their negotiations with the Indian Skills Development Ministry so as to ensure national acceptance throughout the sector of best practice and learning from a blend of CILT International's current programmes and CILT India's own offerings.

Section 6 – Assessment of Processes

Overview Findings

In order to assess the current position on process, and the capability and capacity for CILT India to develop, deliver and enforce the complete education process, we have needed to assemble evidence from a wide range of sources.

This is in itself a concern, as we would normally expect a mature CILT organisation such as CILT India to have already documented clear processes.

To try and identify suitable governance we have needed to review a number emails (Doc 1) and process guidance documents (refer Docs 6, 11,12, 13 and 14).

From these we read that there is some form of chronological assessment from accreditation through to student registration, moderation, and certification. However, these processes are far from clear and the lack of evidence points to the fact that there is no QA guidance given to training providers in the same way that CILT International release their processes at accreditation application stage and then again when the provider is formally approved.

We note that there is an Accreditation Process document (Doc 11) but this is 'draft for discussion' which suggests that the processes have not been locked down and therefore there is high risk of ambiguity with providers. It is also not to the standard of the central CILT International processes and we would have expected all the information contained in the emails/Q and A exchange to have already been clearly put into a manual and be ready for issue to prospective and existing providers.

In addition to the above there is no evidence of the following processes supplied as part of the material. We have no evidence of

- Student registration and quality control of admissions
- Exam setting and moderation (i.e. an actual exam paper and how the wording changes are sent back
- Exam result moderation of papers and feedback
- Exam marks
- Certificate raising and QA issues in relation to certificate logging etc

These background functions are extremely important in maintaining standards and integrity in the entire process and therefore need to work to a comparable global standard, especially where CILT International is not providing the support service to a Territory.

Whilst we have emails assuring us of the process and that it exists, Docs 5 and 6 fall short and we require much more robust evidence of the process.

Process Detail

Introduction

- We only have limited scope to comment on this, given the high-level nature or responses and lack of background evidence.
- These areas will require additional material and benchmarking against CILT International processes.

Accreditation/Recognition Processes

- Whilst an Accreditation process is in existence, this is draft in nature and not as resilient as the main CILT International requirements. Evidence tells us that there is good practice in terms of 2 assessors visiting new training providers but we have not received any written evidence of
 - Visit reports
 - Accreditation letters
 - Accreditation certifications
- for those providers that have been handled by CILT India
- We do have a log of training providers (which includes those approved by CILT International) but no background evidence of the way in which the visit was conducted
- We have no evidence of the MoUs used with providers (either the template or actual signed copies)

Moderation/Verification Processes

- Again, there is descriptive text about the process, but not detailed evidence of sample moderation and verification activity. There is an example at Doc 4 from Nidan, one of the locally approved training providers, but this is again high level, and focuses more on train the trainer aspects and the way tutors should deliver the programme. There is no evidence of how this guidance is conveyed/taught/briefed
- Again, as a Territory, we would have expected CILT India to develop and issue their own consistent guidelines for all providers, rather than simply adopt their own internal practices.

Certification Processes

- We have no evidence of CILT India administered databases comprising student record-keeping (course, module exam marks, resit etc or details of certificate issues. There are no sample certificates provided and we are not aware of what security features are being used.

Quality Management Processes

- This is a key area of concern, as to rely on the QA processes of supporting training providers alone is poor practice, regardless of how professional the training partner is. As a Territory, we would have expected robust measures to be put in place and if necessary for our guidance to have been adapted or adopted as is. There has been plenty of opportunity to ask for access to the soft material and support, through the IESC/Convention and ongoing dialogue.

Any other key processes

- Focus on the fundamentals of Accreditation – Moderation - Certification- Student databases - Quality Audits as the priority

Gap Analysis

We have identified a number of severe shortfalls in the system to date, mainly stemming from lack of data and evidence, but also substandard policy and guidance documentation.

This is potentially restorable if CILT India and CILT International have full dialogue and close working arrangements in place. But it is a long-term project and it will take time to review and put stronger structures in place. The South India team are already following high standards as a matter of course using the CILT International resources and guidelines to the full.

Section 7 – Assessment of Approach

Overview Findings

Overall approach has been driven by market need and affordability in the local Indian marketplace

There has been little dialogue and use of CILT International resources to support, help and guide the education processes

Cost and affordability is being used as a barrier rather than an opportunity, therefore devaluing the International offer and the South India project

Strategic alliances were put in place with no engagement with CILT International (eg Transglobe) and with no visibility of their education approach other than their 2016 business plan. The Transglobe relationship was only highlighted as a one line item on the CILT India country return, where an opportunity could have been put in place to develop the relationship synergetically. Note that Transglobe have now formally approached CILT International requesting to be accredited as a provider.

General Approach to Education and Professional Development

Introduction

- Overall the audit revealed that the education service and quality management is disjointed, confusing and not properly documented
- The whole education system and approach needs to be made more robust and to become evidenced based. In order for CILT India and CILT International to establish governmental recognition and to take their projects to market the total education chain from provider accreditation to end customer fulfillment must be made more transparent, with clear processes and quality control. Whilst there are patches of good activity, the process has to work as a whole.

Presence/Quality of Business Plan

- The business plan clearly shows that CILT India wants to grow and gain traction in the marketplace. However, without strong and sound education processes, and a clear vision and understanding of the need for global recognition of its qualifications (such as offered by CILT International) it will only ever serve a domestic market.

Presence/Quality of Education Strategy/Plan

- There is no education strategy of plan at present apart from a sub section in the Business Plan. The education strategy and implementation plan will be a critical tool needed to promote the education offering clearly and succinctly to government, industry, and training partners. At present the profile of the accreditation process appears reactionary and opportunistic.
- The proposed structure of certificate and graduate/post graduate level qualification appears logical, but apart from the summary mapping exercise we cannot ascertain the level of content, quality and how this compares to the CILT International emerging Key Knowledge Areas nor the detailed International syllabus structure.

Marketing and Profile

- At a high level the current business plan and the course alignment note gives some indication of the likely market scope and prices likely to be realised. However there is no evidence given of comparative market testing against other professional bodies and what they charge for their accreditation and certification services.
- In order for CILT to be successful in India the CILT brand and product range must be clearly understandable to the local market yet internationally portable and must not compromise on the adopted CILT International standards. The recent communication (in line with the letter at Doc 17) needs to be followed through by clear guidance as to how any existing students should be dealt with, so that there is no risk of any further reputational damage in terms of qualification recognition and validity.
- The use of examinations, blended learning and reflective learning in order to build up a unit award or full module is critical.
- Therefore, consensus on a common language of course structure and quality across the whole of India must be the end outcome through both the South India project (derived from CILT International content) and a firm realignment of process with CILT India.

Partnering with Commercial Providers

- The practice of partnering with existing commercial providers has been the approach taken by CILT India. Whilst accrediting of other providers' programmes and benchmarking them against CILT global standards is acceptable, this must be carried out in consultation with the IPDC.
- The mapping and standards work carried out between CILT International and SLMT, for example, has followed the correct process. However for the Transglobe programme and other 'locally' developed courses we have not seen detailed evidence a similar process carried out by CILT India, including any independent review of the course structures and quality processes. Should Transglobe submit a formal application this evidence must be provided.

- Significantly, whilst internal QA processes of the provider naturally form part of this audit, CILT India cannot simply adopt them as their own – a central quality control mechanism setting out CILT India's approach to accrediting moderation and certification must be provided to mirror the CILT International standards. Alternatively the CILT International processes can be used in their territory.
- As a part of this audit, a review of the MoU and commercial arrangements should also be assessed. Full details will be needed.

Pricing and Product Value

- We have carried out an initial analysis of the costs of the CILT International licensing and certification costs compared to the Indian marketplace. Coupled with the Sannam independent research commissioned in 2015-16, plus the funding arrangements agreed with SLMT and Prolific under current MoUs, we find that there is no substantive case to argue that CILT International courses are too expensive.
- Assessment of the end customer charge out rates based on GBP process show a variation of between 30% and 5% depending on course level, so in our view the application of CILT levy charges to Indian training establishments is bearable, particularly as Prolific and SLMT have already adopted CILT International's pricing strategy.
- We do accept that the added value created through work placements, internship and on the job learning do enrich the value of the student to the market, and will, in an Indian business culture, lead to jobs and career development where a conventional 'desk-based' course may not.
- However the standards to which classroom, applied and CPD type learning operate have to be robust and carrying international certification is important.

Customer Satisfaction

- At present we do not have 180/360 degree feedback from any of the local approved training providers to indicate levels of customer satisfaction from end-students or their employers/sponsors.
- We are also unclear as to the levels of satisfaction between providers and CILT India in terms of the ongoing quality management relationship and any audit processes that have been set up, ad hoc or otherwise.

Any other areas for improvement

- In addition to the areas identified above it is also critical that enough time is given to test out new practices and systems through at least a couple of full student 'cycles'.
- This means that on the education front that CILT International would need to see embedding of quality processes and standards for repeated cohorts of students (ie from Level 1 to Level 6 as needed) and complete cycles of accredited degrees. In line with the South India project and best practice

this testing period should run for a minimum of 3 years and preferably for 5.

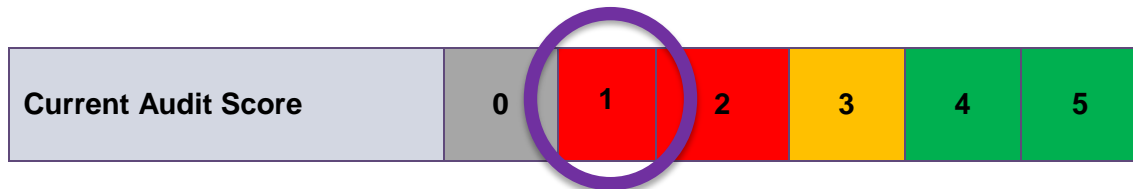
- Regardless of any wider issue of re-award of Territorial status, the education function will need to be retained centrally over this level of timescale of 3 to 5 years.

Section 8 – Gap Analysis and Risk Assessment

Risk Assessment				
Key Risks identified	High	Medium	Low	Comment
Quality Processes				
Standards Definition and Adherence				
Content				Depending on evidence
Approach to Education Delivery				
Financial Security/Approach				
Profile				
Communication				
Learning Support Mechanisms				
Continuous Improvement				
Other Areas				

Section 9 – Summary Findings and Recommendations

Overall Rating



Score Level Description of Level

- 0** = Unassessable due to significant gaps in evidence and material to conduct the audit
- 1** = **Major concerns with current education process on grounds of process, quality, management, content, and any other key aspect. Key information gaps. Regulation will require total/very high levels of intervention by CILT International.**
- 2** = Concerns with current education process in selected areas and will require focused intervention by CILT International.
- 3** = Minor concerns/ conditional issues that can be resolved through mentoring and support from CILT International.
- 4** = Satisfactory process/approach to education service with ongoing liaison required with CILT International.
- 5** = Exceeds requirements with strong policies and processes, quality management, governance controls and high quality materials. Corresponding relationship only needed with CILT International.

Key Findings

- There is a clear mismatch between the quality standards being applied in CILT India as opposed to the International processes based on the patchy evidence provided so far.
- The strategy adopted by CILT India of approving third party providers as partners, without a centrally developed quality management system – is flawed and must be addressed urgently
- In its present form, CILT International need to step in and manage education in a directive manner, and enable CILT India to build up and test, to audit standards, its education systems
- The South India activity must also be allowed to develop in its current form using two partners which have passed and exceeded CILT International quality checks. The current practice of local recognition will confuse the market place
- The cost arguments put forward by CILT India are not sustainable from a CILT International perspective, given the value placed on internationally recognised qualifications and the standards that come with them. The ongoing practice of looking purely at a domestic market and competing solely on the basis of other courses in the marketplace at any point in time undervalues the CILT global brand
- The importance of blended learning approaches and employability/placements is appreciated but this can still be fulfilled through the CILT International syllabus and has already been evidenced through the way Prolific approach course formation and delivery

Key Recommendations

The headline recommendations are as follows:

- We require completion of full audit with the benefit of the missing evidence outlined in the report
- We support the removal of Territorial status from an education viewpoint with any reinstatement of the education function at a minimum of 3 years (1/9/20) with a preferred timespan of 5 years. This is also to allow at least 2 cohorts of students to entirely complete a cycle of qualifications and allow for audit review. In this instance this would push to a 5 year minimum cycle
- We require CILT International to carry out responsibility for accreditation and certification with immediate effect.
- We require a full mapping and course content/levels refinement process required
- We require an education recovery plan which would enable proper accreditation, QA, and other processes to be introduced and implemented/monitored
- We require development of a robust Education Strategy and forward plan
- We require key discussions with Indian education and skills agencies in terms of government recognition of qualifications and how CILT should respond to government and industry needs whilst maintaining high standards for both domestic and international students/workers
- We need to undertake an independent review of all current CLT India approved providers and in order to consider further training courses being offered, such training institutes need to complete the CILT International accreditation process. This will include Transglobe.
- We would require evidence of any financial considerations (for accreditation and student certification) to be provided and where necessary, funded support to International to address the accreditation issues.
- We require all governance and contractual documentation between CILT India and their local training providers to be reviewed and new MoUs put in place between CILT International, CILT India and the provider, including Transglobe if appropriate
- We require immediate transference of all accreditation and certification activity to be taken back into central CILT International administration to enable all the above to be implemented plus an annual review process to be initiated. This will include consideration of Transglobe's offer and International sanction is by no means automatic but their submission will be considered on its own merit.

- We require close collaborative working between CILT International and CILT India including a mentoring and support programme which will require visits by CILT International staff to India.
- Continued priority working is also needed between CILT International and CILT South India project so that momentum is not lost

Section 10 – Action Plan and Timeline

Explanation

This Action Plan has only been completed at headline level as it will require CILT India, in discussion with the IPDC, Secretary General and the Council of Trustees, to agree a series of proposals accompanied by realistic deadlines. We have listed out the key areas for consideration – please note they are not in chronological order or order of importance - but they stress the key areas where we would expect to see improvement over a defined, auditable timescale.

A key element of the process is the need to be transparent, and a clear, demonstrated willingness for CILT India to own and drive through the key actions locally, in close consultation with CILT International. We would strongly recommend an initial strategic meeting takes place between CILT India representatives and CILT International staff and Trustees at the Macao Convention in June.

Action Plan		
Action	Timeline	Date Complete
1. Formal Response to CILT International Education Audit	By End May 2017 and/or at Macao Convention in June 17	
2. Provision of gap evidence and plan for supply of detailed material	By End June 2017	
3. All Accreditation and Certification Activities to be adopted undertaken by CILT International	By End June 2017	
4. Establishing CILT Internationally approved and accredited training centres throughout India Including Transglobe if it goes forward with its application.	By end December 2017	
5. Mapping of standards including engagement with Indian education bodies – in collaboration with CILT International	By end Sept 2017	
6. Development of clear accreditation, moderation, and assessment processes – approved by CILT International	By April 2018	
7. Transglobe accreditation application and assessment	TBC – by Sept 2017 if goes forward	

8. Annual education audit process / visit	April 2018 and annually	
9. Mentoring and support visits	As required but linked to key initiatives	

Section 11 – Annexes

This section is not required at this stage

Schedule of Annexes		
Annex No.	Title	Content
1.		
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