



Peer Accreditor Training

Training is delivered through the COBIS digital LMS (Learning Management System) and digital workbook which forms an integral part of the accreditation process.

It has been designed to be a programme that takes four weeks with set beginning and end dates. COBIS recognises that the candidates are likely to have significant commitments in their own school. This coupled with the worldwide reach of COBIS means that an asynchronous online model allows candidates to access the system over time to develop and demonstrate the necessary skills.

Nonetheless, the programme remains rigorous and features a number of set assignments that are externally moderated. There is also an expectation of the candidate contributing to collaborative tasks within the training group. Working as part of a team is an important feature of the COBIS Peer Accreditor model so this is also considered.

The training programme takes the candidate through a series of tasks including self-reviews. Completing tasks that are set or achieving a required mark gives access to the next part of the training programme. Therefore, to an extent, candidates can work at their own pace allowing them to take into account their own circumstances. However, at key times throughout the programme certain time limits are imposed for collaborative tasks.

Throughout the process the training programme is led by the Director of Accreditation who both moderates the group but is also there to support candidates and answer questions.

Completion of the programme is a requirement. After that COBIS will review all applications and then appoint COBIS Peer Accreditors with candidates required to sign a code of ethics/conduct. Such an appointment lasts three years in the first instance.

COBIS will appoint from the pool of Peer Accreditors for accreditation visits to schools. COBIS takes into account issues such as the balance of the team, the geographical spread of the team and the required skill sets. All Peer Accreditors asked to join an accreditation team are free to decline bearing in mind their own school commitments or conflicts of interest. Of course, Peer Accreditors also require the consent of their own Head or Principal.

Teams are led by a Lead Improvement Partner (LIP) and school visits would normally last no more than three days. Peer Accreditors might be asked to contribute by engaging with the school using digital means to ensure that a visit is used to best effect. This latter point depends on the skills needed in the accreditation team. The Lead Improvement Partner is a critical part of this process. They will have a dialogue with the school over a number of months prior to the visit and thus be aware of contextual issues. They will also meet and brief the team of Peer Accreditors in a synchronous online environment before the school visit takes place both to bring the team together but also to provide effective briefing for the school visit.

COBIS Peer Accreditors are all required to have DBS or equivalent which COBIS will arrange. In addition, necessary insurances will also cover the visit of an accreditation team visit. Travel and accommodation costs are met by the school at the heart of an accreditation visit.

COBIS has a number of pilot schools requiring school visits in the spring of 2017 in Asia, the Middle East and Europe.