CMI Distance Learning Policy – Ref: AB/POL/0015/Dec20/V04

History

Date	Amendments made
December 20	Addition of History and Distribution sections Amendment of some typos

Distribution
- All Quality Managers
- All Lead Moderators
- New Partner Relationship Manager
- Customer Service team
- Assessment and Support Coordinator
- HE Partnership Support Executive
- Digital Delivery
- Quality Auditor
- CMI centres

Purpose

The Chartered Management Institute's (CMI) accreditation role is to secure standards for the qualifications it certificates. As part of its commitment to quality assuring standards and therefore protecting Learners, CMI provides guidance and support to help CMI Centres and their Learners achieve their learning and development goals. CMI also ensures that it meets any regulatory requirements, and that it supports CMI Centres to meet those requirements.

CMIs regulatory policies are integral to its approach and articulated in a consistent way how it meets its regulatory requirements. They are reviewed annually to ensure that they remain fit for purpose.

This policy provides guidance on distance learning.

Scope

This policy applies to the delivery of programmes of education, learning or training that lead to partial or full completion of CMI qualifications accredited within the Regulatory Qualifications Framework (RQF) and the Scottish Qualification and Credit Framework (SCQF). This policy applies to the qualifications described above being delivered in England, Channel Islands, Isle of Man, Wales, Scotland, Northern Ireland and overseas.

The policy outlines the minimum requirements that CMI Centres must meet when delivering CMI qualifications through distance learning. CMI Centres must ensure that when using distance learning, the method of delivery meets, in full, any particular, specified requirements for the delivery and assessment of the qualifications and units being delivered.

Delivery of the Learning Programme

All Centres must seek approval from their CMI Quality Manager, prior to delivery of distance learning programmes. CMI Centres must provide a rationale document addressing specifically the requirements in this policy.

CMI Centres using distance learning must take full account of any restrictions placed on the collation and storage of data on Learners and the collection and storage of Learners' evidence of achievement both within and across the borders of countries in which they operate.

Centres must ensure Learners are provided with:

● Qualification information that clearly sets out the responsibilities of the CMI Centre for the delivery of the programme of study
● The qualification specification, to show the intended learning outcomes and associated assessment criteria
● An explanation of the intended teaching, learning and assessment methods for the programme
● A clear schedule for the delivery of the distance learning package and associated resources and study materials
● A clear schedule for the interim (formative) and final (summative) assessment of Learners' work
● Confirmation that the delivery of the distance learning package and associated resources and study materials meet the expectations of CMI in respect to the quality of teaching and learning support material for the programme

Support for Learnerss

Learners must be provided with:

● A clear explanation of the requirements of the programme and the type and amount of independent and supported learning
● A timetable of any support available to them through scheduled activities, for example tutorial sessions or web-based conferences
● Clear and up-to-date information about any local or distance learning support available to them for the programme
● Clarification of their own responsibilities as Learners and that of the Centre for the support of the programme
● An identified contact, available either locally or remotely through email, telephone or other means, who can give them constructive feedback on their learning and progress towards their qualification aim
● The encouragement to engage fully with their learning, the assessment process and assessment planning
● Access to learning that ensures disabled Learners are not treated less favourably than non-disabled Learners through distance learning
● Tutors, trainers and assessors with appropriate and suitable contemporary knowledge and skills for the delivery of the programme

Assessment

Learners must be provided with:

● Clear instructions on the way in which the Centre will ensure that evidence submitted by each Learner is authentic. Good practice would involve a professional discussion to record the Learners reflective statement
● Information on the ways in which their evidence of achievement will be assessed and, in particular, the manner in which workplace-based and performance evidence will be assessed and how this will be facilitated
● Opportunities for interim (formative) assessment of their evidence of learning to enable individual constructive feedback and guidance towards final (summative) assessment

Distance Learning Platform System Access and Security

CMI Centres must have rigorous processes in place to secure authentication of Learners' work and evidence submitted as evidence of learning for assessment purposes. Distance Learning Centres must obtain and record reliable photographic ID, (passport, driving licence, etc.), at the start of each programme and cross reference this evidence with visual recordings, face to face meetings and signatures as received.

In addition to a signed Statement of Authenticity for each Learners and each unit, the Centre must demonstrate how they check that the work submitted is that of the Learners submitting it. This may be carried out through one, or a combination of professional discussions, tutorials, formative assessment and feedback and assessor questioning relating to the work submitted. These additional checks must be recorded and the records maintained in accordance with CMI policy and procedures.

The distance learning platform should be securely, readily and easily accessible for Learners, Tutors, Assessors, Internal Quality Assurance personnel and (if required) CMI Moderators, Lead Moderators, Quality Managers or Auditors.

CMI Centres must provide Learners with confidence that their evidence of learning will not suffer interference and will be correctly attributed to them. Evidence must be maintained in a secure environment, access to which is limited through:

● A defined hierarchy of user access
● Unique security passwords/IDs provided for each user
● Read-only rights provided to those with limited access
● 'Isolation' of completed units following final (summative) assessment, when this applies

The distance learning platform must provide for contingency to mitigate the risks associated with the loss of evidence of Learners' evidence through:

● The use of back-up facilities in the event of system failure
● Facility to archive individual Learners evidence on appropriate media e.g. CD ROM, Flash memory sticks
● Full Disaster Recovery processes being in place at the hosting data Centre (for centrally hosted services)

Distance Learning Platform Usability and Accessibility

The distance learning platform must be easy and intuitive to use for all users – Learners, Tutors, Assessors, Internal Quality Assurance personnel and (if required) CMI Moderators; and to be capable of:

● Storing the full range of file types: text, sound, scanned images, digital pictures, video, templates and standard software applications, as required
● Being customised for Learners with special access requirements
● Providing links to other documents/areas, such as Centre policies and procedures, CMI qualification documentation and the relevant Sector Skills Council, Professional Bodies' and other websites, as required
● Providing a full range of user support material, including Frequently Asked Questions and user guides