

# CMI International HE Partner Guide to Dual Accreditation

Produced for: HE Partners  
outside of the UK



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## PURPOSE

The purpose of this document is to set out a clear overview of what is involved in the process of centre approval and dual accreditation for university partners outside of the UK, hereafter referred to as Higher Education (HE) partners. It describes the process of centre approval and the processes thereafter and includes the centre application in Appendices A and B.

CMI has two types of centre that deliver its qualifications. Registered centres can deliver but can't assess CMI qualifications whereas approved centres can deliver, assess and internally verify results but CMI moderates all work. HE partners usually become approved centres.

An HE Partner, as an approved centre, can offer a CMI qualification through dual accreditation of its programme or it can offer a 'standalone' CMI qualification as direct delivery or increasingly our university centres offer both. This document primarily deals with dual accreditation.

Please note that unlike dual accreditation, direct delivery of CMI qualifications is likely to require additional local government approvals and this should be factored into delivery plans. CMI will require formal notification of local approval requirements and will work with the university to achieve this.

For a description of standalone delivery please refer to the registered and approved centre handbook at: <https://www.managers.org.uk/wp-content/uploads/2020/09/Centre-Handbook.pdf>

## DUAL ACCREDITATION OF EXISTING UNIVERSITY PROGRAMMES

CMI aims to award CMI qualifications to HE students through Dual Accreditation. CMI considers whether students can demonstrate that they will meet the assessment requirements for a unit through knowledge, understanding or skills gained through a validated university programme of study. This process considers the work they will complete to achieve a University qualification such as an MBA or BA in Business Management etc., and recognises this work can also be used to achieve a CMI qualification.

For reference, a CMI level 5 is at a comparative level to most degree programmes. Its learning outcomes are aimed at operational managers so it aligns to undergraduate degrees. A CMI level 6 or 7 is at a comparative level to most masters programmes because its learning outcomes align to the role of Senior Manager or Executive.

The recognition of achievement from a range of activities using any appropriate assessment methodology can lead to attainment of a CMI qualification whilst also achieving a University qualification. Provided that the assessment requirements meet the learning outcomes of a given CMI unit or qualification, the use of Dual Accreditation is acceptable for achieving a CMI unit, units or a whole qualification. Evidence of learning must be:

- Valid
- Reliable
- Current

For a university programme to be dual accredited it must already have accreditation within its own country through a government organisation. The main programme of study needs to be a validated qualification such as an undergraduate or postgraduate degree which has been externally validated as having level-appropriate learning outcomes. External validation is usually accepted from the national HE regulator. This is often referred to as being 'government -approved', 'government-registered' or 'government-designated'.

To proceed with Dual Accreditation the programme will need to be mapped by CMI, A HE Regulatory Agreement must also be signed. The signing of the Regulatory agreement is in addition to the signing of any commercial agreement with CMI.

All mapping requests must be arranged through your allocated CMI Relationship Manager. Please note it is possible to begin the process for Dual Accreditation mapping at the same time as applying to become an HE Partner. When applying for dual accreditation for an existing programme, please note that CMI may be unable to accept assignments based on exams or group work. If this represents a problem then please discuss this in the first instance with the CMI Mapping Specialist who will be able to elaborate on how CMI learning outcomes can be met under such circumstances.

## INTERNATIONAL CENTRE APPROVAL AND DUAL ACCREDITATION

It is possible to begin the process for Dual Accreditation mapping at the same time as applying to become an International HE Partner. See Figure 1. When applying for Dual Accreditation for an existing course please note that specific criteria need to be met to enable mapping against examination/test based OR Group work assessment methods due to CMI's regulatory requirements which prescribe that all learning outcomes **must be** covered by the individual student. You are advised to discuss mapping opportunities with your CMI-designated Mapping Specialist for modules where examinations or group work are involved.

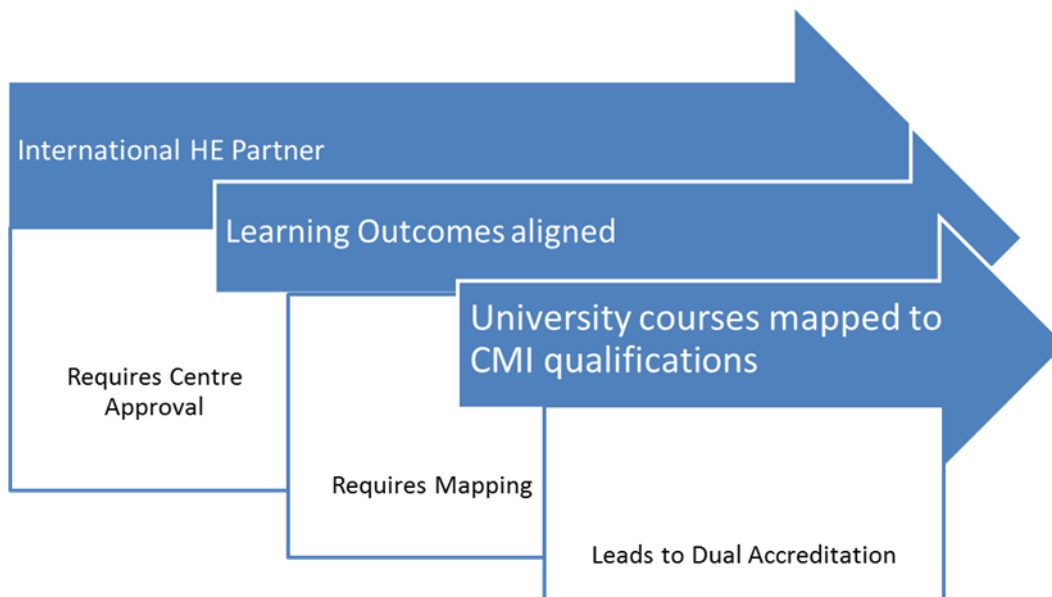


Figure 1 - showing an overview of how Centre Approval and Mapping lead to Dual Accreditation

## Centre approval and mapping

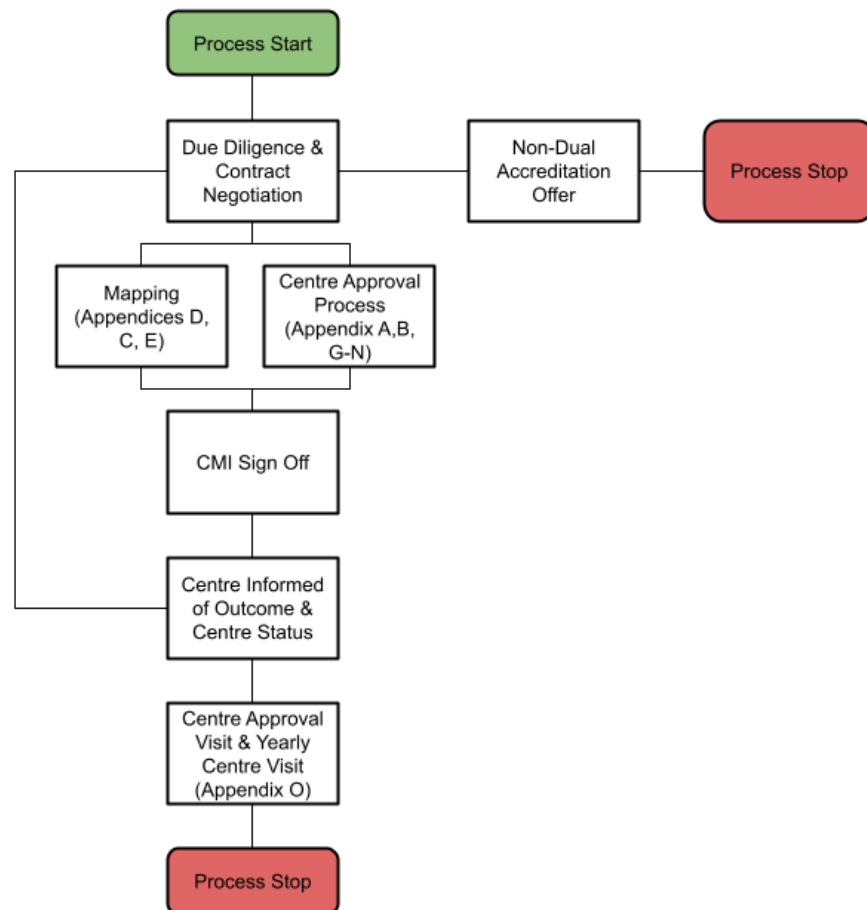


Figure 2 - summary of the steps involved in centre approval and mapping.

### Stage 1 – Due Diligence. outline commercial agreement

This stage involves the completion of a Due Diligence process by the CMI Higher Education Partnership team and simultaneously a check of basic Higher Education quality assurance indicators by the CMI Compliance team. The Due Diligence process will look at the legal and financial viability of your centre. A check of basic quality assurance indicators will include Public, Regulatory and Statutory (PRS) issues as well as IT capability, language capability, acceptance of our conditions of confidence and willingness to sign a Regulatory Agreement.

Due Diligence is carried out by CMI Relationship Managers. The Quality Assurance (QA) check is carried out by the CMI International HE Quality Manager. The approval application is logged by the CMI approvals team for tracking purposes. On completion of this stage, and following the outline agreement on commercial aspects, an introductory letter is sent to the potential Programme Director outlining next steps and key documents that need to be completed. Mapping can be initiated. See Stage 2.

### Stage 2 - Quality assurance checks and centre approval process

For approval as a CMI centre, the Partner must be successful in a centre application. The Partner is directed to Appendix A of this document where the centre application document can be found. Centre approval is an iterative process where centres are encouraged to submit completed drafts highlighting any areas where further clarity is needed. CMI will support the partner through this process by email and video call where required. Please note that any evidence provided in support of this stage must be provided with an English translation. Alternatively, if policies are not available in English, statements of declaration can be used by the HE Partner for specific key policies. See Appendices H to N.

Once the centre application is successful the final documentation and declaration letter will be issued. Should CMI be unable to continue with centre approval, the Relationship Manager will discuss other modes of working with the centre.

### Stage 3 – Mapping

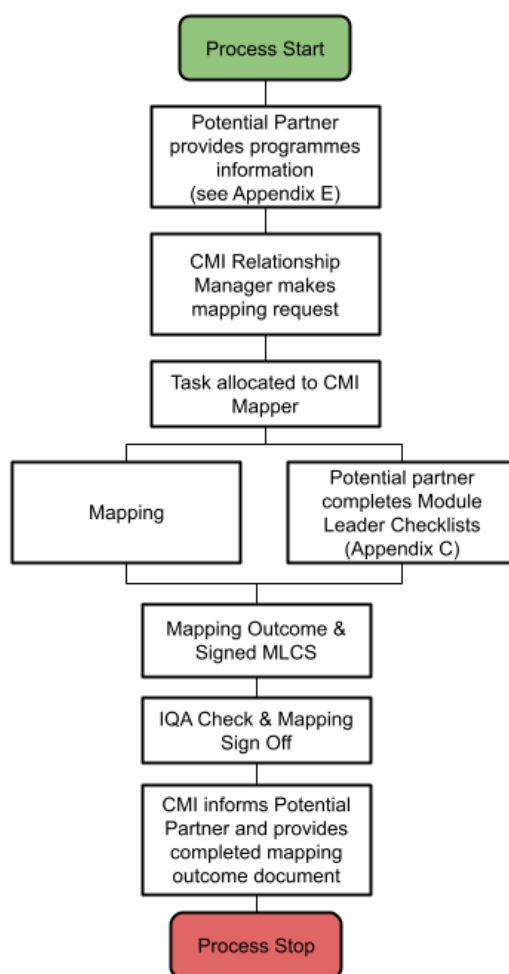


Figure 3. – Summary of the steps involved in the mapping process

Mapping can be initiated concurrently with the centre approval process. The CMI Relationship Manager will need to initiate mapping on a centre’s behalf. This is done by raising an internal mapping request in CMI and providing programme and module/course information as described in Appendix E. Mapping is carried out by CMI-designated Mapping Specialist and requires the HE Partner to co-operate by providing detailed information on the programme, content of modules and assessment formats and assessment methods. Mapping is the process by which we deduce the degree of fit between CMI’s learning outcomes and those of the partner’s programme. A positive fit indicates a high likelihood that CMI Learning outcomes will be evidenced in the HE Partner’s assessments and therefore both institutions are likely to meet ‘Dual Accreditation’ requirements.

Undergraduate degree programmes are usually mapped to CMI Level 5. Postgraduate programmes are usually mapped to CMI Level 7 qualifications. At level 5, the results of a mapping exercise will conclude as a programme being designated as an award, certificate or diploma. For an award, learners must complete at least one module where CMI learning outcomes are met to a minimum of 40 TUT hours. For a certificate, learners must complete any combination of modules where CMI learning outcomes are met to a minimum of 121 TUT hours. For a diploma, learners must complete a combination of modules where CMI learning outcomes are met to a minimum of 370 TUT hours. TUT describes Total Unit Time estimated by the organisation for its modules. The CMI Mapping Specialist will use the most contemporary CMI syllabus available at the CMI qualifications library:

<https://www.managers.org.uk/education-and-learning/qualifications/qualification-library/>



This mapping is NOT a value judgement of the University programme. This mapping activity matches University learning outcomes and assessment methods for individual modules to CMI units. A University programme which maps to a CMI Award is not considered 'worse' than a programme which maps to a Diploma, it is only a measure of how many professional learning outcomes and academic learning outcomes in modules/courses can be aligned. In many cases, following discussion between the Mapping Specialist and module leaders, it is possible to amend the mapping outcome.

When programmes are revalidated universities will often consider CMI units in their planning to include CMI's professional learning outcomes to enable a greater alignment to assure accreditation for their students. The CMI assigned Mapping Specialist can work with the module leaders to assist in this process if so wished.

A mapping fee will apply. This should be discussed with your relationship manager. Mapping fees are published on the CMI website. See

<https://www.managers.org.uk/wp-content/uploads/2020/09/cmi-fees-guide-2020-21.pdf>

The mapping will be completed by CMI but the ownership and implementation of this lies with the HE Partner. The SLA for mapping by CMI is 6 weeks for each programme. Where multiple programmes are requested at the same time some concurrency may be possible. All programme specifications need to be sent electronically to CMI via the Relationship Manager. The CMI HE Mapping Specialist will provide an estimate of the total time needed to map the programme. Once agreed, an invoice will be raised and sent to the HE Partner or the mapping fees may form part of a wider commercial agreement.

Mapping will use a RAG system (RED, AMBER, GREEN) to show how well CMI content is covered in the main programme of study. Individual modules/courses will be mapped to CMI units. It is likely that not all modules will map nor will all the CMI units due to the differing focuses and learning outcomes between academic and professional qualifications. This is no reflection on the quality of the academic programme. See Appendix D.

If there are areas that are red it indicates there is currently no coverage of CMI learning outcomes. Amber indicates insufficient coverage or evidence to be verified in other areas. This can be reviewed with the CMI Mapping Specialist to show how any gaps will be covered. This could be done by additional workshops, viva / professional discussion, etc., or a tutor may identify other aspects of the programme that are already in place but not fully signposted in the documentation. Green indicates that CMI learning outcomes are likely to be met based on the evidence already provided.

The CMI Mapper will ask the HE Partner to complete Module Leader Checklists for any module which wholly maps to a CMI unit. In order for a module to be mapped the Module Leader needs to confirm that all CMI Learning Outcomes (LOs) will be evidenced in the assessed work of the module/courses in the programme and provide further assessment evidence where necessary.

Module Leader Checklists are signed by the Module Leaders to verify that they are aware of the CMI LOs which are planned to be evidenced by the assessed work of the module, and that such evidence will be present for all students upon successful completion of the module. The Module Leader Checklist is also the mechanism by which CMI knows who is teaching what module. If this changes, the designated Programme Director at the university must inform CMI.

Where there is a mapping outcome the mapping document will be stored centrally on CMI's mapping system and must be stored centrally by the HE Partner and reviewed every year. This review should be incorporated into normal course and programme reviews to ensure it is still current and appropriate. CMI will also check the ongoing validity of the mapping at each moderation.

If there is no mapping outcome, there is still the opportunity for a CMI qualification to be offered as a standalone qualification. Please refer to the registered and approved centre handbook at : <https://www.managers.org.uk/wp-content/uploads/2020/09/Centre-Handbook.pdf>

#### **Stage 4 - Lead Moderator or CMI Quality Manager for sign off**

The mapping outcome document is then sent to the CMI HE Lead Moderator or Quality Manager who will check it has been carried out correctly. She/he will sign it off within 5 working days of receiving the completed mapping. Therefore, for each programme, from the start of the mapping activity to the sign off by the Lead Moderator or Quality Manager, the whole process should take around 25 working days. In the UK, a working day is Monday to Friday only.

A confirmation email will be sent out by CMI to show the CMI qualification the Learners may achieve through their primary qualification based on the mapping. Possible qualifications are Award, Certificate or Diploma.

If additional evidence is provided after this point, to the satisfaction of the Mapping Specialist, Learners could potentially then achieve an enhanced qualification which may be different to that indicated in the original mapping, depending on the Learning outcomes covered in the evidence. In other words, individual university modules may change their status from RED/AMBER to GREEN, or additional university modules may be identified where evidence for CMI learning outcomes can be found. There is no additional charge for this activity.

Additional evidence will need to be discussed directly with the CMI Mapping Specialist and might take the following forms: clarification of the link between the assessment brief and CMI Learning outcomes or evidence that CMI Learning outcomes are met across multiple assignments. In either scenario the word of the Mapping Specialist is final in recommending the type of individual qualification to be awarded.

### **Stage 5 - Mapping outcome notified to Partner**

Once the mapping confirmation email has been received by the HE Partner the CMI Mapping Specialist will continue to offer support. In the first instance raise any queries or questions with [Partnership@managers.org.uk](mailto:Partnership@managers.org.uk) and further assistance will be provided ASAP.

If CMI does not hear from the HE Partner within 10 working days, it will be assumed that no further evidence will be submitted and the mapping decision is final. Any further mapping requests after this point will be charged at the rate published.

### **Stage 6 – Initial and subsequent CMI Centre visits**

An initial centre visit will take place shortly after approval. Centre visits take place in Europe Jan - March, in the MENA region April - June, in the APAC region July - September and in Australia October to December each year.

It is a regulatory requirement to retain the International HE Partner approved status that an annual Quality Assurance visit (centre visit) is carried out thereafter. This will be carried out by your CMI Quality Manager. The purpose of these visits is to ensure that the HE Partner continues to have in place appropriate systems for:

- Delivery
- Assessment
- Verification
- Quality management of its provision.

During the centre visit your CMI Quality Manager will review the relationship in terms of quality provision and adding to the Centre's notes from previous discussions and considering any additional evidence produced at the meeting. These visits may be conducted virtually. The HE Partner will have full visibility of the areas to be explored and be given time to prepare. Please note that any supplementary evidence produced at these meetings must be provided with an English translation.

All costs for this initial CMI centre visit will be charged to the HE Partner. Approval visits outside of Europe will incur a one off cost of £5000 to cover both the approval process itself and travel. Within Europe there will be a one off cost of £500. CMI staff adhere to a CMI Travel Policy. Prior to and during the CMI centre visit the CMI Quality Manager will scrutinise documents provided during approval and provide provisional feedback in the form of a report and a statement regarding 'Conditions of Confidence' (CoC). CoC is a statement of how Dual-Accreditation will need to operate in terms of delivery, assessment, verification and quality management between the partners. A full centre visit report will be provided. Further detail on CoC can be found in

Appendix A of this document. An invoice will be raised and sent to the HE Partner alternatively this cost may be included as part of the commercial agreement agreed by the Relationship Manager.

Should remedial action be required on the part of the HE Partner, an action plan will be included in the report and timescales agreed with the centre. The action plan will be reviewed regularly and support offered.

During the centre visit, the Quality Manager will also summarise all mapping in place and review moderation reports. If there are action plans in place around course content or assessment then this will be logged at these meetings and next actions discussed to ensure the two programmes remain aligned.

If actions are not completed the CMI sanctions policy may apply.

See: <https://www.managers.org.uk/wp-content/uploads/2020/03/Centre-Sanction-Policy.pdf>

### KEY PROCESSES TO BE AWARE OF

Once the mapping documentation has been approved and signed off and the HE Partner is in a position to promote the dual accreditation as a 'value added' element to its main programme the following stages are needed:

- Contact the relevant Relationship or Engagement Manager. This person may be able to offer valuable support to the HE Partner, ranging from supporting the marketing of the new qualification to attending open events to promote and demonstrate the benefits of gaining a CMI qualification whilst studying another qualification. They will also be able to demonstrate the Management Direct resources that are available to all CMI members. Student and staff inductions can also be supported in person or through the provision of video tutorials.
- Student recruitment must be undertaken in a fair and consistent manner, and so in order to achieve a CMI qualification, students must be registered with CMI once the delivery of the CMI element of their programme begins in order to be able to access all of the CMI benefits including learning resources on Management Direct. **students should be registered with CMI within 6 weeks of commencing the CMI related aspect of their programme.** Discuss with your Quality Manager and inform the Partnership team if this is not possible for any reason. The informed consent of students must be gathered (commensurate with GDPR) to agree that their data can be shared with CMI for the purposes of registration, membership and certification (including moderation).
- Once registered, each Student will receive a welcome email from CMI and will be given their own CMI 'P' number and access to extensive resources on Management Direct that can be used for their course and professionally. It is the responsibility of the Programme Director at the HE Partner to ensure all students are registered accurately on the HUB as this information will be used to produce certificates. If support is needed with this process, the CMI Partnership Team will be happy to assist.
- If not already approved during the centre approval process, the CMI Programme Director at the university should register all staff teaching or assessing on mapped modules/courses. This ensures that they get access to valuable teaching resources. The Programme Director can add or delete staff via the CMI hub or contact [partnership@managers.org.uk](mailto:partnership@managers.org.uk) for help doing this.
- The Programme Director should ensure that internal quality control processes in the department verify the ongoing alignment of module/course assessments with the professional learning outcomes agreed in the mapping.

**Registration for CMI students lasts for 5 years for an Award, Certificate and Diploma. If students are likely to take longer than these periods to achieve the CMI qualification, it is the responsibility of the HE Partner to inform CMI to ask that this period be extended.**

**If the Student registration lapses, then an additional charge may be incurred to re-register the Student to gain certification.**

If the CMI syllabus lapses during the learner registration period, the HE Partner will be made aware of the last registration and certification date for final claims and the programme will be remapped at no cost to the HE centre.

If the HE Programme changes in terms of content or assessment, remapping may be required. Please contact the centre's Relationship Manager to arrange this. Mapping fees may apply.

CMI moderation triggers certification. All student registration and claims for moderation should be arranged through the CMI HUB. A video on how to use the HUB can be found at:

<https://www.youtube.com/watch?v=cjgLHAY1wv0>

This is particularly useful for centre staff using the CMI HUB for the first time. A specific video on requesting moderation for students' work can be found at:

<https://www.youtube.com/watch?v=kiHQdAryQL4&feature=youtu.be>

## CMI MODERATION

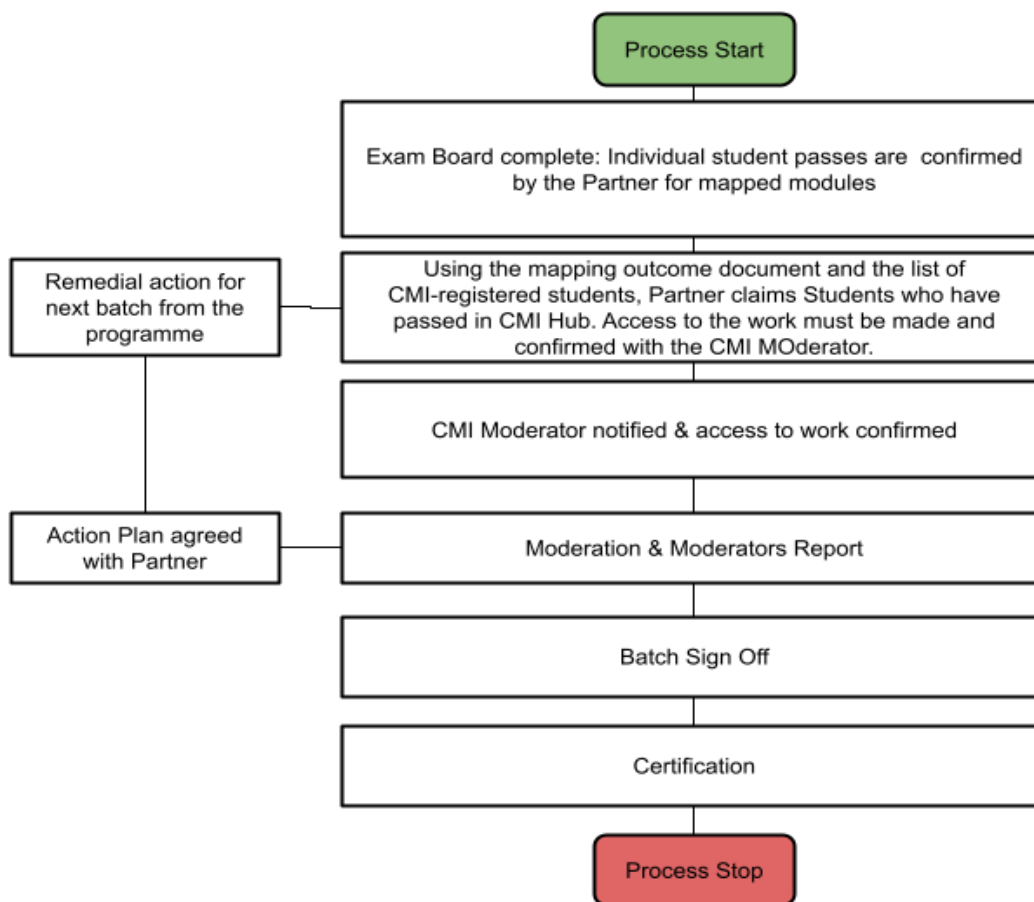


Figure 4 - HE Partner moderation flowchart

- Moderation by CMI is the confirmation that your Learners have completed mapped modules - an exam board or committee - should be considered as a trigger for requesting moderation by CMI. Please claim as soon as modules are completed and avoid waiting until the learners have completed the entire programme.
- For detailed guidance on how to upload work for moderation, please refer to the operational documentation on the CMI HUB, see <https://www.youtube.com/watch?v=kiHQdAryQL4&feature=youtu.be>
- During moderation, the HE Partner will be asked to submit copies of assessment briefs to the CMI Moderator who will use the original mapping document to ensure that evidence has been signposted correctly. It is essential that the original mapping documentation is adhered to as this is what was agreed before the programme commenced. Any planned changes to this document, for example if a module specification alters or amendments are made by the HE Partner to the main programme, then the mapping document also needs to reflect this. All changes must be submitted to the HE Mapping Team [HE.mapping@managers.org.uk](mailto:HE.mapping@managers.org.uk) for approval prior to the programme commencing.
- The expectation of CMI is that students understand the link between their programme/modules and the CMI qualification.
- A sample of students' assessments will need to be made available during the moderation process.
- The CMI Moderator will need to see evidence of internal quality assurance/internal moderation for the modules mapped. We must have evidence that the students in the claim have passed the modules being

claimed for and this has been confirmed at the exam board/committee or in the form of a declaration from the CMI Programme Director. In cases where exam boards are anonymised by Student number, then there must be some way for the Moderator to link the Student number to the Student's name.

- CMI moderation will take place as required. This may be more than once a year if there are multiple cohorts and/or if there are both dual accredited undergraduate and postgraduate programmes. To align this process and reduce admin burden for the university all claims for moderation should take place shortly after the HE Partner's academic board/exam board meetings. Moderation can be done by several mechanisms:
  - The Moderator is given remote access to the Student work via the HE Partner's Virtual Learning Environment (VLE)
  - The Moderator is given access to the student work via a secure data sharing system e.g. Livedrive, Dropbox, Google Drive.
  - Student work is uploaded to the CMI HUB
  - In exceptional cases the Moderator may carry out an onsite visit however charges will apply for this type of moderation.
- In all moderation mechanisms, a 'batch' must be uploaded to the HUB by the HE Partner. The batch is the formal claim made to CMI by the HE Partner for the CMI regulated qualification. It is essential that the batch accurately shows the students being claimed, the qualification being claimed, and the CMI units within the qualification being claimed. Incorrect or inaccurate claims could constitute malpractice. If, due to an inputting error, a batch is incorrect, the entire batch will need to be deleted by CMI and re-uploaded. This can create significant delays. Where necessary, additional documents can be attached. These documents could be the Student work, instructions on how to access the VLE remotely, or a confirmation that a centre visit has been arranged with the Moderator.
- Where ALL students on a programme are registered for a CMI qualification, then CMI is happy to use the same sample as that used by External Examiners as long as the sample represents the range of marks achieved. Please note that CMI is only interested in passes and does not moderate fails.
- Where not all students on the cohort are registered with CMI, or where internal quality assurance checks have deemed some students to not have met CMI learning outcomes then only the CMI-registered students or students who have passed the module(s) should be submitted for moderation. Exemption and grade transfer is not appropriate for dual accreditation because of the requirement that there needs to be evidence that individual learners meet CMI learning outcomes.
- There may be instances where larger sample sizes are required due to moderator concerns. The HE Partner will be kept fully informed where this is the case. Clear expectations will be discussed before any action is taken.
- If an on-site moderation is required, it is the responsibility of the HE Partner to request this via the Relationship Manager. This should be done at least 6 weeks prior to the date of the Exam Board to arrange a suitable date for moderation. Additional visits or visits of several days can be undertaken if there are large numbers of students/programmes with dual accreditation or if the Moderator or Quality Manager feels there is insufficient evidence being gathered for CMI requirements. Onsite moderation visits are exceptional and additional fees may apply to cover the costs of such a visit.
- The Moderator must sign off the batch in order for the HUB to generate the Student certificates so it is essential that all the students who require certification are added in a batch or multiple batches. In addition, students must be registered for the correct qualification and the correct units (from the mapping document) which are being claimed must be listed.
- Where the HE Partner is aware that not all students within a cohort will be claimed at the same time (e.g. due to resits), this must be notified to the Moderator in advance of the moderation activity. It is possible for the Moderator to increase the sample size of the cohort to take account of these planned late completions, so that further moderation activity for the cohort may not be required. If, however, students are submitted later without this notification, then moderation will need to take place for every batch.
- For programmes that have modules mapped across several years of study, it is good practice for the HE Partner to arrange interim moderation at the end of every stage/level/year. This allows the Student

evidence to be formally reviewed and improvements (if identified) to be put in place prior to the next running of the module(s).

- CMI cannot accept responsibility for the issuing of certificates at short notice to Centres who have neglected to arrange moderation and require certificates for graduation ceremonies or other presentations. However, staff will endeavour to fulfil all requests.
- **From May 2021** CMI is moving to digital certificates. Once moderation has triggered certification, the Partner Service team within CMI will process certificates in a digital format within 10 days of completion. Each completed learner will receive a personalised email with login details to access their CMI qualification certificate which can be downloaded or accessed at any time in the future. Should hard copy certificates be required, please discuss this with your Engagement Manager.
- Following completion of moderation, a sample of Student work may need to be retained for internal CMI training purposes and students should be made aware of this by the HE Partner. CMI requests that students are informed how their data is used before the centre enrolls the student with CMI. Partners dealing with students based in Europe will need to comply with GDPR. Partners outside of Europe will need to comply with their own local data security regulations. In all cases, CMI's data privacy policy can be found at: <https://www.managers.org.uk/about-cmi/governance/policies/data-privacy/>
- Should a batch be unsuccessful at moderation ie. the evidence expected and described in the mapping document is not in student assignments, CMI will firstly look for a wider sample to understand whether the occurrence is systemic or an outlier. If it is systemic the moderator will seek evidence from the wider programme for the required learning outcomes in order to not disadvantage learners and pass the batch of learners. This may involve revisiting the mapping or implementing gap-filling exercises for subsequent years of study. An action plan will be agreed for implementation for subsequent batches to maintain the dual accreditation status and the level of qualification that CMI bestows. Should subsequent batches exhibit similar problems the mapping may need to be revised to a lesser qualification for subsequent batches.

## ROLES AND RESPONSIBILITIES OF HE PARTNER STAFF

### CMI PROGRAMME DIRECTOR

During the centre approval process the university will be asked to identify a CMI Programme Director. This person will be the main contact for CMI and have full CMI HUB privileges. The following are the responsibilities of the CMI Programme Director.

#### Check relationship documentation

1. If you are new to the role, ensure you are recorded as the 'CMI Programme Director' for the Centre – contact [Partnership@managers.org.uk](mailto:Partnership@managers.org.uk) to make changes. Once you are registered as CMI Programme Director, you will be given a username and password for the CMI HUB. The CMI HUB is the portal where you can register and remove students, register and remove staff and check students records. You should also notify CMI of any change of name for the legal signatory for your institution. You will have a username and password on the HUB. Further guidance on using the CMI hub can be seen at: <https://www.youtube.com/watch?v=cjgLHAY1wv0>
2. Familiarise yourself with your **Mapping documents**. These can be requested from [HE.mapping@managers.org.uk](mailto:HE.mapping@managers.org.uk) if not held locally.
3. Review the **centre approval documentation and/or the last centre visit report**. These can be requested from your CMI Quality manager if not held locally. If there are outstanding actions please address them and inform your CMI Quality Manager.
4. Check the CMI HUB 'Approval Documentation' to establish the quality assurance practices approved by CMI. Prior to a scheduled centre visit by CMI review the information that your Centre uploaded to the HUB (e.g. staff list) during the application process. Update information on policies, practices, processes or procedures which may have changed since the application was completed.
5. Check whether there is a schedule for standardisation and/or centre visits with the CMI Quality Manager.
6. Review the **Regulatory agreement**. This can be provided by your Quality Manager.
7. Is the Centre offering CMI qualifications (either dual accredited or direct delivery) overseas or via third parties and has this been approved by your CMI Quality Manager? Please note that there is a separate approval procedure for satellite centres and third parties which must be adhered to. The Quality Manager will require evidence of satellite review during centre visits.
8. Make internal arrangements for the QA visits and endeavor to meet requested visit dates. Ensure that relevant staff are invited to the meeting, including representatives from different levels, other schools or faculties where they are needed. Arrange visitor parking and book a quiet room with an internet connection and power sockets. After the visit, confirm the accuracy of the visit report and complete any actions by the noted deadline.

#### Check Student details on the CMI HUB

9. Check the list of CMI-registered students in the 'Reports' section of the CMI hub.  
Note: all students should be registered within six weeks of starting their programme. Registered students who are not going to complete the CMI qualification due to withdrawal from the course should be withdrawn from the CMI qualification – please notify to [partnership@managers.org.uk](mailto:partnership@managers.org.uk). Referred or Deferred students should be discussed with the Partnership team.
10. Liaise with course/module tutors on Student progress and achievement for existing cohorts, and add / withdraw students from CMI registration as appropriate.



## **Check internal records and annual moderation arrangements**

11. Ensure that information on student results for each module/course are available for CMI review after exam boards/committees. CMI requires evidence that students being claimed for have passed mapped modules/courses before moderating.
12. Contact your CMI Moderator to inform them of Academic Board dates so that external moderation can be planned in advance to ensure certification is not delayed. Provide the External Moderator for CMI with the students'
13. Results after the academic board and indicate which students are going to claim the CMI qualification.
14. Are there any moderation reports with actions in relation to assessments, mapping etc.? If so, ensure the actions are addressed.
15. Is there a sampling strategy and admin support for selecting assignments from each unit and each cohort to meet the sample required by CMI moderators?
16. Ensure that during moderation, CMI moderators are able to see work for the range of courses offering CMI qualifications. Where assignments are only available in electronic format e.g. an Intranet or Virtual Learning Environment, please either arrange electronic access for your CMI moderator or ensure that soft copies can be made available for moderation by some other method. CMI can provide a secure Google drive as a drag and drop facility if you are unable to access the CMI hub or unable to allow access to your own virtual learning environment.

**Please note that access only needs to be provided to work from the mapped modules - refer to the mapping outcome to know which module/course, samples are needed.**

17. Is there a secure archive (electronic or hardcopy) of Student work? CMI requires that student work is retained for 3 years to allow for moderation and or appeal processes. (Refer to CMI Retention of Records policy).

## **Communication with tutors and checking staff records**

18. Review and communicate with tutors of mapped modules/courses and share this handbook, the programme's mapping template and module leader checklists with all staff. Communication from CMI will only be directed to the Programme Director and so any relevant communications need to be passed on to all staff delivering or assessing modules/courses mapped by CMI.
19. Ensure mapping is reviewed each year. This should be done with module tutors who should have a copy of the mapping and take ownership to ensure the evidence for CMI is located in Student work (using the mapping as a guide). If the mapping needs to be altered, this will need to be done by the CMI Mapper. The new mapping document will be stored centrally by CMI and shared with you. All old documents will need to be archived. Should the programme be re-validated then a new mapping will be required. Please contact your Relationship Manager to arrange for this to take place.
20. All approved staff on the hub will have access to Management Direct. The number of free places will be determined by the commercial contract terms. The Programme Director is the 'gatekeeper' of this access and can add and delete staff via the CMI hub. This can be done in the 'approvals' menu on the hub. Use the 'our staff' tab to add and delete staff. Your Quality Manager will oversee staff approvals.
21. From time to time, certainly before a centre visit, check all staff are approved and records are up to date: Check the Centre Staff Record (report on the CMI HUB) and ensure all delivery and assessment staff teaching or assessing on the mapped modules of the accredited programmes are approved by CMI. The Module Leader Checklists should identify who is teaching and assessing which modules/courses. Remember that only approved staff have access to Management Direct.

## **MODULE/COURSE LEADERS**

### **Responsible for signing Module Leader Checklists**

Modules that map to CMI units will be identified during the mapping process. The module leaders will therefore be identified during mapping too. Once the mapping outcome is available, the Module Leaders will need to confirm LOs will be auditable in student assignments by signing Module Leader Checklists. See Appendix C..

### **Responsible for ongoing alignment of university LOs with those of CMI**

1. Ensure the assessments have tasks that will generate sufficient evidence for the CMI qualification and complete a Module Leader Checklist.
2. When Student work is submitted for their main qualification, the module tutor/deliverer/assessor for that module also needs to verify that the students have presented sufficient evidence to meet the CMI LOs for the mapped unit(s).
3. Module tutors may need to meet with the CMI external Moderator during visits to discuss the module assessments.
4. If module assessments or assessment strategy alters, for example if a written exam is to be used which allows a choice of questions as opposed to a set of compulsory questions covering all learning outcomes, please inform the CMI Programme Director. Similarly a move to group work from other forms of individual assessment may result in changes to the mapping. The PD will need to discuss this with the CMI Mapping Specialist.

## **PROGRAMME ADMINISTRATORS / REGISTRY STAFF**

### **Responsible for registration, certificate distribution and providing access to student work for CMI moderation**

1. Registration of university students with CMI via the CMI hub.
2. Informing CMI of changes to student status - tracking students registered with CMI
3. Monitoring students that have completed mapped modules at the exam boards
4. Claiming for students who have passed mapped modules on the CMI hub
5. Arranging samples of work for CMI moderation
6. Arranging access to the sample of work for each programme
7. Receiving and coordinating onward distribution of CMI certificates to students.

### **CMI ADDITIONAL SUPPORT**

There is a dedicated team of people at CMI and bespoke video resources that offer support and advice to our HE Partners.

This ranges from support for student and staff inductions, dual branded Marketing material, complementary places or discounted fees for Management Direct and Chartered Manager (for larger Student numbers only) which can also be embedded within the programmes. Additional support for mapping, marketing, membership and other queries such as registration and certification can also be obtained. Please contact [Partnership@managers.org.uk](mailto:Partnership@managers.org.uk) or phone 01536 207417 or 207419.

Further information can be gained from your Engagement Manager.

## APPENDIX A: CENTRE APPLICATION

### APPENDIX A: CENTRE APPLICATION

#### MUST HAVES - Level 1 indicators

	Initial approval Indicators	Answers	Documentation evidence to be added to the centre's CMI Google Drive	Documentation evidence to be inspected during centre visit
1	<p>Consider what IT and telephony will be used to communicate with CMI. Communication may involve email, SKYPE, Use of Google Drive, transfer of batches of assignments to the CMI HUB, or downloading CMI procedural information from the CMI HUB,</p> <p>Please do the 'CMI browser capability test'. Are we compatible?  <a href="https://hub.managers.org.uk/Compatibility">https://hub.managers.org.uk/Compatibility</a></p>	<p><i>After trying the compatibility test state here whether you are compatible.</i></p> <p><i>The approval and mapping process may require the transfer of large files between our organisations.</i></p> <p><i>State here whether you are able to use Google Drive?</i></p> <p><i>Please provide the email addresses of people for whom you require Hub and Google Drive access. Usernames and Passwords will be issued from CMI,</i></p>	<p>Issues identified during the CMI IT capability test with notes for users.</p>	<p>Status, difficulties, workarounds</p>
2	<p>Who is the Higher Education Quality Assurance body for the programme you are seeking dual accreditation for?</p>	<p><i>State here who the external quality assurance body is for the programme. Provide links to the programmes to be mapped on the body's register</i></p>	<p>Copy of Standards for Undergraduate, Postgraduate and Doctoral degree as appropriate</p>	<p>Changes and updates to existing information held</p>
3	<p>Does your country's Higher Education Quality Assurance body have a Memorandum of Understanding (MOU) with QAA in the UK?</p>	<p><i>State here whether there is an MOU in place. Provide a link to the document</i></p>	<p>Copy or URL of relevant MOU with UK QAA. NB – The duration must be clear.</p>	<p><b>MOU status</b></p>

4	<p>Are you able to provide copies/URLs where needed for key quality assurance documentation?</p> <p>NB – Alternatively, are you able to provide signed statements in English on the content of key policies and procedures?</p> <p><b>Ofqual C2(i); I</b>  <b>Ofqual A8.3- A8.6 - Malpractice</b>  <b>Ofqual A4.1(b) - Conflicts of Interest</b>  <b>Ofqual 2.3(i) - Appeals and complaints</b>  <b>Ofqual E10 - RPL</b></p>	<p><i>Provide a link here to the university's quality assurance documentation in the following areas:</i></p> <ol style="list-style-type: none"> <li>1) <i>Complaints and appeals</i></li> <li>2) <i>Conflict of Interest</i></li> <li>3) <i>Malpractice and maladministration</i></li> <li>4) <i>Recognition of Prior Learning (RPL or APEL)</i></li> <li>5) <i>Equal opportunities</i> See</li> <li>6) <i>Health and Safety provision; this may be governed by local laws.</i></li> <li>7) <i>Reasonable adjustment to assessments to accommodate disability</i></li> <li>8) <i>Special considerations (adjustment to how the student can study) for when life prevents a student progressing.</i></li> </ol>	<p>Statement from University - this document.</p> <p>Alternatively provide signed declaration statements on the following:</p> <p>Complaints and appeals See Appendix N  Conflict of Interest See Appendix J  Malpractice and maladministration See Appendix M  Recognition of Prior Learning (RPL or APEL) See Appendix L  Equal opportunities See Appendix G  Health and Safety  Special Considerations See Appendix H  Reasonable adjustment See Appendix I</p>	<p>Changes and updates to existing information held</p>
5	<p>Do delivery and assessment staff and local administrators have an English language qualification equivalent to IELTS centre's CMI6.0? Please state the level of qualification, external validation or and or equivalent experience.</p>	<p><i>Describe here the standard of English amongst delivery, IQA, assessment and admin staff.</i></p>	<p>Statement from the University - this document - this document</p>	<p>Changes and updates to existing information held</p>
6	<p>Can all assignments be provided to CMI in English for CMI moderation purposes?</p>	<p><i>State here whether staff have requisite English skills.</i></p> <p><i>State here whether assignments and IQA documentation can be provided in English.</i></p> <p><i>State here that you understand that all data will need to be kept for 3 years including student assignments.</i></p>	<p>Statement from University - this document</p>	<p>Assignments for Dual Accredited modules</p> <p>Changes and updates to translation services</p>

7	CMI requires remote access for moderation and that a sample of student assignments be made available for moderation. How will assignments be provided to CMI for moderation?	<p><i>Say here how assignments will be provided, e.g., hard copy (onsite only); softcopy via your VLE or e-portfolio; softcopy to CMI Google Drive; softcopy to CMI HUB.</i></p> <p><i>NB - CMI has a digital first policy where moderation is done online. If onsite moderation is required additional fees will apply.</i></p>	Statement from University - this document	
8	CMI requires that assignments be retained for 3 years	<i>State here how this will be accommodated at your university</i>	Statement from University - this document	
9	<p>What month/s are the exam boards/committees for the courses to be dual-accredited?</p> <p>This information dictates when CMI moderation will be required/arranged.</p>	<p><i>Provide here a schedule of exam boards/ exam committees. CMI moderation will take once students have officially completed mapped modules.</i></p> <p><i>NB – If there are multiple cohorts expecting CMI credit during the period of study then all exam boards for Dual Accredited courses will need to be notified to CMI.</i></p>	Statement from University - this document.	Check for updates
10	<p>Have you signed the HE Regulatory Agreement?</p> <p><b>Ofqual C2.2</b></p>	Answer yes/no	A signed Regulatory Agreement	Check in place
11	Please list any course/programme level approvals for each programme to be mapped from other Professional bodies, Statutory bodies, or Regulatory bodies <u>other than</u> your national higher education body.	<p><i>To answer this question fully please address the following:</i></p> <p><i>What is the status of approval for each of the courses being Dual- Accredited?</i></p> <p><i>Does the accreditation apply at the course/module learning outcome level or is it at the department, faculty or university level?</i></p> <p><i>Is the approval current or when will it be obtained?</i></p> <p><i>What date will the approval run to?</i></p>	Documentary evidence of individual Programme approval from the national Higher Education and Quality Assurance bodies.	Status of approval for each course to be Dual-Accredited Currency of approval Expiry of approval

12	<p>CMI would be an overseas accreditor for you. Are there any local QA restrictions on the course i.e., do you need to seek further national approval to advertise and offer CMI qualifications on a dual accreditation basis?</p> <p>NB – CMI is the awarding body for its own professional qualifications based on a UK framework. CMI qualifications are not academic qualifications and this should be taken into account when advertising locally. Equivalence to academic qualifications should not be claimed.</p>	<p><i>State here whether additional national QA approvals are required to offer CMI qualifications alongside your own.</i></p>	<p>Statement from University - this document</p>	<p>Changes and updates to existing information held</p>
13	<p><b>Registration</b> - CMI requires that all students are registered with CMI within 6 weeks of starting their programme at the university.</p> <p><b>Ofqual G5</b></p>	<p><i>Please describe how your current process of student enrolment at the university will accommodate having to register your students with CMI too.</i></p>	<p>Statement from University - this document</p>	
14	<p><b>Moderation</b> - CMI requires that it be allowed to moderate student work. CMI requires that the centre make a claim for moderation on its HUB system once registered students have completed mapped modules and pass results are validated at your exam board.</p> <p><b>Ref Ofqual CASS, C2.3</b></p>	<p><i>Please describe how your current process of results conferment will instigate a claim with CMI.</i></p>	<p>Statement from University - this document</p>	
15	<p>CMI requires that the centre participate in a yearly centre visit with CMI.</p> <p><b>Ref Ofqual CASS, C2.3</b></p>	<p><i>Describe here how your current quality assurance processes will accommodate a yearly centre visit by CMI.</i></p>	<p>Statement from University - this document</p>	<p>Policies (academic regulations)  Procedures (QP)  Checklists  Inclusion of regular agenda items in review meetings  Staff induction materials</p>

## Level 2 indicators

	Approval Indicators	Answers	Documentation evidence to be added to the centre's CMI Google Drive	Documentation evidence to be inspected during centre visit
16	Can the following data be made available - staff details, roles, contact details.	<i>CMI requires that tutors that deliver module content and assessors are approved by CMI and their details logged on the CMI HUB. Please state here whether staff information can be supplied and a list of staff for whom HUB access or membership is required.</i>	Following approval, the CMI HUB will allow you to upload and maintain this information. NB – Following initial approval, staff lists will be reviewed yearly at centre visits.	Staff lists are checked during centre visits. CMI would also like to meet key staff.  Changes and updates to existing information held
17	Identify a staff member responsible for CMI Learner registration, CMI achievement tracking, CMI certificate checking and effective distribution to students. (NB from  <b>Ofqual G5</b>	<i>Here, full contact details will be needed. For staff involved in the dual accreditation process. The HUB allows your Programme Director to maintain these details</i>  <i>Please name the person who is to be CMI Programme Director.</i>  <i>Please name a person to contact should this person not be available.</i>  <i>Please name the person who will be the contact regarding the management of CMI digital certificates.</i>	Contact details will need adding to the HUB	Changes and updates to existing information held
18	How will you ensure that learner records and details of achievements are accurate, kept up to date, securely stored and available for verification and auditing by CMI, including a Learner tracking process?  <b>Ofqual; H2</b>	<i>Describe here how you intend to track the Learners who will be registered with CMI.</i>  <i>At centre visits, CMI will need visibility of the following status: normal progress, referral, deferral, lapse, change of course, confirmed student malpractice for mapped modules. Any changes can be notified to <a href="mailto:partnership@managers.org.uk">partnership@managers.org.uk</a></i>	Statement from University - this document	Changes and updates to existing information held



		<p><i>Incidents that will require you to inform CMI</i></p> <ol style="list-style-type: none"> <li><i>1. Student fails module because of poor performance, lapsed attendance, or student moves course. Learners accrue CMI credit as they progress and multiple exit points may be possible. For example if the mapping indicates that a programme is a CMI certificate ( 13-38 credits); if the student fails to complete the necessary modules they may exit with a lesser award as long as 6-12 credits have been achieved.</i></li> <li><i>2. Referral or deferral – completion of CMI learning outcomes could be delayed and the learner may need to be moved between batches on the CMI HUB</i></li> <li><i>3. Malpractice – student may be found guilty of malpractice following university investigation. This would only apply if the module were mapped by CMI.</i></li> </ol>		
<b>19</b>	<p>Will learner fees be collected before course completion?</p> <p>NB - Certificates should not be withheld whilst awaiting Learner payment.</p>	<p><i>Describe here whether there will be a commercial contract with CMI based on registrations or whether the arrangement will be ‘pay as you go’ with students opting in.</i></p> <p><i>Describe here your arrangements for student payment.</i></p>	Statement from University - this document	Check
<b>20</b>	<p>Are there existing agreements with third parties and sub-contractors to ensure that all policies and requirements referred to in this Agreement are enforceable with third parties and sub-contractors?</p> <p>Should this status change you will need to notify CMI immediately as additional QA processes will apply before approval is granted.</p>	<p><i>Describe here any arrangements with third parties for the development, delivery or assessment of the programme/s to be mapped. If there are none, state, “No third parties”</i></p>	<p>All agreements with third parties.</p> <p>CMI approval document for any third parties or intended satellites. NB – there is a separate approval form required.</p>	Changes and updates to existing information held



21	<p>What will be your process for issuing CMI certificates to students?</p> <p>(NB from May 2021 - CMI is moving to digital certificates so a named person from your institution will need to have access to the digital system)</p> <p><b>Ofqual H6</b></p>	<p><i>Once CMI moderation is complete, certificates will automatically be generated and sent to the named Programme Director at the address provided. Describe here the process of checking students' details and distributing certificates to students.</i></p>	<p>Statement from University - this document required</p>	<p>Changes and updates to existing information held</p>
22	<p>students on dual accredited programmes have the right to appeal or complain to CMI directly if the issue is associated with the CMI qualification. CMI only considers appeals and complaints directly once the university processes have been exhausted.</p> <p>How will you notify CMI of student complaints regarding dual accredited modules?</p> <p><b>Ofqual 2.3(i)</b></p>	<p><i>Provide here confirmation that you have a complaints handling procedure and acknowledge the direct right of complaint to CMI.</i></p> <p><i>students on CMI dual accredited programmes have a direct right of complaint and appeal to CMI for mapped modules only. This would only apply to CMI moderation decisions and not the assessment decisions of the university. CMI would expect a student to exhaust a centre's procedures before exercising direct right of appeal or complaint to CMI.</i></p>	<p>Evidence that you have a complaints procedure e.g., English copy or a signed declaration using Appendix O</p>	<p>All complaints will be checked during centre visits or by the CMI moderator.</p>

Level 3 QA Indicators Centre Staff, Staffing Resources & Monitoring

	Approval Indicators	Answers	Documentation evidence to be added to the centre's CMI Google Drive	Documentation evidence to be inspected during centre visit
23	<p>Does the Centre have appropriately qualified teaching/ assessing staff?</p> <p>Have staff qualifications been verified? Is there evidence for this activity that can be shared with CMI should it be required at centre visits?</p> <p>NB – we would expect that staff be qualified to at least the level they are currently teaching AND have a teaching qualification or five years of experience of assessment.</p> <p><b>Ofqual A5.2 (a)</b></p>	<p><i>CMI requires that all teaching and assessment staff are qualified to the level at which they teach.</i></p> <p><i>Here provide a statement that this is the case. Describe how the university verifies this itself.</i></p> <p><i>The CMI HUB will allow you to upload and maintain staff information post approval. Following approval all new staff will be reviewed at centre visits.</i></p>	<p>Staff CVs.</p> <p>Copies of certificates of highest level of education for the Programme Director with written consent to verify.</p> <p>Permission to attest i.e. Name, dob, institution, copy of certificate and email containing the words, “ I give my permission to attest the information provided”.</p> <p>Evidence of any external scrutiny of teaching staff. NB. A current national teaching permit will suffice.</p> <p>NB – Module Leader checklists are provided for each mapped module. These in effect provide a proxy for a staff matrix.</p>	<p>Staff lists are checked during centre visits. CMI would also like to meet key staff.</p>
24	<p>Is there an induction process for new Centre staff and will this include induction to CMI procedures?</p> <p><b>Ofqual D8.1</b></p>	<p><i>Here, outline of induction processes for new staff and how CMI processes can be included in this.</i></p> <p><i>Will there be any regular meetings which incorporate CMI required elements? NB – quarterly meetings are considered good practice.</i></p> <p><i>Will CMI be a standard agenda item on reviews of external professional programmes?</i></p>	<p>Statement from University - this document</p>	<p>Processes</p> <p>Outputs or materials from induction</p> <p>Minutes of regular meetings</p> <p>Changes and updates to existing information held</p>

25	<p>How does the Centre support and record the Continual Professional Development (CPD) of staff for CMI delivery?</p> <p><b>Ofqual D8.1</b></p>	<p><i>Here provide details of the university's provisions for staff development. Please mention any national requirements such as licences.</i></p>	<p>Statement from University - this document</p>	<p>Evidence. Changes and updates to existing information held</p>
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Level 3 QA Indicators - Equality, Diversity, Health and Safety Data Protection

	Level 3 QA indicators	Answers	Documentation evidence to be added to the centre's CMI Google Drive	Documentation evidence to be inspected during centre visit
26	<p>What is the provision for equal access for Learners, special consideration, reasonable adjustments, equality and diversity?</p> <p><b>Ofqual G6 and G7</b></p>	<p><i>When answering this question please describe the following:</i></p> <ul style="list-style-type: none"> <li>• <i>Entry criteria</i></li> <li>• <i>Any circumstances where delivery or marking is adjusted to accommodate students' needs e.g., personal circumstance, disability, cultural norms</i></li> </ul>	<p>Statement from University - this document Policies Or a signed declaration using Appendix H</p>	<p>Examples of equal access, special considerations, reasonable adjustments, equality and diversity considerations. Changes and updates to existing information held</p>
27	<p>Are there effective monitoring systems in place for equality and diversity?</p> <p><b>Ofqual C2.3 (h)</b></p>	<p><i>When answering this question please describe the following:</i></p> <ul style="list-style-type: none"> <li>• <i>How does your university assure that students are not discriminated against?</i></li> </ul>	<p>Statement from University - this document Policies Procedures External recognition</p>	<p>Minutes of meeting Committee members Changes and updates to existing information</p>
28	<p>How is the personal data of individual learners protected?</p> <p>NB - Amendments may be needed to existing documentation to accommodate CMI access to learner status and learner work.</p> <p>Ref - Privacy Policy: <a href="https://www.managers.org.uk/policies/privacy-policy">https://www.managers.org.uk/policies/privacy-policy</a></p>	<p><i>CMI will require your university to share student data with it. In answering this question please consider the following:</i></p> <ul style="list-style-type: none"> <li>• <i>How does local or national data protection legislation marry with CMI's Privacy Policy: <a href="https://www.managers.org.uk/policies/privacy-policy">https://www.managers.org.uk/policies/privacy-policy</a></i></li> <li>• <i>State how students will be notified that their data is shared with CMI.</i></li> </ul>	<p>Copy of template declaration / registration form accommodating CMI need for data access. Or a signed declaration using Appendix L</p>	<p>A record that CMI Learners have signed the required forms is checked during centre visit Any changes and updates to existing forms</p>
29	<p>Is there a Learner recruitment process that ensures Learners are on appropriate courses</p>	<p><i>Describe here how learners are recruited and evaluated before being registered on your courses.</i></p>	<p>Policy and procedures Sample of registration form.</p>	<p>Changes and updates to existing processes</p>

30	<p>Does the Centre have an effective process for Recognition of Prior Learning (RPL), exemptions and progression?</p> <p><b>Ofqual E10</b></p>	<p><i>CMI does not accept exemptions for mapped modules but may consider recognition of prior learning on a case by case basis. This however must be declared and evidence provided when the programme is mapped.</i></p> <p><i>Please describe here any APEL A or B arrangements for the programmes being mapped or any grade transfer arrangements for the programmes to be mapped.</i></p>	<p>Statement from University - this document. Policy and procedures Or a signed declaration using Appendix M</p>	<p>Changes and updates to existing processes</p>
31	<p>How does the Centre intend to consult with Learners, staff and other stakeholders as part of all programme review processes?</p>	<p><i>Describe here how student, staff and external stakeholder feedback is actively sought for the programme/s mapped. If there is an external examiner, please state who this is and what percentage of the work is looked at.</i></p>	<p>Statement from University - this document</p>	<p>External examiner reports for the courses that we Dual Accredited Changes and updates to existing processes</p>
32	<p>Is there adequate provision of physical resources to support learning and assessment? E.g., VLE, wifi, telephony, broadband</p> <p><b>Ofqual A5.2</b></p>	<p><i>Describe here what facilities and tools are provided to students to support their studies. NB – In addition to existing resources. all registered students will have access to CMI ManagementDirect.</i></p>	<p>Statement from University - this document</p>	<p>Checked during centre visits. IT capability test can be used to test IT as it evolves. Changes and updates to information held will be checked</p>
33	<p>Is there support for students with regard to avoiding plagiarism and avoiding buying in assignments?.</p>	<p><i>Describe here how the university explains and deters plagiarism and the buying in of assignments.</i></p>	<p>Policy and procedures and Tools</p>	<p>Changes and updates checked during centre visit</p>

### Level 3 QA Indicators - Assessment & Verification

	Level 3 QA indicators	Answers	Documentation evidence to be added to the centre's CMI Google Drive	Documentation evidence to be inspected during centre visit
34	<p>Are there clearly defined assessment procedures across all assessors, locations, units and Learners</p> <p><b>Ofqual E5.1</b></p> <p>Assessment documentation for mapped modules should be clear and consistent.</p> <p><b>Ofqual G3; G9; G1.1; D1.1; E4.2</b></p>	<p><i>The control of assessments is essential to the smooth running of the dual accreditation process. Describe here your assessment and internal verification (IQA) policies and procedures.</i></p>	<p>All relevant assessment policies</p> <p>Mapping with agreed assignment methods</p>	<p>Changes and updates checked during centre visit.</p>
35	<p>What system is used to ensure the authenticity of Learner work?</p> <p><b>Ofqual G8</b></p>	<p><i>Describe here how you ensure the authenticity of student work i.e. The person handing in the work actually did the work being handed in.</i></p> <p><i>This is usually done through the physical or electronic signing of self-declarations.</i></p> <p><i>NB – this is different to originality which is what software like Turnitin does.</i></p>	<p>Detail of process or Software used including how it is used.</p>	<p>Checked during centre visit</p>
36	<p>Will there be a clear internal verification process to check that assessments include CMI Learning outcomes and an internal verification process to check that completed assignments evidence CMI Learning outcomes before telling Learners results.</p> <p><b>Ofqual D1.2; E4.2</b></p>	<p><i>An internal verification (IQA) process is good practice prior to CMI moderation to confirm that CMI learning outcomes (as defined in the mapping outcome and module leader checklists) are evident in student assignments. Please describe how this process will work.</i></p>	<p>University statement on how it will verify that CMI LOs will be met</p>	<p>Checked during the centre visit</p> <p>Moderation reports will also be checked during centre visits</p>

37	<p>Are there regular minuted team meetings to discuss CMI delivery, assessment, verification and standardisation activities?</p> <p><b>Ofqual D3</b></p>	<p><i>Describe how discussion of CMI issues will be accommodated in existing department or faculty meetings. Which groups/committees will need to know about CMI?</i></p> <p><i>NB – Good practice amongst existing universities shows that this is done quarterly or half-yearly</i></p> <p><i>CMI would expect that when any changes to the programme are made e.g., learning outcomes, assessment methods, this would instigate a review of the mapping.</i></p>	<p>A Statement from University - this document on how CMI issues will be picked up/addressed/reviewed</p>	<p>Minutes</p> <p>Changes and updates to the processes of review</p> <p>Mapping status</p>
38	<p>Will there be a cycle of programme review to improve quality of learning experience.</p> <p><b>Ofqual D3</b></p>	<p><i>Describe here how the programmes to be mapped are reviewed and how often. Good practice is to include a review of the mapping at programme reviews.</i></p>	<p>Documentation on Programme review e.g. External Examiner's report</p>	<p>Changes and updates to processes of review</p>
39	<p>How will you ensure that there is an appropriate range of Learner evidence available for review by CMI moderators after exam boards?</p> <p><b>Ofqual E4.2 (e)</b></p>	<p><i>Describe how you will make student work available and how you will facilitate the CMI Moderator to access the student work.</i></p> <p><i>NB – If an entire cohort is registered for dual accreditation then the same sample used by the external examiner can be used by the CMI moderator.</i></p> <p><i>CMI requires that all assignment scripts and assignment briefs should be available to our moderators until batches are signed off for certification. In addition. No award can be made until CMI moderation has been completed. In addition we require that scripts and assignment briefs be retained for 3 years.</i></p>	<p>Process to facilitate moderator access to completed assignment and assignment briefs– may include accessing the university's VLE or using CMI's Google Drive</p>	<p>Changes and updates to processes checked during centre visit</p>
40	<p>How does the centre propose to maintain confidentiality of its own assessment material.</p> <p><b>Ofqual G4</b></p>	<p><i>Here describe your internal arrangements for maintaining the confidentiality of assessment briefs prior to use and for completed assessments.</i></p>	<p>University statement on how assessment material is kept confidential.</p>	<p>Physical or cloud repositories to be checked.</p>

## APPENDIX B: CONDITIONS OF CONFIDENCE

### APPENDIX B: CONDITIONS OF CONFIDENCE

#### Condition of confidence 1 (associated with QA level 1 indicators):

If the centre approval process confirms organisational compliance and recognition at the national level, there is an MOU between the country's QA agency and our own e.g., QAA, and Ofqual CoR can be met, and there is a mapping outcome, then normal QA and moderation would apply as per UK CMI HE Centres.

NB - Declarations as defined in Appendices G-N may be signed by the prospective partner if policies are missing or only available in languages other than English.

Yearly audit applies.

#### Conditions of Confidence 2 (associated with QA level 2 indicators):

If there is some level of external QA scrutiny e.g. AACSB or another professional body but not necessarily the national body; if Ofqual CoR can be met, and there is a mapping outcome, then there should be assessment checking prior to delivery, internal verification with assistance from the HE Moderator in the first year, 100% moderation in the 1<sup>st</sup> year, 50% in the second year and 15% in the third year. NB – AACSB does not cover all Ofqual requirements but does share the ethos of demonstration of all LOs in assessments. Other professional bodies allow interpretation of learning outcomes in other ways and therefore standardisation of moderation and validity of the qualification would be in question without additional CMI activity. .

NB - Declarations as defined in Appendices G-N may be signed by the prospective partner if policies are missing or only available in languages other than English.

Yearly audit applies.

#### Conditions of Confidence 3 (associated with QA level 3 indicators):

If there is no external scrutiny, or some scrutiny but not necessarily at the course/module level, the centre should be considered at level 3. Dual accreditation should not be offered. A registered or recognised centre route should be considered



## APPENDIX C: TEMPLATE MODULE LEADER CHECKLIST

### APPENDIX C: TEMPLATE MODULE LEADER CHECKLIST

The following pages are intended for use by module leaders. This is a module-by-module plan of which CMI unit LOs map to the HE Partner module. **Prior to moderation, please send a sheet for each mapped module to the Module Leader to use and sign it.**

Ultimately it is the HE Partner's responsibility to ensure the CMI Learning outcomes are covered. As each HE Partner module is in a separate table it is easier for distribution and identification by the Module Leaders. The template needs to show which CMI units are mapped (green and amber).

Insert additional rows as required if the module maps to more than one CMI unit.

Insert additional pages for each module.

This module has been identified with potential to be included in the CMI dual accreditation mapping activity your University is currently undertaking. To help ascertain coverage within your module, please complete this checklist (which has already been populated with the CMI unit (s) and module (s) that potentially maps). Then sign and date (table 5) and return to the sender.

<b>TABLE 1</b>						
University Module Number:	University Module Name:	University Module Credit Value:	Assessment methodology:	Individual (I) or Group (G)	Weighting	Word Count
			<b>Assessment 1:</b>			
			<b>Assessment 2:</b>			
			<b>Assessment 3:</b>			
<b>CMI unit number, name and TUT</b>	<b>CMI Learning Outcomes</b>	Module leader's confirmation that module assessment will cover the CMI learning outcome(s) stated. <b>PLEASE ANSWER YES/NO</b>				
		<b>Assessment 1:</b>	<b>Assessment 2:</b>	<b>Assessment 3:</b>		
		Yes/No	Yes/No	Yes/No		
		Yes/No	Yes/No	Yes/No		
<b>Mapping Specialist comments to Module leader:</b>						

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<b>Table 2 - Individual contribution evidence (for group work assessments):</b>	<b>Yes/No</b>
Individual marks are awarded	
Individual peer review	
Group meeting minutes/log	
Individual reflection included in context to subject	
Other – please specify	

<b>Table 3 – Exam / Tests</b>	<b>Yes/No</b>
Evidence will be in compulsory questions/sections	
Questions will be long questions/case study related	
Questions must be passed to achieve overall exam/test pass	
Other – please specify	

<b>Table 4 – Portfolios</b>		
<b>Type of portfolio component</b>	<b>Weighting:</b>	<b>Word count:</b>
Reflective essay		
Development plan		
Presentation		
Journal		
Blog		
Other (please state)		
<b>TABLE 5 – please sign to confirm to confirm initial mapping</b>	Module Leader name:	Date:
	Module Leader signature:	

## APPENDIX D: MAPPING OUTCOME DISCLAIMER

### APPENDIX D: MAPPING OUTCOME DISCLAIMER

**Please note that the mapping exercise is based on the information supplied at the time of mapping. Subsequent minor modifications to units may change the mapping outcome. It is the Centre's responsibility to ensure that mapping is reviewed annually to ensure that any changes have not altered mapping outcomes. Major changes such as revalidation will require remapping activity.**

Learners who achieve lower grades on HE Partner modules mapped to CMI units may struggle to demonstrate full achievement of the CMI criteria. The Centre IQA process should ensure that the CMI criteria are met in full by all Learners for whom qualifications are being claimed.

### APPENDIX E: INFORMATION REQUIRED FOR MAPPING

#### Nomenclature

A Programme is an undergraduate or postgraduate degree, Courses or modules are the individual learning blocks that together make up the programme. For example, An MBA programme may have a course or module in Strategic Management.

During Dual Accreditation, provision of the following information will maximise the efficiency of the mapping process for both CMI and the HE Partner.

- Evidence of **national validation of the courses** to be mapped e.g. listing on national register.
- Evidence of **external scrutiny** of the programme e.g., reports from an external examiner or another accreditation body.
- Evidence of HE Partner validation of the programme to be mapped e.g., '**HE Partner validation / course overview document**'.
- Validation/course overview documents should include the following to facilitate mapping:
- **Evidence** of the programme level e.g., undergraduate, postgraduate or other.
- **Reference** to the external standard used to decide the level.
- The **full name and code** of the programme at the HE Partner. And the courses/modules therein
- **Detail on individual courses/ modules** in the programme to include the following:
  - Which courses/modules are compulsory?
  - Which courses/ modules are optional?
  - What are the learning outcomes for each course/ module?
  - What are the credit values for each module/course?
- What is the relationship between individual course/ module learning outcomes and the assessment methods used?
- Detail on the assessment method. The words 'coursework' or 'assessed project' are not specific enough to use in mapping. We need the 'detail of how' something is assessed and 'the format that the assessment evidence takes'.
- Examples of suitable forms of evidence are project-based products, written assignments, written observations, evidence of professional discussion, reflective statements, a portfolio of work, a presentation, a webinar, contributions to online discussion. Other forms of evidence exist.
- **Information** on time limits / arrangements on referral or deferment (NB - This may affect unit combinations for the end qualification)

Specific criteria need to be met to enable mapping against examination/test based OR Group work assessment methods due to CMI's regulatory requirements which prescribe that all learning outcomes are covered by the individual student. You are advised to discuss mapping opportunities with your designated Mapper for modules where examinations or group work are considered to map to CMI learning outcomes.

## APPENDIX F: INFORMATION REQUIRED FOR MODERATION

### APPENDIX F: INFORMATION REQUIRED FOR MODERATION

Moderation Document Checklist		
Mapped Module	Documents required for each Mapped Module	Check (Tick to show document available for the Moderator)
xxxxxxx xxxxxxx xxxxxxx	Module Handbook	
	Assessment briefs if not in module handbook	
	Samples of assessed, passed learner work across mark ranges except fails/refers. NB – the sample size will be dictated by the Centre’s Conditions of Confidence.	
	Examples of second marking and any documentation that evidences how the marks were agreed between markers	
	Evidence that relates to assessment approval	
	Any CMI evidence tracking documentation	
	Verified Learner result list e.g., from a recent exam board	
	End of Year module review <sup>1</sup>	
External Examiner Feedback <sup>2</sup>		

<sup>1</sup> May not be available due to timing of Moderation activity

<sup>2</sup> May not be available due to timing of Moderation activity

## APPENDIX G: DIVERSITY AND EQUALITY DECLARATION

### APPENDIX G: DIVERSITY AND EQUALITY DECLARATION

#### National or local laws

*(Add a list of relevant local and national laws if applicable. If none exist write "Not Applicable")*

I, (name and job role) confirm on behalf of (organisation name) that Diversity and Equality and a commitment to ensure that unlawful or unfair discrimination, whether direct or indirect is eliminated both in access to, and assessment of, its qualifications. This is promoted and enshrined in its policies and procedures.

**Signature:**

**Date:**

#### CMI Statement

CMI is committed to ensuring that equality and diversity aspects are considered at all times in the design, development and delivery of its qualifications. Dual accreditation is one mode of delivery of its qualifications and hence this ethos translates internationally.

Where it is reasonable and practical to do so, it will endeavour to address identified inequalities or barriers that may arise within the constraints of national and local laws internationally.

**END**

## APPENDIX H: SPECIAL CONSIDERATIONS DECLARATION

### APPENDIX H: SPECIAL CONSIDERATION DECLARATION

#### National or local laws

*(Add a list of relevant local and national laws if applicable. If none exist write "Not Applicable")*

I, (name and job role) confirm on behalf of (organisation name) that Special Considerations is enshrined in its policies and procedures and / or national or local laws in the ways listed below.

**Signature:**

**Date:**

#### Definition

The Partner's Definition must concur with the following:

The term "special consideration" is a temporary experience that prevents the Learner from being able to demonstrate his or her full capability in an assessment. For example, this could be disruption or adverse conditions during the assessment or a very recent event such as bereavement. Special Consideration is only required if the Learner's ability is impaired at the time of the assessment; therefore it cannot be planned for. For example, if the Learner cannot attend the assessment due to being on holiday, this is not a Special Consideration.

#### Policies and procedures

The Centre will review the information provided by the Learner or the Learner's representative and will make a judgement upon whether Special Consideration will be applied. The Centre will gather evidence from the Learner to support their claim for Special Consideration.

The CMI Centre must report any special consideration arrangements it has made for individual Learners to CMI at the time of CMI moderation.

## APPENDIX I: REASONABLE ADJUSTMENT DECLARATION

### APPENDIX I: REASONABLE ADJUSTMENT DECLARATION

#### National or local laws

*(Add a list of relevant local and national laws if applicable. If none exist write "Not Applicable")*

I, (name and job role) confirm on behalf of (organisation name) that Reasonable adjustment of student assessments is enshrined in its policies and procedures and / or national or local laws in the ways listed below.

#### Signature:

#### Date:

#### Definition

The prospective Partner's Definition must concur with the following:

The term Reasonable Adjustment refers to an adjustment of the delivery and/or assessment of a CMI qualification in order to alleviate or remove the effects of a substantial disadvantage for a Learner.

Some examples of what is reasonable could be;

- difficulty in reading and understanding written material where this is in the person's native language, for example because of a mental impairment, a learning difficulty or a sensory or multisensory impairment;
- persistent distractibility or difficulty concentrating;
- difficulty understanding or following simple verbal instructions.

Reasonable adjustments could include:-

- Changing standard procedures, such as delivery or assessment procedures;
- Adapting the programme, modifying teaching delivery or providing alternative forms of assessment;
- Adapting facilities, such as IT facilities;
- Providing additional services, such as a sign language interpreter or learning materials in alternative formats;
- Providing rest breaks or practical support;
- Training staff to understand their responsibilities;
- Altering the physical environment to make it more accessible. However Centres must be mindful that any adjustment made must not:-
- Disadvantage other Learners, if the adjustment made results in an unfair advantage;
- Change the learning outcomes or assessment criteria within the qualification which would undermine the validity of that qualification;
- Affect the quality assurance processes and decisions of internal and external assessors; The key to reasonable adjustment is that it must never affect the validity or reliability of assessment, influence the outcome of assessment or give the Learner(s) in question an unfair assessment advantage.

#### Policy and Procedures

The Centre will review the information provided by the Learner or the Learner's representative and will make a judgement upon whether Reasonable Adjustment will be applied. The Centre will gather evidence from the Learner to support their claim for Reasonable Adjustment.

The CMI Centre must report any Reasonable Adjustment it has made for individual Learners to CMI at the time of CMI moderation.



**END**

## APPENDIX J: CONFLICT OF INTEREST DECLARATION

### APPENDIX J: CONFLICT OF INTEREST DECLARATION

#### National or local laws

*(Add a list of relevant local and national laws if applicable. If none exist write “Not Applicable”)*

I, (name and job role) confirm on behalf of (organisation name) that Conflicts of Interest in its staff are identified and mitigated and this principle is enshrined in its policies and procedures in the ways listed below.

#### Signature:

#### Date:

#### Definition

The Prospective Partner’s definition must concur with the following:

Conflict of Interest - a conflict of interest exists in relation to CMI or its centres where –

(a) its interests in any activity undertaken by it, on its behalf, or by a member of its Group have the potential to lead it to act contrary to its interests in the development, delivery and award of qualifications in accordance with its Conditions of Recognition,

(b) a person who is connected to the development, delivery or award of qualifications at a centre has interests in any other activity which have the potential to lead that person to act contrary to his or her interests in that development, delivery or award in accordance with the awarding organisation’s Conditions of Recognition, or

(c) an informed and reasonable observer would conclude that either of these situations was the case.

Adapted from Ofqual Handbook (2017), <https://www.gov.uk/guidance/ofqual-handbook/section-a-governance> last accessed 050718

There are a number of potential conflicts of interest, but some common examples could include:

- A member of staff has a relative that is undertaking a qualification with the CMI centre
- A member of staff of the Centre undertaking a CMI qualification at that Centre
- Internal Quality Assurance staff have responsibility for signing off their own assessments
- A member of staff assessing the work of a friend, acquaintance or family member undertaking a qualification with the CMI centre
- A member of staff having sole responsibility for the appointment, supervision, promotion or performance review of a person with whom they have close ties (e.g. friend, family member)
- A member of staff whose pay is influenced by positive assessment results
- A member of staff working with another employer that is in direct competition with the CMI centre
- A member of staff using non-public CMI Learner or employer data for personal gain
- A member of staff or a contractor that is both employed by the centre and an employer whose learners they teach or assess
- A member of staff using Learner work for commercial gain or advantage
- The relationship between the Internal Quality Assurance staff and the assessors lacks independence and objectivity

#### Policies and procedures

Policies and procedures must be commensurate with the following:

## **Managing Conflict**

The CMI centre will firstly try to eliminate the conflict, by assigning another member of staff to undertake the activity. By doing so, this reduces the risk of assessments being compromised and ultimately assessments being voided.

Where elimination is not possible due to financial or/and resource implications the CMI centre will put measures in place which can demonstrate that the conflict is being managed effectively so as not to compromise the outcome of the assessment. Key principles here are transparency and mitigation.

## **Recording Actions**

The CMI centre will contact CMI and set out the arrangements in place to ensure that the quality of the qualification is not compromised.

A register of Conflicts of Interest should be maintained and updated at least annually. Your Quality Manager may ask to view this register at the annual quality assurance visit.

Where Conflict of Interest is identified, the CMI centre will record as a minimum:

- What the conflict of interest is (i.e. Assessor A has a sibling X undertaking a qualification with CMI centre)
- When it was identified (i.e. date)
- Who is responsible for managing the conflict of interest (i.e. internal quality assurer, centre manager, Quality Manager)
- What measures / actions have been implemented to manage this (i.e. Sibling X will be assessed by Assessor B, or where this is not possible the Internal Quality Assurer will ensure greater sampling of sibling X including in-depth questioning, or CMI external assessment service will be utilised.)
- What review mechanisms have been implemented to monitor (i.e. learner interviews, increased sampling)
- When the conflict of interest ceased to be a concern (sibling X left / completed the programme)

These records will be retained for the CMI to view upon request.

**END**

## APPENDIX K: STUDENT DATA PROTECTION DECLARATION

### APPENDIX K: STUDENT DATA PROTECTION DECLARATION

#### National or local laws

*(Add a list of relevant local and national laws if applicable. If none exist write "Not Applicable")*

I, (name and job role) confirm on behalf of (organisation name) that students who we register with CMI are made aware by us that their data will be shared with CMI in the following ways as defined in CMI's Privacy Policy at <https://www.managers.org.uk/about-cmi/governance/policies/data-privacy/>

**Signature:**

**Date:**

**END**

## APPENDIX L: RECOGNITION OF PRIOR LEARNING DECLARATION

### APPENDIX L: RECOGNITION OF PRIOR LEARNING DECLARATION

#### National or local laws

*(Add a list of relevant local and national laws if applicable. If none exist write "Not Applicable")*

I, (name and job role) confirm on behalf of (organisation name) that its Recognition of Prior Learning (RPL) processes are commensurate with those described below and recognise that CMI will consider RPL on a case by case basis and that a RPL claim must be made when a student is registered.

#### Signature:

#### Date:

#### Definition

#### Prospective Partner's Centre's definition must concur with the following:

*"Recognition of Prior Learning (RPL) is the –*

*Identification by an awarding organisation of any learning undertaken, and/or attainment, by a Learner –*

*i. Prior to that learner taking a qualification which the awarding organisation makes available or proposes to make available, and*

*ii. Which is relevant to the knowledge, skills and understanding which will be assessed as part of that qualification, and*

*iii. Recognition by an awarding organisation of that learning and/or attainment through amendment to the requirements which a Learner must have satisfied*

*before the Learner will be assessed or that qualification will be awarded*

#### Policies and procedures

#### When to use RPL

The RPL process is relevant where a Learner has evidence of having previously learnt something but has never received formal recognition for it through a qualification or other form of certification.

Evidence can draw on any aspect of a Learner's prior experience including:

- education and training
- work activities
- community or voluntary activities.

Centres wishing to undertake RPL must ensure that:

- Evidence used for RPL must be a maximum 5 years before that date of application
- The evaluation process is carried out by CMI approved Centre staff with relevant levels of expertise to meet CMI requirements.

- The centre has approval from their Quality Manager for any change to approved assessment methodology. RPL is considered by CMI on a case by case basis for students on Dual Accredited programmes and must be claimed when the student is registered.

The methods of assessment used will be determined by the assessment strategy for the dual accredited module being assessed and might, for example, include:

- examination of documents
- expert witness testimony
- reflective accounts
- professional discussion

The RPL assessment should be carried out as an entire process by the centre. This means that the Assessor should:

- Plan with the Learner
- Make a formal assessment decision
- Feedback assessment decisions to the Learner, confirming decisions and giving guidance on the available options (particularly in situations where the decision has been not to award credit)
- Maintain appropriate records
- Ensure that Learners are aware of their right to access the appeals process should they feel the assessment decision was unfair

The Assessor must ensure that all CMI learning outcomes being claimed are covered and that records of assessment are maintained in the usual way.

**END**

## APPENDIX M: MALPRACTICE AND MALADMINISTRATION DECLARATION

### APPENDIX M: MALPRACTICE AND MALADMINISTRATION DECLARATION

#### National or local laws

*(Add a list of relevant local and national laws if applicable. If none exist write "Not Applicable")*

I, (name and job role) confirm on behalf of (organisation name) that its Malpractice and Maladministration processes for staff and students are commensurate with those described below and recognise that CMI must be notified of confirmed malpractice with students or staff related to dual accredited modules at the time of the decision.

#### Signature:

#### Date:

#### Definition

Prospective Partner's Centre's definitions of malpractice and maladministration must concur with the following:

#### Malpractice

The term malpractice covers any deliberate actions, neglect, default or other practice that compromises, or could compromise:

- The assessment process
- The integrity of a regulated CMI qualification
- The validity of a result or certificate
- The reputation and credibility of CMI
- The CMI qualification or the wider qualifications community
- The confidentiality of assessment materials

Malpractice may include a range of issues from the failure to maintain appropriate records or systems to the deliberate falsification of records in order to claim certificates.

Failure by a CMI Centre to deal with an identified issue may in itself constitute malpractice.

#### Maladministration

The term maladministration relates to any activity, neglect, default or other practice that results in the CMI Centre or Learner not complying with the specified requirements for delivery of the qualifications as set out in the relevant codes of practice, where applicable.

#### Types of Malpractice

The following list gives some examples of the types of incident that may occur, the list is not exhaustive:

#### CMI Centre Malpractice

Examples of CMI Centre malpractice could include:

- Insecure storage of assessment instruments and marking guidance

- Misuse of assessments, including inappropriate adjustments to assessment decisions
- Failure to comply with requirements for accurate and safe retention of Learner evidence, assessment and internal verification records
- Failure to comply with Awarding Body procedures for managing and transferring accurate Learner data
- Excessive direction from assessors to Learners on how to meet national standards
- Deliberate falsification of records in order to claim certificates.

‘CMI approved staff malpractice’ means malpractice committed by a current (or former) member of staff (or contractor) at a CMI Centre. It can arise through, for example:

- A breach of security (e.g. failure to keep material secure, tampering with coursework etc.)
- A breach of confidentiality (e.g. failure to maintain confidentiality of assessment materials)
- Deception (e.g. manufacturing evidence of competence, fabricating assessment or internal verification records)
- The provision of improper assistance to Learners (e.g. permitting the use of a reasonable adjustment over and above the extent permitted CMI policy, prompting Learners in assessments by means of signs or verbal or written prompts)
- Provision of inaccurate or misleading information to Centre staff about CMI qualifications
- Failure to adhere to regulations/CMI stated requirements e.g., declaration of Conflict of Interest.

### **Learner Malpractice**

Malpractice by a Learner in internal assessment could occur in:

- The compilation of portfolios of internal assessment evidence
- The presentation of practical work
- The preparation and authentication of coursework
- Conduct during an internal assessment
- Conduct during an external assessment.

Examples of Learner malpractice could include:

- Plagiarism - failure to acknowledge sources properly and/or the submission of another person’s work as if it were the Learner’s own
- Collusion with others when an assessment must be completed by individual Learners
- Copying from another Learner (including using ICT to do so)
- Impersonation - assuming the identity of another Learner or having someone assume your identity during an assessment
- Inclusion of inappropriate, offensive, discriminatory or obscene material in assessment evidence. This includes vulgarity and swearing that is outside of the context of the assessment, or any material of a discriminatory nature (including racism, sexism and homophobia)
- Inappropriate behaviour during an internal assessment that causes disruption to others. This includes shouting and/or aggressive behaviour or language and having an unauthorised electronic device that causes a disturbance in the examination room
- Frivolous content - Producing content that is unrelated to the question in scripts or coursework.

### **Policies and Procedures**

Irrespective of the underlying cause or the people involved, all allegations of malpractice in relation to delivery and assessment need to be investigated in order to protect the integrity of the CMI qualification and that of the academic partner to be fair to the CMI Centre and all Learners.

CMI Centres/CMI approved staff are responsible for:

- Immediately notifying CMI of any incidents, or suspected incidents, of malpractice/maladministration as required by CMI policies
- Complying with published CMI malpractice procedures
- Taking reasonable steps to prevent malpractice/ maladministration from arising



- Advising Learners of the CMI policy on malpractice/maladministration during their induction
- Being vigilant to possible instances of malpractice and maladministration
- Assisting with any CMI requests for information
- Co-operating with CMI malpractice/maladministration investigations
- Carrying out investigations of malpractice under the guidance of CMI
- Implementing any actions required during and after investigation into a case of malpractice
- Taking action required to prevent the recurrence of malpractice/maladministration.

**END**

## APPENDIX N: COMPLAINTS AND APPEALS DECLARATION

### APPENDIX N: COMPLAINTS AND APPEALS DECLARATION

#### National or local laws

*(Add a list of relevant local and national laws if applicable. If none exist write "Not Applicable")*

I, (name and job role) confirm on behalf of (organisation name) that its Complaints and Appeals processes are commensurate with those described below and recognise that students have a direct right of appeal and complaint to CMI for mapped units if they remain unsatisfied having exhausted its internal processes. This will be communicated to students by it to students registered by it with CMI.

#### Signature:

#### Date:

#### Definition

Prospective Partner's Centre's definition must concur with the following:

#### Complaint

The term "complaint" is a statement in which you express your dissatisfaction with a particular situation.

A complaint may relate to, for example:

- A failure to provide a service or an inadequate quality or standard of service
- Wrong information about academic programmes
- The quality and availability of facilities and learning resources
- Accessibility of assessment
- The behaviour of a member of staff.

#### Policy and Procedures

#### Complaint Procedure

All CMI Centres are required to have their own complaints process. If a Learner has a complaint they must follow their Centre's own complaints procedure in the first instance. Then, if they are not satisfied with the outcome of the internal process they can refer to CMI. See: <https://www.managers.org.uk/~media/Files/PolicesProcedures/General/Complaints%20Procedure.pdf>

**END**

### APPENDIX O: INFORMATION REQUIRED FOR CMI CENTRE VISITS

#### Documentation to support original approval information:

1. List of staff teaching on mapped modules/courses - CVs of new staff if not already provided.
2. Access to the system on which you track which of your learners are registered with CMI
3. Professional, statutory and regulatory requirements affecting the courses - changes since approval
4. Evidence of ALL policies relating to the implementation of the Regulatory Agreement
5. Course level Quality Assurance documentation e.g., quality manual, operations manual, contemporary staff and student handbooks
6. Proof of any new other external course accreditation
7. Documentation relating to procedures around student experience including student appeals, complaints, RPL (APEL)
8. Evidence of student feedback on the courses that are to be accredited
9. Processes that relate to control of course content and the setting and marking of assessments; internal verification for CMI, moderation, dealing with exceptions and changes, communicating with CMI, communicating CMI information to teaching and assessment staff
10. Incidents of malpractice or RPL not previously reported.

## APPENDIX P: STUDENT COMPLETION DECLARATION

### APPENDIX P: STUDENT COMPLETION DECLARATION OF ACCURACY FOR HUB CLAIM

CMI requires that all students evidence the Learning Outcomes for mapped units on dual-accredited programmes.

The following declaration is made in respect of the CMI qualifications being claimed in this batch:

- That students being claimed within this batch have passed ALL of the modules within the programme that are mapped to the CMI units being claimed.
- That *NO* students within the batch have failed or marginally failed any modules which are mapped to CMI units.
- That students being claimed within the batch have ALL completed the assessment activity required to pass the module i.e. *NO* students have been exempted from modules or levels. This includes recognised prior learning or recognised experiential learning or variants thereof.
- Please see the below note regarding specific arrangements for modules affected by COVID-19 arrangements e.g. no detriment policies

**NB should a cohort contain students who have not passed ALL mapped modules, please contact your allocated Quality Manager BEFORE uploading the batch.**

***Mis-claiming of certificates is potential maladministration and can lead to investigations and sanction of the Centre, up to and including removal of the ability to deliver CMI qualifications including the dual accreditation of programmes.***

University name:	
Programme name:	
CMI Programme Director (or approved signatory) name:	
CMI Programme Director (or approved signatory) signature: NB electronic signature permitted	
Date:	

#### NOTE REGARDING COVID-19 affected modules

CMI accepts that due to the COVID-19 pandemic, some universities are allowing students to pass modules on the basis of internal judgement i.e. there may be no assessed evidence which could be provided (sometimes called No Detriment policies).

In such circumstances, CMI will allow HE partners to award a module and CMI will accept the award of the module(s) for dual accreditation purposes. In other words, CMI accepts the HE partner decision to award the module (and thus the mapped CMI unit(s) without that decision needing to be moderated through the provision of assessed evidence for those students. This can take place for assessment decisions made between 20 March 2020 and 30th September 2021 for students needing CMI certification in 2021.

HE partners should provide records to show which module(s) and for which students this applies to so that

this can be reviewed at moderation.

For current students who will need CMI certification in future years but to whom these policies/processes are being applied, the no detriment-affected modules will not be required as part of the future moderation sample, as evidence from assessed modules will be required.

## APPENDIX Q: TEMPLATE SAMPLING PLAN FOR HE CENTRES

### APPENDIX Q: TEMPLATE SAMPLING PLAN FOR HE PARTNERS

To help you plan the CMI moderation for the [\[insert programme\(s\)\]](#), please refer to the moderation checklist, sampling requirements and guidance within this sampling plan. Your CMI moderator will have already indicated within this plan, how many samples are required per module and programme.

Moderation checklist:	Yes
All samples must belong to CMI registered students being presented at this moderation	
Samples to be across mark ranges where appropriate (with no fails)	
All samples must be marked/assessed and passed	
Feedback is required for each sample unless the sample is Turnitin marked	
For modules with two or more assessment methods mapped, samples presented to be from the same students where possible	
Assessment brief to be made available for each module/assessment (or the module handbook if assessment instructions)	
Examples of internal moderation / second marking to be made available	
Student list of results for modules mapped (for large cohorts a declaration form will be sent by your moderator to confirm results)	

#### CMI Moderator access to moderation samples:

Moderation samples and documentation can be shared with your CMI moderator in several ways:

- Access to VLE as an external examiner - direct links must be provided to the specific samples as it is not the role of the CMI moderator to hunt for samples relating to the students being presented at this moderation
- Use of a shared cloud – such as One-file, Dropbox, Share-Point, Google Drive
- Uploaded to the CMI Hub portal (this can be problematic for multiple assessments and there are file-size restrictions)

#### Moderation Sampling requirements:

Programme	Modules:	Assessment:	No. of assessments for sampling:

## Moderation additional support notes:

- The sampling size for the first moderation or where there have been evidence gaps previously is 15%.
  - The revised sampling size for other moderations is:
    - <50 students on programme = 3 samples of student work per module/unit mapped
    - 51-200 students = 6 samples of student work per module/unit mapped
    - 201-400 students = 12 samples of student work per module/unit mapped
    - 401+ students = 18 samples of student work per module/unit mapped
- Any students with RPL/APEL, must be declared with your CMI moderator as this may impact on the CMI qualification obtainable
- Any students with compensated results, must be declared with your CMI moderator as this may also impact on the CMI qualification obtainable. For those with marginal fails, these can be presented as additional samples providing the programme team are confident the mapped CMI LOs are evident.
- The CMI service level agreement for moderation is 15 working days from the date full access to samples and relevant documentation has been given to the CMI moderator. To ensure a timely turnaround particularly if there is a short lead-time between the final exam board and graduation/certificate issue, do forward plan well in advance the moderation window with your CMI moderator directly.
- To be able to certificate students, once the module/assessment results have been confirmed at the university exam board, the university must upload student claims within the CMI Hub portal. The video to help with this process can be found on the CMI YouTube channel - <https://www.youtube.com/watch?v=kiHQdAryQL4&feature=youtu.be>
- For further assistance with uploading claims, please contact the CMI Awarding Body team - [awardingbody@managers.org.uk](mailto:awardingbody@managers.org.uk)
- Please include any deferred or referred students in the results list to enable these students to be factored into the sampling size and captured in the moderation report. Therefore, once those students have been awarded all the modules mapped at an exam board, and you have confirmed the result with the CMI moderator, claims can be raised in the CMI Hub without the need for sampling.
- If this is a first moderation or you are aware of internal issues that may have impacted on evidence required, it would be prudent to wait for your CMI moderator to confirm which units can be claimed before raising these in the Hub. Once a batch has been created in the CMI Hub, it cannot be amended and will need deleting by CMI and then re-entered by the university, which could delay the claim process.
- If any student needs to be transferred to a different qualification code, please contact the CMI Partnership team [partnership@managers.org.uk](mailto:partnership@managers.org.uk). The partnership team will confirm when this has been completed, to enable the university to upload the claims against the correct qualification.
- Once the student claims have been checked in the Hub and signed off by your CMI moderator, this will trigger the certificate printing and posting stage (noting CMI are moving to digital certificates which will be communicated to you in due course). If you require certificates to be sent to a different University contact or postal address for student distribution, please contact the CMI Partnership team [partnership@managers.org.uk](mailto:partnership@managers.org.uk)

## APPENDIX R: RESOURCES FOR PARTNERS

### APPENDIX R: RESOURCES FOR PARTNERS

Need Support? Get more information:

<p><b>Links to support resources - Quality Assurance</b></p>	<p><b>All CMI policies and procedures can be found at:</b>  <a href="https://www.managers.org.uk/education-providers/policies-and-procedures">https://www.managers.org.uk/education-providers/policies-and-procedures</a></p> <p><b>Centre handbook</b>  <a href="https://www.managers.org.uk/~media/Files/PolicesProcedures/General/Centre-Handbook.pdf">https://www.managers.org.uk/~media/Files/PolicesProcedures/General/Centre-Handbook.pdf</a></p> <p><b>Partner Portal</b> (Please note that a separate login is required for the Partner Portal - please contact <a href="mailto:engagement@managers.org.uk">engagement@managers.org.uk</a> for guidance)  <a href="https://sites.google.com/managers.org.uk/cmi-partner-portal-test-site/cmi-partner-portal-homepage">https://sites.google.com/managers.org.uk/cmi-partner-portal-test-site/cmi-partner-portal-homepage</a></p> <p><b>Malpractice and Maladministration -</b>  <a href="https://www.youtube.com/watch?v=IBg3QTtsZtA">https://www.youtube.com/watch?v=IBg3QTtsZtA</a></p> <p><b>Guide to Good Assessment Practice -</b>  <a href="https://www.youtube.com/watch?v=tZB-6QHqhfQ">https://www.youtube.com/watch?v=tZB-6QHqhfQ</a></p> <p><b>Good Practice in IQA -</b> <a href="https://www.youtube.com/watch?v=G39TL3NdE14">https://www.youtube.com/watch?v=G39TL3NdE14</a></p> <p><b>Conflicts of interest webinar recording -</b> <a href="https://youtu.be/qXoFvIXFI9w">https://youtu.be/qXoFvIXFI9w</a></p> <p><b>Recognised programme mapping and recognised centre approvals -</b>  <a href="mailto:recognised.mapping@managers.org.uk">recognised.mapping@managers.org.uk</a></p> <p><b>HE qualification mapping -</b> <a href="mailto:he.mapping@managers.org.uk">he.mapping@managers.org.uk</a></p> <p><b>Assessment checking -</b> <a href="mailto:ea.marking@managers.org.uk">ea.marking@managers.org.uk</a></p> <p><b>HE and direct delivery approvals (Approved and registered centres) -</b>  <a href="mailto:approvals@managers.org.uk">approvals@managers.org.uk</a></p> <p><b>Flexible assessment, syllabus queries, Professional Standards -</b>  <a href="mailto:product@managers.org.uk">product@managers.org.uk</a></p>
<p><b>Links to support resources - For Tutors, Assessors, IVs</b></p>	<p><b>Staff Induction Video</b>  <a href="https://www.youtube.com/watch?v=EC9YQ4mjmdc&amp;feature=youtu.be">https://www.youtube.com/watch?v=EC9YQ4mjmdc&amp;feature=youtu.be</a> (HEI's)</p> <p><b>ManagementDirect - Introduction for CMI members</b>  <a href="https://www.youtube.com/watch?v=i6vfaddshHI&amp;list=PLqS009KiguXtJIRNqJ5lwxAkxuJS5NdMI&amp;index=3">https://www.youtube.com/watch?v=i6vfaddshHI&amp;list=PLqS009KiguXtJIRNqJ5lwxAkxuJS5NdMI&amp;index=3</a></p> <p><b>How to browse content in ManagementDirect</b>  <a href="https://www.youtube.com/watch?v=SL6yb0L6OO0&amp;list=PLqS009KiguXtJIRNqJ5lwxAkxuJS5NdMI&amp;index=5">https://www.youtube.com/watch?v=SL6yb0L6OO0&amp;list=PLqS009KiguXtJIRNqJ5lwxAkxuJS5NdMI&amp;index=5</a></p> <p><b>How to create learning journeys in ManagementDirect</b>  <a href="https://www.youtube.com/watch?v=Lq7tsFKpabs&amp;list=PLqS009KiguXtJIRNqJ5lwxAkxuJS5NdMI&amp;index=6">https://www.youtube.com/watch?v=Lq7tsFKpabs&amp;list=PLqS009KiguXtJIRNqJ5lwxAkxuJS5NdMI&amp;index=6</a></p>



<p><b>Links to support resources - For Centre Admin Staff</b></p>	<p><b>New centre video</b> (also good for new staff using the hub)  <a href="https://www.youtube.com/watch?v=cjgLHAY1wv0">https://www.youtube.com/watch?v=cjgLHAY1wv0</a></p> <p><b>CMI marking, moderation queries.</b>  <a href="mailto:awardingbody@managers.org.uk">awardingbody@managers.org.uk</a> or call 01536 207 496, select option 1.</p> <p><b>For a video on making claims/ requesting moderation:</b>  <a href="https://www.youtube.com/watch?v=12w9-19eT-Q&amp;feature=youtu.be">https://www.youtube.com/watch?v=12w9-19eT-Q&amp;feature=youtu.be</a></p> <p><b>For a video on making, HE claims/requesting moderation:</b>  <a href="https://www.youtube.com/watch?v=kiHQdAryQL4&amp;feature=youtu.be">https://www.youtube.com/watch?v=kiHQdAryQL4&amp;feature=youtu.be</a></p> <p><b>HE Learner Registration, certification, HUB changes, centre change queries</b>  <a href="mailto:partnership@managers.org.uk">partnership@managers.org.uk</a> or call 01536 207 330.</p> <p><b>Chartered Manager enquiries</b>  <a href="mailto:cmgr@managers.org.uk">cmgr@managers.org.uk</a> or call 01536 207 429.</p> <p><b>Membership queries</b>  <a href="mailto:membership@managers.org.uk">membership@managers.org.uk</a> or call 01536 207 307</p>
<p><b>Links to support resources - For Learners</b></p>	<p><b>Learner Induction Video</b>  <a href="https://www.youtube.com/watch?v=8RpMJQOykO0&amp;feature=youtu.be">https://www.youtube.com/watch?v=8RpMJQOykO0&amp;feature=youtu.be</a>  <a href="https://www.youtube.com/watch?v=qQukftiLXZs&amp;feature=youtu.be">https://www.youtube.com/watch?v=qQukftiLXZs&amp;feature=youtu.be</a> (HEI's)</p> <p><b>ManagementDirect - Introduction for CMI members</b>  <a href="https://www.youtube.com/watch?v=i6vfaddshHI&amp;list=PLqS009KiguXtJIRNqJ5lwxAkxuJS5NdMI&amp;index=3">https://www.youtube.com/watch?v=i6vfaddshHI&amp;list=PLqS009KiguXtJIRNqJ5lwxAkxuJS5NdMI&amp;index=3</a></p> <p><b>How to browse content in ManagementDirect</b>  <a href="https://www.youtube.com/watch?v=SL6yb0L6OO0&amp;list=PLqS009KiguXtJIRNqJ5lwxAkxuJS5NdMI&amp;index=5">https://www.youtube.com/watch?v=SL6yb0L6OO0&amp;list=PLqS009KiguXtJIRNqJ5lwxAkxuJS5NdMI&amp;index=5</a></p> <p><b>How to create learning journeys in ManagementDirect</b>  <a href="https://www.youtube.com/watch?v=Lq7tsFKpabs&amp;list=PLqS009KiguXtJIRNqJ5lwxAkxuJS5NdMI&amp;index=6">https://www.youtube.com/watch?v=Lq7tsFKpabs&amp;list=PLqS009KiguXtJIRNqJ5lwxAkxuJS5NdMI&amp;index=6</a></p> <p><b>ManagementDirect - How to access resources to support your qualification.</b>  <a href="https://www.youtube.com/watch?v=_zDbQ68FIdc&amp;list=PLqS009KiguXtJIRNqJ5lwxAkxuJS5NdMI&amp;index=8">https://www.youtube.com/watch?v=_zDbQ68FIdc&amp;list=PLqS009KiguXtJIRNqJ5lwxAkxuJS5NdMI&amp;index=8</a></p> <p><b>ManagementDirect - How to manage your learning.</b>  <a href="https://www.youtube.com/watch?v=YxEFvDPDVaY&amp;list=PLqS009KiguXtJIRNqJ5lwxAkxuJS5NdMI&amp;index=5">https://www.youtube.com/watch?v=YxEFvDPDVaY&amp;list=PLqS009KiguXtJIRNqJ5lwxAkxuJS5NdMI&amp;index=5</a></p>

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