

Higher Education Partner Guide to Dual Accreditation Worldwide

PROUD TO SUPPORT



BRITAIN & NORTHERN IRELAND

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Version Control

Higher Education Partner Guide to Dual Accreditation Worldwide	
Applies to	Higher Education (HE) Partners, CMI Staff and Associated Third Parties
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Version Control

This is version 2 of the Chartered Management Institute (CMI) Higher Education Partner Guide to Dual Accreditation Worldwide. It is each Centre's responsibility to ensure that all staff involved in the provision of CMI qualifications and/or assessments familiarise themselves with this version of the document. This document is subject to revision and is maintained electronically. Electronic copies are version controlled. Printed copies are not subject to this control.

History			
Page No.	Chapter Title	Amendments Made	Date Amended
All	All	<ul style="list-style-type: none"> Section 1 - 'vocational' added. Section 2 - Stage 3 mapping detail added, Stage 6 language comment and notes on action plans. Section 3 3.1 contact details changed, 3.6 section on digital certificates added, 3.7 section on retrospective claims added. Appendix A non-Uk application form revised. Appendix B added comments on external scrutiny and CASS. Appendix D added comment on demonstrating LOs. Appendix E added comments on vocational courses and no detriment policies. Appendix J updated inline with contemporary policy. Line added on COI policies of centres who themselves are awarding bodies. Appendix M updated in line with contemporary policy. Added buy in assignments and misuse of AI. Added comment on notifications and sanctions. Appendix P no detriment policy amended. Appendix Q amended to reflect CMI's new moderation system. Appendix R added description of HUB; accreditation dependency, maintenance of email addresses, moderation sample size, maintenance of centre QA 	September 2023

		<p>information. Removed the need for mapping upload. Removed the need for a staff matrix.</p> <ul style="list-style-type: none"> • Appendix S resources updated. • Regulatory references updated. 	
All	All	<p>This document brings together the International Partner Guide to Dual Accreditation V4 and the Higher Education Partner Guide to Dual Accreditation V9 into one document. The centre application form for non-UK centres has been revised and streamlined based on experience and changes to policies. Language has been adapted to assure inclusivity. Declarations in Appendices A-Q have been revised to reflect policy updates and new system requirements. List of resources has been updated. HUB guidance has been updated.</p>	1st July 2022

Purpose

Section 1 - Introduction

1.1 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 all Higher Education (HE) partners where the model of assessment is Dual Accreditation. It describes the process of centre approval, signing of the Regulatory Agreement and Mapping and how they complement the signing of a commercial agreement. It also describes the key processes for registration, tracking, claims/moderation and finally certification.

CMI has two types of centres that deliver its qualifications. Registered centres can deliver but cannot assess CMI qualifications whereas Approved centres can deliver, assess and internally quality assure results but CMI moderates all work. Higher Education (HE) Partners usually become Approved centres although if they wish to directly deliver CMI qualifications they can also operate as a Registered centre.

A Higher Education 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 CMI HE Partner 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 HE Partner to achieve this.

For a description of direct delivery processes please refer to the Centre handbook at: [CMI Approved and Registered Centre Handbook | V.19.0 | January 2022](#)

For a description of quality assurance please refer to the CMI Quality Assurance handbook at: [CMI Quality Assurance Handbook - January 2023](#)

1.2 Dual Accreditation of existing HE programmes

CMI aims to award CMI qualifications to HE Learners through Dual Accreditation. CMI considers whether Learners can demonstrate that they will meet the assessment requirements for a unit through knowledge, understanding or skills gained through a validated HE programme of study. This process considers the work they will complete to achieve an academic or vocational qualification such as an MBA or BA in Business Management or similar, and accredits this work with a CMI qualification.

For reference, a CMI Level 5 qualification is at a comparable level to most degree programmes. Its Learning Outcomes (LOs) 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 LOs align with the role of Senior Manager or Executive.

Provided that the assessment evidence meets the LOs 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

This is checked during the Mapping and Moderation processes and ongoing quality assurance.

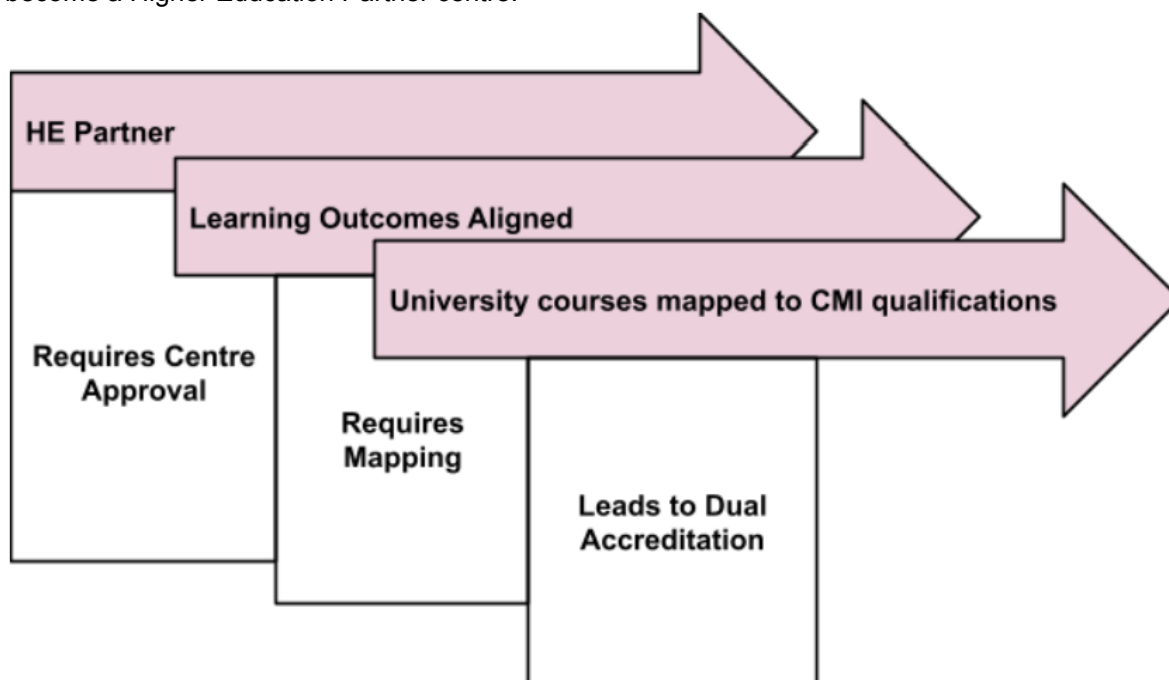
See - Centre Assessment Standards Scrutiny (CASS) - <https://www.youtube.com/watch?v=VHTCC-d7izQ>

For a HE Partner programme to be dually 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 LOs. External validation is usually accepted by 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 quality-assurance process must be successfully completed and an HE Regulatory Agreement signed before centre approval is granted and any Learners can be registered with CMI. Any commercial contract concluded in the meantime will be contingent upon successful centre approval, the signing of the Regulatory Agreement and a mapping outcome.

Mapping requests must be arranged through your allocated CMI Relationship Manager. A designated Quality Manager will be responsible for completing the centre approval process with you and will record the signed Regulatory Agreement.

Please note it is possible to begin the process for Dual Accreditation mapping at the same time as applying to become a Higher Education Partner centre.



Please note that during the mapping process, 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 LOs can be met under such circumstances.

Centre Approval and Quality Assurance

Section 2 - Centre Approval and Quality Assurance

2.1 Process

Stage 1 – Due Diligence. Outline commercial agreement

This stage involves the completion of a Due Diligence process. The Due Diligence process will look at the legal and financial viability of your centre and whether the country can be supported. Due Diligence is carried out by CMI Relationship Managers or its licensees and in consultation with CMI's International Development Group.

A commercial agreement may be signed at this point, however this is only valid once there is a valid mapping outcome, and the centre has successfully completed the centre approval process.

On completion of this stage, an introductory letter is sent to the potential Programme Director outlining the next steps for centre approval and key documents that need to be completed. See Stage 2.

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. Please also note that in order to register Learners, a Regulatory Agreement must also be signed. The Quality Assurance (QA) check is carried out by the CMI Quality Manager.

Once completed by the HE Partner, and checked by CMI as sufficient and complete, the centre approval application is logged by the CMI approvals team for tracking purposes. The CMI Head of Awarding Body and Compliance will make the final decision on a centre being approved on the recommendation of the Quality Manager.

The CMI Approvals team or CMI's licensee will also carry out an in-country finance check where deemed necessary.

Stage 2 - Quality assurance checks and centre approval process

For approval as a HE Partner, the Higher Education Partner must be successful in a centre application. Partners outside of the UK are directed to [Appendices A](#) and [B](#) of this document. UK-based partners are able to apply through the CMI HUB. Centre approval, whether conducted on paper with a Quality Manager or via the CMI HUB, is an iterative process where Centres are encouraged to provide information with supportive evidence. Centres can highlight any areas that are unclear and CMI will work with you to collate the required information. CMI will support the Higher Education 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 if not normally available in English. Alternatively, if key policies are not available in English, statements of declaration can be used by the Higher Education 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 and uploaded to the CMI HUB with the signed regulatory document. Centres completing their application via the HUB can sign the Regulatory Agreement on the HUB.

Should CMI be unable to continue with centre approval, the Relationship Manager will discuss other modes of working with the centre.

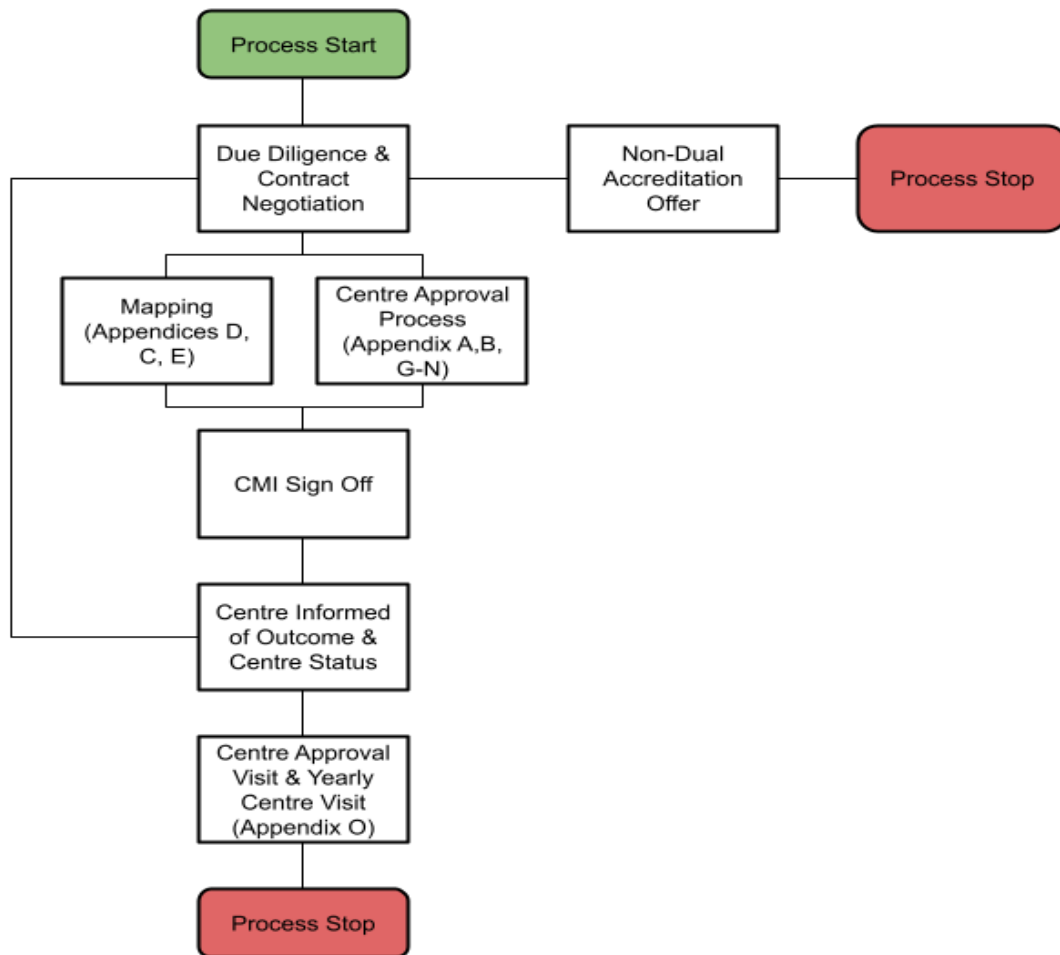
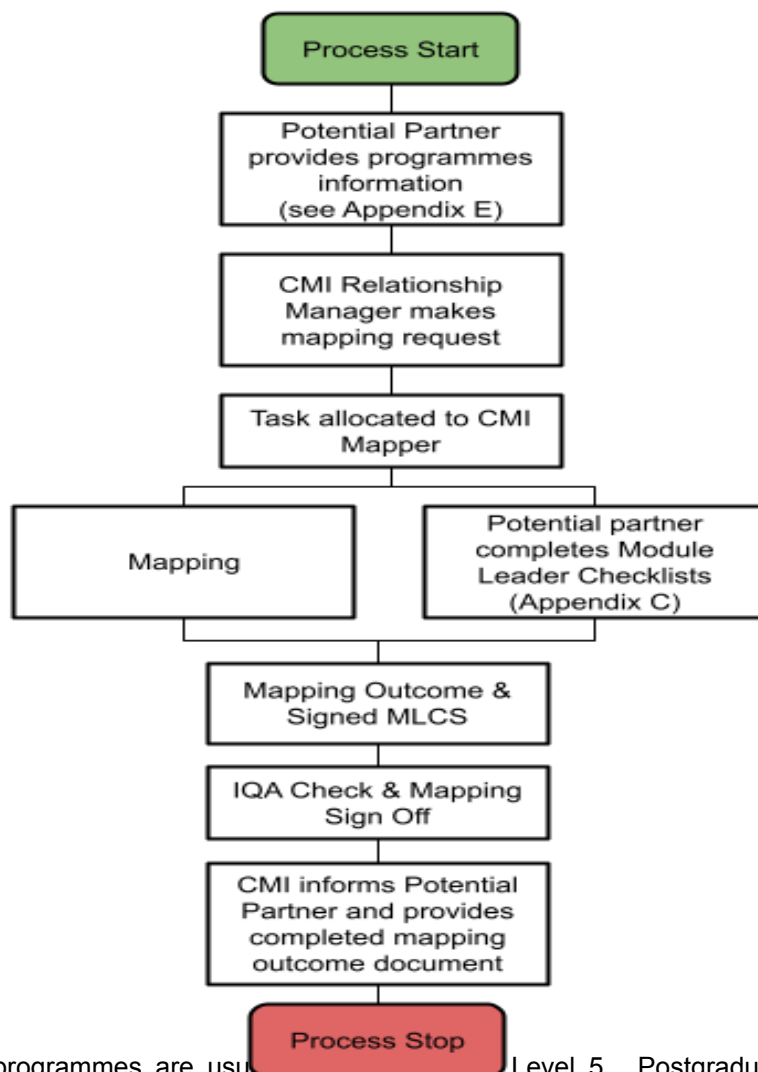


Figure 2 - summary of the steps involved in centre approval and mapping.

Stage 3 – Mapping

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 CMI raising an internal mapping request. The HE Partner will be required to provide programme and module/course information as described in Appendix E. Mapping is carried out by a CMI-designated Mapping Specialist and requires the Higher Education Partner to cooperate 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 LOs (LOs) and those of the Higher Education Partner's programme. A positive fit indicates a high likelihood that CMI LOs will be evidenced in the Higher Education 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 LOs are met to a minimum of 40 TUT hours. For a Certificate, learners must complete any combination of modules where CMI LOs are met to a minimum of 130 TUT hours. For a Diploma, learners must complete a combination of modules where CMI LOs are met to a minimum of 370 TUT hours. TUT describes the Total Unit Time estimated by the organisation for its modules. The Specialist Mapper will map one CMI unit to one programme module at the HE Partner.

If a module is very large, for example, involving a research proposal and a dissertation, it is sometimes possible to map two CMI units to one programme module. However, one CMI unit cannot be mapped to multiple modules due largely to the logistics of the Partner needing to provide samples for CMI moderation. CMI will only map to 'core' modules in any programme. Pathways including core modules can therefore be mapped thereby extending the CMI accreditation offer. 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 HE Partner programme. This mapping activity matches HE Partner LOs and assessment methods for individual modules to CMI units. An HE Partner 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 LOs and academic LOs in modules/courses can be aligned. In some

cases, following confirmation by the HE Partner in writing that CMI LOs will be met, it may be possible to amend the mapping outcome.

When programmes are revalidated, universities will often consider CMI units in their planning to include CMI's professional LOs to enable a greater alignment to assure accreditation for their Learners. The CMI-assigned Mapping Specialist can work with the Module Leaders to assist in this process if so wished. Many countries increasingly value practice-based programmes and consultation with professional bodies like CMI. This activity is one way of evidencing such activity to external regulators.

Mapping fees are those outlined in the most contemporary fees guide at: [Partner Fees Guide 2023-24 External](#)

Alternatively mapping fees may be agreed as part of a commercial contract

The Service Level Agreement (SLA) for mapping by CMI is 6 weeks for each programme. Where multiple programs 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.

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 different focuses and LOs between academic and professional qualifications. This is no reflection on the quality of the academic programme. See Appendix D.

If there are CMI unit LOs that are red, it indicates there is currently no coverage of CMI LOs in the programme being mapped. 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 or similar, 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 LOs are likely to be met based on the evidence already provided.

The CMI Mapper will ask the Higher Education 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 LOs (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 Learners 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 HE Partner must inform CMI by adding or deleting staff via the CMI HUB.

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 Higher Education Partner and reviewed every year. This review should be incorporated into the 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 and review current mapping during centre quality assurance visits.

The mapping will be completed by CMI but the control of content and assessment of the programme following mapping to maintain accreditation lies with the Higher Education Partner.

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

Following mapping, the mapping outcome document is 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 35 working days for universities outside the UK and 25 working days for universities within the UK due to time zone differences and work patterns.

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.

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 LOs covered in the evidence. In other words, individual HE Partner modules may change their status from RED/AMBER to GREEN, or additional HE Partner modules may be identified where evidence for CMI LOs 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 LOs or evidence that CMI LOs are met across multiple assignments. In either scenario, the decision of the Mapping Specialist is final in recommending the type of individual qualification to be awarded. In coming to this conclusion, CMI will take into consideration the logistics of moderation for the centre and itself.

Stage 5 - Mapping outcome notified to HE Partner

Once the mapping confirmation email has been received by the Higher Education Partner, the CMI Mapping Specialist will continue to offer support. In the first instance, raise any queries or questions with HE.mapping@managers.org.uk and further assistance will be provided as soon as possible.

If CMI does not hear from the Higher Education 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 or according to the commercial contract agreed.

If there is no mapping outcome, there is still the opportunity for a CMI qualification to be offered as a standalone qualification by the centre or for the programme to be recognised. Recognition indicates that the programme content covers aspects of the Professional Occupational Standard, but the programme is not accredited with a regulated qualification.

Stage 6 – Initial and subsequent HE Partner visits

It is a regulatory requirement that to retain the Higher Education Partner approved status, 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 Higher Education Partner continues to have in place appropriate systems for the management of its provision in terms of:

- Delivery
- Assessment
- Quality Assurance
- Quality process

An initial centre visit will take place within 2 months of the initial centre approval. During this centre visit, the Quality Manager will check that any conditions of approval have been met and that the information provided during the centre approval process is still valid.

CMI has a 'Digital First' policy so most centre visits will be done virtually; however, we aim to conduct a face-to-face visit once every three years.

Centre visits take place in the UK and Europe from January - December; MENA region from April - August, in APAC region from January to March and July to September and in Australia and America from October to December each year.

During the centre visit, your CMI Quality Manager will review the relationship in terms of quality provision and add to the Centre's notes from previous discussions and consider any additional evidence produced at the meeting. The Higher Education 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 in a language other than English must be provided with an English translation. At this time, CMI does not offer dual accreditation to programmes delivered and or assessed in languages other than English or Welsh.

Guidance on how to prepare for a centre visit can be found at: HE Partner Quality Assurance Meetings and how to prepare - <https://www.youtube.com/watch?v=FULcNdEQNwM>

All on-site costs for centre visits associated with centre approval and ongoing quality assurance will be charged as per the current fees document or as agreed separately in the commercial contract. Most centre approvals and quality assurance visits are now conducted online however we reserve the right to visit all centres on-site at least once every three years.

A full centre visit report will be provided after the visit and the centre has ten days in which to make any amendments. After that time the document will become the permanent record of the visit for regulatory audit purposes.

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 the next actions discussed to ensure the CMI qualification and Higher Education Partner programme remain aligned.

Should remedial action be required on the part of the Higher Education 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.

Should actions not be completed as agreed, the CMI sanctions policy will apply. See - <https://www.managers.org.uk/wp-content/uploads/2020/03/Centre-Sanction-Policy.pdf>

Where the action plan is contingent upon the accreditation offered, and should it not be completed in the agreed timescale by the HE Partner, CMI reserves the right to revise the mapping outcome to protect the integrity of its qualification.

Section 3 - Post centre approval - registration, moderation, certification

3.1 - Before registering Learners

Once the mapping documentation has been approved and signed off, the approval process completed and the Regulatory Agreement signed, the Higher Education 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 your Engagement team via Engagement@managers.org.uk HE Partners in Australia or New Zealand should contact partnership@managers.org.uk This person/team will be able to support you with CMI processes and systems, as well as work with you to increase engagement and awareness of membership benefits and the impact of achieving a CMI qualification. They will also be able to demonstrate the ManagementDirect resources that are available to all CMI members. Student and staff induction resources will be shared with you

Student recruitment must be undertaken in a fair and consistent manner, and so in order to achieve a CMI qualification, Learners 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 ManagementDirect.

3.2 - Registering Learners

Learners should be registered with CMI within six weeks of commencing the CMI-related aspect of their programme although CMI understands that HE enrolment issues at the HE Partner may prevent this. The earlier Learners are registered with CMI, the earlier they benefit from CMI resources. Discuss with your Quality Manager and inform the HE Partnership team if this is not possible for any reason.

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 Higher Education Partner to ensure all Learners are registered accurately on the HUB as this information will be used to produce certificates. If support is needed with this process, contact partnership@managers.org.uk

Learners must give their consent for their data to be shared by the centre with CMI. Data must be shared with CMI for the purposes of registration, membership and certification (including moderation). Most universities include a 'third party' clause in their enrollment forms, others develop a separate permission form collected and stored for all Learners who are registered with CMI. CMI may request to see this provision during centre visits.

HE Partners dealing with Learners based in Europe will need to comply with General Data Protection Regulations (GDPR). HE 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/>

3.3 - Learner activation

Following registration of Learners by a Higher Education Partner, each Learner will receive a welcome email from CMI containing a link for them to activate their membership. During this process, they will be asked to provide a preferred email, phone and postal address. This ensures that CMI can effectively communicate key membership benefit information with them during and after their studies. Learners can opt-out of communications from CMI at any point however if a HE Partner has opted for digital certificates for its Learners, this information will be needed to get digital certificates to Learners. If Learners do not activate their membership, it DOES NOT affect their ability to access any benefits or services but could affect whether they are able to receive a digital CMI certificate when they have completed their mapped programme.

3.4 - Maintaining accreditation

The CMI Programme Director at the HE Partner should register all staff teaching or assessing on mapped modules/courses on the CMI HUB. This ensures that they get access to valuable teaching resources. If you require help doing this please contact awardingbody@managers.org.uk

The Programme Director should ensure that internal quality control processes verify the ongoing alignment of module/course assessments with the professional LOs agreed in the mapping. This means that internal processes need to be established whereby CMI can be notified of all content and assessment changes for mapped modules.

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. Published mapping fees may apply, alternatively, commercial contract terms apply.

The expectation of CMI is that Learners understand the link between their programme/modules and the CMI qualification.

3.5 - Claiming certificates - Requesting Moderation

CMI moderation triggers certification. All student claims for moderation should be arranged through the CMI moderation system. This can be accessed via MyCMI.

Guidance and resources about moderation are listed below.

- Moderation System User Guide - <https://www.managers.org.uk/wp-content/uploads/2021/11/cmi-moderation-system-user-guide.pdf>
- Moderation System FAQs - <https://www.managers.org.uk/wp-content/uploads/2021/10/cmi-moderation-system-faqs.pdf>
- Support Video - Making the Moderation Request - <https://vimeo.com/665515043/77ed414780>
- Support Video - Providing Evidence to support the Moderation Submission - <https://vimeo.com/665516851/3271055f25>

Moderation by CMI is the confirmation that CMI's LOs could be found in the HE Partner's student assignments. An exam board or exam 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. HE Partners should only claim Learners who have passed mapped modules. CMI will not consider failed or condoned modules. RPL and APEL are considered on a case by case basis when Learners are registered with CMI. Conditions apply. In most cases, HE Partners do not collect evidence that would be sufficient for CMI to award RPL.

During moderation, the Higher Education Partner will be asked to provide a list of Learners who they would like to claim and say which CMI Units and HE modules have been completed. We will expect to see evidence of completion. This evidence can be an exam board summary or a signed declaration (See Appendix P). 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.

When claiming certificates for Learners on a programme, it is necessary to have the mapping document for the programme to hand so that the administrator can add the name of the programme to the claim and know which CMI units are being claimed.

The Moderator will need to see the assignment briefs 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 upon before the programme commenced. Any planned changes to this document, for example, if a module

specification alters or amendments are made by the Higher Education 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 for approval prior to the programme commencing.

CMI moderation takes place on request and the sample requested is based on the number of programme-related risks.

See - Centre Assessment Standards Scrutiny (CASS) - <https://www.youtube.com/watch?v=VHTCC-d7izQ>

Support Video - Reviewing the Moderation Report/Outcome - <https://vimeo.com/665517474/13f984f44c>

There may be instances where larger sample sizes are required due to Moderator concerns. The Higher Education Partner will be kept fully informed where this is the case. CMI will first 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 LOs in order to not disadvantage learners and pass the batch of learners.

Clear expectations will be discussed and an action plan put in place where needed to maintain accreditation. This may involve revising or strengthening assessments for Learners still on the programme or revising content. In all cases, Learners previously assessed will not be disadvantaged. Should subsequent batches exhibit similar problems, the mapping may need to be revised to a smaller qualification for subsequent batches.

Where ALL Learners 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 and the sample sufficiently covers the mapped modules. Please note that CMI is only interested in passes and does not consider failed assessments.

Where not all Learners on the cohort are registered with CMI, or where internal quality assurance checks have deemed some Learners to not have met CMI LOs, then only the CMI-registered Learners or Learners who have passed the module(s) should be submitted for moderation. Exemption, grade transfer, condonement, and APEL C are not appropriate for dual accreditation without available evidence at moderation because of the requirement that there needs to be evidence that individual learners meet CMI LOs.

Where the Higher Education Partner is aware that not all Learners within a cohort will be claimed at the same time (for example, 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, Learners 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 Higher Education 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).

3.6 - Certification

CMI cannot accept responsibility for the issuing of certificates at short notice to Centres that have neglected to arrange moderation and require certificates for graduation ceremonies/convocations or other presentations. However, staff will endeavour to fulfil all requests.

Centres are able to decide whether they have paper or digital certificates. A combination is not possible. Should a centre choose digital certificates and their learners subsequently request paper certificates for employers or embassies, individual Learners can contact CMI requesting a paper copy. A fee will be charged for printing, postage, taxes and tariffs as appropriate. Learners will need to contact partnership@managers.org.uk to make this request.

Once moderation has triggered certification, the Higher Education Partner Service team within CMI will process certificates within 10 working days of completion.

Paper certificates will be sent directly to the named Programme Director at the HE Partner. It is the HE Partners' responsibility to log certificates, confirm learner addresses and arrange for the certificate to get to the learner.

If the Centre has opted for digital certificates, each completed learner will receive a personalised email with login details to access their CMI qualification digital certificate which can be downloaded or accessed at any time in the future. On request, CMI can provide a summary of issued certificates for the Higher Education Partner Centre.

3.7 - Retrospective claims - on-programme learners and alumni

If learners have completed a programme that has been recently mapped, or are currently on-programme having partially completed the mapped modules, the HE Partner may wish to offer accreditation to these learners. CMI considers these applications on a case-by-case basis and a number of conditions apply as to whether this can be accommodated. In short, to offer CMI accreditation to these Learners, the programme mapping needs to be contemporary; the learner work needs to be available for CMI moderation; and, individual alumni must have graduated no more than 3 years before the date at which the application is made. In all cases, the CMI Senior Quality Manager will make the decision on whether this can be accommodated.

Registration periods and remapping

Section 4 - Registration periods and remapping

Registration for HE Learners on dually accredited programmes lasts for 5 years for an Award, Certificate and Diploma. If Learners are likely to take longer than these periods to achieve the academic qualification mapped by CMI, it is the responsibility of the Higher Education Partner to inform CMI to ask that this period be extended. Please note that all CMI qualifications have deadlines for certification. If unclaimed during the lifetime of the qualification, certification may no longer be possible.

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

If the CMI syllabus expires during the learner registration period, the Higher Education Partner will be made aware of the last registration and certification date for final claims and the programme will be remapped to CMI's new syllabus at no cost to the HE centre. If there is no replacement syllabus, Learners may be exited with any credit accrued at the time of their last certification.

If the HE programme changes in terms of content or assessment, remapping may be required. Programme revalidation would normally instigate a remapping request. Please contact the centre's Relationship Manager to arrange this. Published mapping fees may apply, alternatively, commercial contract terms apply.

Resources for Programme Directors, Quality Assurance staff, Tutors, Assessors, Assessors, Learners and Administrative staff

[See Appendix S.](#)

APPENDIX A: Centre Application For Non -UK Centres

APPENDIX A: Centre Application for non-UK HE Centres

Please complete the application form below and return to approvals@managers.org.uk

Full name of potential Higher Education Partner	
Full postal address of potential Higher Education Partner, including country and area codes where appropriate	
Preferred address for certificates or invoicing	
Additional campus/s' where the mapped programmes are to be delivered	
Name of proposed CMI Programme Director at the proposed Higher Education Partner with their role and designation	
Phone number and email address for proposed CMI Programme Director. Please note that email addresses must be centre-specific. Generic email addresses for example, Gmail, cannot be accepted.	
Name of Point of Contact should the Programme Director be unavailable	
Name of the main point of contact at CMI. Please note this would normally be a CMI Relationship Manager.	
Contact address/ email for the in-country HE regulator who	

has approved the programmes to be mapped by CMI

	Questions to be answered	Written answers	Document links in support of the answers given	Documents that can be reviewed during subsequent centre visits {CMI only}
1	<p>Are you able to access the CMI website? Please note that this is required for access to ManagementDirect and to MyCMI for the CMI registration and moderation system.</p> <p>Are you able to access Google drives set up by people outside of your organisation? For Centres outside the UK, please note that this is required so that you will be able to provide supplementary information for this application.</p>			<i>For example, records of work-arounds</i>
2	<p>Does the programme you require mapping for have national approval by a Government body?</p> <p>Who is the national Government body?</p> <p>Does this body have a Memorandum of Understanding with QAA in the UK, international accreditation by QAA in the UK or accreditation by any other international HE quality organisations?</p>		<p><i>For example, links to the national register or copies of issued certificates from the national regulator.</i></p> <p><i>Link to national qualification framework.</i></p> <p><i>Link to memorandum</i></p>	<i>For example, contemporary evidence of external scrutiny by the national regulator</i>
3	<p>Is the programme you require mapping for, currently accredited with a qualification on the UK RQF framework by another Awarding Body?</p> <p>See - Ofqual register</p>		<p><i>For example, links to any further external approvals that the programme may have.</i></p>	<i>Check - Please note that CMI cannot dual accredited programmes already accredited with a qualification on</i>

	Qualifications in Wales			the same framework at the same level.								
4	<p>Are you able to provide softcopies or URLs for policies in the following areas?</p> <table border="1"> <tr> <td>Policies Required</td> </tr> <tr> <td>Conflict of Interest</td> </tr> <tr> <td>Malpractice and maladministration</td> </tr> <tr> <td>Appeals</td> </tr> <tr> <td>Complaints</td> </tr> <tr> <td>Recognition of prior learning</td> </tr> <tr> <td>Reasonable adjustments</td> </tr> <tr> <td>Special considerations</td> </tr> </table> <p>National laws</p> <p>Health and Safety of staff and Learners</p> <p>Data Protection of staff and Learners</p>	Policies Required	Conflict of Interest	Malpractice and maladministration	Appeals	Complaints	Recognition of prior learning	Reasonable adjustments	Special considerations		<p><i>For example, provide URLs or Soft copies of the policies, alternatively sign declarations at the end of this document and refer to them here.</i></p> <ul style="list-style-type: none"> ● <i>Complaints and appeals See Appendix N</i> ● <i>Conflict of Interest See Appendix J</i> ● <i>Malpractice and maladministration See Appendix M</i> ● <i>Recognition of Prior Learning (RPL or APEL) See Appendix L</i> ● <i>Equal opportunities See Appendix G</i> ● <i>Special Considerations See Appendix H</i> <p><i>Provide links to applicable national Health and Safety legislation that applies for staff and Learners.</i></p> <p><i>Provide links to applicable national Data Protection legislation that applies for staff and Learners.</i></p>	<p><i>Check renewal dates and any changes to key documents</i></p>
Policies Required												
Conflict of Interest												
Malpractice and maladministration												
Appeals												
Complaints												
Recognition of prior learning												
Reasonable adjustments												
Special considerations												

5	<p>Have you signed a HE Regulatory Agreement?</p> <p>A template is available from your CMI Quality Manager. This document meets Ofqual / Qualifications Wales / CCEA Regulation - Conditions of Recognition C2.2.</p>		<p><i>Provide a signed copy of a HE Regulatory Agreement.</i></p>	<p><i>These documents have to be re-signed every 3 years.</i></p>
6	<p>Do delivery staff and assessment staff and local administrators have an English language qualification equivalent to IELTS 6?</p> <p>Can all assignments and assessment documentation be provided in English for mapping and moderation purposes?</p>		<p><i>Please state the level of English qualification, external validation or equivalent experience.</i></p>	
7	<p>CMI requires that assignments be retained for 3 years. Please confirm that your HE organisation is able to accommodate this requirement.</p>	<p><i>Statement required here.</i></p>		
8	<p>CMI will be an overseas accreditor for you. Are there any local restrictions on overseas accreditation?</p> <p>Do you need to seek further national approval to advertise and offer CMI qualifications on a dual accreditation basis?</p> <p>Do you need to seek further national approval to advertise and offer CMI qualifications on a direct delivery basis?</p> <p>CMI qualifications are not academic qualifications but are professional qualifications. This should be taken into account when advertising locally. CMI qualifications are not equivalent to professional qualifications but are comparable</p>	<p><i>Statement required here.</i></p> <p><i>Statement required here.</i></p> <p><i>Statement required here.</i></p>	<p><i>Link to restrictions</i></p> <p><i>Link to national approval required</i></p> <p><i>Link to national approval required</i></p>	<p><i>Check advertising -</i></p> <p><i>Clarity on who the awarding body is</i></p> <p><i>Clarity of comparability not equivalence</i></p> <p><i>Progress with any national approvals needed</i></p>

	<p>as they are at the same level on a different framework.</p> <p>Should you decide to offer CMI qualifications by direct delivery in addition to dual accreditation you will need to state in all advertising that CMI is the Awarding Body for its own professional qualifications based on a UK framework. You may need to seek national approval to advertise CMI qualifications for direct delivery.</p>			
9	<p>Can Learners be registered with CMI by the Higher Education Partner within 6 weeks of starting their accredited programme at the HE Partner?</p>	<p><i>Statement from HE Partner</i></p> <p><i>Please describe how your current process will accommodate this.</i></p>	<p><i>State any mitigating circumstances that might prevent registration of learners with CMI within 6 weeks of enrolment.</i></p>	<p><i>Check registration and start dates of Learner list</i></p>
10	<p>Successful moderation by CMI triggers certification. CMI requires that it be allowed to moderate student work remotely and will pick a random sample of Learner work to do so. The Centre will need to claim for moderation via CMI's moderation system once student results for mapped modules are confirmed via your exam board/committee. (Ofqual / Qualifications Wales / CCEA Regulation - Conditions of Recognition - G5)</p> <p>Are assessments retained by tutors or kept centrally?</p> <p>Please state when exam boards occur throughout the year for programmes to be mapped.</p> <p>How will you ensure that there is an appropriate range of student assignments available for review by CMI</p>	<p><i>Statement from HE Partner</i></p> <p><i>Statement from HE Partner</i></p> <p><i>Statement from HE Partner</i></p>	<p><i>For example, exam board procedures.</i></p>	

	Moderators after exam boards? (Ofqual / Qualifications Wales / CCEA Regulation - Conditions of Recognition E4.2 (e))			
11	CMI requires that in addition to moderation, the centre participates in a yearly centre visit. Please confirm that this can be facilitated. (Ofqual / Qualifications Wales / CCEA Regulation - Conditions of Recognition - CASS, C2.3)	<i>Statement from HE Partner</i>		
12	Can the following data be made available for all teaching, assessing and administration staff? <ul style="list-style-type: none"> • Name and date of birth and email • CV (not required for administrators) • Role - deliver/assess/admin • Permission required on the CMI HUB system - Reports/Assessment/Quality assurance/management Direct /membership required • Whether access to ManagementDirect is required 	<i>Statement from HE Partner</i>		<i>To be completed within 2 months of centre approval. CMI requires that tutors that deliver and or assess must be approved by CMI to ensure appropriate competence and expertise in the subject mapped. All staff information must be entered and approved on the CMI HUB.</i>
13	CMI will adhere to its own policies in managing ongoing quality assurance of its qualifications at the centre. Please confirm that this is understood. See: https://www.managers.org.uk/education-and-learning/partners-and-centres/policies/	<i>Statement from HE Partner</i>		
14	The HE Partner will need to identify staff members responsible for Learner registration, CMI achievement tracking, making moderation claims (including collating quality documentation and samples), and certification management.	<i>Who? Registration of Learners with CMI for each programme mapped: CMI achievement tracking:</i>	<i>Provide links to processes that will cover these activities.</i>	<i>Check that all staff are approved on the CMI HUB.</i>

	(Ofqual / Qualifications Wales / CCEA Regulation - Conditions of Recognition G5) Please state who will have these responsibilities.	<i>Making CMI moderation claims: Certificate management:</i>		
15	How will you ensure that student records and details of achievements are accurate, kept up to date, securely stored and available for verification and auditing by CMI at Centre visits? (Ofqual / Qualifications Wales / CCEA Regulation - Conditions of Recognition - H2)	<i>Statement from HE Partner</i>	<i>For example, a link to a Learner Management System or links to relevant procedures or processes.</i>	<i>Audit tracking process against CMI Reports for random learners on each mapped programme.</i> <i>Learner status may be the following: normal progress, referral, deferral, lapse, change of programme, confirmed student malpractice, RPL/APEL, grade transfer/exemption/condonement.</i> <i>Changes to status should be reported to partnership@managers.org.uk</i>
16	Will learner fees be collected before registration with CMI? Please note that once learners have been registered with CMI and have completed the required mapped modules, certificates cannot be withheld for financial reasons by CMI. Claims should not be made for learners with financial issues until such issues are resolved by the Higher Education Partner.	<i>Statement from HE Partner</i>		

17	<p>Are all teaching and assessment staff employees holding contracts of employment or contractors holding service contracts?</p> <p>Are there existing agreements with contractors and employees to ensure that all policies and requirements referred to in this Agreement are Enforceable?</p> <p>Are there any agreements with third parties (separate organisations) for the development, delivery or assessment of the programmes to be mapped? For example, are there any partnership or TNE relationships?</p>	<p><i>Statement from HE Partner</i></p> <p><i>Statement from HE Partner</i></p> <p><i>Statement from HE Partner</i></p>		<p><i>Check a random staff member's contract of employment.</i></p> <p><i>Check the status of third-party relationships and whether satellite or multisite approval is required.</i></p>
18	<p>CMI has a 'Digital First' policy which means that all certificates are issued in digital form directly to registered learners following successful moderation unless paper certificates are specifically requested.</p> <p>A report is produced for the Centre by CMI advising the Centre of which certificates have been issued. This is the most efficient method in terms of time and cost.</p> <p>Please indicate whether digital certificates are acceptable or whether paper copies are required.</p> <p>Please note that printing and mailing fees and tariffs will apply for paper copies.</p> <p>If paper copies are required please name the person to whom certificates must be sent and describe how certificates will be logged and distributed to Learners.</p>	<p><i>Statement from HE Partner</i></p>		<p><i>Prior to Centre visit, CMI will audit the completed learner list as to whether learners have received their digital or paper certificate.</i></p>
19	<p>Learners on CMI dual accredited programmes have a</p>	<p><i>Statement from HE Partner</i></p>		<p><i>Check any appeals or</i></p>

	<p>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 the direct right of appeal or complaint to CMI. (Ofqual / Qualifications Wales / CCEA Regulation - Conditions of Recognition 2.3(i))</p> <p>Please acknowledge the student's direct right of appeal or complaint in these circumstances.</p>			<p><i>complaints for mapped modules.</i></p>
20	<p>Does the Centre have appropriately qualified teaching / assessing staff for the programmes to be Mapped?</p> <p>Have staff qualifications been verified?</p> <p>Is there evidence for this activity that can be shared with CMI at centre visits? (Ofqual / Qualifications Wales / CCEA Regulation - Conditions of Recognition A5.2 (a))</p>	<p><i>Statement from HE Partner</i></p> <p><i>Statement from HE Partner</i></p> <p><i>Statement from HE Partner</i></p>		<p><i>Check staff list on the CMI HUB with Centre.</i></p> <p><i>Check university criteria for teaching staff. CMI would expect staff to be qualified at the level they teach in a subject relevant to the CMI module syllabus. Assessment staff should have a teaching qualification or professional teacher status.</i></p> <p><i>Assessment staff should have an assessment qual, 5 years experience of assessment or be working in a team with that experience.</i></p>
21	<p>Is there an induction process for new staff that can be adapted to include induction to CMI, induction to registration and moderation procedures, mapping documentation and quality procedures around</p>	<p><i>Statement from HE Partner</i></p>	<p><i>Example of induction plan/ checklist</i></p>	<p><i>Check relevant meeting agendas for accreditation issues.</i></p>

	<p>maintaining accreditation? (Ofqual / Qualifications Wales / CCEA Regulation - Conditions of Recognition D8.1)</p>			
22	<p>How does the university support and record the Continued Professional Development of teaching and assessing staff in terms of subject knowledge and good practice in teaching and learning? (Ofqual / Qualifications Wales / CCEA Regulation - Conditions of Recognition D8.1)</p>	<p><i>Statement from HE Partner</i></p>	<p><i>For example, CPD policy</i></p>	<p><i>Check current types of activities</i></p>
23	<p>GDPR and local data privacy legislation - How is the personal data of individual learners protected?</p> <p>Your Learners will be required to give their consent to allow you to share their data with CMI. How will this be done?</p> <p>Please note that CMI will use student data in accordance with its own Privacy Policy: https://www.managers.org.uk/policies/privacy-policy</p> <p>In registering your Learners with CMI their data will be used in the way stated.</p>	<p><i>Statement from HE Partner</i></p> <p><i>Statement from HE Partner</i></p>	<p><i>For example, Data Privacy Policy, enrollment forms, registration forms</i></p>	<p><i>For mapped programmes, check enrolment form clauses or consent form, and check evidence of consent for a random learner.</i></p>
24	<p>Does the university have an effective process for recognition of prior learning for 1) Entry to the programme, 2) Exemption, grade transfer or APEL C for individual mapped modules?</p> <p>Please describe processes in place for 1) and 2) so that we may review whether evidence will be</p>	<p><i>Statement from HE Partner on</i></p> <ol style="list-style-type: none"> 1) <i>Process for entry to the programme</i> 2) <i>Processes for Exemption / grade transfer or APEL C</i> 	<p><i>For example, policies in areas 1) and 2).</i></p>	<p><i>Check whether there have been any changes to 1) or 2).</i></p>

	<p>sufficient and available for CMI moderation.</p> <p>(Ofqual / Qualifications Wales / CCEA Regulation - Conditions of Recognition E10)</p>			
25	<p>How does the centre intend to consult with learners, staff and other stakeholders, for example, External Examiners, as part of a programme review process?</p> <p>(Ofqual / Qualifications Wales / CCEA Regulation - Conditions of Recognition A5.2, D3)</p>	<p><i>Statement from HE Partner on</i></p> <ol style="list-style-type: none"> 1) <i>Consulting with learners</i> 2) <i>Consulting with staff, clients, employers, other stakeholders</i> 	<p><i>For example, proof of feedback forms or consultation events</i></p>	<p><i>Check how the feedback was used.</i></p>
26	<p>Is there adequate provision of physical resources to support learning and assessment and what are they?</p> <p>Is there adequate provision of virtual resources to support teaching and learning and what are they?</p> <p>For the programmes mapped, what is the predominant mode of delivery? Face-to-face, online blended (synchronous), online blended (asynchronous), 100% Distance learning.</p> <p>(Ofqual / Qualifications Wales / CCEA Regulation - Conditions of Recognition A5.2)</p>	<p><i>Statement from HE Partner on</i></p> <ol style="list-style-type: none"> 1) <i>The platforms used</i> 2) <i>The pedagogy of teaching for each programme.</i> 	<p><i>For example, link to programme validation document or module specifications.</i></p>	<p><i>If online blended (synchronous), online blended (asynchronous), 100% Distance learning, check the learner experience of the system.</i></p>
27	<p>Is there support for Learners to avoid plagiarism at 1) Induction; 2) Assessment submission?</p> <p>If software is used please indicate which one. Please indicate whether it is used formatively (multiple attempts) or summatively (one attempt).</p>	<p><i>Statement from HE Partner on</i></p> <ol style="list-style-type: none"> 1) <i>Advice given at induction</i> 2) <i>Advice given at assessment submission</i> 3) <i>Deterring buy-in assignments</i> 	<p><i>For example, link to applicable policies</i></p>	<p><i>Check for incidents of malpractice based on plagiarism, collusion and misuse of AI</i></p>

	<p>How does the HE Partner deter the buying-in of assignments?</p> <p>How does the HE Partner advise learners on the use of Artificial Intelligence (AI) for completion of assignments?</p>	4) <i>Deterring misuse of AI</i>		
30	<p>Are there clearly defined assessment procedures across all assessors, locations, and modules? (Ofqual / Qualifications Wales / CCEA Regulation - Conditions of Recognition E5.1)</p>	<i>Statement from HE Partner</i>	<i>For example, link to applicable policies</i>	<i>Check CMI moderation feedback</i>
31	<p>CMI will moderate based on the information provided to produce the mapping.</p> <p>How will you verify that the module assessments will provide evidence for the stated LOs in your programme validation documents and the mapping document?</p> <p>(Ofqual / Qualifications Wales / CCEA Regulation - Conditions of Recognition D1,2, E4.2)</p>	<i>Statement from HE Partner</i>	<i>For example, policies and procedures relating to the internal quality assurance of assessments.</i>	<p><i>Check External examiner feedback.</i></p> <p><i>Check CMI moderation reports</i></p>
32	<p>Will there be regular team meetings to discuss external accreditation issues?</p> <p>Which particular committees and meetings discuss changes to module content, changes to module assessments, quality issues, and standardisation of delivery and assessment?</p> <p>(Ofqual / Qualifications Wales / CCEA Regulation - Conditions of Recognition D3)</p>	<i>Statement from HE Partner</i>	<i>For example, terms of reference, policies and procedures relating to the control of programme content and assessments.</i>	

33	<p>How will the centre maintain the confidentiality of its own assessment material?</p> <p>(Ofqual / Qualifications Wales / CCEA Regulation - Conditions of Recognition G4)</p>	<p><i>Statement from HE Partner</i></p>	<p><i>For example, policies and procedures relating to the internal quality assurance of assessments.</i></p>	
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APPENDIX B: Conditions of Confidence

APPENDIX B: Conditions of Confidence

Condition of confidence 1

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. For example, QAA, or another external scrutiny body and Ofqual CoR can be met, and there is a mapping outcome, then normal QA and moderation would apply as per CMI's CASS strategy.

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

If there is some level of external QA scrutiny, for example, AACSB or another professional or awarding 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, interim moderation with assistance from the HE Moderator in the first year. CMI's CASS strategy applies.

NB – AACSB does not cover all Ofqual requirements but does share the ethos of demonstration of all LOs in assessments. Other professional bodies allow the interpretation of LOs 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

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: Example Module Leader Checklist

APPENDIX C: Example Module Leader Checklist

The following pages are intended for use by module leaders. This is a module-by-module plan in which CMI unit LOs map to the Higher Education Partner module prior to moderation. During mapping, a Module Leader Checklist (MLC) for each mapped module/course that potentially maps will be sent to the Module Leader via the CMI programme Director at the centre.

Ultimately it is the Higher Education Partner's responsibility to ensure the CMI LOs are covered. Module Leader Checklists are provided to centres to ensure tutors are aware and can clearly see which module LOs, assessment methods, weighting or word count are linked to the CMI accreditation. Should changes be made to content or assessment the mapping will need to be reviewed.

Each module is outlined in a separate checklist to make it easier for distribution at the centre and to ensure that tutors only see their own modules/courses. The Module Leader Checklist captures the potential mapping which will also be evident within the finalised mapping report.

Example adapted from Template Module Leader Checklist V5 June 2020.

Instructions

This module has been identified with the 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 at CMI so that these can be shared through the CMI mapping system

Table 1

University Module number	University module name	University Module credit value	Assessment methodology	Individual (I) or group work (G)	Weighting	Word count
For example, BABM 515151	Leadership and Organisational Behaviour	360	Assessment 1	I	40	500
			Assessment 2	I	40	500
			Assessment 3	I	20	1000-2000
			Module leader checks and confirms that CMI LOs will be met and be evident in assignments at moderation by CMI by indicating Yes or No below.			
CMI Unit number and name	CMI learning Outcomes		Assessment 1	Assessment 2	Assessment 3	
<i>For example, 501 Principles of Management and Leadership in an Organisational Context TUT 70</i>	1.Understand factors which impact an organisation's internal environment.		Yes/No	Yes/No	Yes/No	
	2.Understand the application of management and leadership theories		Yes/No	Yes/No	Yes/No	
	3. Understand the knowledge, skills and behaviours to be effective in a management and leadership role.		Yes/No	Yes/No	Yes/No	

CMI Mapping Specialist comments to Module leader:

Table 2 - Group work statement

Will there be evidence of individual contribution to group work that is assessed?	Yes/No
Individual marks are awarded	Yes/No
Individual peer review is done	Yes/No
There will be group meeting minutes or a log of meetings	Yes/No
There will be an individual reflection in context of the learning outcome	Yes/No
Other - please specify	

Table 3 - Exams / Tests statement

Evidence will be in compulsory questions	Yes/No
Assessment questions will be long questions or related to a set case study	Yes/No
All assessment questions must be passed to achieve an overall pass for the exam/test.	Yes/No
Other - please specify	

Table 4 - Forms of evidence to be used for assessments in Table 1.

Format of evidence	Weighting	Word count
Written report or essay		
Portfolio with signposting to learning outcomes		
Reflective essay		
Development plan		
Presentation		
Journal		
Blog		
Other - please specify		

Table 5 - **Module tutors* must sign this section to confirm the initial mapping completed by CMI and to assure access for moderation purposes.**

*If changes to LOs, methods, weighting, word counts etc, are controlled by the university's internal Quality Assurance person, then this person's signature would also be appropriate.

Access statement	I confirm that the above statements are true and that provision will be made for the CMI Moderator to access this assessment evidence online. Should the module content change or the assessments above change, CMI will be notified.
Module leader name	
Module leader signature	
Date	

END

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. Failure to demonstrate agreed LOs in Learner work 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 HE Partner 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

APPENDIX E: Information required for Mapping

Nomenclature

A Programme is an undergraduate or postgraduate degree or a nationally recognised vocational course at the same level. 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, the 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, for example, listing on a national register.
- Evidence of **external scrutiny** of the programme, for example, reports from an external examiner or another accreditation body.
- Evidence of HE Partner validation of the programme to be mapped, for example, '**HE Partner validation/course overview document**'.

Validation/course overview documents should include the following to facilitate mapping:

- **Evidence** of the programme level, for example, 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 LOs for each course/ module?
 - What are the credit values for each module/course?
 - Whether the programme allows exemption, grade transfer, APEL or RPL and which course/module this applies to.
 - Whether a programme pass can be achieved through condonement, for example, where not all courses/modules have to be passed to pass the programme.
 - Whether the programme is still subject to 'No detriment' policies following the Global Pandemic. If they are, what are the policies? Please note that pandemic-related no-detriment policies will be honoured until 30 September 2023, after which normal moderation processes resume.
- What is the relationship between individual course/ module LOs 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, and contributions to online discussion. Other forms of evidence exist.
- **Information** on time limits / arrangements on referral or deferment. This is asked for because 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 LOs 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 LOs.

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 except fails/refers. The sample size will be dictated by the Centre's Conditions of Confidence and the risk CMI assigns to the programme	
	Examples of second marking and any documentation that evidence how the marks were agreed between markers	
	Evidence that relates to assessment approval	
	Any CMI evidence tracking documentation	
	Verified Learner result list from a recent exam board or a signed declaration form.	
	End of Year module review ¹	
	External Examiner Feedback ²	

¹ 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 Considerations 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 HE 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 HE Partner must report any special consideration arrangements it has made for individual Learners to CMI at the time of CMI moderation.

END

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 HE 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:-
- Disadvantaging other Learners, if the adjustment made results in an unfair advantage;
- Changing the LOs or assessment criteria within the qualification which would undermine the validity of that qualification;
- Affecting 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 the 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 HE Partner 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 –

- Actual conflicts which relate to the HE Partner as an organisation – “That is, situations where activities carried out by the HE Partner itself (or on its behalf, or by a related company) might impair its ability to make objective, unbiased decisions about how best to develop, deliver or award its qualifications.
- Actual conflicts which relate to individuals (a ‘personal interest’) connected to any part of the development, delivery or award of CMI qualifications. “That is, situations where a particular individual's interests might impair their ability to make the objective, unbiased decisions that are necessary to ensure the HE Partner can develop, deliver and award its qualifications in line with the Conditions”. This will include internal conflicts and will include all CMI staff and contractors acting in any capacity for the HE Partner, whether full-time, part-time, contracted staff or in any other capacity involved in CMI qualifications
- Perceived conflicts (which may relate to the HE Partner or individuals) where an observer would perceive that a HE Partner or individual has such a competing interest.

Adapted from CMI Policy V8, (2021) [Conflict of Interest Policy and Procedure Sept 2021 V8](#) last accessed 01/09/2023

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 HE Partner
- 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 HE Partner
- A member of staff having sole responsibility for the appointment, supervision, promotion or performance review of a person with whom they have close ties (for example, 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 HE Partner
- 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 HE Partner 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 HE Partner 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 HE Partner 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 HE Partner will record as a minimum:

- What the conflict of interest is (for example, Assessor A has a sibling X undertaking a qualification with HE Partner)
- When it was identified (for example, date)
- Who is responsible for managing the conflict of interest (for example, internal quality assurer, centre manager, Quality Manager)
- What measures/actions have been implemented to manage this (for example, 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 (for example, 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.

National HE regulators may have different requirements for recording conflicts of interest. CMI accepts that processes may differ in this case, especially for HE Partners that are themselves Awarding Bodies.

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 Learners 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

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 HE Partner'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 of 5 years before that date of application
- The evaluation process is carried out by HE Partner staff (approved centres only) with relevant levels of expertise to meet CMI requirements.

- The centre has approval from their Quality Manager for any change to the approved assessment methodology. RPL is considered by CMI on a case-by-case basis for Learners 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 dually 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 LOs being claimed are covered and that records of assessment are maintained in the usual way.

END

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 Learners are commensurate with those described below and recognise that CMI must be notified of confirmed malpractice with Learners or staff related to dually accredited modules at the time of the decision.

Signature:

Date:

Definition

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

Malpractice

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

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

Malpractice may include a range of issues from the failure to maintain appropriate assessment and internal quality assurance records or systems to the deliberate falsification of records in order to claim learner certificates or gain CMI Centre approval. Failure by a HE Partner to deal with suspected or actual identified issues may in itself constitute malpractice.

Maladministration

The term maladministration relates to any activity, neglect, default or other practice by a CMI Centre that results in the CMI Centre staff or Learners not complying with the specified requirements for registration, delivery or certification of the qualifications. In broad terms, maladministration generally covers mistakes or poor processes where there has been no intention on the part of the person responsible to do any harm. It may involve some degree of incompetence or ineptitude, or may result from carelessness or inexperience.

Types of Malpractice

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

HE Partner Malpractice

Examples of malpractice could include:

- Cheating, or facilitating cheating, in an assessment.
- Attempting intentionally to manipulate a result so that it does not reflect the Learner's actual performance in an assessment.
- 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 CMI's 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 HE Partner. It can arise through, for example:

- A breach of security (for example failure to keep material secure, tampering with coursework etc.)
- A breach of confidentiality (for example failure to maintain confidentiality of assessment materials)
- Deception (for example manufacturing evidence of competence, fabricating assessment or internal verification records)
- The provision of improper assistance to Learners (for example, 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 for example 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. This includes buying-in assignments and misuse of AI.
- 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 HE Partner to be fair to the HE Partner and all Learners.

HE Partners/CMI approved staff are responsible for:

- Immediately notifying CMI of any confirmed cases of malpractice or maladministration independent of the sanction applied. CMI reserves the right to apply its own sanctions to registered learners and /or the HE Partner.
- 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.

CMI policies on malpractice and maladministration, plagiarism collusion and misuse of AI can be found at:

[Policies - CMI](#)

END

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 Learners have a direct right or appeal and complaint to CMI for mapped units if they remain unsatisfied having exhausted its internal processes. This will be communicated to Learners who have been registered by the HE Partner with CMI.

Signature:

Date:

Definition

Prospective HE Partner'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 HE Partners 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 Complaints process at: [Policies - CMI](#)

END

APPENDIX O: Information Required for CMI Centre Visits

Documentation to support original approval information:

- Knowledge of recent CMI moderation reports and progress with any action plans
- Knowledge of all relevant mapping
- List of staff teaching on mapped modules/courses - CVs of new staff if not already provided during the approval process.
- Access to the system on which Learners are tracked.
- Professional, statutory and regulatory requirements affecting the programme and external accreditation - changes since approval
- Evidence of ALL policies relating to the implementation of the Regulatory Agreement, for example, management of third parties
- Evidence of review of any agreed third parties
- Programme level Quality Assurance documentation for example, a quality manual, operations manual, contemporary staff and student handbooks
- Proof of any new other external programme accreditation
- Documentation relating to procedures around student experience including student appeals, complaints, RPL (APEL)
- Evidence of student feedback on the modules/courses that have been accredited
- 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 at new staff induction and on an ongoing basis
- Incidents of malpractice, complaints, appeals, Staff conflicts of Interest or RPL not previously reported.

APPENDIX P: Student Completion Declaration Form for Moderation Claims

CMI requires that all Learners evidence the LOs for mapped units on dual-accredited programmes.

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

- That all Learners 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* Learners within the batch have failed or marginally failed any modules which are mapped to CMI units.
- That Learners being claimed within the batch have ALL completed the assessment activity required to pass the module for example, *NO* Learners 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 for example, no detriment policies

Please note that should a cohort contain Learners 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.

HE Partner 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 Learners 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 Learners. This can take place for assessment decisions made between 20 March 2020 and 30th September 2021 for Learners needing CMI certification in 2021. To allow for moderation backlogs, this provision will remain in place until 30 September 2023. After which normal moderation requirements resume.

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

this can be reviewed at moderation.

For current Learners 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.

END

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. The CMI moderation system will select work randomly for the learners and units being claimed.

Moderation checklist:	Yes/No
All samples must belong to CMI registered Learners 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 Learners 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:

- Please indicate the name of the programme that Learners are being claimed against in the Notes section of the moderation claim.
- Access to VLE as an external examiner - when making the claim on the CMI moderation system, when the sample has been chosen, 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 Learners being presented at this moderation

- Use of a shared cloud – such as One-file, Dropbox, Share-Point, Google Drive - when making the claim on the CMI moderation system, when the sample has been chosen, 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 Learners being presented at this moderation
- Uploaded samples and IQA documentation to the CMI moderation system.

Moderation Sampling requirements:

- 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 Learners on programme = 3 samples of student work per module/unit mapped
 - 51-200 Learners = 6 samples of student work per module/unit mapped
 - 201-400 Learners = 12 samples of student work per module/unit mapped
 - 401+ Learners = 18 samples of student work per module/unit mapped
- Any Learners with RPL/APEL, must be declared with your CMI moderator as this may impact on the CMI qualification obtainable
- Any Learners 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 is confident the mapped CMI LOs are evident.
- The CMI service level agreement for moderation is 30 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 certify Learners, once the module/assessment results have been confirmed at the HE Partner exam board, the HE Partner must upload student claims within the CMI HUB portal.
- For further assistance with uploading claims, please contact the CMI Awarding Body team - awardingbody@managers.org.uk
- Please include any deferred or referred Learners in the results list to enable these Learners to be factored into the sampling size and captured in the moderation report. Therefore, once those Learners have been awarded all the modules mapped at an exam board, claims can be raised in the CMI Moderation system.
- If this is a first moderation or you are aware of internal issues that may have impacted on the evidence required, please contact your Quality Manager.
- If any student needs to be transferred to a different qualification code to complete, please contact the CMI Partnership team partnership@managers.org.uk The partnership team will confirm when this has been completed, you will then need to make the claim against the new programme code in the CMI moderation system.
- Once the student claims have been checked in the CMI moderation system and signed off by your CMI moderator, this will trigger the certificate printing or digital certificate process. Any changes to learner details from those supplied at registration, especially for digital certificates, should be communicated directly to the CMI partnership team prior to a moderation claim being made. The email address is partnership@managers.org.uk

APPENDIX R: UK HE Partners - Guidance notes for completing a centre application on the CMI HUB

All UK centres need to complete centre applications on the CMI HUB.

If you are still unsure if becoming a CMI centre is right for your organisation speak to us before applying;

Telephone +44(0)1536 207334.

If you decide to proceed, read on.

CMI's HUB is the portal where centre approval and staff approval is granted and maintained. It is also the area where centres can access current lists of learners and approved staff and request changes.

The potential Higher Education Partner should complete all relevant sections of the online application, working with their CMI adviser who will be able to give support and guidance. Below you will find specific guidance on each question and suggestions of the type of supporting evidence that could be provided. The final sign off on the application process will be 15 working days from the Higher Education Partner uploading all of the correct information and documentation. Where possible, try to use live links to the centre website for policies and procedures so that the information is updated as the Centre's own website is updated.

Any staff delivering the CMI elements embedded within the qualification will need to have an up to date CV on the CMI HUB and their role at the university clearly identified. We will need to know which mapped programme they will be teaching or assessing or whether their role is purely administrative. CVs are only required for delivery and assessment staff. For each member of staff you will be asked to state what they do and what permissions they will require on CMI's HUB system.

The Higher Education Partner must have in place appropriate systems for the delivery, assessment, verification and quality management of its provision. A quality management system must be in place to ensure that client, Higher Education Partner and staff needs are met. There must be a single named point of accountability for the quality assurance, and there must be arrangements in place for the management of the assessment of units and qualifications. Communication and administration arrangements must meet the needs of CMI, Regulatory and other external bodies, HE Partner staff and HE Partners. It is possible to attach web links under any section, PDF files or Word documents. If uploading multiple documents, they will need to be zipped into a file and Word documents should not contain any full stops in the title. Parts of your application may have been pre-populated for your convenience, but please do check that every field is correct and update them where necessary. Sections relevant to HE Partners are listed below.

Section 1

This part of the application contains the contact details, address, email and contact number for the Higher Education Partner. It also asks you to indicate if your organisation is an Eligible Body for VAT purposes. We ask this because Eligible Bodies can receive certain CMI services exempt from VAT. The person within your organisation that accounts to HMRC will usually know whether or not you are an Eligible Body. HMRC also describes Eligible Bodies at:

<https://www.gov.uk/government/publications/vat-notice70130-education-and-vocational-training/vat-notice-70130-education-and-vocational-training#eligiblebody-status>

Section 2

This section lists the CMI qualifications which the Higher Education Partner is applying to deliver. Please indicate the mode of delivery for the programme CMI has mapped/ CMI qualification that applies using the tick boxes.

Section 3

Question 3.1 Please provide details of the Centre staff induction programme.

Question 3.2: Please provide details of the Centre's staff development plan/policy, in practice, showing how staff are supported.

Question 3.3 Please upload signed module leader checklists (from the mapping process) for each dual accredited programme. Individual teaching/assessment staff CVs will need to be uploaded as part of staff approval.

Please note that staff with only peripheral involvement, for example, guest speakers, need not be listed. However, where visiting lecturers are responsible for the setting of assignments, these CVs should also be included. An example of a Module Leader Checklist is provided in [Appendix C](#). Module leader checklists will have been produced as part of the mapping process.

In some cases, the Dissertation/Project module may be mapped. Some HE Partners may have dozens of staff involved as supervisors. In this case, it is acceptable to have just the substantive staff approved (for example, the Module Leader). All staff should however be made aware that accreditation is dependent upon the outcome of the module they are teaching or assessing.

Section 4

Question 4.2 Please explain how the HE Partner will manage its quality assurance system and how this will be reviewed and improved.

General evidence on the Higher Education Partner QA system may be included here.

Please mention which body/ies that regulate your provision for example, Office for Learners (OfS) and Quality Assurance Agency for Higher Education (QAA). A full list of accrediting bodies can be found at: <https://www.ukeducation.info/higher-education/accreditation-agencies.html>

Please mention the mapped programme's UCAS designation.

Please add supplementary notes to explain how the CMI evidence required for mapped modules will be tracked within the main qualification by assessors/tutors and internally checked before moderation by either a second marking process or by internal verification or an internal exam board.

The Student work will be externally moderated by CMI in addition to any internal quality assurance processes you may have. For this process to occur there needs to be evidence that an effective QA process is present to monitor the CMI elements. We recommend that you use the internal exam boards as a trigger to claim for certificates from CMI. The claim itself will trigger CMI to moderate. CMI will require evidence that learners have successfully passed mapped modules. This can be in the form of exam board notes, or completion of a declaration form, see Appendix P.

Question 4.3 Please provide details of how appropriate teams and people will be kept up to date with information, including policies, procedures/standards and a staff induction for CMI delivery

Explain how the Higher Education Partner (via the Programme Director) is going to ensure that all key team members (for example delivery, assessment, administration and management etc.) are kept up to date with CMI information, and that CMI Awarding Body communications are distributed to all team members.

Examples might include Programme Committee Meetings, faculty meetings that deal with programme changes, course exam boards, intranet (with current versions of policies/procedures), online bulletin boards and newsletters. It is expected that there will be formal records of meetings at which CMI is, or may be, discussed. It is recognised that the Programme Director will not always be in a role which requires him/her to attend all meetings for the programmes in which CMI is delivered. In these cases, a 'cascade' system of

information sharing could be used to ensure all staff who are involved with CMI delivery or assessment are kept informed.

Please acknowledge that you will inform CMI of all staff changes that would impact accreditation. This includes changes to the Programme Director, Module leaders and key administrative staff.

Question 4.4 Describe the contractual arrangements that are in place to manage third-party delivery/assessment staff and/or organisations, and also assessment and/or delivery sites, in respect of CMI qualifications. If no such relationships exist, state ‘no such arrangements’. Please also describe the contractual arrangements with Learners/clients in respect of CMI qualifications.

Please note that third-party relationships include the following: TNE arrangements which might include partner relationships for delivery and assessment; flying faculty arrangements, and franchise agreements. If the relationship involves the mapped programme and the Higher Education Partner intends to extend CMI’s dual accreditation to these partners, these relationships need to be described at this point. Please note that such partner locations are considered to be satellites. In fact, multi-sites of the main campus situation outside of the UK are also considered to be satellites for quality assurance purposes. Third-party relationships may include relationships with employers to carry out delivery as part of an apprenticeship, agreements with franchised FE Colleges, and agreements with private training providers to carry out delivery/assessment or delivery of programmes in overseas partners. This will also need to include details of other sites at which CMI delivery or assessment occurs. Please refer to the Regulatory Agreement for obligations with regard to third parties.

This section needs to include details relevant to mapped programmes of any third parties and roles and responsibilities in place, and the communication arrangements between the Higher Education Partner and its sites (if there are others), and third parties. For regulatory reasons, CMI needs to approve all third-party or satellite arrangements which involve the delivery of CMI qualifications by, or at, a third party. Any courses that are validated to other educational establishments wishing to offer CMI qualifications or any overseas provision, need to be registered prior to the programme accreditation being granted.

In describing the third-party relationship, please be clear as to 1) who will be the Awarding body; 2) who will be registering the Learners; 3) who will be responsible for collating the sample for CMI to moderate; 4) who will be making the claim; 5) Who will be the main contact for certification; 6) how will the relationship and student achievement be reviewed and how often; 7) who will be responsible for the review.

If satellites are declared following initial centre approval a separate approval process will be required. See: [Policies - CMI](#)

If no such third-party relationships exist, this section needs to indicate ‘no other arrangements’.

Question 4.5 Please describe the Higher Education Partner’s registration, certification and recording mechanisms for qualifications and HE Student Achievement

Registration - Please describe how you will ensure that Learners are registered with CMI within 6 weeks of enrolment. CMI HE Learners are registered for 5 years. If the main programme of study will last longer than 5 years, it is the responsibility of the Higher Education Partner to inform CMI that the registration period needs to be extended for the Learners. If this is not completed before the 5 year period ends, then further registration fees will apply.

Tracking - Please describe how student progress is tracked, and more importantly how successful completion of a mapped module will trigger a claim with CMI. Please note that Programme Directors can check the status of CMI-registered Learners in the ‘Reports’ section of the CMI HUB.

Certification - Please note that CMI has a ‘Digital first’ policy. This means that all certificates will be supplied directly to learners from CMI unless other arrangements are in place. Please indicate whether hard copy certificates are required. Please note that printing and postage costs will apply.

How will the university ensure that the student data provided (email address) allows for digital certificates to be sent directly to Learners? If learners lose their organisation email addresses after graduation, please consider how digital certificates will get to learners.

Question 4.6 Skip this question if 3.3 is fully completed and a matrix has been uploaded.

Section 6

Question 6.3 Please provide details of the Higher Education Partner's induction programme for HE Learners, which include details of the qualification programme, assessment and the links with CMI support.

Explain how HE Learners will be informed about CMI as an organisation, the membership benefits and what is required to achieve a CMI qualification. Support can be obtained from CMI, for example, marketing material or Engagement support, the nature of which is dependent upon the commercial contract.

The Higher Education Partner should describe the HE Student experience from induction through to certification. This will include how they will give exit guidance and support to HE Learners prior to them completing their qualification and what needs to be done to achieve a CMI qualification.

If a Student leaves a course early, it may still be possible for them to achieve a CMI qualification irrespective of whether they have completed their HE qualification. Learners should be made aware of this.

Describe how Learners will be made aware that accreditation by CMI is subject to a positive outcome at CMI moderation. Please note that CMI does not accept module exemptions, grade transfers, or condonement for mapped modules. Evidence of learners meeting all agreed LOs is required. RPL is considered only on a case-by-case basis.

See: [Policies - CMI](#)

Section 7

Question 7.1 Please detail the assessment methods and practices to be used for the CMI qualification(s)/unit(s)

HE Partners should detail what assessment methods will be used for all mapped modules, and how the Higher Education Partner will ensure that the assessment is valid and sufficient to meet the module LOs.

Please upload evidence of IQA awareness of the proposed accreditation. Please state how IQA will ensure assessment methods are fit for the purpose of maintaining accreditation.

Question 7.5 Please submit the Higher Education Partner's system for Internal Quality Assurance (previously internal verification) (including sampling strategy) which ensures that national standards/qualifications/units are consistently interpreted over time.

Evidence for this area must include the last programme validation document or the last External Examiner's report.

Evidence for this area should include a sampling strategy to ensure LOs can still be found in learner assignments.

Programme and Module Leaders have to take ownership and ensure the CMI evidence is generated within their modules so they need to review Student work against the Module Leader Checklists to ensure sufficient evidence is provided before a CMI External Moderator views the work. The mapping document will be used to ensure that what has been agreed is actually present in the Learners' work. Failure to evidence this may mean HE Learners will not achieve the CMI qualification.

The CMI moderation system will select the sample for moderation based on the number of learners and number of modules claimed.

Where possible, CMI will try to use the same sample used by the External Examiner. However, please note that the sample provided to CMI may need to differ from that supplied to an External Examiner if there are Learners on the course not studying for CMI qualifications, or are studying at different CMI levels. Please also note that CMI will only moderate passes and not fails, unlike an External Examiner.

Where all Learners are studying the same CMI qualification at the same level the two samples may be the same. The CMI moderation system may require higher sampling levels where there is any concern. For guidance on likely sample sizes for moderation please see Appendix Q.

Finally - PLEASE NOTE: THE HUB APPLICATION APPROVAL FORM IS TO BE CONSIDERED A 'WORKING DOCUMENT' AND SHOULD BE REVIEWED AND UPDATED BY THE HE PARTNER AT LEAST ANNUALLY TO REFLECT ANY CHANGES IN PRACTICE, PROCESS OR PROCEDURE.

APPENDIX S: Resources for HE Partners

APPENDIX S: Resources for HE Partners

<p>CMI Services</p>	<p>MyCMI and the HUB</p> <p>Qualification Library</p> <p>CMI Policies</p> <p>Bitesize learning -</p> <ul style="list-style-type: none"> • https://www.managers.org.uk/education-and-learning/bitesize-courses/ <p>The Employability Skills Diagnostic (HE Partners) -</p> <ul style="list-style-type: none"> • https://www.managers.org.uk/education-and-learning/Learners-and-learners/employability-skills-diagnostic/ <p>Management Mini / Full CPD Diagnostic -</p> <ul style="list-style-type: none"> • https://www.managers.org.uk/campaigns/management-mini-diagnostic/ • Video - https://vimeo.com/716035418 <p>Management Direct</p> <p>Management Direct - Found in the Career Development Centre</p> <ul style="list-style-type: none"> • Interview 360 - https://players.brightcove.net/70829881001/default_default/index.html?videoId=6187746931001 • CV 360
<p>Quality Assurance</p>	<p>All CMI policies and procedures can be found at - https://www.managers.org.uk/education-providers/policies-and-procedures</p> <p>CMI Centre Handbook - https://www.managers.org.uk/wp-content/uploads/2020/09/Centre-Handbook.pdf</p> <p>CMI Quality Assurance Manual - https://www.managers.org.uk/wp-content/uploads/2022/02/CMI-Quality-Assurance-Handbook-January-2022-V1.pdf</p> <p>My CMI - https://www.managers.org.uk/login/?cmissologinredirect=/mycmi/ (Please note that a separate login is required for the MyCMI - please contact engagement@managers.org.uk for guidance)</p> <p>Recognised programme mapping and recognised centre approvals - recognised.mapping@managers.org.uk</p> <p>HE qualification mapping - he.mapping@managers.org.uk</p> <p>Assessment checking - ea.marking@managers.org.uk</p> <p>HE and direct delivery approvals (Approved and registered centres) - approvals@managers.org.uk</p> <p>Flexible assessment, Syllabus Queries, Professional Standards - product@managers.org.uk</p> <p>My CMI - https://www.youtube.com/watch?v=i-jH1GXayGw</p>

	<p>Extending Your CMI Market Overseas - Centre Approval Considerations - https://www.youtube.com/watch?v=GVQFr3HqoVo</p> <p>Malpractice and Maladministration - https://youtu.be/Nq6eo_oZ2k8</p> <p>Guide to Good Assessment Practice - https://www.youtube.com/watch?v=tZB-6QHqhfQ</p> <p>Good Practice in IQA - https://www.youtube.com/watch?v=G39TL3NdE14</p> <p>Conflicts of Interest & Personal Interests- https://youtu.be/qXoFvIXFI9w</p> <p>Guided Learning Hours https://www.youtube.com/watch?v=Xowh6NgHsq0</p> <p>Delivering CMI qualifications using an online and/or blended approach - https://youtu.be/2FKIHSU14uQ</p> <p>Centre Assessment Standards Scrutiny (CASS) https://www.youtube.com/watch?v=VHTCC-d7izQ</p> <p>How to deliver CMI qualifications effectively - https://youtu.be/Ub6E-JDsOGI</p>
<p>For Tutors, Assessors and IQAs</p>	<p>Staff Induction Video - https://www.youtube.com/watch?v=EC9YQ4mjmdc&feature=youtu.be - (HEI's)</p> <p>ManagementDirect - Introduction for CMI members -https://www.youtube.com/watch?v=i6vfaddshHI&list=PLqS009KiguXtJIRNqJ5lwxAKxuJS5NdMI&index=3</p> <p>How to browse content in ManagementDirect - https://www.youtube.com/watch?v=SL6yb0L6OO0&list=PLqS009KiguXtJIRNqJ5lwxAKxuJS5NdMI&index=5</p> <p>How to create learning journeys in ManagementDirect - https://www.youtube.com/watch?v=Lq7tsFKpabs&list=PLqS009KiguXtJIRNqJ5lwxAKxuJS5NdMI&index=6</p> <p>ManagementDirect - How to access resources to support your qualification - https://www.youtube.com/watch?v=_zDbQ68FIdc&list=PLqS009KiguXtJIRNqJ5lwxAKxuJS5NdMI&index=8</p> <p>International HE Partner Promo pack</p> <ul style="list-style-type: none"> • https://www.managers.org.uk/wp-content/uploads/2022/04/CMI_InternationalPromoPack_22.pdf?utm_source=Chartered%20Management%20Institute&utm_medium=email&utm_campaign=13335108_MKT_DL_EngagementUpdate_International_July22&utm_content=promo%20pack&rc=U30000637&dm_i=SYT,7XTFO,M3U5Y7,WFZAI,1 <p>International website</p> <ul style="list-style-type: none"> • CMI Internationally
<p>For Administrative staff</p>	<p>Resources for CMI centre staff who are delivering CMI qualifications - https://youtu.be/Ub6E-JDsOGI</p> <p>Amending, Creating and Deleting New Staff members on the CMI HUB - https://www.managers.org.uk/mycmi/resources/partner-guidance/</p> <p>CMI Centre Quality Assurance Meetings and how to prepare - https://www.youtube.com/watch?v=FULcNdEQNwM</p> <p>HUB Password Reset - https://ps.cmi.org.uk/</p>

	<p>New centre video - (also good for new staff using the HUB) https://www.youtube.com/watch?v=cjgLHAY1wv0</p> <p>CMI marking, moderation queries - awardingbody@managers.org.uk or call 01536 207 496, select option 1</p> <p>EPP Learner Registration, certification, HUB changes, centre change queries - qualifications@managers.org.uk or call 01536 207 496</p> <p>HE Learner Registration, certification, HUB changes, centre change queries - partnership@managers.org.uk or call 01536 207 330</p> <p>Adding and deleting staff on the HUB - awardingbody@managers.org.uk</p> <p>MoD Learner Registration, certification and queries - mod.qualifications@managers.org.uk or call 01536 207 496</p> <p>Chartered Manager enquiries - cmgr@managers.org.uk or call 01536 207 429</p> <p>Chartered Consultant enquiries - ChMC@managers.org.uk</p> <p>Membership queries - membership@managers.org.uk or call 01536 207 307</p> <p>Moderation System User Guide - https://www.managers.org.uk/wp-content/uploads/2021/11/cmi-moderation-system-user-guide.pdf</p> <p>Moderation System FAQs - https://www.managers.org.uk/wp-content/uploads/2021/10/cmi-moderation-system-faqs.pdf</p> <p>Support Video - Making the Moderation Request - https://vimeo.com/665515043/77ed414780</p> <p>Support Video - Providing Evidence to support the Moderation Submission - https://vimeo.com/665516851/3271055f25</p> <p>Support Video - Reviewing the Moderation Report/Outcome - https://vimeo.com/665517474/13f984f44c</p> <p>Learner Induction Video - https://youtu.be/I9BhqWUBnyU https://www.youtube.com/watch?v=8RpMJQOykO0&feature=youtu.be - (Training Providers) https://www.youtube.com/watch?v=qQukftiLXZs&feature=youtu.be - (HEI's)</p> <p>ManagementDirect - Introduction for CMI members - https://www.youtube.com/watch?v=i6vfaddshHI&list=PLqS009KiguXtJIRNQJ5lwxAkxuJS5NdMI&index=3</p>
For Learners	<p>My CMI - https://www.managers.org.uk/login/?cmissologinredirect=/mycmi/ (Please note that a separate login is required for the MyCMI - please contact engagement@managers.org.uk for guidance)</p>

	<p>ManagementDirect - How to manage your learning - https://www.youtube.com/watch?v=YxEFvDPDVaY&list=PLqS009KiguXtJIRNqJ5lwxAkxuJS5NdMI&index=5</p> <p>Supercharge Learner Online Experience Through Management Direct - https://www.youtube.com/watch?v=arirEfQMSI4</p>
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