CILEX

CPQ

CILEX Professional Qualification Approval Standards

<u>Important Information:</u>

The four indicative evidence items which are highlighted in orange font will also need to be evidenced from your CPQ programmes, should CILEX Approval be granted.

CILEX is fully aware this evidence cannot be produced as part of a Training Provider's application submission, as CPQ specific course materials and literature are not made available until a Training Provider has been granted CILEX Approval.

Therefore, CILEX has a post approval process in place which includes:
- **A deadline being agreed between the CILEX Quality Panel Chair and the Training Provider, when CILEX Approval is granted (usually at the end of the CILEX Quality Panel's visit).**
- **A CILEX Approved Training Provider being granted access to CILEX's VitalSource platform (where all CPQ course materials and literature are stored).**
- **Support from CILEX's Head of Educational Resources, who will work with the Training Provider to ensure the required CILEX resources are integrated into their CPQ programmes.**
- **The CILEX Head of Educational Resources signing off all CPQ specific evidence once he is satisfied with the content.**

Please note the outstanding CPQ specific evidence (outstanding at the end of the CILEX Quality Panel's visit) will not delay the CILEX Quality Panel's approval decision.

It is also important to remember the indicative evidence items highlighted will still need to be produced in respect of your current CILEX programmes, or an equivalent programme (if you are applying for CILEX Approval for the first time).

1. Entity status

Standard	Performance Criteria	Indicative Evidence
The Training Provider must be a recognised legal entity with a clear company structure	• Companies House Registration • UK Register of learning providers registration	• Company registration number • UK Register of learning providers UK provider reference number (UKPRN)
	• The Training Provider has a clear financial strategy to preserve programme delivery and protect resourcing levels on programmes	• Self-Assessment Report, end of year Financial Report or equivalent
	• Demonstrates financial viability through verified 'going concern' status	• Audited accounts, auditors' report management information
	• The provider maintains adequate indemnity insurance	• Copy of insurance certificate and policy cover

2. Governance

Standard	Performance Criteria	Indicative Evidence
The Training Provider must have an effective governance structure in place with oversight and clear accountability for all key functions	• The programme fits within the overall Training Provider's vision	• Evidence of support for the Approved Training Provider application form signed by Head of Training Provider/CEO Senior Management. Statement, business plan, organisational strategy from the Head of Training Provider/CEO Senior Management, confirming how a CPQ Provision fits within the overall Training Provider vision
	• Demonstrates a clear approach to identifying and managing conflicts of interests, whether	• Conflicts policy and procedure • Conflicts register (completed)

	potential or realised	
	• The governance and decision-making structure is clearly defined, documented, and understood, including the role and extent of authority of any owners, trustees, or governing body of the organisation	• Up-to-date organisation chart, memorandum and articles, trustee agreements and/or other governance documents
	• Details of Directors, Board members, Governance members, CEO (or equivalent)	• See above bullet point
	• The company directors, Board members, Governance members, CEO (or equivalent) are aware of the fiduciary and regulatory duties	• Copy of associated job description, role, and responsibilities document, or equivalent

3. Management and Staffing

Standard	Performance Criteria	Indicative Evidence
Policies, procedures, and resources must be in place to enable the development and delivery of high-quality learning programmes	• Roles, responsibilities, and accountabilities are clear for all staff and communicated to Trainees • Demonstrates a thorough and consistent approach to staff recruitment, retention, and development	• Up-to-date organisational chart (which includes all staff involved in the delivery of CILEX programmes) • Recruitment policies and procedures • Staff disciplinary and grievance procedures • Details of programme budget • Up-to-date signed contacts contracts of employment for *all Self- employed staff*
	• Experience and qualifications are appropriately checked and verified before recruitment and records are accurately maintained	• Staffing data including CVs detailing academic and teaching qualifications, staffing structure and Trainee: staff ratio

	• Staff must have appropriate level of academic and/or practice experience to deliver the programme	• See above bullet point
	• Staff have a level of subject knowledge, pedagogic and communication skills which allows them to deliver the programme effectively	• See above bullet point
	• Staffing levels are kept under review with appropriate Trainee: staff ratio documented and maintained	• See above bullet point
	• Staff turnover levels are appropriate to ensure stability and consistency of tuition	• Staff turnover data • Evidence senior management understand and commit to the required resourcing levels for the programme

4. Risk Management

Standard	Performance Criteria	Indicative Evidence
The Training Provider must operate an effective and comprehensive approach to risk management and contingency planning	• The Training Provider has an effective and comprehensive approach to risk management • The Training Provider has a clear and comprehensive approach to contingency planning	• Risk policy and full risk register (completed) • Contingency planning documents, including the plan(s) and how it/they are tested

5. Quality Monitoring, Review and Evaluation

Standard	Performance Criteria	Indicative Evidence

The quality of programme delivery is monitored and reviewed in a systematic and developmental way	• Systems and policies in place to include:
	  ➢ entry requirements
	  ➢ quality of teaching, learning and assessment
	  ➢ appraisal and feedback systems for Trainees
	  ➢ Trainee performance reviews
	  ➢ resources and capacity
		• Formal system of review that feeds into future programme improvements and evidence of related action plans
		• Trainee survey **Please note this indicative evidence also links to evidence requested under Standard 9 "Feedback from Trainees is obtained, recorded, and reviewed on a regular basis"**

	• Maintains a robust and effective approach to quality assurance which feeds programme improvement	• Quality assurance policy and procedure • Quality monitoring data • Examples of how reviews have led to improvements • Minutes of relevant committee/board meetings and/or Minutes of staff meetings
	• Demonstrates a robust approach to malpractice and maladministration that is consistent, fit for purpose, and understood and implemented by all staff	• Malpractice policy, procedures; records and related correspondence
	• The Training Provider ensures Trainees have access to a published complaints procedure of which they are informed in writing at the start of the programme	• Details of the Training Provider's published complaints procedure
	• Trainees are advised of CILEX's own complaints procedure	• Details of how Trainees are made aware of CILEX's own complaints procedure
	• The Training Provider demonstrates they meet the needs of local businesses and employers in developing their own skills and those of their workforce to support the development of local, regional, and national economy.	• Details of any employer engagement strategy • Input from external stakeholders, including any employer feedback

6. Programme Design and Structure

Standard	Performance Criteria	Indicative Evidence
The course structure must support Trainees to enable them to achieve the qualification learning outcomes	• The course has clear objectives, is appropriately structured, with up to date content reflecting the title and objectives and being appropriate for the target audience • CILEX curriculum and core materials (including assessment resources) are integrated into programme design	• Examples of course literature and Trainee handbook • Mapping of programme design to CILEX requirements to show how resources are integrated and how they are being used in practice

7. Programme Planning and Management

Standard	Performance Criteria	Indicative Evidence

Courses must be planned and managed through transparent processes which must show who is responsible for what at each stage	• All education and training is supported by a defined management plan with:
	  ➢ a schedule of responsibilities
	  ➢ defined structures and processes to manage the delivery of education and training
	
	• Staff are given sufficient training on the assessment tools and marking criteria
	
	• The Training Provider must demonstrate the use of effective mechanisms for the monitoring of:
	  ➢ Trainee achievement
		• Service Level Agreements
		
		• Evidence of staff training sessions on assessment tools and marking criteria
		• Samples of internal assessment procedures/samples of assessment methods/assessment tools
		• Samples of marked participants' work with feedback to the participant
		
		• Records of Trainee progress
		• Evidence of attendance monitoring, including class

	➢ **Trainee progression** ➢ **Assessment outcomes** ➢ **Attendance** ***The above should include details of the process in place for prompt intervention if a Trainee is not making satisfactory progress***	**registers for each course/programme**

8. Teaching and Learning

Standard	Performance Criteria	Indicative Evidence
Teaching and learning must support progressive Trainee development	• **The programme delivery make effective use of all appropriate teaching and learning resources** • **Tutors employ effective strategies to involve all Trainees in active participation and to check their understanding of concepts and programme content** • **Teaching takes account of different learning needs of Trainees, applies various learning styles appropriate to content delivered**	• **Evidence of all internal systems, platforms and apps which are utilised for the delivery of CILEX programmes** • **Evidence tutors are using CILEX resource materials and integrating into the programme** • **Target group details, examples of how programme planning accommodates Trainees needs**

9. Trainee Experience

Standard	Performance Criteria	Indicative Evidence

Standard	Performance Criteria	Indicative Evidence

The Training Provider must provide Trainees with a consistently high-quality learning experience	• **Trainees have access to advice, guidance, and support in relation to the programme**	• **Details of Trainee Support Services available:**
		  ➢ **Trainees receive an appropriate induction and relevant information at the start of the programme**
		  ➢ **Trainees are provided with the relevant contact information, allowing them to submit queries relating to their programme**
		  ➢ **Evidence that staff have the capacity to respond to Trainee's enquiries and provide feedback and support in a timely manner.**

	• **There is a clear strategy for retaining Trainees and an effective approach to ensuring they have a positive experience and positive outcome**	• **Evidence of changes made because of Trainees' feedback** • **Progression and achievement data** • **Retention data** • **Pass rate data**
	• **Feedback from Trainees is obtained, recorded, and reviewed on a regular basis**	• **Trainee Survey**
	• **Feedback from Trainees is analysed, and action taken where necessary**	• **Formal system of review that feeds into future programme improvements and evidence of related action plans**

10. Staff Professional Development

Standard	Performance Criteria	Indicative Evidence

Those delivering education and training must be encouraged and supported to develop in their professional role	• There must be a range of mechanisms in place to support staff to develop in their professional role	• Evidence of how staff are supported in their continuing professional development and are enabled to develop further pedagogic techniques to enhance the learning of the Trainees • CPD records (anonymised)
	• Induction programmes are provided for tutors and staff as appropriate	• How are newly appointed tutors supported, evidence of induction process

	• Everyone involved in delivering and supporting the programme (teaching, managerial and administrative staff) should have:
	  ➢ effective supervision
	  ➢ an appropriate and realistic workload
	  ➢ effective personal support
	  ➢ mentoring peer support
	  ➢ time to pursue continuing professional development opportunities
		• Evidence of peer reviews, including completed classroom observation records
		• Evidence that staff appraisal systems address performance issues (anonymised).
		• Evidence that staff development systems affect programme delivery
		• Staff development policy and procedures, professional development for teaching and learning

11. Premises and Facilities

Standard	Performance Criteria	Indicative Evidence

Standard	Performance Criteria	Indicative Evidence

Premises and facilities must be of a sufficient and adequate standard to deliver CILEX programmes and offer a quality learning experience to the Trainee and support the overall Trainee capacity	• Demonstrates that the required materials, equipment, and facilities are fit for purpose and available to all Trainees to meet the specified learning outcomes	• Resource list:
		  ➢ rooms
		  ➢ facilities
		  ➢ IT
		  ➢ virtual learning environment (VLE)
		  ➢ Website information for Trainees
		
		The evidence requested which relates to VLE, IT and facilities may have already been provided under Standard 8. Similarly, evidence relating to internal systems/platforms may have already been provided under previous Standards. Please cross reference the rationale and evidential documents

	• The Training Provider has secure tenure on any premises for the length of the approval agreement	• Tenancy/mortgage agreements
	• Training Provider premises are safe, clean, accessible, appropriately maintained, and signposted	• Published guidance and instructions relating to safety and security, details of how the premises are restricted and secured
	• Process in place to ensure that any external venue(s) are suitable for programme delivery	• Documented process/ venue details for use of external venues

12. Equality, Diversity, and Inclusion

Standard	Performance Criteria	Indicative Evidence

Delivery of CILEX qualifications must be based on principles of equality and diversity and must be accessible to all regardless of background. It must meet the requirements of all relevant legislation	• Mechanisms are in place capturing equality and diversity data	• Evidence that equality and diversity data is collected at the Trainee enrolment stage • Evidence demonstrating how this data is recorded and used to support individual Trainee's learning experience
	• Concerns should be documented, addressed, and disseminated	• Evidence that barriers or issues have been addressed where identified
	• Staff training in equality and diversity is provided	• Evidence that staff, and Trainees have been trained in equality and diversity issues and are updated as necessary

	• Trainees are not treated unfairly on grounds of:
	  ➢ age
	  ➢ disability
	  ➢ gender reassignment
	  ➢ marriage and civil partnership
	  ➢ pregnancy and maternity
	  ➢ race
	  ➢ religion or belief
	  ➢ sex
	  ➢ sexual orientation
	  ➢ social background
		• Evidence that EDA is integrated within programme delivery
		• Copy of EDA policy