

CILEX

CPQ

**CILEX Professional Qualification
Approved Standards - 2021**

Section	Standard	Performance Indicator	Indicative evidence
1. Entity status	The Training Provider must be a recognised legal entity with a clear company structure	<ul style="list-style-type: none"> • Companies House Registration • The Training Provider has a clear financial strategy to preserve programme delivery and protect resourcing levels on programmes • Demonstrates financial viability through verified 'going concern' status • The provider maintains adequate indemnity insurance 	<ul style="list-style-type: none"> • Company registration number • Details of Directors • Copy of insurance certificate and policy cover • UK Register of learning providers UK provider reference number (UKPRN) • Audited accounts, auditors' report management information
2. Governance	The Training Provider must have an effective governance structure in place with oversight and clear accountability for all key functions	<ul style="list-style-type: none"> • The programme fits within the overall Training Provider's vision • Demonstrates a clear approach to identifying and managing conflicts of interests, whether 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 • The company directors are aware of the fiduciary and regulatory duties 	<ul style="list-style-type: none"> • 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 • Conflicts policy and procedure • Conflicts register (completed) • Up-to-date organisation chart, memorandum and articles, trustee agreements and/or other governance documents

3. Management and Staffing	Policies, procedures and resources must be in place to enable the development and delivery of high-quality learning programmes	<ul style="list-style-type: none"> • 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 • Experience and qualifications are appropriately checked and verified before recruitment and records are accurately maintained • Staffing levels are kept under review with appropriate student: staff ratio documented and maintained • Staff turnover levels are appropriate to ensure stability and consistency of tuition • Staff must have appropriate level of academic and/or practice experience to deliver the programme • Staff have a level of subject knowledge, pedagogic and communication skills which allows them to deliver the programme effectively 	<ul style="list-style-type: none"> • Details of programme budget • Evidence senior management understand and commit to the required resourcing levels for the programme • Staffing data including CVs detailing academic and teaching qualifications, staffing structure and student: staff ratio • Recruitment policies and procedures • Staff disciplinary and grievance procedures • Evidence of attendance monitoring, including class registers for each course/programme • Up-to-date signed contracts of employment for all self-employed staff • Staff turnover data
4. Risk Management	The Training Provider must operate an effective and comprehensive approach to risk	<ul style="list-style-type: none"> • The Training Provider has an effective and comprehensive approach to risk management 	<ul style="list-style-type: none"> • Risk policy and full risk register (completed) • Contingency planning documents, including the plan(s) and how it/they are tested

	management and contingency planning	<ul style="list-style-type: none"> • The Training Provider has a clear and comprehensive approach to contingency planning 	
5. Quality Monitoring, Review and Evaluation	<p>The quality of programme delivery is monitored and reviewed in a systematic and developmental way</p>	<ul style="list-style-type: none"> • Systems and policies in place to include: <ul style="list-style-type: none"> ➤ entry requirements ➤ quality of teaching, learning and assessment ➤ appraisal and feedback systems for Trainees ➤ Trainees performance reviews ➤ resources and capacity • Maintains a robust and effective approach to quality assurance which feeds programme improvement • Demonstrates a robust approach to malpractice and maladministration that is consistent, fit for purpose, and understood and implemented by all staff • 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 • Trainees are advised of CILEx's own complaints procedure 	<ul style="list-style-type: none"> • Formal system of review that feeds into future programme improvements and evidence of related action plans • Examples of how reviews have led to improvements • Quality assurance policy and procedure • Student survey • Minutes of relevant committee and/or board meetings • Minutes of staff meetings • Input from external stakeholders, employers • Quality monitoring data • Malpractice and maladministration policies, procedures; records and related correspondence. • Details of the Training Provider's published complaints procedure

			<ul style="list-style-type: none"> • Details of how Trainees are made aware of CILEX's own complaints procedure • Website/information pack for Trainees
6. Programme Design and Structure	The course structure must support Trainees to enable them to achieve the qualification learning outcomes	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Examples of course literature and student 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	Courses must be planned and managed through transparent processes which must show who is responsible for what at each stage	<ul style="list-style-type: none"> • All education and training is supported by a defined management plan with: <ul style="list-style-type: none"> ➢ a schedule of responsibilities ➢ defined structures and processes to manage the delivery of education and training • Programme literature clearly reflects the learning outcomes provided within CILEX resources • 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 student achievement and progression 	<ul style="list-style-type: none"> • Clear course documentation issued to Trainees • 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

		<ul style="list-style-type: none"> • Assessment outcomes are monitored to enable the identification of participants who are not making satisfactory progress and prompt intervention takes place if required 	
8. Teaching and Learning	Teaching and learning must support progressive Trainee development	<ul style="list-style-type: none"> • Course structure is appropriate to allow Trainee to develop understanding and competence incrementally through the programme • 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 	<ul style="list-style-type: none"> • Submitted programme details • Module delivery plans, Trainees feedback forms; records of Trainees performance • Target group details, examples of how programme planning accommodates Trainees needs • Evidence tutors are using CILEx resource materials and integrating into the programme • Evidence of monitoring of teaching staff, including completed classroom observation records
9. Student Experience	The Training Provider must provide Trainees with a consistently high-quality learning experience	<ul style="list-style-type: none"> • Trainees have access to advice, guidance, and support in relation to the programme • There is a clear strategy for retaining Trainees and an effective approach to ensuring they have a positive experience and positive outcome 	<ul style="list-style-type: none"> • Student survey results • Evidence of changes made because of Trainees feedback • Progression and achievement data • Retention data

		<ul style="list-style-type: none"> • Feedback from Trainees is obtained, recorded and reviewed on a regular basis • Feedback from Trainees is analysed, and action taken where necessary 	<ul style="list-style-type: none"> • Pass rate data
10. Staff Professional Development	Those delivering education and training must be encouraged and supported to develop in their professional role	<ul style="list-style-type: none"> • There must be a range of mechanisms in place to support staff to develop in their professional role • Induction programmes are provided for tutors and university staff as appropriate • Everyone involved in delivering and supporting the programme (teaching, managerial and administrative staff) should have: <ul style="list-style-type: none"> ➤ effective supervision ➤ an appropriate and realistic workload ➤ effective personal support ➤ mentoring peer support ➤ time to pursue continuing professional development opportunities 	<ul style="list-style-type: none"> • Evidence that staff appraisal systems address performance issues (anonymised) • Evidence of peer reviews • How are newly appointed tutors supported, evidence of induction process • Evidence that staff development systems affect programme delivery • Staff development policy and procedures professional development for teaching and learning • 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)
11. Premises and Facilities	Premises and facilities must be of a sufficient and adequate	<ul style="list-style-type: none"> • Demonstrates that the required materials, equipment, and facilities are fit for purpose and available to all Trainees to meet the specified learning outcomes 	<ul style="list-style-type: none"> • Resource list: <ul style="list-style-type: none"> ➤ rooms ➤ facilities ➤ IT

	<p>standard to deliver CILEx programmes and offer a quality learning experience to the student and support the overall student capacity</p>	<ul style="list-style-type: none"> • The Training Provider has secure tenure on any premises for the length of the approval agreement • Training Provider premises are safe, clean, accessible, appropriately maintained, and signposted • Process in place to ensure that any external venue(s) are suitable for programme delivery 	<ul style="list-style-type: none"> ➤ virtual learning environment (VLE). • Tenancy/mortgage agreements • Published guidance and instructions relating to safety and security, details of how the premises are restricted and secured • Documented process/ venue details for use of external venues.
<p>12. Equality, Diversity and Accessibility</p>	<p>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.</p>	<ul style="list-style-type: none"> • Systems and policies for capturing equality and diversity data should be in place • Concerns should be documented, addressed and disseminated • Staff training in equality and diversity is provided. • Trainees are not treated unfairly on grounds of: <ul style="list-style-type: none"> ➤ age ➤ disability ➤ gender reassignment ➤ marriage and civil partnership ➤ pregnancy and maternity ➤ race ➤ religion or belief ➤ sex ➤ sexual orientation ➤ social background 	<ul style="list-style-type: none"> • Evidence EDA is integrated within programme delivery • Copy of EDA policy • Evidence that barriers or issues have been addressed where identified • Evidence that staff, and trainees have been trained in equality and diversity issues and are updated as necessary