Quality Assurance Document

Policies, Procedures and Guidelines

Version 14 (December 2013)
## Contents

1. Crossfields Institute .......................................................... 4
   1.1 Activities ......................................................................... 4
   1.2 Objects, philosophy and aims ........................................... 4
   1.3 Method ........................................................................... 5
   1.4 Holistic Quality Assurance .............................................. 6
   1.5 Quality and Development Department ............................. 7
      1.5.1 Quality Assurance Team ........................................... 7
      1.5.2 Qualification Development Team ............................... 8
      1.5.3 Academic Administration Team ............................... 8
   1.6 Education and Research Division .................................... 9
   1.7 Personnel ...................................................................... 9

2. Partnerships and Affiliates .................................................. 10
   2.1 Affiliates ....................................................................... 10
   2.2 Partnerships .................................................................... 11
   2.3 Applicant Organisations ................................................. 12
   2.4 Due Diligence Approval process ....................................... 12
   2.5 Annual Review ................................................................ 14
   2.6 Revalidation ................................................................... 14

3. Overview of Centre Approval/Monitoring Cycle .................... 15

4. Overview of Educational Activities and Mandatory Workshops ...... 17

5. Conditions for approval ...................................................... 18
   5.1 Vision, values, purpose and method ................................. 18
   5.2 Organisational arrangements ......................................... 18
   5.3 Programme Teams and Staffing ...................................... 18
   5.4 Programme and quality assurance management .............. 19
   5.5 Learner recruitment and entry requirements .................. 19
   5.6 Learner Records ............................................................ 19
   5.7 Assessment ................................................................... 20
   5.8 Complaints, appeals and compliance ............................... 20
   5.9 Context and resources .................................................... 20
   5.10 Programme review procedures ...................................... 20

6. Crossfields Institute quality assurance policies and procedures .... 22
   6.1 Assessment Policy .......................................................... 22
   6.2 Checking Advertising Policy .......................................... 24
   6.3 Complaints and Appeals Policy and Procedure ............... 24
   6.4 Data Protection Policy Statement and Procedure ............ 27
   6.5 Equality and Diversity Policy and Procedure ................. 32
   6.6 Recognition of Prior Learning (RPL) ............................... 35
   6.7 Health and Safety Policy ................................................ 39
   6.8 Learner Admissions and Recruitment Policy .................... 41
   6.9 Malpractice Policy .......................................................... 42
   6.10 Programme Review Policy ............................................. 46
   6.11 Reasonable Adjustments and Special Considerations Policy .... 47
   6.12 Registration and Certification Policy ............................. 52
   6.13 Internal Quality Assurance Policy ................................ 53
| 7.  | Standard Affiliation Agreement .......................................................... | 54 |
| 8.  | Unit Writing ......................................................................................... | 58 |
| 8.1 | Unit Writing Guidelines ....................................................................... | 58 |
| 8.2 | Unit Template ....................................................................................... | 59 |
| 9.  | DD1 – Institutional Assessment Form .................................................. | 61 |
| 10. | Due Diligence 2 - Centre Approval ...................................................... | 63 |
| 11. | Annual Centre Review ........................................................................... | 71 |

This document is created for the use of Crossfields Institute employees, affiliates, partner organisations, awarding and accrediting bodies.

The document comprises the history, philosophy, aims and organisational management of Crossfields Institute as well as the quality assurance policies and procedures used and promoted by our organisation and its affiliates.

The material in this document has been cross-referenced to the standards of Pearson Qualification Ltd, the Quality Assurance Agency and Ofqual.

If you have questions or comments about this document please email: dialogue@crossfieldsinstitute.com
1. Crossfields Institute

Crossfields Institute was founded in 2007 in response to a growing need for formal recognition and appropriate accreditation or validation of alternative education and research in the third sector and beyond.

Supported and sponsored by Aonghus Gordon for Ruskin Mill Trust, William Steffen for Camphill England and Wales and the Camphill Foundation, Crossfields Institute was incorporated as a charity and company limited by guarantee in 2008 and has since grown to include a wide network of affiliated organisations, education providers and communities internationally with over 2000 learners.

1.1 Activities

Over the last three years, the main activities of Crossfields Institute have been to establish collaboration and dialogue with education providers and to research and develop new programmes and qualifications in partnership with affiliated organisations and accrediting organisations. We have also been actively engaged in forming a new network for individual researchers and organisations involved in holistic and integrated higher education. Crossfields Institute has been awarded the Edexcel Assured international quality benchmark by Pearson Qualifications, the UK’s largest internationally recognised awarding body for its programme and qualification development process.

We are also recognized as a Higher Education Institute and work in collaboration with several universities including the University of the West of England.

Crossfields Institute consists of the following teams and departments:

1. Quality and Development Department (QDD)
   a. Qualification Development Team
   b. Quality Assurance Team
   c. Academic Administration Team

2. Education and Research Division (ERD)

Department managers and a team comprising quality assurance coordinators, internal quality assurers (IQAs) and qualification development coordinators report to the Senior Management Team, the Chief Executive and the Board of Trustees. The Education and Research Division is a separate department that undertakes research activities related to the development of holistic education. The Chief Executive is responsible for the running of all departments and reports directly to the Board of Trustees.

1.2 Objects, philosophy and aims

The objects of the charity are to:
1. Advance, promote and develop education, training and research inspired by anthroposophy and other holistic and integrative approaches
2. Support related initiatives and research activities
3. Develop and/or provide qualifications and awards relating to such education, training and research

Our constitution is available here [www.crossfieldsinstitute.com/text/MemandArts.pdf](http://www.crossfieldsinstitute.com/text/MemandArts.pdf)
We seek collaboration with organisations that:

- Take an integrative approach to teaching, learning and research
- Have an holistic view of the human being that includes body, soul and spirit
- Promote sustainable and ethical approaches to the environment and the use of natural resources.

Our philosophy is that:

- *Vision, values, purpose and method* determine the validation/accreditation process
- We promote an individualised approach to programme development and quality assurance where *vision and content determine structure*

We accompany affiliates from vision building through to final accreditation or validation, depending on the type of programme or qualification, by means of a collaborative process involving individuals and/or teams. The process is flexible and tailor-made to serve the needs of the learners and the general public. Our intention is to promote clarity, openness, transparency and rigour at all times.

Our aim is to ensure that the essence of the education provision is:

- Transparent
- Consistent with the delivery
- Quality assured effectively
- Recognised by peer organisations
- Recognised by the sector
- Understood by the public
- Awarded to competent learners

1.3 Method

Dialogic action research is a method by which self-reflective enquiry leads to better understanding of situations and practice and how it can be improved. This approach is used to ensure that validation plays a constructive role in developing, reviewing and improving the quality of provision. Crossfields Institute’s approach to validation is informed by action research, the aim being to work with its affiliated centres to facilitate the process of internal self-assessment in the first instance, followed by a process of dialogue and collaboration both with Crossfields Institute and other peer organisations. The most effective result is obtained when a balance and rhythm is achieved between internal and external review and consultation. This demands high levels of conscious administration, commitment, accountability, responsibility and transparency without losing sight of the fact that at the core of the process is the aim of improving practice and adding value to the learner experience.

Learner-centre validation must be customised and fit for purpose. The quality assurance system needs to be comprehensive, robust and flexible so that both teachers and assessors can maintain a creative approach. The pilot and review phases should inform and structure the system as well as facilitate ownership and commitment by those working with it. These phases include understanding the learner profile, taking the personal processes (of the teacher and assessor), making them transparent and broadening the diversity of assessment practices to ensure a balance between practical and theoretical assessment.
Central to Crossfields’ approach is the practice of self-reflection. This involves each stakeholder questioning the relationship to the original intention, how others perceive that intention, reviewing how the original intention has developed and changed, whether these changes have been discussed in a meaningful way with all stakeholders, how outcomes may be evaluated, improvements may be implemented and whether new insights have developed.

The programme or qualification that is established needs to be placed within a framework of accountability to ensure that it is transparent, consistent with delivery, effectively quality assured, recognised by peer organisations and by the broader sector, understood by the public and awarded to learners who are competent. The desired outcome of the programme/qualification is explored - what knowledge and skills graduates will need to have and how are those developed by the learning process. At the same time, the broader context of the world at large also needs to be examined.

The final questions then are asked of the teachers. It is the teacher’s responsibility to integrate all of the above so that the curriculum of the programme or qualification forms the foundation of what is taught in the classroom; the process of teaching meets the learning and assessment strategy; and the vision behind the teaching makes clear the rationale and relevance of the subject. The teacher also needs to ensure that the learner’s needs are met and that the students are challenged, that the educational context for the delivery is clear as well as the context within the wider sector. Finally there is the presentation and dissemination of the programme/qualification to the broader public, which then support all of the above.

1.4 Holistic Quality Assurance

Crossfields Institute promotes holistic quality assurance that is a truly reflective, mindful process, focussed on the needs of the learners and, ultimately, the society they contribute to. Our aim is to have a set of processes which are embedded in everyday practice and guarantee that quality will be experienced consistently throughout our partners, their learning provision and in all areas of our work.

We consider ourselves part of an action research culture and we aim to create an ongoing dialogue with peer organisations to share practice. In quality assurance – as in many other fields – there are generic standards and given coordinates within which we may create a specific system.

Since the context, circumstances and resources are not identical within each Crossfields Institute approved centre, we work with each centre to design a quality assurance process that best fits the needs of the organisation. We focus on achieving benefits which are significant to the individual learner and their context and therefore will have a positive impact on their experiences and achievements. Our quality assurance system is about the learner and their learning environment.

We hold ourselves to account against our own quality assurance standards:

- The meaningful design of programmes and qualifications to achieve their purpose
- The validating/authenticating process complements the values of our affiliates/clients
- To foster a culture of shared conscious and reflective practice
- To recognise and respect autonomy and professional accountability and engender a culture/climate of professional confidence and excellence
• To minimise bureaucracy whilst upholding excellent standards, where the processes are responsive to the practice
• We are committed to building communities of practice
• We recognise the value of research
• We value the entire learner journey of each individual and support the process over and above the achievement of a qualification or award
• We exemplify a holistic approach to design and delivery of assessment
• We exemplify a holistic approach to teaching and learning
• We periodically and regularly review approach to the design, delivery and development of awards and qualifications

Crossfields Institute is Edexcel Assured by Pearson Education Ltd, UK’s largest internationally recognised awarding body.

The Institute is also approved by and works in partnership with the University of the West of England.

Through these partnerships, Crossfields Institute can design programmes and qualifications of all sizes from entry level to level 7.

The Institute consists of 2 main departments:

- Quality and Development Department
- Education and Research Division

1.5 Quality and Development Department

The Quality and Development Department consists of 3 teams – the Quality Assurance Team, the Academic Administration Team and the Qualification Development Team.

1.5.1 Quality Assurance Team

The Quality Assurance Team is responsible for:

- Setting and upholding standards across all CI centres
- Setting and upholding CI policies and procedures across all CI centres
- Registration and certification of learners
- Design of fit for purpose, holistic quality assurance processes
- Assessor and quality assurance training
- Validation of all CI programmes
- Centre approval and centre review
- Managing relationships with regulatory authorities (Pearson Education Ltd, Ofqual, UWE)
- Quality assurance and improvement
- Programme reviews

The Quality Assurance Team can be contacted on registration@crossfieldsinstitute.com
1.5.2 Qualification Development Team

The Qualification Development Team is available to work with affiliates wishing to design new programmes or qualifications.

The process involves getting to know the idea behind the proposed programme. The QD team works in collaboration with the proposed programme team to ensure that we design programmes and qualifications that are coherent with their vision, values, purpose and method.

The key activities offered by the team include guidance and assistance in:

1. Organisational vision and values
2. Identifying qualification/programme objectives
3. Designing new qualification and programme structures
4. Writing unit and modules for FE and HE provision
5. Creating faculty handbooks, tutor manuals and practitioner’s guides
6. Writing organisational standards and subject benchmark statements

It is very likely that the outcome of the pilot phase will lead to more work and revisions to the programme content prior to the official launch of the programme.

For more information please refer to section 3.

Benefits to affiliates and learners of accreditation or validation include:

- Affiliates are able to co-design with us a flexible framework for the validation of their programmes
- All programmes and qualifications are managed by Crossfields Institute and we are able to take an individualised approach to assessment and delivery models
- Crossfields Institute is responsible for designing the quality assurance of all programmes and qualifications and carrying out the external assessments
- Pearson Education is the gateway for providers who wish to submit their units to the National Qualifications Framework (NQF) or the Qualifications and Credit Framework (QCF and also SQCF) - this may be necessary for some providers wishing to enrol learners from non-EEA countries
- Pearson Education Ltd has offices in a large number of countries worldwide and we are able to extend our collaboration to include international awards
- All certificates awarded to graduates will carry the logo of the provider as well as the Crossfields Institute, Edexcel or University of the West of England, representing the wider recognition of the programmes and qualifications.

Affiliated organisations go through a formal approval procedure in order to offer Crossfields Institute programmes or qualifications. See section 4 and 5.

1.5.3 Academic Administration Team

The Academic Administration Team processes all learner registrations and certification claims. It also serves affiliates who outsource their academic administration to Crossfields Institute. This includes organisations that run Crossfields Institute Edexcel Assured programmes or qualifications as well as organisations with whom we run a collaborative...
Higher Education provision, accredited by UK universities such as the University of the West of England. This team is responsible for the creation and maintenance of staff and learner handbooks.

1.6 Education and Research Division

The Education and Research Division is a separate department within Crossfields Institute. It undertakes research activities related to the development of holistic education, this includes:

2.1 Arranging academic research conferences
2.2 Developing research papers
2.3 Creating a national and international network of HEIs and academic researchers that share our philosophy of a holistic and integrated approach to education.
2.4 The provision of a University accredited Masters of Science programme

As a contribution towards the development of higher education and research inspired by a holistic and integrative approach, we have created a national and international network of affiliated education providers, higher education institutes and academic researchers that share our values and philosophy.

Activities:
- We have created formal links to international higher education providers with whom we offer BA and MA courses in the UK. [http://www.crossfieldsinstitute.com/about-us/partnerships](http://www.crossfieldsinstitute.com/about-us/partnerships)
- We have launched a Masters of Science in Practical Skills Therapeutic Education, accredited by the University of the West of England. [http://www.crossfieldsinstitute.com/education_and_training/msc-programme/](http://www.crossfieldsinstitute.com/education_and_training/msc-programme/)

1.7 Personnel

Further detailed information about personnel can be found on the website: [http://www.crossfieldsinstitute.com/about-us/the-team/](http://www.crossfieldsinstitute.com/about-us/the-team/)

Board of Trustees:
Aonghus Gordon
Dr Isis Brook
Simon Fielding, OBE
Shaina Stoehr
Eric Kaufmann

Founder and Chief Executive:
Charlotte von Bülow

Director of Operations:
Judy Foster

Finance Manager:
Anne Feakes
2. Partnerships and Affiliates

2.1 Affiliates

We have a large network of affiliates and partnership organisations, both in the UK and internationally. Please find below a sample of our affiliates, click on the links to find out more about the organisations we work with.

AHCET (Anthroposophical Healthcare Education and Training)

Biodynamic Association

Biodynamic Association of South Africa

Birth to 3 Early Years Programme

Blagoe delo Social Therapy, Russia

Camphill Communities:
- William Morris House
- Gannicox
- Orchard Leigh
- Lantern Community
- Sturts Farm
- Oaklands Park Camphill

Camphill Eurythmy School

Dewe School, Uganda

Ecosign, Germany

The Emerson College Trust Ltd

Emerson Visual Arts

HMP YOI Parc

International Foundation for Equine Assisted Learning

Irish Institute of Nutrition and Health

Living Well, Dying Well

London Steiner Kindergarten Training Company

North of England Steiner Waldorf Early Childhood Studies

Motive Wa Badiri, Botswana

Montessori Centre International

Metavision Institute, Australia
Rudolf Steiner University College, Norway

Ruskin Mill Trust

- Ruskin Mill College
- Glasshouse College
- Freeman College
- Plas Dwbl
- Transform Residential
- Brantwood Specialist School

Tobias School of Transpersonal Art Therapy

The Grubb Institute

Waldorf Upper School Curriculum Development affiliates

UK Schools:

- Michael Hall
- Steiner Academy Hereford
- South Devon
- Michael House
- Ringwood

European Schools:

- Espoon (Finland)
- Kristopherskolen (Norway)
- Wolfsburg (Germany)
- Oldenburg (Germany)
- Potsdam (Germany)
- Dusseldorf (Germany)

West of England Steiner Teacher Training (WESTT)

WLH (Waldorflärarhögskolan), Sweden

2.2 Partnerships

University of the West of England

Through our partnership agreement with UWE we offer a unique opportunity for our centres to place new or existing Higher Education programmes into a validated ‘Shell Framework’. These programmes are accredited by the UWE. This is an innovative and flexible validation framework that allows our centres to deliver blended, online or work-based learning in accordance with their organisational, learner or client needs.


Steiner Waldorf Schools Fellowship and European Council for Steiner Waldorf Education

Upper School Curriculum Development in partnership with a group of 11 Steiner Schools in the UK and Europe.
2.3 Applicant Organisations

Organisations intending to offer Crossfields Institute programmes or qualifications are assessed in three main areas of their educational provision:

- **Content**: vision, values, purpose and method; content level and language; content management; skills and expertise of the programme team
- **Context**: organisational setup, physical resources, financial sustainability
- **Quality assurance**: structure of delivery, policies and procedures on assessment, internal quality assurance, programme team and learner interface, learner support, programme reviews and implementation of results

As evidence of good practice, applicant centres are asked to provide us with:

- A learner handbook
- A staff handbook
- Quality Assurance documents and/or Policy handbook\(^1\)
- DD1 - Institution Assessment Form

Please refer to the Crossfields Institute Centre Handbook for suggested list of policies. Applicant organisations that are inspected by the Care Quality Commission, Northern Ireland Social Care Council, Care Council for Wales, Scottish Social Care Council, British Accreditation Council or Ofsted are encouraged to include a copy of their latest inspections report.

2.4 Due Diligence Approval process

The initial affiliation process is described on our website [www.crossfieldsinstitute.com/join_us/about-affiliation](http://www.crossfieldsinstitute.com/join_us/about-affiliation)

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\(^1\) Where quality assurance procedures and policies are included in the learner and staff handbooks the Institute will not require additional material. Please refer to the Handbook guide for a list of required contents.
New providers wishing to affiliate with the Institute are advised to read the content of the affiliation page and submit the online application form.

Centres intending to offer Crossfields Institute programmes or qualifications are asked to complete the following steps:

1. Complete and return the online Affiliation form
   http://www.crossfieldsinstitute.com/join_us
2. Due Diligence 1 – Institution Assessment

Potential affiliates are asked to complete and submit an initial Institutional Assessment form. (see www.crossfieldsinstitute.com/resources) This form is intended to capture all relevant details for an assessment on:
- New proposed programmes
- Proposed significant changes to an existing programme

The process aims to inform us about:
- The history and objectives of your organization
- The vision for your programme
- The size and nature of your organisation
- Links with other organisations

3. Due Diligence 2 – Centre Approval

If after due consideration of the Institutional Assessment form, Crossfields Institute is satisfied, then the next stage of the due diligence process occurs:

- A member of our team will contact the centre to arrange a further meeting and to discuss any questions or concerns. If the decision to proceed is taken, the centre will be asked to complete a Due Diligence 2 – Centre Approval Form and prepare for a centre approval visit. We may advise the centre to seek assistance from the CI Qualification Development Team (CI QDT). Centres who are already in a process with the CI QDT will automatically receive guidance through the application process by a member of the team.
- Three weeks prior to the approval visit, the centre will be asked to submit the required material (see centre approval form). We may contact the centre prior to the approval visit if we need to clarify or ask questions about the content of the submitted documentation and handbooks.
- The centre approval visit involves a meeting with the programme team/s and other relevant members of staff, a tour around the premises/grounds and other related locations where learning is being provided and a conversation about the material submitted. We encourage providers to take notes during the meetings but any recommendations will be submitted back to the centre in writing after the approval visit.
- Centres will normally get the result of the approval process by the end of the visit. If granted a conditional approval, we will discuss next steps with the centre before the visit is over. Centres receive written confirmation of the approval results and a written report with recommendations or conditions for approval if appropriate.
- If a centre does not meet the required standards for continued approval a member of our team will call a meeting with the centre programme team to discuss next step and provide guidance.
- The approval lasts for up to three years but is subject to annual review and renewal of affiliation.
2.5 Annual Review

To maintain the approval to offer Crossfields Institute programmes or qualifications, centres are required to go through an annual review process. This involves

1. Submitting a status report which includes information on changes, improvements and an implementation plan for recommendations
2. A visit from a member of our team

The review process is completed with a Quality Review Report and a Quality Improvement Plan which may contain Actions or Recommendations to be actioned for the following year.

If a centre does not meet the required standards for continued approval a member of our team will call a meeting with the centre programme team to discuss next steps and provide guidance.

2.6 Revalidation

All programmes will be reassessed at least every three years and re-validation or re-accreditation may be recommended. The provider will review the programme with a member of our Quality Assurance team. We will check the programme content against new national standards and other recognised programmes or qualifications in the same subject or field of practice. We will also discuss the relevance of the programme and will analyse learner numbers and retention. In dialogue, the provider and the quality assurance team will decide whether the programme is due for renewal. Please see Programme Review Procedures section for further information.
3. Overview of Centre Approval/Monitoring Cycle

The following flowchart is an overview of the key elements of the Crossfields Institute centre approval and monitoring cycle.

Centre Approval and Review: When a centre wishes to apply for recognition, they are expected to complete a Centre Approval form. The Quality Assurance Team Leader will assign a member of the Quality Assurance Team (QAT) to visit the centre to ensure that they have the appropriate resources, such as suitably qualified, experienced staff and facilities, in place to be able to deliver Crossfields Institute provision, in accordance with the various programme specifications. After a year of the delivery cycle a Centre Review will take place, and subsequently annually.

Staff Induction and Training: Centre staff will be required to meet Crossfields Institute standards for administration, assessment and quality assurance. Typically, Crossfields Institute will offer a customised programme of training, supported by an Assessors’ Toolkit and an IQA Handbook. This training is customised for the specific Centre’s needs, so will take into account qualification and experience already present. A centre may be given up to 4 days Quality Assurance training and support when they start to deliver a programme, spread over the first run of a programme. This will include, at the appropriate stage:

- training in assessment planning, which also includes training in assessment methods and guidance on initial assessment, induction and learner support
- training and support in giving formative and summative feedback and in using observation as a primary method of assessment. Training in handling registration and administrative requirements.
• holding of a standardisation meeting and initial training in IQA processes. Training in management of information and dispute procedures

• support to develop a Quality Assurance strategy and robust Quality Assurance cycle. Training in certification. Focus on CPD and reflective practice.

**EQA visit and report:** Crossfields Institute will appoint an EQA for each programme offered by a Centre. The EQA will have oversight of the assessment and quality assurance processes, and certification will only be possible when the EQA is satisfied that these are satisfactory.

**Quality Monitoring and Actions for Improvement:** These may arise from either the Centre Approval or Review, from learner and/or staff feedback, appeals, complaints or from the EQA visit and report. Certification may sometimes depend on actions being addressed.

**Touchstone Standardisation Event** – all centres are expected to attend at least one Crossfields Institute standardisation event per year as well as holding their own internal standardisation meetings.

**Individualised Training Plan** (if required) – if there is a perceived training issue at a centre as a result of Centre review or EQA report, an individualised training plan for staff at the centre is put into place, as part of essential actions for the continued delivery of the programme.
4. Overview of Educational Activities and Mandatory Workshops

The educational activities offered by Qualification Development Team (QDT) include guidance and assistance in:

- Leading organisational vision and values workshops
- Identifying programme or qualification objectives
- Designing new qualification and programme structures
- Researching and embedding relevant national standards and criteria
- Designing rules of combination
- Identifying appropriate programme or qualification levels
- Designing volume and value frameworks – FE programmes
- Designing credit frameworks – HE programmes
- Identifying learning outcomes
- Designing fit for purpose assessment criteria
- Designing bespoke assessment tasks and evidencing plans
- Designing assessment and recording frameworks
- Drafting new policies
- Creating learner handbooks
- Creating faculty handbooks, tutor manuals and practitioner’s guides
- Identifying links and progression pathways to other programmes or qualifications
- Writing unit and modules for FE and HE provision
- Submitting units for initial scrutiny
- Designing and creating CPD programmes
- Writing organisational standards and subject benchmark statements

QDT mandatory workshops include:

- **Introduction to CI**: Who, what, why, where, when and what for
- **Vision, Values, Method, Purpose**
- **Introduction to Unit Writing**: beginners
- **Unit writing**: advanced/follow up

The Quality Assurance Team deliver training in Holistic Assessment and Holistic Quality Assurance to all affiliates. This is a mandatory part of the validation process. Training will consist of the following, according to the needs and experience of the centre:

1. **Holistic Assessment (1)**: The key concepts and principles of assessment including how to make sure that assessment decisions are made against specified criteria and are valid, reliable and fair. Investigate a holistic whole person approach to assessment.
2. **Holistic Assessment (2)**: Identifying assessment tasks and creating assessment plans. Giving good assessment feedback and judgements and reviewing the whole process. Customised toolkits will be made available for participants.
3. **Holistic Quality Assurance (1)**: the role of the internal quality assurance process, assessment planning, quality assurance of assessors, observation of assessors, standardisation. Quality assurance of the whole assessment cycle.
4. **Holistic Internal Quality Assurance (2)**: advanced – supporting a team of IQAs
5. **Touchstone Event**: standardisation meetings to ensure internal quality standards are in line with national ones, to share good practice and sample learner portfolios with colleagues from other centres for quality assurance purposes
5. Conditions for approval

In order to ensure that the provision of Crossfields Institute programmes or qualifications is to the highest standard, we ask that centres have rigorous policies and procedures in place at all times.

*We believe that clarity, transparency and a fit for purpose organisational structure can help to ensure that teachers are free to teach and learners are free to learn.*

Centres will be assessed using the guidelines below and relevant benchmarks. Where a centre wishes to propose an alternative arrangement we ask for a written statement describing the underlying principle of the proposed alternative arrangement.

**5.1 Vision, values, purpose and method**

Central to the process of approval is clarity about the overall intention, vision and value of the programme. Affiliates are asked to provide us with vision, values, purpose and method statements and, if available, a process or business-plan on how to implement this into the programme provision. Please refer also to the DD1 - Programme Assessment and Resources Form (PARF) ([www.crossfieldsinstitute.com/resources](http://www.crossfieldsinstitute.com/resources)).

**5.2 Organisational arrangements**

The Institute recommends that affiliates have a legal structure that provides a healthy foundation for the programme and its development and research. We are keen to support programme teams in building skill, capacity and succession in an inclusive and collaborative manner. Affiliates are required to provide us with an overview of how their organisation or team is structured. This involves job specifications and CVs for key members of staff and information on the legal structures in place.

**5.3 Programme Teams and Staffing**

In order to ensure us that the delivery of the programme is in good hands, affiliates are asked to provide information on all programme team members including roles, responsibilities and a CV for each team member.

We will also need information on how the recruitment of staff is organised and by which criteria staff are selected to fulfil key roles in the programme provision. Such information should be included in the Staff Handbook (please refer to the Crossfields Institute Centre Handbook for more information on Staff Handbook content). We will review and discuss the staffing needs of the programmes or provision and review recruitment procedures and information sharing.

**1. Staff Development and Training**

Centres are required to have processes in place for maintaining the quality of teaching and learning of the programme through the effective operation of staff development polices at programme level. This should include internal workshops, peer review of teaching, induction and mentoring of new staff, and staff involvement in subject networks or peer review groups.

**2. Support to visiting and part-time staff**
Affiliates are asked to provide information on processes that promote the integration of visiting and part-time staff and the extent to which they have access to the staff development opportunities described above.

5.4 Programme and quality assurance management

In order to ensure a high quality provision we ask that approved centres present a clear overview of staff roles and responsibilities in relation to programme delivery and quality assurance management.

For quality assurance purposes, each programme must have allocated staff members to fulfil the following functions:

1. Programme team coordinator
2. Academic administrator
3. Quality nominee
4. Internal quality assurer (IQA)
5. Bursar or bookkeeper
6. Assessors

Crossfields Institute offers guidance in how to organise the programme and quality assurance management cycle.

Centres will be assessed against standard quality assurance criteria relevant to the level and volume of the programme/qualification. The criteria we operate with are developed on the basis of recommendations from Pearson Education Ltd, Ofqual and the Quality Assurance Agency. If deemed necessary we will make recommendations on the regularity of programme meetings, programme reviews and general information sharing and flow of communication.

All processes must be tracked and recorded, signed and filed. Minutes of meetings, reports and reviews must be made available upon request. Staff induction procedures must reflect introduction and guidance on how the programme is managed. Role descriptors will be assessed on whether they reflect the programme management procedures.

5.5 Learner recruitment and entry requirements

Centres will be asked to provide information on how entry requirements and learner recruitment is conducted. We will want to understand the rationale for the entry criteria to the programme. The learner admissions process, enrolment policies and learner recruitment information will be reviewed and assessed. Recommendations will be made to ensure that the learner recruitment process reflects equality, diversity, fairness and rigour.

5.6 Learner Records

Centres will be asked to provide information on how data is protected. A data protection policy must be in place to ensure that data is not processed without consent wherever possible. Please refer to the Crossfields Institute Data Protection Policy, section 5.1.

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2 www.edexcel.com
3 www.qaa.ac.uk
5.7 Assessment

Affiliates will be asked to provide us with their policies and procedures ensuring valid, fair and reliable assessment. Internal quality assurance policies must in place. The assessment policies and procedures will be cross-referenced to the Crossfields Institute criteria, which are designed to:

- Ensure access and equality of opportunity whilst preserving the integrity of the programme or qualification
- Ensure there are no obstacles to demonstrating achievement
- Provide ongoing support to learners, including those with particular requirements
- Take account of all current legislation with regards to equality of opportunity

It is a requirement that all centres keep learner assessment records for at least 3 years after completion of the programme.

Please refer to the Crossfields institute Assessment Policy.

5.8 Complaints, appeals and compliance

Centres may have to make decisions that affect learners personally, perhaps to do with an application for exceptional assessment arrangements, a request for a fee refund, or certification. If a person thinks that a case has not been properly considered or that a decision is unfair, they have the right to query, then complain and then to appeal against it. In order to ensure a fair process around complaints and appeals, affiliates are required to have in place policies that set out an appropriate step-by-step process. Complaints and appeals policies must explain the general procedure for querying and appealing against provider decisions. See Crossfields Institute Complaints and Appeals Policy.

5.9 Context and resources

The potential affiliate will be asked to demonstrate sufficient technical and staffing resources to support the programme or qualification that it intends to offer for the life of the programme. The resources named must be available to learners, fit for purpose, and safe for use. This should include specialised and general resources. Resources must be available in sufficient quantity for the size of learning groups. Centres are asked to describe how general and specific resources are monitored to ensure they are fit for purpose and safe to use. Where external expertise is used, the organisation ensures that the experts are familiar with the specification and any assessment requirements of the programme. Quality assurance remains the responsibility of the centre.

The review should not be used as a mechanism to place undue pressure on an organisation to update resources. Affiliates are required to complete and submit an Institutional Assessment Form (www.crossfieldsinstitute.com/resources/) and provide evidence of a budget for maintenance of the programme.

5.10 Programme review procedures

Centres will be asked to provide a programme review policy. The policy is there to ensure that learners receive programme content that is relevant and continually revised and that they have access to a wide range of contemporary resources. This policy must outline a strategy for reviewing and updating programme content to ensure its continuing relevance.
and fitness for purpose at the outset of programme delivery. We uphold the values and practices of constructive feedback, self-evaluation, peer review and ethical professional conduct. This applies to all aspects of academic work, including curriculum design and delivery. This policy is in place to preserve the integrity and reputation of the centres, Crossfields Institute, Pearson Education Ltd and the University. Please refer to the Crossfields Institute Programme Review Policy, section 5.2.
6. Crossfields Institute quality assurance policies and procedures

The policies and procedures below are related to CI programme and qualification management and quality assurance. For policies and procedures relating to employees of Crossfields Institute, please refer to the Crossfields Institute Staff Policy Handbook.

6.1 Assessment Policy

Policy Last Reviewed March 2013
Next revision date March 2014
Reviewed by: Director of Operations, Judy Foster

Overview

Crossfields Institute’s policy on assessment is to:

i. ensure access and equality of opportunity whilst preserving the integrity of the programme or qualification
ii. ensure there are no obstacles to demonstrating achievement
iii. provide on-going support to candidates, including those with particular requirements
iv. take account of all current legislation with regards to equality of opportunity

Good Practice and Fair Assessment

In order create and maintain good practice and fair assessment Crossfields Institute will ensure that:

A. Tutor/Assessors
   A.1. Receive an induction into Crossfields Institute principles of assessment and quality assurance procedures
   A.2. Create assessment activities with regard to the equality and diversity of learners, making sure that evidence can be produced in varied ways
   A.3. Guarantee the use of plain language with regards to the unit
   A.4. Make certain that the assessment plan allows for the producing of evidence to allow learners to fulfil the assessment criteria.
   A.5. Keep records of all assessment activities for a minimum of 3 years
   A.6. Advise learners in accordance learning outcomes
   A.7. Devise and implement their strategy of assessment so as to neither discriminate against any group of learners nor unnecessarily overstrain learners

B. There is periodical review of the assessment undertakings as an integral part of the programme review

C. Internal Quality Assurers (IQAs):
   C.1. Verify that the assessment strategy for a unit/module is appropriate, reliable and covers all assessors and programme activity
   C.2. Verify that the assessments of individual tasks meets both the principles set out above and specific programme or qualification requirements
   C.3. Ensure that the records of tutors are clear and up to date
C.4. Ensure that the feedback from tutors to learners is unambiguous and applicable to the assessment criteria
C.5. Ensure all assessment criteria are valid
C.6. Give written feedback to assessors on every aspect of the assessment process
C.7. Ensure that the IQA procedure is open, fair and free from bias
C.8. Ensure that there is accurate and detailed recording of IQA decisions
C.9. Ensure that all centre assessment instruments are verified as fit for purpose

Please see the Crossfields Institute Internal Quality Assurance Handbook for further information on assessment practice and the roles of staff involved in the process.

D. The centre will:
   D.1. Verify an appropriately structured sample of assessor work from all programmes, sites and teams, to ensure centre programmes conform to national standards and external quality assurance requirements
   D.2. Plan an annual quality assurance schedule, linked to assignment plans
   D.3. Define, maintain and support effective internal quality assurance roles
   D.4. Ensure that identified staff will maintain secure records of all internal quality assurance activity
   D.5. Brief and train staff on the requirements for current IQA procedures
   D.6. Promote internal quality assurance as a developmental process between staff
   D.7. Provide coherent [or standardised] IQA documentation
   D.8. Use the outcome of internal quality assurance processes to enhance future assessment practice
   D.9. Keep records of assessment activities for a minimum of 3 years

E. Learners
   E.1. Receive an induction into Crossfields Institute Assessment and Portfolio Building and understand criterion referenced assessment
   E.2. Are aware of the centres Complaints and Appeals Policy
   E.3. Receive a plan of assessment
   E.4. Are aware of any time restrictions that might affect the achievement of the qualification or completion of the programme
   E.5. Receive informative feedback from all assessment activities within a realistic timescale relative to the achievement/non achievement of the assessment criteria
   E.6. Receive regular feedback to accompany their individual unit progression on the path towards overall programme or qualification

F. Crossfields Institute
   F.1. As requested, Crossfields Institute external quality assurers and quality reviewers receive access to all assessment documentation and evidence that supports the award of qualifications

G. Internally Devised Assessment
For internally assessed units the demonstration of fair and non-discriminatory assessment to all learners will be the role of the Tutor/Assessors.

At the design stage it is the responsibility of the IQA to verify that both the assessment strategy and the assessment tasks adhere to the following principles:

   i) Authenticity
   ii) Validity
H. External Quality Assurance

External quality assurance is carried out by a Crossfields Institute appointed External Quality Assurers (EQAs). Sometimes it will be carried out by a Specialist External Quality Assurer (Pearson Educations) for a sector or a cluster of programmes if this has been agreed with the EQA, or where it is a requirement of a particular programme or qualification. The EQA will scrutinise the evidence for all units offered by the centre.

They will:

- Sample assessment and learner evidence of achievement
- Ensure that rigorous processes are in place for the assessment, tracking and recording of individual learner achievements in accordance with Crossfields Institute requirements
- Sign off Recommendations for Award forms.
- Complete an EQA Report for Crossfields Institute

EQA Reports are made available to the centre and form an important source of evidence for the centre Quality Improvement Plan – see Centre Handbook for more information.

6.2 Checking Advertising Policy

Policy Last Reviewed March 2013
Next revision date March 2014

Reviewed by: Director of Operations, Judy Foster

In order to protect Crossfields Institute, CI approved centres, learners and the general public, we reserve the right to check all advertising relating to Crossfields Institute programmes to ensure that it is consistent and accurate in its description of the CI programmes being advertised. Where advertising is deemed to be inaccurate CI can insist that the advertising is amended or withdrawn.

6.3 Complaints and Appeals Policy and Procedure

Policy Last Reviewed March 2013
Next revision date March 2014

Reviewed by: Director of Operations, Judy Foster

Introduction

Crossfields Institute has comprehensive quality assurance procedures. In the event that these systems fail a complaint or appeal may be made to the Institute.

*There is no fee for a complaint or appeal.*

Enquiries
All CI programmes and qualifications are delivered through approved centres. Learners are encouraged to raise the matter at an early stage with an appropriate member of staff at the relevant approved centre. Please refer to the centre Complaints and Appeals Procedure in the Learner Handbook or on the centre website.

If the matter is not resolved at the approved centre and the learner remains dissatisfied, the learner may take the matter to Crossfields Institute. Learners may initially contact CI Quality and Development Dept. via the enquiry form on the CI website or email registration@crossfieldsinstitute.com. CI enquiries will involve checking how a result has been determined at an approved centre.

**Complaint**
To make a complaint the learner should advise:

- The centre at which the programme or qualification was undertaken
- The programme or qualification
- The unit result concerned
- The issue regarding the reported result

Crossfields Institute will liaise with the centre programme leader to confirm the steps taken that led to the unit results. Where the process has been compromised, the centre will be required to re-assess the unit and the mark will be checked by the CI External Quality Assurer.

The learner will be advised of the outcome of the review within 30 days of the receipt of the complaint.

**Appeals**
An appeal is a formal request by a learner or a named representative from an approved centre to Crossfields Institute to undertake an investigation (on the grounds outlined below) and to arrive at a decision. An appeal may be made by an approved centre or a learner undertaking a CI programme or qualification.

Appellants will be kept notified at each stage of the appeal process. The duration of the appeal process is dependent on the nature and complexity of the appeal and the availability of associated documentation. However an appeal will normally be decided within a three month period.

**A. Centre appeals**
A centre may appeal a decision relating to centre approval:

1. Refusal of centre approval
2. A finding of malpractice leading to suspension of centre approval
3. A finding of malpractice leading to withdrawal of centre approval
4. Refusal of an application to deliver an additional programme or qualification

**B. Centre appeals – re-graded assignments**
A centre may be required to re-assess its assessments. The centre may not challenge the academic judgement of the external quality assurer. The centre may make an appeal in this context, only where correct procedures have not been followed.

**C. Learner appeals**

A learner cannot appeal to Crossfields Institute against individual results or against practices and procedures carried out by an approved centre. The centre appeals process must be followed. The learner may only lodge an appeal with Crossfields Institute where the centre processes have not been properly administered, and there are grounds for a case of maladministration or malpractice.

Learners may appeal against the sanctions imposed following a proven case of learner malpractice or misconduct.

**Appeal Process**

The appellant should submit a formal written request to:

Director of Operations  
Crossfields Institute  
Painswick Inn  
Stroud  
Glos GL5 1QG

The written appeal must contain the following information as appropriate:

1. Name of centre
2. The name and contact details of the appellant
3. Details of the programme and unit
4. Names of the learners involved in the case
5. The decision that is being appealed
6. The grounds for the appeal
7. Supporting documentation

Where the appeal is accepted, an investigation will be carried out by Crossfields Institute. Additional evidence may be collected from the centre and/or CI staff. When all of the documentation is available, Crossfields Institute will prepare an appeal case. The appellant will be sent a copy of the papers and given 14 days to comment on the contents.

The appeal case, and any appellant comments, will be submitted to Crossfields Institute Appeal Panel. The Panel will be convened within 60 days of the finalisation of the appeal case. Appellants will be notified in writing of the final decision of the Appeals Panel within *ten working days* of the final decision being made.

Where there are perceived failings in the appeals process, the appellant may initiate *the Independent Review process*.

**Impact on other Learners**
Where an appeal case is successful, the Appeal Panel will consider whether there is an impact on the results of other learners.

To ensure that these learners are not adversely affected, they may require that the work of other learners is re-assessed. Where appropriate the grades must be adjusted.

The regulators will be advised where the integrity of awarded certificates has been compromised following the determination of an appeals case.

**Monitoring and reporting of Enquiries and Appeals**
Crossfields Institute will hold records of all enquiries and appeals. These will be evaluated for trends, including any adverse equality and diversity impact on specific groups of learners.

A formal report, which includes the number of cases, compared over a three-year period, will be made annually to the CI quality committee.

**Independent Review**
CI will at all times aim to conduct its activities in compliance with its policy. If the appellant considers that there has been a serious breach of the appeal process, they may apply for an Independent Review. The purpose of the review is not to revisit any decision but to investigate failings in the appeal process. All stages of the appeals process must be concluded before an application for Independent Review is made.

The appellant should make a written application to the Director of Operations setting out the grounds for the request for Independent Review, focusing on where Crossfields Institute appeal processes have failed. This must be made within 30 days of the determination of the appeal.

The Director of Operations will appoint an independent person, outside of CI, and not associated with the original appeal, to co-ordinate the review. The Independent Review Co-ordinator will establish an Independent Review Panel.

Within 30 days, the Co-ordinator will prepare the case and supporting documentation. These will be submitted to the appellant who may submit additional comments within a further 14 days.

The Independent Review Panel will be convened as required. The appellant and CI will be advised of the outcome of the Review within 10 working days.

The Independent Review is the final stage of the Crossfields Institute Organisation Appeal process.

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**6.4 Data Protection Policy Statement and Procedure**

*Policy Last Reviewed March 2013*
*Next revision date March 2014*

Reviewed by: Director of Operations, Judy Foster  
Data Protection Officer: Judy Foster

Crossfields Institute is required to hold, maintain and process certain personal data about participants for the purposes of satisfying its operational and legal obligations.
Type of data collected may include:

- Names and addresses
- Personal features (on photographs and pictures)
- Learner and staff attendance records and marks
- Ethnic origin
- Qualifications and experience
- Details about staff sick and annual leave
- Dates of birth
- Marital status
- Learner progress reports
- Staff review reports
- Any recorded opinion about or intentions regarding students, staff and contractors

**Subject Consent**

The need to process data for normal purposes must be communicated to all data subjects. In some cases, if the data is sensitive, for example information about health, race or gender, express consent to process the data must be obtained.

**Principles of Data Use**

Crossfields Institute fully endorses and adheres to the eight principles of the Data Protection Act. These principles specify the legal conditions that must be satisfied in relation to obtaining, handling, processing, transportation and storage of personal data. Employees and any others who carry out these operations on behalf of Crossfields Institute must adhere to these principles. These eight principles specify that information must:

- Be fairly and lawfully processed and that the information shall not be processed or used unless certain conditions are met.
- Be processed for limited purposes and in a specified manner compatible with that purpose.
- Be adequate, relevant and not excessive for those purposes; and only to the extent that it is needed to fulfill operational needs or to comply with any legal requirements.
- Be accurate and, where necessary, kept up to date.
- Not be kept for longer than is necessary for that purpose.
- Be processed in accordance with the data subject’s rights, and ensuring that the rights of people about whom information is held can be fully exercised under the Act. (These include: the right to be informed that processing is being undertaken; the right of access to one’s personal information; the right to prevent processing in certain circumstances; the right to correct, rectify, block or erase information which is regarded as wrong information.);
- Be kept safe and secure from unauthorized access, unlawful processing, accidental loss or destruction or damage by using the appropriate technical and organizational measures.
- Not be transferred to a country outside the European Economic Area, unless that country has equivalent levels of protection for personal data.

**Data Processing Checklist**

Before processing any personal data, all staff should consider the checklist set out below:

- Do you really need to record the information?
- Is the information ‘ordinary’ or is it ‘sensitive’?
• Does Crossfields Institute have the data subject’s consent
• Are you authorized to collect/store/process the data?
• Unless the data have been obtained from a reliable source, have you checked with the data subject that the data is accurate?
• Are you sure that the data are secure?
• If you do not have the data subject’s consent to process, are you satisfied that it is in the best interests of the student or the staff member to collect and retain the data?

Data Security

The need to ensure that data is kept securely means that precautions must be taken against physical loss or damage, and that both access and disclosure must be restricted. All staff are responsible for the following:

• Prevent unauthorized access to personal or sensitive data, whether in paper or electronic form;
• Ensure its method of storing personal or sensitive data in any form is secure including the keeping of sensitive data in a secure room or secure lockable storage device and controlling access by personnel to such locations where data is stored;
• Ensure the hardware and software used in processing the data is reliable and protected against viruses and other electronic intruder devices;
• Put password protection on computers and central server systems on which data is stored and ensure that only authorized personnel are given details of the relevant password(s);
• Prevent computer screens from being overlooked by unauthorized persons;
• Ensure that all individuals who have access to the data are reliable and are trained how to comply with the Act;
• Have in place methods for detecting and dealing with breaches of security including the ability to identify which individuals have worked with specific data and having a proper procedure in place for investigating andremedying breaches of data protection procedures;
• Have a secure procedure for backing up and storing back-ups separately from originals; and
• Have a secure method of disposal for back-ups, disks and printouts.

No member of Crossfields Institute staff may, without the formal authorisation of the Data Protection Officer:

• Develop a new computer system for processing personal data;
• Use an existing computer system to process personal data for a new purpose;
• Create a new manual filing system containing personal data;
• Use an existing manual filing system containing personal data for a new purpose.

Staff should make reasonable efforts to ensure that all personal information is kept securely but should pay particular attention to the security of sensitive data. All personal data should be accessible only by those who need to use it and sensitive data must be:

• Kept in a lockable room with controlled access, or
• Kept in a locked filing cabinet, or
• In a locked drawer, or
• If computerised, be password protected, or
• Kept only on disks that are themselves kept securely.
Data Retention

Crossfields Institute will retain some items of information for longer periods than others. The following information about Trustees, staff and learners will be kept indefinitely on the Crossfields Institute database:

- Name
- Date of birth
- Gender
- Periods of service or employment

Crossfields Institute will keep more detailed information such as address, relevant financial and professional details relating to its staff members for a maximum of 7 years from the end of their employment. Those individuals who were unsuccessful when applying for employment with CI will have their information kept for 6 months subject to any changes in existing legislation. Other information relating to Income Tax, Maternity Pay etc, will be retained for the statutory time limits.

Learner obligations

- Learners are advised at registration about the information that Crossfields Institute will collect, use and retain about them, and those to whom such information will be disclosed. Learners must ensure that all personal data provided to Crossfields Institute is accurate and up to date. They must ensure that any changes, of address, for example, are notified to the DPO. Crossfields Institute cannot be held accountable for errors arising from changes about which it has not been informed.
- Learners who come into contact with personal data through Crossfields Institute for the purposes of research or study, in pursuit of an academic programme or qualification and under the direct supervision of a member of staff will be covered by Crossfields Institute’s notification to the Information Commissioner. In such cases, staff must notify students about, and students must abide by, the relevant provisions of this guidance.
- Crossfields Institute is not responsible for notification of personal data processed by students for their own use. Personal information is not disclosed either orally or in writing, intentionally or otherwise to any unauthorised third party. (Staff should note that unauthorised disclosure might be a disciplinary matter.)

Right of Access to Information

All individuals who are the subject of personal data held by Crossfields Institute are entitled to:

- Ask what information the Institute holds about them and why.
- Ask how to gain access to it.
- Be informed how to keep it up to date.
- Be informed what Crossfields Institute is doing to comply with its obligations under the 1998 Data Protection Act.

The Data Protection Act 1998 and the Freedom of Information Act 2000 provide an individual with the right to access personal data relating to him / her which is held by Crossfields Institute. This applies to data held electronically and also manual records that are held in a relevant filing system. Any individual who wishes to exercise this right should make the request in writing to the Data Protection Officer. Crossfields Institute will charge an administration fee of £10 for each request received, and will only release any information
upon receipt of a written application, along with proof of identity and the administration fee. The requested information will be provided within 40 days of receipt of the completed form, unless there is sufficient reason for delay. The right of access applies to all individuals: Crossfields Institute staff, Trustees, and any other individual for whom Crossfields Institute holds personal data.

*Certain information (for example confidential references given by a third party) will not be disclosed to staff without obtaining the referee’s consent to disclose the information.*

**Publication of Organizational Information**

Information that is already in the public domain is exempt from the 1998 Act. This would include, for example, information on staff contained within externally circulated publications such as any Crossfields Institute course publicity material. Any individual who has good reason for wishing details in such publications to remain confidential should contact Crossfields Institute.

**Disclosure outside of the EEA**

The 1998 Act places restrictions on the transfer of personal data outside the European Economic Area (EEA), unless the country or territory involved ensures an adequate level of protection for the rights and freedoms of data subjects in relation to the processing of personal data.

Crossfields Institute may, from time to time, desire to transfer personal data to countries or territories outside of the European Economic Area in accordance with purposes made known to individual data subjects. For example, the names and contact details of members of staff on a website may constitute a transfer of personal data world wide. Accordingly, the consent form signifies an individual’s consent to the inclusion of such data on the authorised Crossfields Institute website. If an individual wishes to raise an objection to this disclosure then written notice should be given to the Data Protection Officer.

Other personal data, even if it would otherwise constitute fair processing, must not, unless certain exemptions apply or protective measures taken, be disclosed or transferred outside the EEA to a country or territory which does not ensure an adequate level of protection for the rights and freedoms of data subjects.

If, after careful consideration, it is regarded as essential that the transfer of personal data outside the EEA should take place - and if the transfer does not qualify as one of the circumstances when this principle does not apply - the consent of the data subject must be sought. Members of staff should note that: this restriction has particular implications for international relationships, research projects and information placed onto websites.

Staff must take special care in connection with requests for the transfer of personal data outside the European Economic Area (EEA). In particular, staff should not: disclose personal data requested by non-EEA governments, agencies and organisations for the purposes of assessing the names, numbers and whereabouts of foreign nationals studying overseas without the specific and informed consent of the data subjects concerned. Staff should not disclose personal data requested by non-EEA governments for the purpose of determining liability to attend National Service, without the specific and informed consent of the data subjects concerned.

**Emails**
It is recognised that email is used for such communications and that such emails should form part of the Crossfields Institute’s records. All staff and students need to be aware that:

- The 1998 Act applies to emails which contain personal data about individuals which are sent or received by members of Crossfields Institute
- Subject to certain exceptions, individual data subjects will be entitled to make a data subject access request and have access to emails which contain personal data concerning them, provided that the individual data subject can provide sufficient information for the organisation to locate the personal data in the emails;

**Further information**

This policy is intended for guidance, not as an authoritative statement of the law. Further information and advice is available from the Data Protection Officer.

### 6.5 Equality and Diversity Policy and Procedure

**Policy Last Reviewed March 2013**  
**Next revision date March 2014**

Reviewed by: Director of Operations, Judy Foster

Equality of opportunity is a key and integral part of Crossfields Institute’s (CI) mission. CI wants to be a truly open, accessible and diverse organisation and is committed to the principle of equal opportunities in employment and education regardless of a person’s gender, race, sexual orientation, age, disability or religious belief or other specific factors which result in discrimination.

To achieve this we need to ensure that our education and membership policies provide access points for everyone and do not place any unnecessary barriers to entry.

The Equality and Diversity Policy covers all aspects of CI’s provision, relating to both internal and external customers, staff and centres delivering CI provision. CI will, therefore, apply policies that are fair, equitable and consistent to all staff, learners, centres and external contacts. CI will ensure that all prospective CI employees, staff and learners are accorded equal opportunity in matters relating to enrolment, recruitment, selection, the learning experience, training, promotion and terms and conditions of employment for jobs of equal value.

CI strives to be an equal opportunities provider. Equality and diversity are about good practice. Every CI manager, employee and learner has personal responsibility for the implementation of this policy.

CI will work actively to make progress in five key areas:

**Discrimination**

Eliminating any discrimination in relation to staff, learner and CI employee recruitment and promotion, the purchase of goods and services, and in the content, delivery and management of the curriculum.

CI will ensure that its equality and diversity policy is publicised as widely as possible to its community, including learners, volunteers, staff, contractors, consultants, clients and
members of partner organisations. CI will actively promote training and development in equal opportunities for all employees and learners.

Harassment
Ensuring that all learners, staff and visitors can go about their business in an atmosphere free of intimidation or abuse. CI will review the effectiveness of procedures, so that staff, learners or clients feel confident to raise issues of concern about equal opportunities, and to make complaints about discrimination, harassment or bullying.

Widening Participation
Crossfields Institute is committed to encouraging maximum access to the full range of educational provision of all social backgrounds and cultures. This includes monitoring patterns of admissions and working to ensure that the admissions process is based only on learner needs and aptitudes.

Inclusive Learning
Providing support to enable individual learners of different abilities and needs to progress through the curriculum towards successful achievement.

CI will monitor and review the curriculum, and the learning resources used to deliver the curriculum, to ensure that they reflect and promote equal opportunities.

Celebrating Diversity
Recognising and reflecting the positive contributions of men and women of different social backgrounds, cultures, religions, abilities, ages and sexual orientation.

CI will develop partnerships with organisations and groups in the geographical area of CI’s centres and beyond to help develop equal opportunities and positive action projects for the benefit of the wider community.

CI will ensure that marketing strategies reflect equal opportunities good practice and that CI’s provision is actively and appropriately promoted to all sections of the community.

Responsibilities
CI Trustees are responsible for promoting equal opportunities on behalf of CI, and for ensuring that effective policies and procedures are in place to ensure and continuously improve the quality of equal opportunities throughout CI.

The Chief Executive is responsible to trustees for ensuring that equal opportunities is continuously promoted and comprehensively implemented in all aspects of CI’s operation.

CI Human Resources staff are responsible for promoting, monitoring and implementation of all aspects of CI Equality and Diversity Policy and Procedure relating to the employment of staff.

All staff within CI are responsible for promoting equal opportunities, for improving the equal opportunities for all learners and for ensuring that effective monitoring and review systems are in place.

Legislation
The Policy reflects national legislation and guidelines as provided by The Equality Act 2010.

Procedural Monitoring and Evaluation
The Director of Operations will make an annual report to the Quality Committee to review relevant performance indicators.
Key performance indicators will include:
- Age, ethnicity, gender and disability profile of CI staff
- Age, ethnicity, gender, disability and profile of tutors and learners
- Numbers of complaints or grievances of harassment and discrimination
- Staff attendance at equal opportunities training events

Crossfields Institute Equality And Diversity Definitions

Equality
This means by which disadvantage and discrimination is reduced and eliminated by legislation and positive action. Equal Opportunities aims to ensure that no group receives less favourable treatment by virtue of one’s skin colour, race, gender, ethnic origin, disability, age, religion, class or sexuality, thereby enabling all people to have equality of access to the provision of goods, services, facilities, premises and employment. It does not mean treating everyone the same.

Diversity
This is valuing people as individuals for moral, social and business reasons. Diversity in the workplace is harnessed to create a productive environment in which organisational goals are met. Recognising and reflecting the positive contributions of men and women of different social backgrounds, cultures, religions, abilities, ages and sexual orientation.

Direct Discrimination
This occurs when a person is treated less favourably, than another person is or would be treated in the same or similar circumstances. Apart from limited exceptions to the general prohibition of discrimination, direct discrimination is automatically unlawful, whatever the reason for it. There can be no justification for the difference in treatment.

Harassment
Harassment is defined as any conduct that is unwanted by the recipient or any such conduct that affects the dignity of any individual or group of individuals at work.

Harassment may be repetitive or an isolated occurrence against one or more individuals. Harassment can be physical, verbal, non-verbal or bullying examples of which include unnecessary touching, unwanted physical contact, leering, personal remarks, verbal or written abuse, visual displays, coercion, isolation or non co-operation.

Indirect Discrimination
This is when a condition is applied equally to all, but a considerably smaller proportion of people from one group than others can comply with it, and it cannot be justified as necessary.

Positive Action
The measures that employers may lawfully take to provide access to facilities that meet special needs in relation to education and training or welfare, or to train or encourage people from a particular racial group that is under-represented in particular work.

Prejudice
An opinion or feeling about people of a different group that is formed beforehand, without informed knowledge, thought or reason and which is likely to be sustained even in the face of evidence to the contrary.

Racial Discrimination
Less favourable treatment of an individual or group on account of their race, ethnic or national origins but not colour or nationality. Harassment on grounds of colour or nationality involves less favourable treatment and may constitute unlawful direct discrimination.

**Racism**
All attitudes, procedures and patterns – economic, social and cultural – whose effect, though not necessarily whose conscious intention, is to create, maintain and extend the power, influence and privilege of one group of people over another.

**Racialism**
An implicit set of negative beliefs about a racial or ethnic group can result in offensive or violent behaviour towards members of a racial or ethnic group.

**Sexism**
All attitudes, procedures and patterns – economic, social and cultural – whose effect, though not necessarily whose conscious intention, is to create, maintain and extend the power, influence and privilege of one group of people over another.

**Sexual Discrimination** – Less favourable treatment of an individual or group on account of their gender or marital status (including Civil Partnerships) or sexual orientation.

### 6.6 Recognition of Prior Learning (RPL)

**Policy Last Reviewed March 2013**  
**Next revision date March 2014**

Reviewed by: Director of Operations, Judy Foster

**RPL Policy**

RPL is a process that enables people to receive formal recognition for skills and knowledge they already possess. RPL recognises that learning is continuous – at work, home and at leisure, as well as in the classroom and provides a route for the recognition of the achievements resulting from continuous learning.

RPL is an assessment process that enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit, programme or qualification have been met, the use of RPL is acceptable for validating units that form a programme or qualification.

**The 5 Steps of RPL**

**Step 1: Application**

- RPL learner contacts Crossfields Institute to request an RPL Learner Registration Form.
- When the RPL learner completes and returns the Registration Form to us, Crossfields Institute will determine the registration fee according to the total volume of learning to be received, and our Accounts Department will invoice the approved centre. Upon payment Crossfields Institute will register the learner.
Crossfields Institute sends the learner and tutor/assessor the programme or qualification units.

Step 2: Assembling an RPL claim

<table>
<thead>
<tr>
<th>RPL learner activity The learner will:</th>
<th>RPL Tutor/Assessor activity The tutor/assessor will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflect on experience to identify achievement</td>
<td>Provide guidance to the learner</td>
</tr>
<tr>
<td>Establish an action and assessment plan</td>
<td>Identify and agree an action plan and assessment strategy with the RPL learner</td>
</tr>
<tr>
<td>Agree timescale with tutor/assessor</td>
<td>Provide guidance of timescale</td>
</tr>
<tr>
<td>Identify gaps in achievement</td>
<td>Map achievement and identify gaps</td>
</tr>
<tr>
<td>Provide evidence of achievement in a portfolio, for example this may be paper-based, electronic, video recorded evidence etc.*</td>
<td>Determine and set the standard</td>
</tr>
</tbody>
</table>

*The portfolio is divided into units, with the Unit Descriptor (which also serves as the evidence tracking sheet) as the first page of each section. The portfolio MUST be paged numbered and cross-referenced to the Unit Descriptor, in order to make for straightforward inspection and signing off of portfolios.

Step 3: Assessing an RPL claim

<table>
<thead>
<tr>
<th>RPL learner activity The learner will:</th>
<th>RPL Tutor/Assessor activity The tutor/assessor will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review action and assessment plan</td>
<td>Assess the evidence and check its authenticity</td>
</tr>
<tr>
<td>Possibly provide new evidence</td>
<td>Provide the learner with regular feedback</td>
</tr>
<tr>
<td>Acknowledge additional learning</td>
<td>Arrange additional learning</td>
</tr>
<tr>
<td>Submit final portfolio</td>
<td>Arrange Internal Quality Assurance (IQA)</td>
</tr>
</tbody>
</table>

Step 4: Validating an RPL claim

<table>
<thead>
<tr>
<th>RPL learner activity The learner will:</th>
<th>Internal Quality Assurer (IQA) activity The IQA will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receive feedback on the portfolio submitted</td>
<td>Ensure that the evidence is sufficient</td>
</tr>
<tr>
<td></td>
<td>Provide learner feedback on</td>
</tr>
</tbody>
</table>
Step 5: External Quality Assurance carried out by Crossfields Institute

Detailed Outline of the 5-Step Process

Step 1 – Application

All learners working towards Crossfields Institute programmes must be registered for their programme with Crossfields Institute and Pearson Education. Requests for registering RPL learners can be made at any time. The learner will be registered for the programme or qualification in the usual way. Crossfields Institute does not accept simultaneous application for a learner to be registered and to receive certification, thus commitment to the RPL process must be made early on.

Step 2 – Assembling an RPL claim

Reflecting on Experience

The starting point for any learner wishing to claim for RPL is to reflect on their experience in order to identify relevant achievement. They should think about experience gained:

- At work
- In any relevant voluntary work and leisure activities
- In formal or informal education and training – for example, adult education courses or in-company training
- From independent study
- From home-based activities, such as care of the young, the elderly or the sick or involvement in the family business.

RPL learners will need to understand the relevant assessment requirements associated with the units they are claiming. Then they will be able to work towards assembling evidence to support these claims.

Identifying Gaps in Achievement

The assessment requirements of Crossfields Institute programmes and qualifications are listed clearly on the unit or module descriptors. Use copies of these documents to identify and keep track of what has been achieved and what is still required of the learner.

Providing evidence of achievement – the Portfolio

Learners will need to provide evidence that shows that they have covered the requirements of the units. This will take the form of a portfolio, prepared by the learner, which sets out the programme or qualification assessment requirements claimed, together with any supporting evidence to support the claimed achievement to tutor(s).

Arrange external assessment (Crossfields Institute) of the RPL evidence
evidence. The student will divide their portfolio (a three ring binder) into sections according to unit/s. The Unit Descriptor (which also serves as the evidence tracking sheet) must be at the front of each section. The portfolio MUST be paged numbered and cross-referenced to the Unit Descriptor, in order to make for straightforward inspection and signing off of portfolios.

Professional discussions or oral assessment can be used to contribute towards portfolio evidence, which must be documented and can be supported by audio/video tape recordings.

Separate evidence is not required for each programme or qualification assessment criterion. Where possible, learners should be encouraged to present a small number of complex pieces of evidence that demonstrate the achievement of a number of unit assessment requirements.

**Staff Guidance and Support**

RPL learners will require considerable tutor encouragement and guidance in compiling their RPL evidence. Guiding RPL learners is a staff-intensive activity. While one-to-one contact is essential, there are advantages in holding workshops – both in economy of staff time and in helping to overcome any sense of isolation felt by the learners. Additional support with the RPL process may be provided by the centre or by Crossfields Institute.

Most learners will be unfamiliar with the process of putting together an RPL claim. It is important that learners receive adequate advice and guidance on how to proceed. This will involve:

- Encouraging reflection and self-evaluation
- Helping to identify possible sources of achievement
- Helping to identify possible evidence of achievement
- Advising on the structure and presentation of evidence
- Explaining assessment requirements

**Step 3 – Assessing an RPL claim**

The RPL tutor/assessor has the responsibility for ensuring that all the requirements of Crossfields Institute units have been met before applying for a programme or qualification certificate. The assessor should assess the RPL evidence, using the assessment criteria in the programme or qualification. In considering the evidence, the assessor needs to ask if it is authentic, current, relevant and sufficient (see below for definitions).

If on any account the assessor is not satisfied with the evidence submitted, it will be necessary to seek additional evidence.

Where evidence presented in support of a claim of RPL is strongly convincing, it may be deemed sufficient for the purpose of certification. If the evidence is less convincing, but nevertheless substantial, the learner might, where suitable:

- Undergo an oral assessment
- Complete an appropriate assignment
- Complete a written test
- Carry out a demonstration
- A combination of the above
Arranging Internal Quality Assurance

Once the portfolios are complete and have been assessed by the RPL tutor, they must be passed on to your Centre Internal Quality Assurer (IQA). If you do not have an IQA, you must begin the process of training one, as having one at your centre is a mandatory requirement of delivering Crossfields Institute programmes or qualifications. The role of the IQA is to ensure that the evidence provided relates to the standards or learning outcomes being claimed and that there are no gaps in the evidence. If the evidence is sufficient, the IQA records the outcome and recommends the learner(s) to Crossfields Institute for award and certification. If the evidence is not sufficient, the IQA will advise the tutor/assessor of what is missing and give the learner the opportunity to collect and submit additional evidence that does meet the criteria. It is the IQA’s responsibility to contact Crossfields Institute when the portfolios are ready to be Externally Quality Assured and signed off for certification.

Steps 4 and 5 – Validating an RPL Claim and External Quality Assurance carried out by Crossfields Institute

External Quality Assurance

Crossfields Institute will fulfil the external quality standards mechanisms appropriately, for each programme or qualification. There will be no distinction between RPL evidence and traditional evidence submitted to Crossfields Institute.

The evidence the learner provides is assessed by Crossfields Institute against the following key criteria:

Validity: Does the evidence match the competences being looked for by the institution? Are the skills, knowledge and expertise being demonstrated by the candidate at the appropriate level?

Sufficiency: Is the amount of evidence sufficient? Does it cover all the aspects being looked for?

Authenticity: This refers to the ownership of the evidence. Assessors need to be confident that the work submitted really is the result of the learners’ own effort and expertise.

Reliability: Will different assessors place a similar value on the evidence you have provided and make similar judgments when confronted with the same evidence?

Currency: This refers to the date of the evidence. Assessors must be sure that the evidence submitted by candidate is recent enough to be considered a measure of your current levels of competence.

The student will either be recommended for award and certification OR the portfolio with feedback will be returned to the RPL tutor/assessor and student with a request for further evidence.

6.7 Health and Safety Policy

Policy Last Reviewed March 2013
Next revision date March 2014
The Health & Safety at Work etc. Act 1974 [section 2 (3)] requires all employers with more than 5 employees to provide a written statement on the general policy regarding health and safety at work and the organisation and arrangements for carrying out that policy.

As employer the Board of Trustees must discharge this responsibility. This Policy therefore forms part of the health and safety system and is specific to all premises of Crossfields Institute.

**Aim**

The general Health and Safety policy of Crossfields Institute is:

To prevent accidents and cases of work-related ill health and provide adequate control of health and safety risks arising from work activities

To provide adequate training to ensure employees are competent to do their work

To engage and consult with employees on day-to-day health and safety conditions and provide advice and supervision on occupational health

To implement emergency procedures - evacuation in case of fire or other significant incident.

To maintain safe and healthy working conditions, provide and maintain equipment and ensure safe storage/use of substances.

**Procedure**

Crossfields Institute has conducted a Risk Assessment and recorded the significant findings for use by all staff. The Risk Assessment plan is stored in the Crossfields Institute premises and is available to all staff on request.

**Centres**

Crossfields Institute requires that all of its affiliates schools and centres have a Health and Safety Policy and risk assessment plan in place in accordance with The Health & Safety at Work etc. Act 1974 [section 2 (3)]. A standard element of the annual review process at each CI approved centre will be to ensure that Health and Safety policy, procedures and Risk Assessment plans are in place.
6.8 Learner Admissions and Recruitment Policy

Policy Last Reviewed March 2013
Next revision date March 2014

Reviewed by: Director of Operations, Judy Foster

1. Introduction

Crossfields Institute’s Admissions and Recruitment policy is underpinned by the commitment to a fair admissions system, whereby applicants are considered solely on the basis of their merits, abilities and potential, and are not discriminated against as a result of gender, colour, ethnic or national origin, age, social background, religious or political beliefs, sexual orientation or family circumstances.

The Policy complies with relevant equality and diversity legislation affecting the admission of Learners and take account of sectoral best practice.

Crossfields Institute and its approved centres commits itself to operate its admissions system in a way that is transparent and justifiable with procedures that are fair, clear, explicit and consistently applied for all learners on all programmes (whether offered by the Crossfields Institute or by a Crossfields Institute affiliate).

2. Roles and Responsibilities

Overall responsibility for the Crossfields Institute’s admissions and recruitment activity and implementation of the policy lies with the Director of Operations.

All Crossfields Institute departments and centres have a role and responsibility in relation to the recruitment and successful admission of learners.

Within each Crossfields Institute centre one member of staff (usually the programme coordinator) should be designated as having overall responsibility for learner admission activities.

The Admissions process refers to all activity involved in attracting, recruiting, selecting, admitting and enrolling learners. All staff involved in supporting the admissions process will have been adequately trained to undertake their role.

3. Promotion, Recruitment and Selection

All Crossfields Institute and Crossfields Institute’s approved centres marketing material will be accurate, kept up to date and be available at the correct point in the recruitment cycle. The purpose of this material is to assist enquirers and applicants in their decision-making process.

All applicants will be given the opportunity to:

- Visit the campus where they will be taught
- Be informed about pastoral and academic support services
- Know the cost of their chosen programme and sources of financial support (if any)

Selection policies and procedures will be clear to enquirers/applicants and followed fairly, courteously, consistently and expeditiously.

Any learner who will be left unsupervised with children and/or vulnerable adults on a regular and sustained basis, as part of their programme of study, will be required to gain an enhanced disclosure certificate from the Criminal Records Bureau. Crossfields Institute is committed to complying with the CRB Code of Practice.

4. Information for Applicants

Applicants will be expected to know the obligations placed on them if they accept an offer of a place at a Crossfields Institute centre.
Crossfields Institute and its approved centres reserve the right to remove an offer of a place if:

- information provided by an applicant proves to be false;
- the application is for a programme where there is a requirement that an individual is registered with the Independent Safeguarding Authority (ISA) and the applicant’s registration has ceased;
- an applicant is shown to have been involved in activity that is not compatible with being a Learner on the programme for which the applicant has applied.

Significant changes to advertised programmes (between an offer being made and registration) must be conveyed to applicants as a matter of priority.

5. Complaints and Appeals

Applicants will have the right to complain about the way their application has been processed. There will be a process that allows applicants to appeal against the decisions taken by the Crossfields Institute and its affiliates.

Please see Appeals and Complaints Procedure for further details.

6. Malpractice Policy

Policy Last Reviewed March 2013
Next revision date March 2014

Reviewed by: Director of Operations, Judy Foster

Introduction

This policy is aimed at centres and candidates who are involved in the assessment of Crossfields Institute programmes and qualifications:

The purpose of this policy is to set out the procedures that candidates and approved centres should follow if they wish to contact us about any potential instances of malpractice. The policy also gives details of the service provided by Crossfields Institute.

This policy is available on our website at www.crossfieldsinstitute.com or can be obtained by calling 01453 808118 or e-mailing dialogue@crossfieldsinstitute.com.

This policy will be subject to review and monitoring and if necessary will be amended and updated following feedback from candidates and centres. All future versions to this policy will be flagged and will be posted on our website.

Please note that we treat all correspondence with individuals who make complaints or inform us of suspected malpractice in confidence and will not make details available to any other parties.

What is malpractice?

Malpractice is defined as any activity or practice which deliberately contravenes regulations and compromises the integrity of the assessment process and/or the validity of certificates. For the purpose of this policy this term also covers misconduct.

Definition of Malpractice by Learners

This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

- plagiarism of any nature
- collusion by working collaboratively with other learners to produce work that is submitted as individual learner work
- copying (including the use of ICT to aid copying)
• deliberate destruction of another’s work
• fabrication of results or evidence
• false declaration of authenticity in relation to the contents of a portfolio or coursework
• impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one’s place in an assessment/examination/test

**Definition of Malpractice by Staff**
This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

• improper assistance to candidates
• inventing or changing marks for internally assessed work (coursework or portfolio evidence) where there is insufficient evidence of the learner’s achievement to justify the assessment decisions made
• failure to keep learner coursework/portfolios of evidence secure
• fraudulent claims for certificates
• inappropriate retention of certificates
• assisting learners in the production of work for assessment, where the support has the potential to influence the outcomes of assessment. For example where the assistance involves centre staff producing work for the learner
• producing falsified witness statements. For example for evidence the learner has not generated
• allowing evidence, which is known by the staff member not to be the learner’s own, to be included in a learner’s assignment/task/portfolio/coursework
• facilitating and allowing impersonation
• misusing the conditions for special learner requirements. For example where learners are permitted support, such as an amanuensis, this is permissible up to the point where the support has the potential to influence the outcome of the assessment
• falsifying records/certificates, for example by alteration, substitution, or by fraud
• fraudulent certificate claims, that is claiming for a certificate prior to the learner completing all the requirements of assessment

**What is maladministration?**
Maladministration is defined as any activity or practice that results in non-compliance with regulations. Anybody identifying cases of maladministration should report them to the Chief Executive of Crossfields Institute.

We are obliged to investigate all cases of maladministration in liaison with the parties concerned. If an investigation results in evidence of maladministration, we will need to impose the appropriate sanction and take the necessary steps to ensure that the candidates’ interests are protected as far as is reasonably possible. This may include making arrangements for re-assessment or certification, as appropriate.

**Centre Requirements**
It is a condition of centre approval that centres immediately inform CI of any suspected instances of malpractice. The Principal or Head of centre signs this condition on the CI Centre Approval Form.

All Crossfields Institute centres must have in place a Malpractice Policy and Procedure. This must be clearly stated in their Staff/Learner Handbooks, website and/or learning platform.

**How to notify us of suspected or actual cases of malpractice**
Anybody who identifies or is made aware of suspected or actual cases of malpractice at any time must immediately report their findings to Chief Executive of Crossfields Institute by post, telephone or e-mail.
Please send the report and any accompanying evidence to the Chief Executive of Crossfields Institute by post or email. Reports must include:

- Centre’s name, address and number
- Learner's name and registration number
- Centre personnel’s details (name, job role) if they are involved in the case
- Title and number of the programme or qualification affected
- Date(s) suspected or actual malpractice occurred
- Full nature of the suspected or actual malpractice
- Contents and outcome of any investigation carried out by the centre or anybody else involved in the case, including any mitigating circumstances
- Written statements from those involved in the case, e.g. witness statements
- Date of the report and the informant's name, position and signature

If a centre conducts its own investigation before submitting its report to us, it should:

- Ensure that staff leading the investigation are independent of the staff/candidates/function being investigated
- Inform those who are suspected of malpractice that they are entitled to know the necessary details of the case and possible outcomes
- Submit the findings of your investigation to us with the report

**Reviewing suspected or actual cases of malpractice**

**The review timescales at each stage of the process**

Your report will be acknowledged by the Chief Executive within 5 days of receipt.

When we receive the report, we will pass it on to the Senior Management Team who will review the report and decide whether to recommend further investigation. Should the Senior Management Team decide to conduct an investigation, they will appoint a team of personnel who are not involved with the centre or have any previous dealings with centre personnel or candidates. We will endeavour to finish our investigations no longer than 30 working days from the receipt of the report. Please note that in some cases the investigation may take longer; for example, if a centre visit is required. In such instances, we will advise all parties concerned of the likely revised timescale.

We will advise all interested parties of the outcome of our investigation within 10 working days of making our decision.

**The investigation process**

We expect all parties, who are either directly or indirectly involved in the investigation, to fully co-operate with us. In instances where a centre or its candidates do not co-operate, we may have no alternative but to permanently or temporarily remove the centre’s approval status or withdraw its candidates from the programme and may also inform the regulatory authorities.

During the investigation process, the review may involve:
• A request for further information from the centre or personnel involved
• Interviews (face to face or by telephone) with personnel involved in the investigation
• Arranging for authorised personnel to carry out a centre visit

Where a decision is referred to the Senior Management Team, the majority vote will apply.

In the case of centre malpractice, we will offer support and guidance to help us investigate the matter and reach the appropriate conclusions. In the case of candidate malpractice, we will ask centres to investigate the issue in liaison with our own personnel.

Where we find evidence that results and/or certificates may be invalid, we will inform the appropriate qualifications regulators of any investigation into suspected or actual cases of serious malpractice and will agree the appropriate course of remedial action with them. Please note that in exceptional cases, the regulatory authorities may lead the investigation. CI are bound to agree with the qualification regulators on appropriate remedial action where there is evidence that results or certificates may be invalid.

In cases where certificates for programmes or qualifications approved by the regulatory authorities are deemed to be invalid, we will inform the centre and the candidate and the qualification regulators of the reasons why they are invalid and provide details of action to be taken for reassessment and/or certification.

Either at notification of a suspected or actual case of malpractice or at any time during the investigation, we reserve the right to suspend any claims for candidate certification submitted by the centre involved.

The outcome of the investigation
We will consider all factors put forward by the centre or the candidate in determining the appropriate sanctions. The sanctions taken will be commensurate with the gravity of the malpractice.

Centre malpractice
If the investigation confirms that centre malpractice has taken place, or there has been a failure to cooperate we will have to impose one or more of the following sanctions on the centre:
• Suspension of centre approval status for all our programmes or qualifications
• Suspension of candidate registration and/or certification service for the programme or qualification

It is the centre’s responsibility to inform its personnel and candidates affected of the implications of the sanctions.

Candidate Malpractice
If the investigation confirms that candidate malpractice has taken place, we will have to impose one or more of the following sanctions on the candidate:
• Disallowing all or part of the candidate's external assessment marks
• Not issuing the candidate’s certificate(s)
• Disqualification from the programme or qualification.

In cases of malpractice by candidates, it is the centre’s responsibility to make candidates aware that their final results may be void if the case is proven and any certificates that have already been issued may be deemed to be invalid and will need to be returned to us.

Examiner malpractice
If an examiner is reported to be colluding with candidates the evidence will be passed to the Chief Executive and will be closely monitored. If collusion is corroborated then the examiner will be dismissed from the examining panel and the candidates in question will be re-examined.

**Reporting the outcome**
After an investigation, we will produce a draft report for the centre/candidate to check for factual accuracy. Any subsequent amendments will be agreed between the centre/candidate and us.

We will make the final report available to the centre/learner and to the regulatory authorities and other external agencies as required.
If an independent/third party notified us of the suspected or actual case of malpractice, we will inform them of the outcome.

**Failure to Cooperate**
Centres should also note that their failure to cooperate with the requirement to report any suspected malpractice can lead to the withholding of certificates and to future entries and/or registrations not being accepted.

**Appeals against our decision to impose sanctions**
If you wish to appeal against our decision to impose sanctions, please refer to our Complaints and Appeals Policy available from our website at [www.crossfieldsinstitute.com](http://www.crossfieldsinstitute.com).

### 6.10 Programme Review Policy

**Policy Last Reviewed March 2013**
**Next revision date March 2014**

Reviewed by: Director of Operations, Judy Foster

**1. Introduction**

This policy outlines our strategy for reviewing and updating qualification and programme content to ensure its continuing relevance and fitness for purpose. All learners have the right to receive content that is relevant and continually revised and have access to a wide range of contemporary resources. We uphold the values and practices of constructive feedback, self-evaluation, peer review and ethical professional conduct. This applies to all aspects of academic work, including curriculum design and delivery.

This policy preserves the integrity and reputation of Crossfields Institute approved centres, Crossfields Institute and its licensed partners.

**2. Purpose**

The purpose of this policy on programme review is to:

- Maintain and improve the standards, currency, and overall quality of all programmes and qualifications
- Receive and respond to peer, expert and student feedback on the quality of programmes and qualifications
- Assure Crossfields Institute and other interested parties of the high standards, currency, and overall quality and soundness of the Institute’s qualifications and programmes.

**3. External programme review**
All programmes will be externally reviewed every year.

Programme reviews will be conducted by a panel which should include the Programme Coordinator, a member of the CI Qualifications Development Team, quality nominee, learner representatives and other stakeholders.

Centres will provide all materials and staff time required by the review panel, and will meet the financial costs of programme reviews. Reviews will examine standards and currency, the appropriateness and quality of the programmes, the learner experience, the appropriateness and any other programme structures, overall quality and soundness of programmes.

The chair of the review panel will provide Crossfields Institute with a written programme or qualification review report. The programme coordinator will present the programme review report to the faculty learning and teaching committee. The Chief Executive of Crossfields Institute will present the programme review report and a faculty response to the report to the Academic Council and Trustees.

4. Programme evaluation

All programmes will be internally evaluated every year.

Programme evaluations will be conducted within the centre by a panel chaired by the programme coordinator and other staff, including at least two academic staff, appointed by the person responsible for the delivery of the programme. The evaluation panel will normally not exceed five members, but this may vary according to the size of the faculty. Programme evaluations will examine programme standards and currency, and the overall quality and soundness of programmes. The programme coordinator will provide Crossfields Institute with a written programme evaluation report.

5. Learner feedback on programmes

Learner feedback on programmes is vital information for programme evaluations.

All programme coordinators are required to ensure that student feedback on programmes is collected, at least once each year the programme is conducted. Programme coordinators are encouraged to gather feedback on programmes from a range of sources using a variety of instruments and processes, such as feedback forms, forums, suggestion boxes. There must be a standard process for collecting feedback, processing the information, and reporting results to programme coordinators.

6.11 Reasonable Adjustments and Special Considerations Policy

Policy Last Reviewed March 2013
Next revision date March 2014

Reviewed by: Director of Operations, Judy Foster

Introduction
This policy is aimed at approved centres, assessors, learners, Internal Quality Assurers (IQAs) and External Quality Assurers (EQAs) who are involved with Crossfields Institute programmes and qualifications.
The purpose of this policy is to set out the procedures that learners, tutors, and centres should follow when implementing reasonable adjustments and special considerations. The policy also gives details of the service provided by Crossfields Institute for these arrangements.

This policy is available on our website at www.crossfieldsinstitute.com, and in the Staff and Learner Handbooks.

This policy will be subject to review and monitoring by Crossfields Institute and if necessary will be amended and updated following feedback from learners and centres. All future versions of this policy will be flagged and will be posted on our website and sent to centres in the CI QA Document.

Please note that we treat all records of reasonable adjustments and special consideration arrangements in confidence and will not make details available to any other parties. If learners wish to appeal against the decision by Crossfields Institute to decline requests for reasonable adjustments or special consideration arrangements, please refer to our Appeals Policy, available to download from our website at www.crossfieldsinstitute.com.

What is a reasonable adjustment?

Explanation of reasonable adjustment
A reasonable adjustment helps to reduce the effect of a disability or difficulty that places the learner at a substantial disadvantage in the assessment situation.

Reasonable adjustments must not affect the validity or reliability of assessment outcomes, but may involve:

- changing usual assessment arrangements
- adapting assessment materials
- providing assistance during assessment
- re-organising the assessment physical environment
- changing or adapting the assessment method
- using assistive technology.

Reasonable adjustments must be approved by the centre and set in place prior to assessment commencing. It is an arrangement to give a learner access to a programme or qualification.

The work produced following a reasonable adjustment must be assessed in the same way as the work from other learners.

Below are examples of reasonable adjustment. It is important to note that not all adjustments described below will be reasonable, permissible or practical in particular situations. The learner may not need, nor be allowed the same adjustment for all assessments.

Reasonable adjustments permitted by Crossfields Institute may fall into the following categories:

- changes to assessment conditions
- the use of mechanical and electronic aids
- modification to the presentation of assessment material
- alternative ways of presenting responses
- use of access facilitators.
Please note that a reasonable adjustment must never affect the validity or reliability of assessment, influence the outcome of assessment or give the learner(s) in question an unfair assessment advantage.

Examples of reasonable adjustments as defined by the above categories are listed below.

- Allowing extra time, e.g. assignment extensions
- Using a different assessment location
- Use of coloured overlays, low vision aids, CCTV
- Use of assistive software
- Assessment material in large format or Braille
- Readers/scribes
- Practical assistants/transcribers/promoters
- Assessment material on coloured paper or in audio format
- Language-modified assessment material
- British Sign Language (BSL)
- Use of ICT/responses using electronic devices

Centre responsibility
It is vital that centres recruit with integrity onto CI Programmes. Centres must ensure that learners have the correct information and advice on the selected programmes or qualifications and that the programmes or qualifications will meet their needs. The recruitment process should include the centre assessing each potential learner and making justifiable and professional judgments about the learner’s potential to successfully complete the assessment and achieve the qualification or complete the programme.

Such assessment must identify, where appropriate, the support that will be made available to the learner to facilitate access to the assessment.

Where the recruitment process identifies that the learner may not be able to demonstrate attainment and thus gain achievement in all parts of assessment for the selected programme or qualification, this must be communicated clearly to the learner. A learner may still decide to proceed with studying a particular programme or qualification and not be entered for all or part of the assessment.

The centre is advised to ensure that learners are aware of:
- the range of options available, including any reasonable adjustments that may be necessary, to enable the demonstration of attainment across all required assessment; and
- any restrictions on progression routes to the learner as a result of not achieving certain outcomes.

Every centre that is approved to run programmes or qualifications offered by Crossfields Institute should be in a position to help learners access the reasonable adjustments and special considerations procedures.

Applying reasonable adjustment
Reasonable Adjustments are the responsibility of the centre. Reasonable adjustments are approved by the IQA before an assessment and are intended to allow attainment to be demonstrated. A learner does not have to be disabled (as defined by the DDA) to qualify for
reasonable adjustment; nor will every learner who is disabled be entitled to reasonable adjustment. Allowing reasonable adjustment is dependent upon how it will facilitate access for the learner. A reasonable adjustment is intended to allow access to assessment but can only be granted where the adjustment does not:

- affect the validity or reliability of the assessment
- give the learner(s) in question an unfair advantage over other learners taking the same or similar assessment
- influence the final outcome of the assessment.

Crossfields Institute is committed to fair and equal assessment of its programmes and qualifications. We expect all learners, regardless of age, sexual orientation, gender, race or disability to have equal and fair access to all the assessments we provide.

Therefore we recognise that in some cases there will be a need for some learners to have access to a range of arrangements which meet their individual needs and provide fair access to the assessments they are undertaking. This could include:

- learners who have a permanent disability or specific learning needs
- learners who have a temporary disability, medical condition or learning needs
- learners who are indisposed at the time of the assessment

Crossfields Institute expects all centres to report when requested information on reasonable adjustments that have been granted. Information and statistics on such requests are expected to be collected and provided when requested by CI or during External Quality Assurance visits, centre approval Visits and Programme Reviews. CI Quality and Development Dept collects the Special Considerations and Reasonable Adjustments Statistics from all centres.

**What is a Special consideration?**

Special considerations are different to reasonable adjustments as they apply to a disadvantage that occurs to the learner either just before or during the assessment. Reasons for special consideration could be:

- Temporary illness,
- Injury
- Adverse circumstances at the time of the assessment.

A learner may be eligible for special consideration if:

- Their performance in an external assessment is affected by circumstances beyond the control of the learner, e.g. recent personal illness, accident, bereavement, serious disturbance during the assessment
- The alternative assessment arrangements which were agreed in advance of the assessment proved inappropriate or inadequate
- Any part of an assessment has been missed due to circumstances beyond the control of the learner.

All requests for Special Consideration must be submitted in writing to Crossfields Institute on the Special Consideration Application Form. (See [www.crossfieldsinstitute.com/resources](http://www.crossfieldsinstitute.com/resources) for the application form).

CI expects a centre to put arrangements in place to enable a learner, in extenuating circumstances, to complete assessment and thus achieve the qualification or complete the...
programme. Only when this is unsuccessful should an application for special consideration be made. All applications for special consideration can only be made on a case-by-case basis and thus separate applications must be made for each learner.

Learners may apply for special consideration during or after an assessment but may not apply for special consideration in the case of a permanent disability or learning difficulty. Special considerations will be taken into account by the IQA at the time of the assessment and will be recorded and sent to Crossfields Institute Quality and Development Dept. Special considerations may result in a small post-assessment adjustment to the mark of the learner. The size of the adjustment will depend on the circumstances during the assessment and will reflect the difficulty faced by the learner.

**Applying for special considerations**

All requests for Special Consideration must be submitted in writing to Crossfields Institute on the Special Consideration Application Form. ([www.crossfieldsinstitute.com/resources](http://www.crossfieldsinstitute.com/resources))

Each application for special considerations will be reviewed separately to ensure that the decision made maintains the equity, validity and reliability of the assessment for the learner and does not give the learner an unfair advantage.

Learners need to submit evidence to centres to support their request for special consideration. This may include medical evidence or a statement from the invigilator or any other appropriate information.

Centres and examiners should complete a Special Consideration Application Form. The application should be signed and dated by the quality nominee at the centre. The signatory must declare that the information given is accurate.

The application should be submitted as soon as possible, and not later than 7 working days after the assessment. CI can only accept requests for special consideration after the results of the assessment had been released in the following circumstances:

- The application has been overlooked at the centre and the oversight is confirmed by the centre quality nominee
- Medical evidence comes to light about a learner’s condition, which demonstrates that the learner must have been affected by the condition at the time of the assessment, even though the problem revealed itself only after the assessment

Special Consideration Applications must be sent by post, email or fax to:

Quality and Development Dept  
Crossfields Institute  
Painswick Inn  
Gloucester St  
Stroud  
Glos  
GL5 1QG  
or registration@crossfieldsinstitute.com
On receipt of the Special Consideration Application, the Quality and Development Dept will assess the evidence, consult the centre’s IQA where necessary, and normally make a decision within 3 days of receipt using their professional judgement. If for any reason it takes longer to make a decision, CI informs the centre and indicates a timescale for the decision.

A record of all Special Considerations Applications will be recorded in the Special Considerations File, along with all documentation and a full audit trail of minutes, emails, reports and discussions to arrive at a decision.

All Reasonable Adjustments and Special Considerations statistics are collected by the Director of Operations.

6.12 Registration and Certification Policy

Policy Last Reviewed March 2013
Next revision date March 2014

Reviewed by: Director of Operations, Judy Foster

The aim of the Crossfields Institute registration and certification policy is:

- To register individual learners to the correct programme or qualification within agreed timescales.
- To claim valid learner certificates within agreed timescales.
- To construct a secure, accurate and accessible audit trail to ensure that individual learner registration and certification claims can be tracked to the certificate which is issued for each learner.

In order to do this, Crossfields Institute will:

- register each learner within the awarding organisation requirements.
- provide a mechanism for approved centres to check the accuracy of learner registrations.
- make each learner aware of their registration status.
- inform the awarding organization of withdrawals, transfers or changes to learner details.
- ensure that certificate claims are timely and based solely on internally verified assessment records.
- audit certificate claims made to the awarding body.
- audit the certificates received from the awarding body to ensure accuracy and completeness.
- keep all records safely and securely for three years post certification.

Crossfields Institute expects its approved centres to:

- register each learner within CI requirements.
- make each learner aware of their registration status.
- Inform Crossfields Institute of withdrawals, transfers or changes to learner details.
- ensure that certificate claims are timely and based solely on internally verified assessment records.
- audit certificate claims made to Crossfields Institute.
- audit the certificates received from Crossfields Institute to ensure accuracy and
completeness.

- keep all records safely and securely for three years post certification.

6.13 Internal Quality Assurance Policy

Policy Last Reviewed March 2013
Next revision date March 2014

Reviewed by: Director of Operations, Judy Foster

Internal Quality Assurance Policy Aim:

- To ensure that internal quality assurance and verification is valid, reliable and covers all assessors and programme activity.
- To ensure that the internal quality assurance procedure is open, fair and free from bias.
- To ensure that there is an accurate recording of internal quality assurance decisions.

In order to do this, Crossfields Institute will:

- ensure staff are briefed and trained in the requirements for the internal quality assurance procedure
- ensure effective internal quality assurer (IQA) roles are defined, maintained and supported
- ensure that all centre assessment instruments are verified as fit for purpose.
- internal quality assurance is promoted as a developmental process
- verify an appropriately structured sample of assessor work from all programmes to ensure conformity of standards.
- plan an annual internal quality assurance schedule, linked to assignment plans.
- define, maintain, and support effective internal verification roles.
- ensure that identified staff will maintain secure records of all internal quality assurance activity.
- provide standardised internal quality assurance documentation
- use the outcome of internal quality assurance to enhance future assessment practice.
7. Standard Affiliation Agreement

Terms of Affiliation

Particulars

Crossfields Institute, incorporated in England and Wales under company registration number 6503063 (registered Charity No. 124859) whose registered office is at Painswick Inn, Gloucester Street, Stroud, Gloucestershire, GL5 1QG (“the Institute”), will supply the Programme (as defined below) to the Affiliate subject to the provisions set out below.

Terms and Conditions

1. Definitions:

In this Agreement, the following words shall have the following meanings:

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘the Affiliate’</td>
<td>Annual fee payable to the Institute by the Affiliate</td>
</tr>
<tr>
<td>‘the Affiliation Fee’</td>
<td>Means the appendix attached to these terms of affiliation and also found on the Institute’s website</td>
</tr>
<tr>
<td>‘the Commencement Date’</td>
<td>As set out in the Specification Document</td>
</tr>
<tr>
<td>‘the Expenses’</td>
<td>As set out in the Specification Document</td>
</tr>
<tr>
<td>‘the Fee’</td>
<td>Crossfields Institute, as set out above</td>
</tr>
<tr>
<td>‘the Institute’</td>
<td>Means the Qualification Development Team</td>
</tr>
<tr>
<td>‘the Payment Period’</td>
<td>Within 30 days of receipt of invoice</td>
</tr>
<tr>
<td>‘QDT’</td>
<td>Means the Quality and Development Department</td>
</tr>
<tr>
<td>‘the Program’</td>
<td>Educational training and facilities as more particularly described in the Specification Document</td>
</tr>
<tr>
<td>‘the Termination Period’</td>
<td>60 days</td>
</tr>
<tr>
<td>‘the Reports’</td>
<td>means all reports, documentation, presentations, software or drawing in whatever format the Institute shall or may create or deliver to the Affiliate as part of the Programme provided by the Institute.</td>
</tr>
<tr>
<td>‘the Specification Document’</td>
<td>means the QDT and/or the QDD Specification documents either together or individually as set out further in Clause 2.1</td>
</tr>
</tbody>
</table>

2. Programme:

2.1 At the commencement of the Programme, the Institute shall submit to the Affiliate a specification for the Programme. The specification shall specify the Programme to be undertaken, the time estimates for the provision of the Programme and the fees payable (“the Specification Document”).

2.2 Affiliation with the Institute will provide the following benefits:

2.2.1 Annual Centre Approval/Centre Review Visit (1 day)
2.2.2 Free attendance by a member of staff of the Institute at stakeholder events
2.2.3 Membership of a reputable and recognised professional body
2.2.4 One hour free consultancy at the Institute’s address or on Skype
2.2.5 Access to the gateway to commission work through the QDT Specification Document, and the QDD Specification Document

2.3 On receipt of the Specification Document the Affiliate will sign a copy and return that copy to the Institute to signify the Affiliate’s agreement as to the Programme to be provided and the fees payable to the Institute. The Affiliate acknowledges and agrees that no Programme (other than the preparation of the Specification Document) will be provided until the Institute has received the signed copy of the Specification Document.
2.4 The Specification Document may be varied or added to from time to time in writing and signed by both Parties. The changes shall be clearly identified, together with the additional or different level of fees to be paid by the Affiliate.

3. Calculation of Time:

3.1 For fees calculated on a daily rate: A ‘day’ shall mean a period of eight hours inclusive of travel time both to the Affiliate’s site and from the Affiliate’s site. Time spent in excess of an eight-hour period shall be charged as a proportion of the daily rate.

3.2 For fees calculated by reference to an hourly rate: For time spent which is less than a complete hour, the Affiliate shall be charged on a proportional basis.

4. Performance of the Programme:

4.1 The Parties shall agree the time and place (if not specified in the Specification Document) when the Programme shall be performed, subject to the availability of the Institute’s staff and agents.

4.2 The Institute shall use reasonable endeavours to complete the Programme by a date as agreed between the Parties (which may be subject to change).

4.3 Any deadlines or target dates given by the Institute are estimates of time and dates only, which include estimates:
   4.3.1 for any times for when the Programmes are to be delivered, whether given or agreed to by the Institute; or
   4.3.2 for the length of time that the development of any of the Programme may take, whether specified in the Specification Document or otherwise.

4.4 the Programme shall be carried out by the Named Consultants (unless otherwise communicated to the Affiliate in writing).

5. Fee and payment

5.1 In consideration of the affiliation agreement to the Institute, this is on-going as long as the Affiliate continues to pay the annual Affiliation Fee.

5.2 In consideration of the Programme to be provided by the Institute to the Affiliate, the Affiliate shall pay the Fee as set out in the Specification Document (and if selected, the Expenses) to the Institute and in accordance with the Payment Period.

5.3 All amounts stated are exclusive of VAT and/or any other applicable taxes or levy, which shall be charged in addition at the rate in force at the date any payment is required from the Buyer (if chargeable).

5.4 If payment of the Fee is not received by any due date, the Institute shall be entitled (without prejudice to any other right or remedy):
   5.4.1 to charge interest on the outstanding amount at the rate of 4% per annum above the base lending rate of HSBC Bank plc., accruing daily;
   5.4.2 to require that the Affiliate make a payment in advance of any Programme or part of the Programme not yet supplied;
   5.4.3 to not provide any further Programme or part of the Programme; or
   5.4.4 to not provide any Reports due on completion of the Programme (until such payment is made)

5.5 All payments shall quote the Institute’s invoice number and other reference numbers including (where applicable) the Specification Document reference number.

6. The Affiliate’s Obligations:

6.1 The Affiliate acknowledges and agrees that for the Supplier to be able to provide the Programme the Affiliate shall:
   6.1.1 co-operate with the Institute as the Institute reasonably requires;
   6.1.2 provide to the Institute such information and documentation as the Institute reasonably requires;
   6.1.3 make available to the Institute the facilities, resources, working space and staff as specified in the Specification Document and/or as the Institute reasonably requires from time-to-time; and
   6.1.4 instruct the Affiliate’s staff and agents to co-operate and assist the Institute.
6.2 The Institute may charge the Affiliate for any additional reasonable costs and expenses incurred by the Institute caused by the Affiliate’s instructions, failure to provide instructions, or failure to comply with Clause 6.1.

7. Reporting requirements:

7.1 The Specification Document shall specify the Reports that are to be produced during or on completion of the Programme (‘the Reports’).

7.2 Where required in the Document Specification to provide Reports, the Institute shall supply one copy of the Reports to the Affiliate. The Institute grants to the Affiliate a non-exclusive licence (without the right to sub-license) to use the Reports. The Institute shall own all copyright, database and other intellectual property rights in the Reports.

8. Protection of confidential information:

8.1 Each Party (‘the Receiving Party’) shall keep the confidential information of the other Party (‘the Supplying Party’) confidential and secret, whether disclosed to or received by the Receiving Party. The Receiving Party shall only use the confidential information of the Supplying Party for the Purpose and for performing the Receiving Party’s obligations under the Agreement. The Receiving Party shall inform its officers, employees and agents of the Receiving Party’s obligations under the provisions of this Clause 8, and ensure that the Receiving Party’s officers, employees and agents meet the obligations.

8.2 The obligations of Clause 8.1 shall not apply to any information which:

8.2.1 was known or in the possession of the Receiving Party before it was provided to the Receiving Party by the Supplying Party;
8.2.2 is, or becomes, publicly available through no fault of the Receiving Party;
8.2.3 is provided to the Receiving Party without restriction or disclosure by a third party, who did not breach any confidentiality obligations by making such a disclosure;
8.2.4 was developed by the Receiving Party (or on its behalf) who had no direct access to, or use or knowledge of the confidential information supplied by the Supplying Party; or
8.2.5 is required to be disclosed by a court order of competent jurisdiction.

8.3 This Clause 8 shall survive termination of this Agreement for a period of 2 years.

8.4 For the avoidance of doubt, the Institute shall own all copyright, database and other intellectual property rights in all documentation prepared by the Institute in furtherance of the Programme provided to the Affiliate.

8.5 The Receiving Party will hold harmless and indemnify the Supplying Party for any breach of the terms of this Clause 8 for any reasonable and direct loss suffered by the Supplying Party as a result of any breach by the Receiving Party of the terms of this Clause 8.

9. Warranties, liability and indemnities:

9.1 The Institute warrants that it will use reasonable care and skill in performing the Programme to a standard which conforms to generally accepted industry standards and practices.

9.2 If any part of the Programme is performed negligently or in breach of the provisions of this Agreement then, at the reasonable and justifiable request of the Affiliate, the Institute will re-perform the relevant part of the Programme, always subject to Clauses 9.5 and 9.7 below.

9.3 The Institute expressly does not warrant that any result or objective whether stated in this Agreement or not shall be achieved, be achievable or be attained at all or by any prior agreed date.

9.4 Except in the case of death or personal injury caused by the Institute’s negligence, the Institute’s liability under or in connection with this Agreement whether arising in contract, tort, negligence, breach of statutory duty or otherwise howsoever, shall not exceed the Fee paid to the Institute under this Agreement. The provisions of this Clause 9.4 shall not apply to Clause 9.6.

9.5 Neither Party shall be liable to the other Party in contract, tort, negligence, breach of statutory duty or otherwise for any loss, damage, costs or expenses of any nature whatsoever incurred or suffered by that other Party of an indirect or consequential nature including without limitation any economic loss or other loss of turnover, profits, business or goodwill. The provisions of this Clause 9.5 shall not apply to Clause 9.6.

9.6 The Affiliate shall indemnify and hold harmless the Institute from and against all Claims and Losses arising from loss, damage, liability, injury to the Institute employees and third parties, infringement of third party intellectual property, or third party losses by reason of or arising out of
any information supplied to the Affiliate by the Institute, its employees or consultants, or supplied to the Institute by the Affiliate within or without the scope of this Agreement. 'Claims' shall mean all demands, claims, proceedings, penalties, fines and liability (whether criminal or civil, in contract, tort or otherwise); and 'Losses' shall mean all losses including without limitation financial losses, damages, legal costs and other expenses of any nature whatsoever.

9.7 Each of the Parties acknowledges that, in entering into this Agreement, it does not do so in reliance on any representation, warranty or other provision except as expressly provided in this Agreement, and any conditions, warranties or other terms implied by statute or common law are excluded from this Agreement to the fullest extent permitted by law. Nothing in this Agreement excludes liability for fraud.

9.8 The Institute accepts no responsibility or liability for the outcome of applications submitted by the Affiliate to any accrediting and/or validating bodies.

9.9 In the event that the Affiliate has an enquiry that is beyond the remit or expertise of the Institute, then subject to consultation with the Affiliate, and in accordance with the terms of this Agreement, the Institute shall refer the matter to the appropriate person or agency.

10. Termination:

10.1 This Agreement shall commence on the Commencement Date as defined above.

10.2 Either Party may terminate this Agreement by giving the other Party prior written notice of the Termination Period as defined above.

10.3 Without prejudice to other remedies or rights, either Party may terminate this Agreement at any time by written notice to the other Party ('the Other Party'), the notice taking effect as specified in the notice:

10.3.1 if the Other Party is in material breach of its obligations under this Agreement, and where a breach is capable of remedy within 21 days, the breach is not remedied within 21 days by the Other Party receiving notice which specifies the breach and requiring the breach to be remedied; or

10.3.2 if the Other Party becomes insolvent or if an order is made or a resolution is passed for the winding up of the Other Party (other than voluntarily for the purpose of solvent amalgamation or re-construction), or if an administrator, administrative receiver or receiver is appointed in respect of the whole or any part of the Other Party's assets or business, or if the Other Party makes any composition with its creditors or takes or suffers any similar or analogous action in consequence of debt.

AGREEED by the Parties through their authorised signatories:

For and on behalf of Crossfields Institute
Signature: 
Print name: Charlotte von Bülow
Job Title: Director
Date: 16 April 2012

For and on behalf of [name of affiliate]
Signature: 
Print name: 
Job Title: 
Date: 
8. Unit Writing

8.1 Unit Writing

Edexcel Assured Crossfields Institute units are developed to QCF (Qualifications and Credit Framework) standards and criteria, however we do not register units on the QCF unless commissioned to do so. Any affiliate wishing to register units on the QCF should contact Crossfields Institute to discuss this additional work, due to the time and expense involved in the application to Ofqual.

The QCF is a new way of recognizing skills and qualifications. It does this by awarding credit for units (self-contained steps of learning). It enables people to gain qualifications at their own pace along flexible routes.
(Source: Regulatory arrangements for the Qualifications and Credit Framework, Ofqual 2009).

8.2 Unit Writing Guidelines

Refer to the “Guidelines for writing credit-based units of assessment for the Qualifications and Credit Framework” produced by the Qualifications and Curriculum Development Agency (QCDA) for unit writing guidelines.

http://www.qcda.gov.uk/resources/publication.aspx?id=b67854bb-d202-473a-a9f2-68dcdcfb2bd33
8.3 Unit Template

Unit Descriptor

Programme Title: Xxxx
Author/Organisation: Xxxx
Unit Title: Xxxx

Unit code: xxxxx
Level: x
Notional Learning Hours: x
Last review date: dd mm yyyy
Next review date: dd mm yyyy
Version: x

1. Description of Unit

2. Rationale

3. Unit Content

4. Delivery

5. Assessment

6. Learning resources

7. Links to NOS⁴, other qualifications and progression possibilities

8. Reading lists and other media to support the learning
Alphabetical list of mandatory (M) and optional (O) reading

<table>
<thead>
<tr>
<th>Surname</th>
<th>Initials</th>
<th>Edited</th>
<th>Year</th>
<th>Publication Title</th>
<th>City</th>
<th>Publisher</th>
<th>M/O</th>
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<table>
<thead>
<tr>
<th>Electronic Media</th>
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<tr>
<td>Surname</td>
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⁴ National Occupational Standards [http://www.ukstandards.co.uk/nos-search/Pages/NOS-Search.aspx](http://www.ukstandards.co.uk/nos-search/Pages/NOS-Search.aspx)
### 9. Unit

<table>
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<tr>
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<tr>
<td>Guided instructive learning hours</td>
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<tr>
<td>Guided independent learning hours</td>
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<tr>
<td>Unit review date (max 3 years)</td>
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<tr>
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<td>3.</td>
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<td>4.3</td>
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<td>5.</td>
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<td>5.3</td>
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</tr>
</tbody>
</table>

Submitted by CI QDT Team Leader

Received by CI QDD Manager
9. DD1 – Institutional Assessment Form

Institutional Assessment Form

This form is intended to capture basic information about your organisation.

Please complete this form electronically

Section 1: Centre Details

<table>
<thead>
<tr>
<th>Centre Name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Address line 1:</td>
<td></td>
</tr>
<tr>
<td>Address line 2:</td>
<td></td>
</tr>
<tr>
<td>Address line 3:</td>
<td></td>
</tr>
<tr>
<td>Town:</td>
<td>County:</td>
</tr>
<tr>
<td>Country:</td>
<td>Post Code:</td>
</tr>
<tr>
<td>Centre website:</td>
<td></td>
</tr>
<tr>
<td>Telephone no.</td>
<td></td>
</tr>
<tr>
<td>Company Registration no:</td>
<td></td>
</tr>
<tr>
<td>Legal status or organisation</td>
<td></td>
</tr>
<tr>
<td>Head of organisation/ main contact</td>
<td></td>
</tr>
</tbody>
</table>

History – please give a short explanation of your organisation and its history:

Vision and values – please explain the vision and values of your organisation:

Organisational links:

If you work in collaboration with other organisations (national or overseas) please provide details and the roles and responsibilities of each including the length of the collaboration.
What is the size of your organisation in terms of students and staff?

Any other useful information:

Signature(s) and date

<table>
<thead>
<tr>
<th>Programme team representative:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other (title):</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please submit this form to Crossfields Institute with a cover letter/email. Please include (if available) an overview of financial resources available for maintenance. This form should be submitted with: All available programme material, programme assessment form, prospectus, staff handbook, student handbook, quality assurance documentation (policies, procedures) and other relevant material that may assist us.

By post:

Crossfields Institute
Painswick Inn
Gloucester Street
Stroud GL5 1QG
Great Britain

By email: dialogue@crossfieldsinstitute.com

A member of our team will contact you to make arrangements for a meeting and a visit. Many thanks. We look forward hearing from you.
10. **Due Diligence 2 - Centre Approval**

---

**Centre Approval Form**

- **Training Providers.** You should only complete this form once you have:
  - Signed and returned your Affiliation Agreement
  - Signed and returned your DD2 Form
  - Paid your annual affiliation fee (£350.00)

*Please post this document and all supporting documentation to Crossfields Institute, FAO: Quality Manager or email to: registration@crossfieldsinstitute.com*

Upon receipt the Quality and Development Department will arrange for a review of your application. A member of our staff will visit your centre to ensure that you meet our requirements as described below, and outline any actions or training necessary to meet the requirements to be a Crossfields Institute approved centre. Once all the criteria for approval have been met confirmation will be sent in writing. Applications will be acknowledged within 5 working days.
Crossfields Institute (CI) Centre Approval Form

Name of CI representative supporting this application:

Section 1: Centre Details

Centre Name:
Address line 1:
Address line 2:
Address line 3:
Town: County:
Country: Post Code:
Centre website:
Telephone no.
Company Registration no:

Centre Contacts

Applicant: Email:
The person submitting the form for Centre Approval
Examinations Officer: Email:
The person responsible for the administration of learner records
Quality Nominee Email:
The person who has overall accountability for quality assurance and management of assessment of units and qualifications
Head of Centre: Email:
The person with overall accountability for Centre operation

Qualification Details

<table>
<thead>
<tr>
<th>Level</th>
<th>Programme Title</th>
<th>Proposed Registrations</th>
<th>Proposed Start Date</th>
</tr>
</thead>
</table>

Section 2: Legal Status & Financial Details

Nature of your organisation:
School
Sole Trader
Public Limited
College
Co-operative
Private Limited
<table>
<thead>
<tr>
<th>Charity No:</th>
<th>Government Funded Body</th>
<th>☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VAT Registration No:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Registered Company No.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Registered Company Name**

(If different from Section 1)

**Registered Office Address (if different from Section 1)**

<table>
<thead>
<tr>
<th>Address Line 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Address Line 2</td>
<td></td>
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<tr>
<td>Address Line 3</td>
<td></td>
</tr>
<tr>
<td>Town</td>
<td></td>
</tr>
<tr>
<td>Postcode</td>
<td></td>
</tr>
</tbody>
</table>

**Finance Contact Name:**

**Email address:**

**Telephone number:**
### Section 3: Detailed Information on Centre and Delivery

<table>
<thead>
<tr>
<th>Centre Requirement</th>
<th>Centre Response or document reference</th>
<th>CI Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please provide us with information about your centre (no. of sites and the nature and size of your business). Enclose your Strategic Plan or explain your organisation’s vision and strategy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Learner Induction/Support</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Please provide information on your admissions policy and procedure and supply any marketing or, induction materials/ websites used to recruit learners, with clearly demonstrated entry requirements.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide information relating to the arrangements for learner support and wellbeing that your centre provides ie induction, tutorial support. How do you take into account their individual learning needs? Describe your approach to providing your students with an excellent student experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe your centre’s activities in terms of supporting the employability and work experience of learners (if relevant to your programme)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Centre Resources</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Programme Team.</strong> Please give details of the numbers and type of staff (full-time/part-time) involved in the delivery, assessment and QA of your programmes, indicating who is full-time, part-time. Please provide:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Staff CVs,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii. Staff recruitment policy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii. Staff CPD policy and link to the enhancement of teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Physical Resources.</strong> Please describe the physical resources available to support the delivery and assessment of the qualification in the following areas:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• IT facilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Library resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Learning facilities</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How will these be reviewed to ensure they remain fit for purpose?
Please describe the nature of your agreement with regard to any physical resources required for delivery of your programme (binding agreements are recommended).

<table>
<thead>
<tr>
<th>Management Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Management Support and Centre Structure.</strong> Please provide information on the organisational structure indicating who will be responsible for the Quality of Crossfields Institute provision. Describe centre communication procedures - team meetings, briefings, reviews, etc.</td>
</tr>
<tr>
<td>Governance structure – provide an overview of governance structure (Board/Committees/Trustees)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quality Assurance and Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please provide your Learning Teaching and Assessment strategy (if available)</td>
</tr>
<tr>
<td>Centre Policies and Procedures. Please provide or ensure copies of the following policies and procedures are available on the visit:</td>
</tr>
<tr>
<td>- Staff/ Learner Malpractice</td>
</tr>
<tr>
<td>- Special Considerations/ Reasonable Adjustment</td>
</tr>
<tr>
<td>- Health and Safety</td>
</tr>
<tr>
<td>- Equality and Diversity</td>
</tr>
<tr>
<td>- Complaints and Appeals</td>
</tr>
<tr>
<td>- Accreditation of Prior Learning (APL)</td>
</tr>
<tr>
<td>Describe your approach to quality assurance and enhancement; including your annual self-monitoring process (and learner feedback) and how you use this to support continuous improvement.</td>
</tr>
<tr>
<td>Assessment: Give a brief overview of your assessment practice and principles.</td>
</tr>
<tr>
<td>Please give an overview of the administrative support for programme delivery.</td>
</tr>
</tbody>
</table>

**DOCUMENTATION THAT MUST ACCOMPANY THE COMPLETED APPLICATION FORM**
Mark the boxes to indicate which documents are included.

1. Documents authenticating the legal status of the organisation (Certificate of Incorporation/Constitution/ Memorandum and Articles of Association), including

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CI QA Document V 14
67
20/11/13
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.</strong></td>
<td>Copies of the last three years’ audited annual accounts (if the organisation is still in its early stages, please supply internal accounts, or some other documentation to prove the financial status e.g. bank statements)</td>
</tr>
<tr>
<td><strong>3.</strong></td>
<td>Organisational structure chart or outline description of the management structure with names of post-holders</td>
</tr>
<tr>
<td><strong>4.</strong></td>
<td>Detailed CVs and job descriptions of all senior management and academic staff</td>
</tr>
<tr>
<td><strong>5.</strong></td>
<td>Staff handbook (including disciplinary and grievance procedures)</td>
</tr>
<tr>
<td><strong>6.</strong></td>
<td>Learner handbook (including Complaints and Appeals policy and procedure)</td>
</tr>
<tr>
<td><strong>7.</strong></td>
<td>Current prospectus, marketing materials and website information</td>
</tr>
<tr>
<td><strong>8.</strong></td>
<td>Learner application form with details of entry requirements, fees and refund policy</td>
</tr>
<tr>
<td><strong>9.</strong></td>
<td>Is your organisation accredited by another body (CQC, BAC, Ofsted)? If so, provide last audit report(s).</td>
</tr>
<tr>
<td><strong>10.</strong></td>
<td>Data protection registration with the Information Commissioner’s Office <a href="http://www.ico.gov.uk">www.ico.gov.uk</a> and details of how you keep your learner records safe and secure.</td>
</tr>
<tr>
<td><strong>11.</strong></td>
<td>Copyright licensing agency registration as an education provider (<a href="http://www.cla.co.uk">www.cla.co.uk</a>) to allow photocopying of copyrighted material.</td>
</tr>
</tbody>
</table>
Agreement By Principal Or Head Of The Organisation/Institution

- My organisation will co-operate fully with Crossfields Institute.
- My organisation will not undertake any activity or advertising that could bring the name of Crossfields Institute into disrepute.
- I have authorised the person named above to act as contact for this application.
- No material in this application has been plagiarised. I confirm that any material in this application that is the intellectual property of another person or organisation is used with the express permission of that person or organisation.
- My centre will operate any required external tests in full accordance with Crossfields Institute and Ofqual procedures.
- I understand that programme approval is subject to review, and if quality is not maintained approval may be withdrawn.
- I understand that approval of a qualification by Crossfields Institute does not imply or guarantee that it will be supported by public funding bodies.
- I confirm that we will regularly monitor, review and evaluate our operations.
- I confirm that information supplied to Crossfields Institute for the purposes of registration and certification will be complete and accurate.
- I confirm that the assessment procedure will be open, fair and free from bias.
- I confirm that queries about qualification specifications, assessment guidance or related awarding body information will be resolved and recorded.
- I confirm that we will cooperate with Crossfields Institute monitoring activities, and make available to Crossfields Institute and the regulator any premises, people and records associated with the delivery of the qualification(s) and allow Crossfields Institute officials access to such premises, people and records, for the purpose of auditing and External Quality Assurance.
- My centre will not extend its boundaries overseas.
- I confirm that the centre will immediately inform Crossfields Institute of instances of suspected Malpractice.
- Learners will be informed of their registration status.
- My organisation has not had approval declined or withdrawn by another awarding body. *
- The roles, responsibilities, authorities and accountabilities of the assessment and quality assurance team across all sites are clearly defined, allocated and understood.
- In confirm that the centre will cascade the Assessor training to all tutors/assessors carrying out assessment activity, and that if this is not done to CI’s requirements, CI will insist on delivering training directly to all assessors.
- I confirm that Crossfields Institute will be notified of any changes, which may affect the centre’s ability to meet the approved centre criteria.
- My organisation will keep a complete copy of this approval application for the lifetime of the qualification.
- My organisation will retain a copy of the learners’ assessment and Internal Quality Assurance records for a period of three years following certification of the learner, and learner records will be managed in accordance with Crossfields Institute guidelines.
- I confirm my organisation has arrangements in place to obtain on behalf of learners a unique learner identifier (ULN) and a learner record if requested by the learner.
- I confirm my organisation, where consent is given, will use access to the record of learner’s previous achievements in the learner record to ensure opportunities for credit transfer and exemption are maximised.

* If you have been turned down or had approval withdrawn delete this statement & attach details.

Signature of Head of Organisation

(Print Name)

(Position within Organisation)

Crossfields Institute reserves the right to decline Centre Approval

CROSSFIELDS INSTITUTE USE ONLY
CI Reviewer Name: CI Visit Date:

<table>
<thead>
<tr>
<th>Personnel seen at this visit</th>
<th>Position in Organisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td></td>
</tr>
</tbody>
</table>

Centre Approval

<table>
<thead>
<tr>
<th>Centre details have been completed clearly and accurately</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Centre Information&quot; is clear and within CI guidelines</td>
</tr>
<tr>
<td>&quot;Learner Induction &amp; Support&quot; is clear and within CI guidelines</td>
</tr>
<tr>
<td>&quot;Centre Resources&quot; is clear and within CI guidelines</td>
</tr>
<tr>
<td>&quot;Management Systems&quot; is clear and within CI guidelines</td>
</tr>
<tr>
<td>&quot;Quality Management&quot; is clear and within CI guidelines</td>
</tr>
</tbody>
</table>

General Comments:

Reviewer Declaration

The centre in this report can now be approved
If 'No' Please give reasons why

Reviewer Signature Date

Date Centre Approval Granted:
Centre Approval Granted with conditions (details):

CI Staff name: CI Staff signature:
### 11. Annual Centre Review

<table>
<thead>
<tr>
<th>Centre Name:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Name of Person Completing the Review:</th>
<th>Date:</th>
</tr>
</thead>
</table>

<p>| Quality Indicator 1 – Learner Support - fair access to learning and assessment opportunities and responding to the needs of learners |</p>
<table>
<thead>
<tr>
<th>Measures:</th>
<th>Examples of possible evidence:</th>
<th>Centre Response:</th>
<th>CI Reviewer Response:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners are:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o able to join education programmes that meet their needs</td>
<td>Evidence of listening to learners’ needs; clearly stated entry requirements; learner recruitment policy/procedures;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o provided with information about the education or training programme (eg. target learners, programme level) and told what they can expect and what their own responsibilities will be</td>
<td>Programme literature; learner handbook; training policy; learner agreements; induction materials; complaints procedure.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o provided with support that takes account of their needs and that enables them to achieve the stated outcomes</td>
<td>Evidence of learning support opportunities and materials; evidence of tutorial / pastoral support; special needs support, examples of individual learning plans;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o invited to provide feedback on the programme of education or training</td>
<td>Examples of forms of feedback from learners; programme meeting notes that consider learner feedback</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o are informed of how they can make complaints and appeals</td>
<td>Evidence of where the complaints policy and or appeals policy is published: documentation that shows the working of the complaints and or appeals policies; education or training programme literature that gives information about complaints or</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Quality Indicator 2 – Resources and Environment – Centres ensure that programmes are delivered in a safe and healthy environment and that physical and staff resources are sufficient and of high quality

<table>
<thead>
<tr>
<th>Measures: The organisation provides:</th>
<th>Examples of possible evidence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>o a safe and healthy environment</td>
<td>Health &amp; Safety policy; procedures that ensure the environment is safe and healthy; evidence of risk assessments; notices relating to health and safety.</td>
</tr>
<tr>
<td>o access to physical resources in sufficient quantity and quality for successful delivery of the education or training programme</td>
<td>Evidence of sufficient numbers of generic and specific resources e.g. equipment; books and materials. List of resources which indicates sufficiency; details of availability of staff (timetables); a plan for renewal of equipment</td>
</tr>
<tr>
<td>o sufficient suitably qualified and experienced staff to deliver the education or training programme</td>
<td>List of staff with appropriate qualifications, staff CVs; evidence of staff CPD training</td>
</tr>
<tr>
<td>o staff development which includes induction for new staff and opportunities for continuous professional development</td>
<td>Evidence of staff induction; staff handbook; staff CPD; evidence of a staff appraisal system;</td>
</tr>
</tbody>
</table>

Quality Indicators 3 – Quality Management System – ensure that the programme is delivered within a quality management system

<table>
<thead>
<tr>
<th>Measures: The organisation ensures that:</th>
<th>Examples of possible evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>o senior management have designated individuals accountable for the quality of the education or training programme(s)</td>
<td>An organisation chart with roles and a member of staff identified as having a responsibility for quality; quality policy documents; minutes of management</td>
</tr>
<tr>
<td>Meetings where quality has been discussed.</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>o there are policies and procedures that set out the organisation’s guiding principles along with procedures which describe how they will be implemented</td>
<td></td>
</tr>
<tr>
<td>Quality policies e.g. equality and diversity; Complaints and Appeals Policy; Staff Malpractice; Plagiarism; Programme Review; Accreditation of Prior Learning; Internal Quality Assurance;</td>
<td></td>
</tr>
<tr>
<td>o there is a system for monitoring that these policies and procedures are followed</td>
<td></td>
</tr>
<tr>
<td>Procedures that show how policies are monitored; review dates printed on policies; records that ensure policies and procedures are followed.</td>
<td></td>
</tr>
<tr>
<td>o education programmes are reviewed and evaluated to support continuous improvement as part of a defined cycle</td>
<td></td>
</tr>
<tr>
<td>Evidence of organisation self-evaluation and quality improvement (QIP); learner feedback; observation records; statistical information eg equal opportunities data; learner numbers and achievement data; evidence of other review mechanisms; review or evaluation reports; notes of meetings; action plans that indicate continuous improvement.</td>
<td></td>
</tr>
<tr>
<td>o steps are taken to guard against any form of malpractice* by staff and learners</td>
<td></td>
</tr>
<tr>
<td>Malpractice policies (Staff and learner); evidence of how policies are communicated to staff and learners; evidence of actions taken to minimize the risk of malpractice.</td>
<td></td>
</tr>
<tr>
<td>o records of complaints and appeals including their outcomes are maintained</td>
<td></td>
</tr>
<tr>
<td>Documentary evidence that track an appeal or complaint from start to resolution; evidence that appeals and complaints are handled in a standardised and fair manner; evidence that outcomes feed into the continuous improvement cycle.</td>
<td></td>
</tr>
</tbody>
</table>
Malpractice refers to any act which undermines the integrity of the programme, e.g. cheating, fraud.

**Quality Indicator 4 – Administrative Arrangements** - administrative arrangements are clearly defined

<table>
<thead>
<tr>
<th>Measures:</th>
<th>Examples of possible evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>The organisation shows that:</td>
<td></td>
</tr>
<tr>
<td>o there are clear lines of responsibility for the delivery of programme(s) at the Centre</td>
<td>Organisation charts; notes of management meetings indicating attendance by staff with responsibility for quality and delivery; other meeting notes; other appropriate policy documents e.g. assessment policy (if appropriate); written and/or oral confirmation that there is an organisation wide understanding of team roles with understood accountabilities.</td>
</tr>
<tr>
<td>o records provide a clear audit trail of all learner activity for at least three years after completion</td>
<td>Centre records that can track and prove any learner's progress from enrollment to completion; easy access to interrogate records.</td>
</tr>
<tr>
<td>o there is a secure procedure for the claiming and issue of certificates that is monitored to ensure compliance</td>
<td>Documented registration and certification policy and procedures; named individuals with responsibility for claiming certificates and issuing them to learners.</td>
</tr>
</tbody>
</table>

**Quality Indicator 5 - Assessment and Verification** – all assessment and verification activities lead to valid and reliable decisions

<table>
<thead>
<tr>
<th>Measures:</th>
<th>Possible evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>The organisation ensures that:</td>
<td></td>
</tr>
<tr>
<td>o the approach to, and amount of, assessment is clearly stated</td>
<td>Published records that inform staff of the type of assessment; plans that show the amount of assessment at identified dates and times; a clear specification of the education or training programme.</td>
</tr>
<tr>
<td>o learners are provided with clear guidance on what is expected of</td>
<td>Learner handbook with assessment information, specifying the type of</td>
</tr>
<tr>
<td>them for assessment purposes</td>
<td>assessment and its format; timetable for the education or training programme; learners informed in advance of assessment points; information about what the learner will be required to do; assessment tools or instructions to learners, clear, accurate and standardised.</td>
</tr>
<tr>
<td>o assessment decisions are made against pre-set criteria or mark schemes which check that the stated outcomes have been achieved</td>
<td>Programme specification indicates clear learning outcomes; approved and defined criteria for assessment are published and available to staff and learners; staff assessment records show agreed assessment decisions.</td>
</tr>
<tr>
<td>o assessment decisions are fully documented and learners provided with feedback on their performance</td>
<td>Assessment records; tracking documents; learner work shows evidence of feedback of outcomes and where appropriate, advice for future improvement.</td>
</tr>
<tr>
<td>o there is a process of verification of the assessment process and decisions that checks that assessor decisions are valid and reliable</td>
<td>A verification or checking policy is published; procedures to check assessment decisions; records of assessment and checking are available e.g. sampling records, records of double marking, records of standardization/Touchstone meetings .</td>
</tr>
<tr>
<td>o the verification process provides feedback and support to the assessor</td>
<td>Verification / checking records show actions required when assessment is not to the standard; feedback to assessors to indicate continual quality improvement.</td>
</tr>
<tr>
<td>o action is taken to ensure that the assessment decisions are consistent for programmes that have multiple assessors</td>
<td>Notes of Touchstone meetings or standardisation activities; records the evidence that assessors understand a common outcome for learning activities.</td>
</tr>
</tbody>
</table>