



Chartered Quality Institute

CQI Education

Policies and Procedures 2009/2010

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1. Access to Qualifications

1.1 Overall principles for alternative assessment

CQI is committed to enabling all candidates to have equal opportunity to demonstrate their attainment. The Access to Qualifications policy is to assist candidates with recognised disabilities studying for the CQI qualifications (both examination and assignment assessed modules).

Arrangements are reviewed on an ongoing basis. CQI welcomes feedback from both education centres and candidates. Centres who would like to develop their own customer specific schemes are invited to write to CQI Education, 12 Grosvenor Crescent, London SW1X 7EE.

CQI aims to ensure that:

- a) Alternative assessment arrangements provide candidates with the opportunity to demonstrate attainment.
- b) Alternative assessment arrangements compensate for any disadvantage imposed by the disability but do not otherwise advantage candidates.

Candidates for whom alternative assessment arrangements may be made

a) Recognised permanent or semi-permanent disabilities:

- o confinement to home
- o dyslexia
- o physical disabilities
- o visual impairment
- o hearing impairments

b) Temporary disabilities:

Candidates having a short term disability/ illness may need to apply for alternative assessment arrangements at short notice.

Centres are advised to write to CQI giving full details of the nature of the disability/illness. Cases will be dealt with individually and medical evidence may be required.

c) Candidates with other disabilities

Most candidates with disabilities will be covered by the recognised disabilities section. Centres are advised to write to CQI giving full details of the nature of the disability/illness. Cases will be dealt with individually and medical evidence may be required.

1.2 Alternative Assessment Arrangements

Additional Time

Where appropriate, additional time may be permitted. Additional time will not be indicated on a candidate certificate. Candidates requesting extra time due to a disability will be required to submit a medical or educational psychologist's report. The extra time stipulated will be indicated on the reply.

Supervised Rest Breaks

Supervised rest breaks may be permitted. Circumstances where this may be requested include cases where candidates have physical disabilities and the use of an amanuensis has been agreed.

The duration of the breaks will not be deducted from the examination time.

Signers/Communicators

All the CQI examinations are in written format and it should not be necessary to provide signers for this purpose. The centre should be aware that the invigilation of examinations must be communicated effectively.

Modified Examination or Assignment Papers

Braille and enlarged question papers may be requested.

The use of Braille and enlarged question papers will normally be indicated on certificates.

Candidates should be registered disabled and their full name and registration details sent to the CQI.

Amanuenses

Where appropriate, the use of an amanuensis may be permitted. Centres should note that the use of an amanuensis will normally be noted on certificates. Examples of where this may be appropriate are in the case of broken arm, or where a recurrence of a longstanding illness that makes writing impossible.

1.3 Requesting Alternative Assessment Arrangements

Centres wishing to apply for alternative assessment arrangements for a candidate will be required to complete a Request for Alternative Assessment ED-05 form. This form should be sent to the CQI at least **six weeks prior** to the date of the examination. A copy of the form is provided by the education centre (part of centre handbook)

Centres requesting a paper in Braille should notify the CQI at least **10 weeks prior** to the examination date.

Before requesting Alternatives Assessment requirements centres must take reasonable steps to confirm as far as is possible that the candidate does have a recognised disability or short-term illness.

Medical Certificates and Evidence

A medical certificate is not required if a candidate is registered disabled. Their registration details will suffice.

Where a candidate is not registered disabled then a report by an Education Psychologist (suitably qualified) or medical report by a GP will be required. This will support applications for temporary impairments, dyslexia, learning difficulties, etc.

Notes on the Use of Amanuenses

An amanuensis is a scribe who, during the course and/or examination, writes down a candidate's dictated answers to questions. Candidates are eligible to use amanuenses if they have long-term or temporary disabilities which prevent them from communicating by any other means. Where a reader is used then the same person can act as both.

Permission for the use of an amanuensis must be obtained from CQI prior to the examination or the commencement of coursework.

The use of an amanuensis should not give a candidate an unfair advantage, nor should it further handicap the candidate.

The use of an amanuensis must not modify the specific syllabus requirements for the subject being examined. In some cases, the writing of answers by the candidate may be the skill being examined.

Additional time will be permitted for the use of an amanuensis and will normally be up to 25% of the prescribed duration of the examination.

An amanuensis should be a person who is able to produce an accurate record of the candidate's answers and can write legibly at a reasonable speed. He/she should also have a working knowledge of that subject.

An amanuensis is responsible to the head of centre, and the person who is to act as the amanuensis must be acceptable to the head of centre.

An amanuensis should not normally be the candidate's own teacher, but there may be circumstances in which this is necessary. CQI must be informed in advance. The amanuensis can not be a relative of the candidate.

It is recommended that candidates should acquire experience of using an amanuensis in advance of the examination.

The head of centre must ensure that there are suitable arrangements for the proper supervision of the use of an amanuensis.

Notes on the use of Readers

A reader is someone who, during the course and/or examination, reads to the candidate. Candidates are eligible to use readers if they have long-term or temporary disabilities which prevent them from communicating by any other means. Where an amanuensis and a reader are required then the same person can act as both.

Permission for the use of a reader must be obtained from CQI prior to the examination or the commencement of coursework.

The use of a reader should not give a candidate an unfair advantage, nor should it further handicap the candidate.

The use of a reader must not modify the specific syllabus requirements for the subject being examined. In some cases, the reading of material by the candidate may be the skill being examined. In such cases a reader cannot be permitted.

Additional time will be permitted for the use of a reader and will normally be up to 25% of the prescribed duration of the examination.

A reader should be a person who is able to read accurately and at a reasonable rate. He/she should also have a working knowledge of the subject.

A reader is responsible to the head of centre, and the person who is to act as the reader must be acceptable to the head of centre.

A reader should not normally be the candidate's own teacher but there may be circumstances where this is necessary. CQI must be informed in advance. The reader can not be a relative of the candidate

It is recommended that candidates should acquire experience of using a reader in advance of the examination.

The head of centre must ensure that there are suitable arrangements for the proper supervision of the use of a reader.

IF THE FOLLOWING ARE NOT COMPLIED WITH THE CANDIDATE COULD BE DISQUALIFIED.

- during the examination a reader must read accurately and read only the text/questions giving no emphasis or advice.
- must not give factual help or offer suggestions.
- must not advise candidates of which questions to attempt or any other prompts.
- should read the questions and answers as often as requested.
- should advise on time elapsed and time remaining if asked.
- must give spellings of words only if requested by the candidate.
- should be prepared for periods where they are not required.
- must immediately refer any problems in communication to the examination invigilator.

A request for further consideration of the candidate should be submitted to the centre if the head of centre feels this is appropriate.

2. Aegrotat policy

The CQI Awarding Body in drawing up the list of candidates eligible for the CQI Diploma and CQI Certificate may include the name of any candidate in the pass list under the heading *Aegrotat* if all the following conditions have been fulfilled:

- (a) the candidate was prevented by illness or other sufficient cause from completing the required modules for the CQI Diploma or Certificate
- (b) the candidate's work during the course has been satisfactory
- (c) the candidate has otherwise achieved at least 80 Credits of the existing requirements of the Diploma and 2 Modules of the Certificate
- (e) the candidate has not applied for his or her candidature to be postponed (Interruption of Studies)
- (f) the candidate, or their representative, makes written application to the CQI Awarding Body requesting award of an 'Aegrotat'.

3. Appeals policy

3.1 Introduction

As part of its quality management criteria, and the QCA NVQ Code of Practice 2006, the CQI Awarding Body has an appeals procedure for the award of the CQI Diploma in Quality (Assurance and Management) and Certificate in Quality Assurance.

3.2 Scope and definitions

- 3.2.1 Academic appeals are part of the CQI assessment arrangements and should be dealt with in a formal way using procedures which will ensure that possible outcomes are clearly framed in official regulations, codes or guidance documents.
- 3.2.2 An appeal is defined as a request for a review of a decision of an academic body charged with making decisions on candidate progression, assessment and awards.
- 3.2.3 Recourse to the formal appeals procedure should be necessary only as a last resort.
- 3.2.4 There is an overriding preference for appeals to be resolved as closely as possible to their point of origin, with a minimum of formality, but in a way which a disinterested observer would find reasonable in all circumstances.

3.3 Coverage of the CQI procedure

- 3.3.1 The procedure relates to the academic appeals by candidates who register for the CQI's Diploma or Certificate in Quality Management programmes at a nationally or internationally assessed centres.
- 3.3.2 Matters outside the procedure
The matters that are **not susceptible** to review through the appeals procedure will include, for example:
 - challenges to the **academic judgment of examiners** on an assessment outcome or the level of an award recommended or granted.
 - claiming that academic performance was adversely affected by factors such as ill health when there is no contemporaneous independent, medical or other evidence to support to application.
- 3.3.3 'Candidates' are defined here as the persons registered or enrolled at the CQI to follow a programme of study which may or may not lead to an CQI award or qualification.

3.4 Grounds for making an appeal

3.4.1 Appeals made be made on the grounds that there was such procedural defect in the conduct of the examination or assessment, or in the subsequent processing of marks (including the proceedings of the Awarding Committee) or in information revealed in feedback letters as to render the decision of the assessor unsafe.

3.4.2 The grounds in Regulation 4.1 above may include, but are not limited to mitigating circumstances such as:

- failure to consider evidence, such as medical evidence, available to the assessor
- information that came to light after the result had been published which may have influenced the Awarding Committee's decision if it had been known at the time

3.4.3 The academic judgment of the examiners, having acted according to all relevant regulations and procedures, shall not be called into question by these regulations.

3.5 Procedure

- 3.5.1 The appeal will be lodged in writing with the CQI Education as soon as possible and in any case no later than **one calendar month** after the date shown on the results letter to the candidate or within two weeks of receipt of individual examiner's feedback after a request for a results enquiry.
- 3.5.2 The letter of appeal should include:
- o the name of the candidate and their student number.
 - o an address or addresses at which the candidate may be contacted during the period of the appeal.
 - o the module and element of assessment for which an appeal is made.
 - o the grounds for claiming procedural defect and evidence of procedural defect.
 - o cheque for the current appeal fee, which is refundable if the appeal is then upheld. Costs are reviewed on an annual basis therefore please look on the QI web site www.thecqi.org/education for the current fee.
- 3.5.3 The letter should be signed and dated by the candidate.
- 3.5.4 CQI Education will acknowledge receipt of the appeal within 5 working days.
- 3.5.5 The CQI Awarding Body will decide whether there are grounds for an appeal.

3.6 Investigation

3.6.1 CQI Education will consider the facts of the case and if it is decided that there are no grounds for an appeal the candidate will be informed of the grounds for the decision, and of the candidate's right of appeal against the decision.

3.6.2 If the candidate decides to appeal against this decision, the appeal against the decision should be addressed to the Chairman of the CQI Qualification Board. This 'preliminary appeal process' will consist solely of the consideration of the information already submitted to the CQI Education. The decision of the Chairman of the CQI Qualification Board will be final and binding.

3.6.3 CQI Education, will report any such appeals and the reasons for them having been rejected, to the next meeting of the CQI Professional Policy Board (PPB).

3.7 Appeal Review

3.7.1 If CQI Education decides that there are grounds for an appeal, they will request that the nominated Independent Appeals Assessor (IAA) review the appeal. The IAA will have played no part in the examination process, nor be a member of any related committee.

3.7.2 The IAA will decide whether the facts provided justify a reconsideration of the matter with a view to confirming or adjusting the original decision, and will inform CQI Education of the outcome, which CQI Education will communicate to the candidate.

3.7.3 The IAA will not provide feedback on strengths and weaknesses of the candidate's script.
There is a separate results enquiry procedure for this.

3.8 Appeal against the Independent Appeals Assessors decision

3.8.1 If the IAA decides against reconsideration of the candidate's mark, the candidate will have the right of appeal against this decision.

3.8.2 For such an appeal to be heard, the candidate must write no later than 21 days after receipt of the letter from CQI Education communicating this decision. The letter should request that CQI Education invokes the formal procedures for the second stage of appeal.

- 3.8.3 On receipt of such a request, the Education Officer, will:
- o acknowledge receipt within 5 working days

- call a meeting of the Appeals Committee chaired by the CQI Chairman of the Qualification Board.

3.8.4 The Appeals Committee will consist of:

- CQI Chairman of the Qualification Board
- two members of the Qualification Board who are not also members of any committee involved in the Awarding process
- a co-opted academic member of the Institute, appointed by the CQI Chairman of the Qualification Board, to advise the Committee

3.8.5 The Appeals Committee will meet as soon as is practicable. It may invite the appellant or a representative to appear before it and/or to give written evidence if desired. The appellant can be accompanied by a friend, but not by a legal adviser.

3.8.6 The Appeals Committee may ask any other person including the IAA to appear before it and/or to give written evidence if desired.

3.8.7 Education Officer will make a record of the proceedings of the Committee.

3.8.8 The Committee may make one of the following decisions:

- that the appeal be allowed and the matter referred back to the IAA
- that the appeal be dismissed
- that another decision be substituted for the original decision of the IAA

3.8.9 CQI Education will communicate the decision of the Committee in writing to the appellant and inform the chairman of the PPB and give him/her a brief record of the reasons for the decision. The communication will confirm that the decision is final.

3.8.10 If the matter is referred back to IAA in accordance with Paragraph 8.6, the IAA will review the matter and their decision will be final.

3.9 Final decision

The decision of the Appeals Committee is final. The consideration of an appeal under these regulations exhausts the opportunities open to a candidate of the CQI Awards.

Where the outcome of an appeal may affect the accuracy of the results for other candidates, CQI Education will submit their papers to the Independent Assessor (Paragraph 7) for review.

3.10. Centre Feedback

Where the results of the appeal involve the conduct of centre, the outcome of the appeal will be sent to the centre. The centre will be asked to respond, if this is constituted appropriate.

4. Accreditation of Prior Achievement Policy

4.1 Introduction

Learning continues throughout our lives in many different ways. We learn in school, college, university and training courses. We also learn from our experience, which increases throughout our working lives and through interaction with others. This knowledge can be acquired knowledge from books and other sources such as major failures and successes all of which contribute to our experience.

Accreditation for Prior Achievement (APA) is a process which enables people of all ages and backgrounds to receive recognition and formal credit for learning acquired in the past through formal study, work and other life experiences.

You can gain recognition for learning acquired through previous formal study via a process termed Accreditation of Prior Certificated Learning (APCL) and for learning gained through other life experiences and study which has not been formally assessed via Accreditation of Prior Experiential Learning (APEL).

All learning must be up to date and have been attained within the period of 6 years from start to finish. This is in line with the guidance for those completing the Diploma and therefore the framework is equal and provides opportunity for both students.

4.2 Is my learning is relevant?

All applications should be made via one of the CQI Education Centres (www.thecqi.org) who will have someone who can advise on the necessary content and level required. CQI will not be able to give advice on the submission only guidance on the requirements.

You may wish to attend a course on APL which will explain how it works and how to prepare. Some of the CQI Education Centres offer courses and modules in this subject area.

In order to maintain the integrity of the qualification the CQI operates a 2/3 policy, which means that the maximum amount an entrant could gain from APA is 4 of out the total 6 units.

4.3 How can I claim through APCL?

CQI has two intakes a year in November and March. Closing dates for APA applications: 31 January for March and 31 August for November

All certificated learning must be at the appropriate level. CQI Diploma in Quality is a Level 5 qualification and therefore if claiming for certificated learning it must be at the same or higher level.

You should have received a certificate of attainment for each qualification you have achieved. This will state which subject(s) and level at which it was attained.

This may be from either of the following:

- University certificate
- National awarding body certificate (CQI, City and Guilds, etc)
- Independent awarding body

You will need to attach a copy of the syllabus and show how the qualification learning maps against the Diploma learning outcomes.

Training courses are not normally certificated learning. They usually only provide certificates of attendance. Only if they are regulated and/or have a formal assessment will they count towards APCL.

4.4. How can I claim through APEL?

There are two options of APEL. You need to approach an CQI Education Centre. They will provide you with the necessary advice and guidance. You can, if available, take a course which will take through the approach of APEL.

The onus is on the individual to prove 100% coverage required by the learning outcomes.

Stage 1 Option 1 – Portfolio of Evidence

This involves working independently (with support from your centre) towards identifying and providing evidence for learning which is broadly the same as that required for specific module(s) within the programme.

Once your learning has been identified you compile evidence of that learning in the form of a portfolio and accompanied with reflective account of learning. This is an account of learning that directs attention to the skills and knowledge gained.

This must be submitted to CQI for review and upon successful completion you will be asked to attend an assessment interview.

Stage 1 Option 2 – Professional Paper

This involves producing a professional paper. It must show how the experience has contributed to the attainment of competence. Each module should be 3,000 words.

The paper should be clear, precise and easy to follow. It must also ensure all the relevant learning outcomes are addressed.

The professional paper must be submitted to CQI for review and upon successful completion you will be asked to attend an assessment interview.

Stage 2 Assessment Interview

If you are successful in your first stage you will be required to undertake an interview assessment. You will be asked questions about your submission. Each module interview should last approximately 2 hours.

4.5 Will this be quicker and save time from studying?

It may certainly mean that you will save time by not having to attend a centre and have the learning repeated. However it is not a quick option. It is as thorough, although different, as anyone achieving the module in the traditional way.

Submitting a claim does require commitment, motivation and hard work. You will need to become used to reflecting upon your experience and thinking about the learning differently.

You will need to study for the module if you do not have the relevant experience to match the learning outcomes for the module.

4.6 Is there a charge?

There is a charge which is listed on the website under fees.

5. Customer Service Statement

This statement is written for the benefit of both students and centres. It outlines the services that Education Centres and Candidates can expect from the CQI Education. The CQI aims to reach the highest standards possible in awarding professional qualifications in quality.

It will help us to monitor all our enquiries and continually improve our services.

If you wish to comment on this statement or any service offered by the CQI Education then please contact the department direct on: e-mail education@thecqi.org, telephone 020 7245 6877 or post CQI Education, CQI, 12 Grosvenor Crescent, London SW1X 7EE.

5.1 Education Centres

The CQI Education provides:

- a centre handbook complete with CQI information, forms, syllabi, contacts, and performance indicators updated annually.
- admin support at CQI for enquiries regarding CQI qualifications
- other relevant information on qualifications, syllabi as appropriate.
- an interactive website where information can be accessed.
- a monitoring service on all aspects of course management, design, delivery and examination by visiting centres.
- regular email updates via the CQI e-bulleting sent to all current members.

5.2 Students

The CQI Education provides:

- the opportunity for students to feedback to CQI on both the qualifications and centres.
- contact details for the bibliography database.
- access to the CQI reference library (at HQ London).
- a centre where candidates can sit examinations.
- a system where students can sit examinations overseas at an independent centre.

5.3 Communication

CQI headquarters is open from 9am-5pm Monday to Thursday and 9am-4pm on Friday to answer any queries direct (excluding weekends and public holidays). An answering service is available and all calls will be picked up the next working day. Phone: 020 7245 6877.

You can also email CQI direct on education@thecqi.org or fax on 020 7245 6788.

5.4 Service Levels

The CQI Education undertakes to:

- acknowledge and respond to calls, faxes, emails and Internet enquiries three days of receipt.
- provide feedback to centres on results and reports within twelve weeks of examination being sat.
- provide the list of fees every year. This information is available on www.thecqi.org/education
- respond to centre applications with six weeks of the acknowledgement date.
- visit all centres every three years unless otherwise stated for monitoring/QA purposes.
- dispatch a copy of the monitoring report within three weeks of the visit.
- dispatch all publications orders within five working days.
- send out examination results within twelve weeks of the date of examination.
- acknowledge all complaints/appeals within four working days.

6. Equal Opportunities Policy

The CQI is committed to the principle of equal opportunities for all.

This policy statement sets out the Institute's intention to apply the principle of equal opportunities in all areas of its activities, including admission to membership, access to qualifications (including those approved by the Qualifications and Curriculum Authority), the provision of services and the employment of staff. This general policy statement will be supplemented by other detailed policy statements and provisions.

The Institute acknowledges its obligation to comply with equal opportunities legislation including but not limited to the Equal Pay Act 1970, Sex Discrimination Act 1975, Race Relations Act 1976 and the Disability Discrimination Act 1995.

The Institute considers that no-one should receive less favourable treatment on the grounds of race, colour, nationality, ethnic origins, gender, sexual orientation, marital status, religious beliefs, disability or age. It will seek to ensure that no-one receives less favourable treatment on these grounds in their dealings with the Institute as a member, customer, employee or in any other capacity.

In addition, the Institute acknowledges that individuals may be disadvantaged by socio-economic factors, family background or lack of educational opportunities. It will seek to ensure that access routes to its membership, qualifications and services are available to those from disadvantaged backgrounds.

The policy will be implemented by the CQI Board through its Boards, committees and the permanent staff of the Institute. The Board will incorporate the principle of equal opportunities in the design and delivery of all the Institute's products and services, and into the supporting policies, procedures and practices (including employment practices) which form part of its management system.

Appropriate measures will be put in place to monitor the implementation of this policy. These will include internal and external audit of the Institute's management system. The results will be reviewed on a regular basis.

The Institute's equal opportunities policy and the effectiveness of its implementation will be reviewed by the Council annually.