**CILEx Institutional Exemption Standard Requirements Form**

Please complete this form, sign and date it and then return it to:

laura.holland@cilex.org.uk

or send by post to:

Institutional Exemptions

Accreditation team

The Chartered Institute of Legal Executives,

Kempston Manor,

Kempston,

Bedford, MK42 7AB

**Organisation Name:**

**Contact Name:**

**Contact Tel/Mob:**

**Email:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Ref.** | **Organisation**  | **Examples of Indicative Evidence** | **Evidence** | **Evidence Location** |
| **1** | **Management, Staffing and Administration**  |  |  |  |
| 1.1 | The management structure is clearly defined, documented and understood, including the role and extent of authority of any owners, trustees or governing body of the organisation. | Up-to-date organisation chart |  |  |
| 1.2 | The organisation has suitably qualified and experienced staff responsible for managing and delivering the Institutional Exemption. | CVs/statements from senior management within the organisation |  |  |
| 1.3 | There is support within the organisation for the Institutional Exemption from Senior Management | Correspondence; signature on relevant documents |  |  |
| 1.4 | There are clear and effective internal and external channels of communication (ie. between management and the Institutional Exemption delivery team, and between the organisation and CILEx) | Statement explaining how communication works |  |  |
| 1.5 | The administrative support available for Institutional Exemption delivery is sufficient and clearly defined and documented. | Statement confirming number of administrators, roles and how they will cope with the anticipated workload from the Institutional Exemption. |  |  |
| 1.6 | Administrators are suitably experienced or qualified and understand their specific responsibilities and duties. | Role and responsibilities document/job description/CVs |  |  |
| 1.7 | Effective systems and procedures are in place for administering the Institutional Exemption.  | Documented processes/records of participant achievement/emails and communications |  |  |
| 1.8 | Appropriate policies and procedures are in place for recruiting and retaining staff to deliver the Institutional Exemption.  | Policies/procedures/statements |  |  |
| 1.9 | Contingency arrangements are in place should staff leave/venue change etc. | Statement/policy |  |  |
| 1.10 | There is an effective system for regularly reviewing the Institutional Exemption and its delivery. | Statement/policy |  |  |
| 1.11 | Text and images provide an accurate depiction of the organisation’s location, premises, facilities and the range and nature of resources and services offered.  | Website pages/published material |  |  |
| 1.12 | Information on the Institutional Exemption is comprehensive, accurate and up-to-date. | Published materials |  |  |
| 1.13 | Entry requirements for each programme, including those relating to language ability, are set at an appropriate level and clearly stated in the programme descriptions seen by prospective participants | Published programme description |  |  |
| 1.14 | A formal application process ensures that participants meet the entry requirements and any claimed qualifications are verified.  | Documented application process |  |  |
| 1.15 | All application enquiries and queries relating to the Institutional Exemption are responded to promptly and appropriately and accurate information given. | Documented process/responses to enquiries |  |  |
| 1.16 | There is a clear mechanism for recruiting and retaining participants to the Institutional Exemption. | Documented process/attendance lists/records of participant performance |  |  |
| **2** | **Monitoring and Evaluation** |  |  |  |
| 2.1 | The organisation has effective mechanisms for obtaining feedback from participants on all aspects of the Institutional Exemption.  | Documented process for obtaining feedback/Feedback forms (blank and completed) |  |  |
| 2.2 | Feedback from participants is obtained, recorded and analysed on a regular basis.  | Documented process for analysing feedback/outcomes from analysis |  |  |
| 2.3 | Feedback from participants is reviewed and action is taken where necessary. | Examples of actions taken following feedback/statement giving reasons for not acting on feedback |  |  |
| 2.4 | Where relevant, participants are notified of any action taken as a result of feedback.  | Examples of notifications to participants |  |  |
| 2.5 | There is an effective system for making changes to the programme as a result of feedback and/or reviews  |  |  |  |
| 2.6 | Reports are compiled at least annually which incorporate the outcomes of reviews of the Institutional Exemption and learner performance and any action to be taken. | Reports showing participation, results, analysis and action plans. |  |  |
| 2.7 | There is an effective mechanism to identify risks to the quality of Institutional Exemption delivery and to identify areas requiring development. | Risk list/register and actions to be taken in the event of risk realisation. |  |  |
| **3** | **Programme /Workshop Delivery** |  |  |  |
| 3.1 | There is a suitably qualified and experienced manager and/or team responsible for managing and delivering the Institutional Exemption. | Organisation chart/CVs |  |  |
| 3.2 | Programme objective is clear | Submitted programme details/Purpose statement |  |  |
| 3.3 | Programme content reflects the title and objective of the programme | Submitted programme details |  |  |
| 3.4 | Programme content is current | Submitted programme details |  |  |
| 3.5 | Programme content is appropriate for the target audience | Submitted programme details |  |  |
| 3.6 | Timings for workshops/programme delivery sessions and length of the overall programme are appropriate for the content to be delivered. | Rationale/Statement from senior manager |  |  |
| 3.7 | Delivery methods are appropriate for the content | Submitted programme details |  |  |
| 3.8 | Mechanisms are in place to ensure programme delivery is consistent.  | Records of participant performance/feedback forms |  |  |
| 3.9 | Training and learning resources are sufficient to ensure effective delivery of the Institutional Exemption. | Resource list/statement of resources needed for delivery and how these are met |  |  |
| 3.10 | Where relevant, the backgrounds and particular needs of participants are taken into account in programme delivery.  | Target group details/Statement on how delivery accommodates participant needs |  |  |
| 3.11 | Trainers are supported in identifying and making improvements to Institutional Exemption delivery | Statement from senior manager |  |  |
| 3.12 | Trainers respond to different learning needs of participants where appropriate, taking various learning styles into account in their planning and delivery of sessions. | Programme delivery plans/Witness statements/feedback forms |  |  |
| 3.13 | Trainers employ effective strategies to involve all participants in active participation and to check their understanding of concepts and programme content. | Programme delivery plans/Witness statements/feedback forms/records of participant performance |  |  |
| 3.14 | Participant performance is monitored to enable the identification of participants who are not making satisfactory progress and prompt intervention where appropriate (if applicable). | Records of participant performance |  |  |
| 3.15 | Oral and written feedback is given to individual participants on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery (if applicable) | Written feedback/records of oral feedback |  |  |
| 3.16 | Where relevant, there is a process to make reasonable adjustments for participants  | Policies and procedures/examples of where reasonable adjustments have been implemented |  |  |
| 3.17 | Where relevant, there is a process to provide support **for participants with learning disabilities** | Records and correspondence of requests for support and responses given/action taken |  |  |
| 3.18 | An equal opportunities policy is in place, fit for purpose and adhered to | EO policy document and records  |  |  |
| 3.19 | An appeals policy and procedures are in place, fit for purpose and adhered to | Appeals policy, documented procedures and records |  |  |
| 3.20 | Malpractice procedures are in place, fit for purpose and adhered to (will depend on the programme and how it is delivered) | Malpractice procedures; records and correspondence relating to malpractice |  |  |
| 3.21 | A process for declaring, monitoring and acting on conflicts of interest is in place and CILEx is notified of any potential or actual conflicts of interest | Process; records of meetings; correspondence |  |  |
| **4** | **Institutional Exemptions with an Assessment** **(if applicable)** |  |  |  |
| 4.1 | Assessment outcomes are clear (ie. it is clear what criteria participants have to know/do to achieve the qualification) | Submitted assessment details |  |  |
| 4.2 | Assessment outcomes are valid (ie. outcomes reflect programme content and are assessable) | Submitted assessment details |  |  |
| 4.3 | Assessment method(s) is valid for programme content | Submitted assessment details |  |  |
| 4.4 | Assessment tools are fit for purpose (see guidance – will depend on the tool, eg. mc tests, essays, practical exam etc.) | Submitted assessment details |  |  |
| 4.5 | Number of assessment tools is sufficient for programme assessment and frequency of delivery (eg. number of test papers) | Submitted assessment details |  |  |
| 4.6 | Venue for assessment delivery is appropriate | Venue details |  |  |
| 4.7 | Robust procedures are in place to ensure assessment material is kept secure and confidentiality is observed.  | Strong rooms/safes/locked cabinets for confidential materials storage; access arrangements for opening/locking; invigilator instructions; criteria for appointing invigilators; invigilator CVs |  |  |
| 4.8 | Arrangements are in place to check the identity of participants taking the assessments | Documented procedures |  |  |
| 4.9 | Marking of assessments is accurate, consistent and fair | Marking process and procedures |  |  |
| 4.10 | Marking is standardised where there is more than one marker | Marking process and procedures |  |  |
| 4.11 | The standardisation process (where relevant) is fit for purpose | Standardisation process and procedures |  |  |
| 4.12 | Marking is carried out by suitably qualified, experienced markers | Marking process and procedures/Marker CVs |  |  |
| 4.13 | Any potential conflicts of interest between markers and participants are identified and recorded and arrangements made to mitigate the potential for a conflict of interest to arise | Documented procedures/ Marking process and procedures |  |  |
| 4.14 | Markers are given sufficient training on the assessment tools and marking criteria | Marking process and procedures |  |  |
| 4.15 | Records are kept of participant performance in the assessment(s) | Documented procedures/records |  |  |
| **5** | **Student/Participant Experience** |  |  |  |
| 5.1 | Contingency plans in place to enable participants to complete if an incident arises that could lead to an adverse effect and participants are unable to complete | Contingency plans |  |  |
| 5.2 | Participants have access to advice, guidance and support in relation to the Institutional Exemption  | CV/job description/statement from senior manager |  |  |
| 5.3 | Participants receive relevant information relating to the Institutional Exemption at the start of the programme.  | Information on Institutional Exemption etc. |  |  |
| 5.4 | International participants are provided with advice and assistance in relation to the Institutional Exemption  | Published information and guidance provided to participants |  |  |
| 5.5 | International participants receive appropriate advice before their arrival on travelling to and living in the UK. | Published information and guidance provided to participants |  |  |
| 5.6 | International participants receive an appropriate induction upon arrival covering issues specific to the local area.  | Published information and guidance provided to participants |  |  |
| 5.7 | Information and advice specific to international participants continues to be available throughout the programme of study. | Published information and guidance provided to participants |  |  |
| 5.8 | Provision of support takes into account cultural and religious considerations. Where possible, participants have access to speakers of their own first language. | Published information and guidance provided to participants |  |  |
| 5.9 | Participants apply for and are enrolled on programmes under fair and transparent terms and conditions. | Documented enrolment procedure/terms and conditions |  |  |
| 5.10 | Participants have access to a complaints procedure of which they are informed in writing at the start of the programme. | Documented complaints procedure |  |  |
| 5.11 | Participants are advised of CILEx’s own complaints procedure | Statement by senior manager/website/information pack for participants |  |  |
| **6** | **Facilities and Resources** |  |  |  |
| 6.1 | The organisation is on a sound enough financial footing to enable the programme to be delivered effectively. | Statement from senior manager/company listing on Companies House and other relevant listings.  |  |  |
| 6.2 | The organisation has secure tenure on its premises.  | Tenancy/mortgage agreements |  |  |
| 6.3 | The organisation has no history of non-payment for goods and services | No listing on relevant debtor lists/statement from senior manager |  |  |
| 6.4 | There is a process is in place for ensuring that venue(s) are suitable for programme delivery. | Documented process/Venue details. |  |  |
| 6.5 | Access to the premises is appropriately restricted and secured. | Published guidance and instructions relating to safety and security. Statement from senior manager stating how the premises is restricted and secured. |  |  |
| 6.6 | The premises where the Institutional Exemption is delivered are maintained in an adequate state of repair, decoration and cleanliness.  | Images of premises/statement from senior manager |  |  |
| 6.7 | There are specific safety rules in areas of particular hazard made readily available to participants, staff and visitors. | List of rules/images/information sheets |  |  |
| 6.8 | General guidance on health and safety is made available to participants, staff and visitors. | Published guidance/information sheets |  |  |
| 6.9 | There is adequate signage inside and outside of the premises to make it clear where the Institutional Exemption is being held. | Images/statement from senior manager |  |  |
| 6.10 | There are toilet facilities of an appropriate number and level of cleanliness in the premises where the Institutional Exemption is being delivered. | Statement from senior manager |  |  |
| 6.11 | There is adequate heating and ventilation in all rooms in the premises where the Institutional Exemption is being delivered. | Statement from senior manager |  |  |
| 6.12 | Training rooms are adequate in size and number for Institutional Exemption delivery. | Statement on number of learners and accommodation provided |  |  |
| 6.13 | Training rooms and any specialised learning areas (e.g. workshops, studios) are equipped to a level which allows for the effective delivery of the Institutional Exemption. | Images/list of equipment and resources |  |  |
| **7** | **Website and Promotion** |  |  |  |
| 7.1 | The organisation provides accurate and up to date information about its products and services to participants and consumers | Website/published product and service information |  |  |

**I confirm that the information given in this form is true, complete and accurate.**

**Name (PRINT):**

**Signature:**

**Date:**