



ICM

# Centre Handbook

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## Statement of Intent

ICM is committed to openness and accountability. In line with this commitment we expect employees, Learners, Examiners or those contracted to provide services to ICM who have serious concerns about any aspect of our work to come forward and voice those concerns with the knowledge that, if made in good faith, their action will be viewed positively.

A handwritten signature in black ink that reads "Adair Ford". The signature is written in a cursive style with a large initial 'A'.

Adair Ford  
**Chairman & CEO**

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## **1. Policy Statement**

This Centre Handbook aims to provide Institute of Commercial Management (ICM) Approved Centres with information and guidance relating to the minimum expectations of ICM practices and procedures. As an Approved ICM Centre the responsibilities of ICM to the Centre and the responsibilities of the Centre to ICM (as evidenced from the Centre Approval process) is clarified throughout this Handbook.

In addition to detailing ICM policy and procedures which apply to tutors/assessors, invigilators, internal quality assurers and Centre quality managers there is additional information for principals/Centre leads on the structure of qualifications. Also included is guidance for teaching staff on the delivery and assessment of ICM qualifications as well as guidance for operational staff on the administration (from registration to certification) of ICM qualifications.

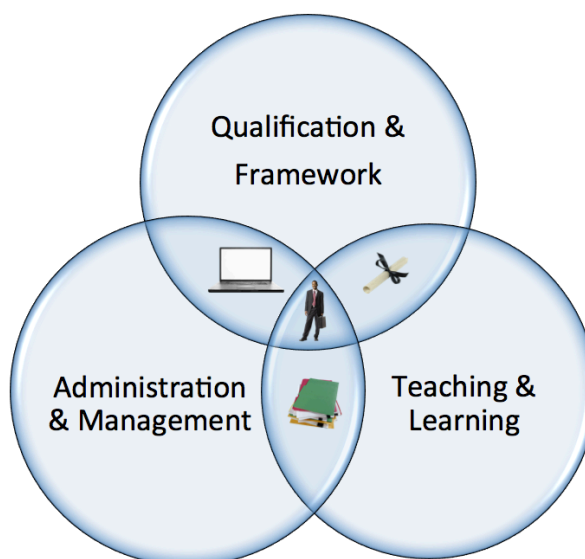
We hope you find this a useful working document and we value your views, so in the event that you have any questions or comments relating to the contents of this handbook please contact the examination officer for your country (as advised as part of your Centre Approval process) or you can email [info@icm.education](mailto:info@icm.education), to which you will get a response within 48hours.

Adair Ford

Chief Executive  
ICM Qualifications

## 2. ICM Structure

At ICM there are several areas to support your Centre to provide appropriate qualifications for your Learners to meet their potential.



**Examination Team:** ICM Examination Officers, whilst office based, are available between the hours of 8.30am and 5.00pm GMT Monday to Friday and do travel overseas to their Centres in the countries they are responsible for supporting. Contact: [info@icm.education](mailto:info@icm.education)

**Development Team:** ICM Development staff each have an area of expertise in order to best support you in choosing a qualification or unit, designing a bespoke course and advising and guiding you to gain the approval to deliver the qualification. Contact: [info@icm.education](mailto:info@icm.education). The ICM Country Coordinators will be your local face-to-face contact and will advise you of the policies and procedures as well as being a form of support for you for all ICM related matters.

**Centre Approval Team:** In the event that you have not yet become an Approved Centre our Centre approval team lead will liaise with you and support you in the completion of your application. Contact: [centreapprovals@icm.education](mailto:centreapprovals@icm.education).

**Quality Assurance:** The quality team consists of a pool of Examiners, external quality assurers and the Development and Quality Manager. External quality assurers can be contacted through the Development and Quality Manager who is contactable between the hours of 8.30am and 5.00pm GMT Monday to Friday. Contact: [info@icm.education](mailto:info@icm.education).

**Finance Team:** Our Finance Officer and bookkeeper will be able to provide expertise and assist you with your queries. However, in their absence you can speak to the Examination Officer for your country or the ICM Business Manager who is contactable between the hours of 8.30am and 5.00pm GMT Monday to Friday. Contact: [info@icm.education](mailto:info@icm.education)

### **3. ICM Qualifications and Frameworks**

As an ICM Approved Centre it is important that you are able to determine how Learners' qualifications are placed within their overall academic and skills pathway. Therefore, we have clarified here the structure in which ICM qualifications are placed.

#### **3.1 What is the RQF?**

The Regulated Qualifications Framework (RQF) was introduced by Ofqual in 2015 with an implementation date of December 2017. The RQF aims to offer a more transparent and consistent approach for the management of regulated qualifications based on the level and size.

#### **3.2 What is the level of a qualification?**

The level relates to the difficulty and the greater the complexity of skills and/or knowledge associated with the qualification the higher the level. Level Descriptors provide a guide to the understanding of learning and achievement at each level. The descriptors indicate the outcome of learning rather than the learning process or the assessment method. At each level there is guidance on the *knowledge and understanding* as well as the *skills*.

#### **3.3 What is the size of a qualification?**

The size of the qualification is based on the Total Qualification Time (TQT) which is the time it takes to complete the qualification associated learning and assessment. As some Learners will study faster or slower than others the qualification size is a guide, not an absolute measure of achievement. The TQT now includes the guided learning hours (GLH) which includes activities such as teaching in classroom environment, workplace induction and supervised practical sessions.

There are no set deadlines for completing qualifications that, in addition to lifting the requirement for unitisation, results in awarding organisations having more freedom to review and develop courses to best fit their Learners. However, titling (Award, Certificate and Diploma) of qualifications has associated hours of learning and assessment such that:

- An "Award" is a small-sized qualification, i.e. a qualification that has a TQT value of 120 or less.
- A "Certificate" is a medium-sized qualification, i.e. a qualification that has a TQT value in the range 121-369.
- A "Diploma" is a large-sized qualification, i.e. a qualification with a TQT value of 370 or more.

#### **3.4 What is the relative positioning of ICM qualifications?**

The following table gives an indication of the relative positioning of ICM Awards, Certificate and Diplomas compared with other types of qualifications and levels. Reference is made to levels in the RQF the Framework for Higher Education Qualification levels (FHEQ) and the EQF.

Level	ICM	RQF	EQF	FHEQ	NFQ Ireland	Academic
3		Level 3 Award Level 3 Certificate Level 3 Diploma Level 3 Technical Certificate BTEC National Foundation Diploma	Level 4	Access to HE Diploma	Level 5 Certificate Leaving Certificate	AS-Level A-Level IB Diploma
4	Level 4 Certificate	BTEC Level 4 Higher National Certificate Level 4 NVQ	Level 5	Certificate of Higher Education Higher National Certificate	Advanced Certificate Higher Certificate	1 <sup>st</sup> year degree
5	Level 5 Diploma	BTEC Level 5 Diploma BTEC Level 5 Higher National Diploma Level 5 NVQ	Level 5	Foundation degree Diploma of Higher Education Higher National Diploma	Ordinary Bachelor Degree	2 <sup>nd</sup> year degree Foundation degree
6	Level 6 Graduate Diploma Level 6 Advanced Diploma (as a progression route)	Level 6 NVQ	Level 6	Bachelor's Degrees with or without honours Professional Graduate Certificate in Education Graduate Diploma Graduate Certificates	Honours Bachelor Degree Higher Diploma	Degree (with or without honours) Graduate certificate Degree apprenticeship



7	Level 7 Diploma	BTEC Level 7 Advanced Professional Diploma  Level 7 Postgraduate Diploma	Level 7	Master's Degree  Integrated Master's Degree  Postgraduate Diplomas  Postgraduate Certificate in Education	Master's Degree  Postgraduate Diploma	
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## **4. Teaching and Learning**

### **4.1 Learning, teaching and assessment Strategy**

ICM has in the main, a traditional approach to assessment and the majority of programmes are based on a summative final examinations. However ICM encourages teachers and tutors to use a range of assessments as part of their formative assessment, as the method of assessment will vary depending of the needs of the Learner group. Indeed a teacher/ tutor may use several assessment types with one Learner group in order to reduce the element of disadvantage experienced by any particular Learner.

### **4.2 Methods of assessment**

Teaching and assessment methods will differ based on the available resources at the Centre as well as the pedagogical teaching style but expect that these will be correlated to the ICM unit learning outcomes. As a result there are several types of assessment all of which ICM encourage:

#### **4.2.1 Summative assessment**

The majority of ICM courses are summatively assessed as the units have been used to measure the achievement of the learning outcomes in terms of knowledge or proficiency of skill obtained at the end of an instructional unit with a final quantitative mark. Examples include a final exam or a final project

#### **4.2.2 Formative assessment**

Formative assessment is gathered during the course and is therefore used for feedback that can be used by the teacher to guide the improvements of the Learner as part of the ongoing teaching and learning setting. Examples include verbal question and answer and essay plans.

In consideration of your formative assessments you might find it helpful to consider the following questions:

- What activities will allow a candidate to demonstrate these skills?
- Is the assessment fair for all candidates?
- What evidence will be generated by the assessment activities?
- Is the assessment proportionate to the time taken to carry it out?
- Does it make best use of my available resources?
- Could the assessment be carried out online?
- Is it cost effective in terms of staff and candidate time?
- Does it help all assessors to make reliable assessment decisions where the same assessment task has been completed?

#### **4.2.3 Diagnostic assessment**

Diagnostic assessment is carried out during the course and is retrospective in assessing what the Learner already knows, highlighting the cause of any learning difficulties that, if undiagnosed, could hinder their new learning.

#### **4.2.4 Synoptic assessment**

Synoptic assessment encourages Learners to combine learning from different parts of a programme in order to demonstrate their ability to integrate and apply their skills, knowledge and understanding with breadth and depth in the subject. Synoptic assessment can be part of other forms of assessment.

#### 4.2.5 Work-integrated assessment

Work-integrated assessment is aligned to work experience and the focus is to enable Learners to develop skills and competencies alongside their academic achievements.

#### 4.2.6 Dynamic assessment

Dynamic assessment measures Learners achievements in an unknown and unfamiliar subject area and could include for example teaching Marketing Skills in Spanish rather than English. It is usually for a short and discrete period and can be used to engage Learners who have a particularly disadvantaged background or as an extended activity with a high achieving Learner group.

#### 4.2.7 Criterion referenced assessment

Learning is measured individually against the specific unit criteria and measurement of achievements has no reference to the performance of other Learners. In these cases reliability and validity are measured through moderation.

#### 4.2.8 Ipsative assessment

Learning is measured against the Learners own previous achievements and bears a significant correlation to their effort, promotes effort-based acknowledgements of success, and enhances learning motivation QAA (2006).

### 4.3 Types of assessment

The type of assessment implemented in the GLH will be influenced by the Learner's sensory preferences, learning styles and memory. The teacher/tutor's awareness and understanding that individuals learn in different ways, will acknowledge that some Learners prefer to work in isolation whereas knowledge acquisition in others will require interaction with the learning environment. The three main types of sensory preferences are (i) visual, (ii) auditory, and (iii) kinaesthetic.

#### 4.3.1 Visual

Visual Learners prefer information presented in the form of diagrams, pictures, cartoons, or demonstrations. Information is remembered or assimilated by constructing flow charts, graphs, or other mnemonic devices.

#### 4.3.2 Auditory

Auditory Learners assimilate knowledge most effectively by listening, and consequently prefer explanations, lectures and discussion work. Auditory Learners characteristically contribute to group discussions, produce high-quality oral presentations, and may think aloud.

#### 4.3.3 Kinaesthetic

Kinaesthetic Learners prefer to engage in physical activities, such as role-play, experiments, and model making. It is noteworthy that many Learners may demonstrate strong preferences for one or more of the above styles and learning preferences are not static and can change and develop with age. Whilst ICM appreciate that it is not possible to deliver the same material in a format to suit every learning style we expect that all Learners to be given the opportunity to determine their learning style so that they can take responsibility for asking for material to be delivered in a form they can absorb.

#### 4.4 Principles and examples of assessment

While assessment overall discriminate between Learners it should do so on the basis of the extent to which they have achieved the intended learning outcomes only.

- **Validity:** it should assess what you really aim to measure.
  - **Reliability:** inter-assessor and intra-assessor reliability, i.e., when more than one assessor marks the work they achieve the same result and when an assessors marks the work the same mark is achieved on different occasions.
  - **Transparency:** assessments are in line with the intended learning outcomes and the links between learning outcomes and the assessment criteria are clear to the students.
  - **Authenticity:** the assessment method must encourage the Learner's production of their own work.
  - **Fair (avoiding bias):** Learners should have equivalence of opportunities to achieve even if their experiences or characteristics (e.g., gender or age) are not identical.
- Learning outcomes can be skill based or knowledge based. The following table illustrates the advantages and disadvantages of in assessment types for both knowledge and skills (K = Knowledge; S=Skills)

	Advantages	Disadvantages
Written: Exams	These are a reliable, valid and equitable way to assess both K + S across a number of Learners	Depending on the questions set, sometimes they only assess rote learning and not K + S
Written: Questions and answers	Questions can be formulated to directly assess K + S easily to ensure a Learner can demonstrate K + S. These can take the form of open or closed questions depending on what K + S is wanting to be assessed	Depending on the wording of a question, it may not allow a Learner to demonstrate essential K + S. Aspects may be misunderstood
Written: Essays	The Learner can develop an logical argument throughout an essay to help demonstrate both K + S	Depending on the wording of a question, it may not allow a Learner to demonstrate essential K + S
Observation of Learner practical activity	Can help a Learner show practical K + S where it is more appropriate to <i>show</i> rather than <i>write</i>	Logistics can be difficult it there is a lack of equipment, personnel, audience etc.

Project	This can allow Learners to develop a longer term understanding of a concept or vocational skill by either working individually or as part of a group (as may happen in employment)	There is no guarantee that the work submitted is solely by the Learner plus if a group worked on a project there may be a vast difference in effort and workload making K + S difficult to assess
Case study	Allows a Learner to apply their K + S to a known case study or an unseen 'issue' to show how they can tackle a real-life problem and supply a solution	Need to ensure that the Learner has the necessary K + S toolkit to be able to analyse the case study
Oral questions and answers	Allows a Learner's K + S to be directly assessed via open and closed questions	Might not allow a Learner to formulate their 'true answer' limiting them demonstrating their K + S
Group discussion	Allows Learners to interact to demonstrate K + S. If a task involves group co-operation in employment then these can help demonstrate work place K + S	There may be Learners who do want to interact meaning they cannot fully demonstrate their K + S. Plus single Learners can dominate the discussion
Learner's own products, e.g., conference style poster	Allows a Learner to have time to produce evidence of K + S to demonstrate full understanding of a topic areas	Resources need to be fully available to take photographs and/or record video and audio aspects of their product
Role-Play/ Simulation	Allows Learners to demonstrate K + S in a mock 'real-life' situation which allows them to developed S further as a result	Learners may not take the task seriously as there will be no consequences to the task as there may be in 'real-life'
Learner log or reflective journal	Allows a Learner to show progression of K + S between two time points. Reflection allows a Learner to improve their K + S continually	Learners may fail to keep adequate records of their K + S progression, limiting any demonstration of K + S (potentially)

#### 4.5 Designing assessment: language

Please ensure that all Learners are assessed in English as all ICM exams are provided in English (and are not translatable). All the assignment you write to measure a Learners understanding will have a combination of key words and/or phrases so that the Learner knows how best to answer the questions. These can be referred to as process and content words. Content words direct the Learner to the subject matter whereas the command words tell the Learner what they need to do with the relevant content. When setting assessments please refer to the table below which states command words by level.

Command word	Level 2	Level 3	Level 4	Level 5	Level 6
Analyse		Show how main ideas of a concept/ idea are related then why they are important	Break an idea down into separate parts and examine each of these; explain how main ideas are linked to practice of an idea/concept	Break an idea down into separate parts and examine each of these; explain how contemporary ideas are linked to practice of an idea/concept	Break an idea down into separate parts and examine each of these; explain how contemporary ideas are linked to practice of an idea/concept
Apply	Link existing knowledge to something different/new situation	Explain how existing knowledge links to something different/new situation	Clearly explain how existing knowledge links to something different/new situation using relevant concepts/ideas	Clearly explain how existing knowledge links to something different/new situation using relevant concepts/ideas using practices and standards	Clearly explain how existing knowledge links to something different/new situation using relevant concepts/ideas using practices and standards and provide a logical conclusion/ outcome
Assess	Consider information to make a decision	Make a judgement about an idea	Use available information to make a judgement about an idea	Use available information to make a judgement about an idea	Use available information to make a judgement about an idea

Compare	Examine two (or more) ideas to look for similarities	Explain two (or more) ideas to look for similarities	Explain two (or more) ideas to look for similarities	Examine in detail two (or more) ideas and look for similarities	Examine in detail two (or more) ideas and look for similarities
Contrast	Examine two (or more) ideas to look for differences	Explain two (or more) ideas to look for differences	Explain two (or more) ideas to look for differences	Examine in detail two (or more) ideas and look for differences	Examine in detail two (or more) ideas and look for differences
Define	Describe the meaning of a word/term/concept	Describe the meaning of a word/term/concept	Describe the meaning of a word/term/concept	Describe the meaning of a word/term/concept	Describe the meaning of a word/term/concept
Demonstrate	Show an understanding of a named topic	Show an understanding of a named topic	Show detailed knowledge and understanding of a topic	Show detailed knowledge and understanding of a topic	Show detailed knowledge and understanding of a topic
Describe	Write about a concept in some detail	Write about a concept in detail	Provide a detailed account about a topic/concept	Provide and extended account of a topic/concept in a logical manner	Provide and extended account of a topic/concept in a logical manner
Discuss		Give a detailed account of at least two sides of an idea	Give a detailed account of at least two sides of an idea	Give a detailed account including a range of views about a particular concept with a brief conclusion	Give a detailed account including a range of views about a particular concept with a detailed and logical conclusion
Distinguish	Examine two (or more) ideas to look for differences	Explain two (or more) ideas to look for differences	Explain two (or more) ideas to look for differences		

Draw conclusions		Identify outcomes of a debate	Make a final decision about an argument provided in an answer	Make a final, clear decision about an argument provided in an answer	
Evaluate	Make points for and against an idea/ concept	Review an idea in terms of strengths and/or weaknesses	Examine strengths and weaknesses of an idea using arrange of concepts and draw a conclusion	Examine strengths and weaknesses of an idea using arrange of concepts and draw one or more conclusions	Examine strengths and weaknesses of an idea using arrange of concepts and draw appropriate conclusions based purely on fact
Explain	Make something clear or give some reasons	Make clear detailed information with reasons	Show understanding of underpinning concepts and ideas	Show understanding of underpinning concepts and ideas using examples	Show understanding of underpinning concepts and ideas using a range of examples
Give	Provide the necessary information	Provide the necessary information			
Identify	Provide brief information	Provide brief information			
Illustrate			Give clear information about an idea with detailed descriptions	Give clear information about an idea with detailed descriptions to highlight an argument	Give clear information about an idea with detailed descriptions to highlight an argument



Judge			Form an opinion about an idea	Form an opinion about an idea that is logical and based on knowledge	Form an opinion about an idea that is logical and based on knowledge and explaining all points made
Justify		Provide a clear rationale for an idea presented/argued for	Provide a clear rationale for an idea presented/argued for with an appropriate conclusion	Provide a comprehensive explanation/rationale for an idea presented/argued with a logical conclusion	Provide a comprehensive explanation/rationale for an idea presented/argued with a logical conclusion
Outline	Identify or briefly describe an idea	Identify or briefly describe an idea			
Plan	Organise information in a logical manner	Organise information in a logical manner and format	Organise information in a logical manner and format		
State	Give the main points	Give the main points			
Suggest	Propose an idea or a way of doing something	Propose an idea or a way of doing something	Propose an idea or a way of doing something that is clearly based on knowledge	Form an opinion about an idea that is logical and based on knowledge and justified	Form an opinion about an idea that is logical, based on knowledge and fully justified
Summarise		Present some of the main points of an idea/concept	Present an abstract of the main points of an idea/concept	Select and then present the main ideas or arguments about a concept in a concise way	Select and then present the main ideas or arguments about a concept in a concise way

#### **4.6 Conflict of interest in assessment**

A conflict of interest is where an individual or a Centre has competing interests and can arise in a variety of circumstances, e.g., an assessor having a personal interest in the outcome of a Learner's assessment. In the event that a conflict of interest has become known please inform us immediately by completing a Conflict of Interest Declaration form and emailing it to [info@icm.education](mailto:info@icm.education).

#### **4.7 Student workload**

Whilst the RQF is not unit prescriptive the TQT indicates (for funding and/or planning purposes) the average time it will take a Learner to achieve the set learning outcomes. As Centres will have different methods for doing so but expect the retention of Learners work. If Centres provide either full or part-time tuition to Learners on ICM courses there must be a register and a record of their attendance and performance on the course. The ICM Centre Coordinator will act as an external moderator and work with your designated internal moderator for ICM courses to monitor formative assessment and student workload.

#### **4.8 Quality assurance and ICM Coordinators**

The monitoring of quality differs between Centres but as a minimum, expectations are that you can evidence your systems to ensure quality around assessment and standardisation. Quality management system of a Centre must demonstrate a committed and supported Tutor/teachers, sufficient in number for the planned provision, adequate Learner resources and guidance, evidence of equal opportunities, equity and inclusivity in learning and assessment (see Equal Opportunities Policy). Our Centre Coordinators will be able to support you in the event that you need assistance demonstrating progression routes for Learners and preparation for work and/or further study ICM courses. ICM Coordinators will conduct announced and unannounced spot check visits so it is important that your Centre is able to provide access to all premises, Learners, staff, Learners records (relating to their learning) and your internal quality assurance.

##### **4.8.1 Internal Moderation (IM)**

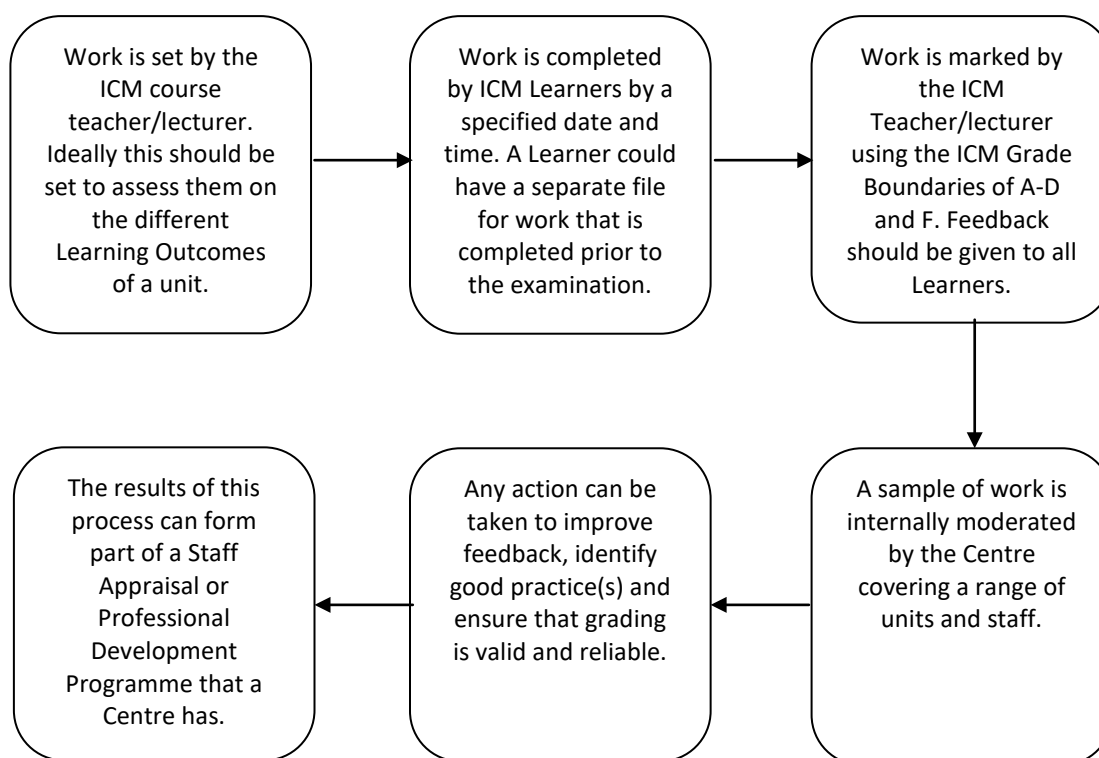
The majority of ICM courses are summative and exam based and each Centre may have different pedagogical and formative assessment methods. Therefore, it is important that whilst doing ICM courses the assessments that students conduct are in line with ICM regulations.

Internal moderation (IM) is the process by which formative assignments are sampled for qualitative and quantitative feedback to the students in order to make sure that the marking criteria have been consistently and accurately. IM should be carried out by members of staff delivering the course who are also members of the subject team and therefore familiar with the content of the material to be moderated. The IM should review the marks of a sample of material from the range of grade boundaries, the size and selection method of this sample should be determined prior to the commencement of the course. IM can however begin prior to the completion of all the work for the cohort. The benefit of making IM a primary practice in the learning process the teaching and learning activities can be modified in order to improve student attainment. As a guide any quantitative, structured or factual material may

require a small sample size, whereas open-ended questions, essays and assessments that measure both knowledge and skills should be sampled more frequently in order to feedback and facilitate Learner achievement. Please note that it is not appropriate for the IM to suggest changes to individual marks. If the IM does identify a cause for concern this should be raised with the subject leader.

For Centres that have a large marking team, the lead internal moderator should review a sample from each marker to support team development and to check consistency. It is strongly recommended that a wider sample is also taken when there is a novice marker, and feedback on their assessment forms part of their induction and professional development programme (Appendix: Internal Moderation Evidence and Feedback Template).

### Summary of how internal moderation can work in your Centre



#### 4.8.2 External Moderation (EM)

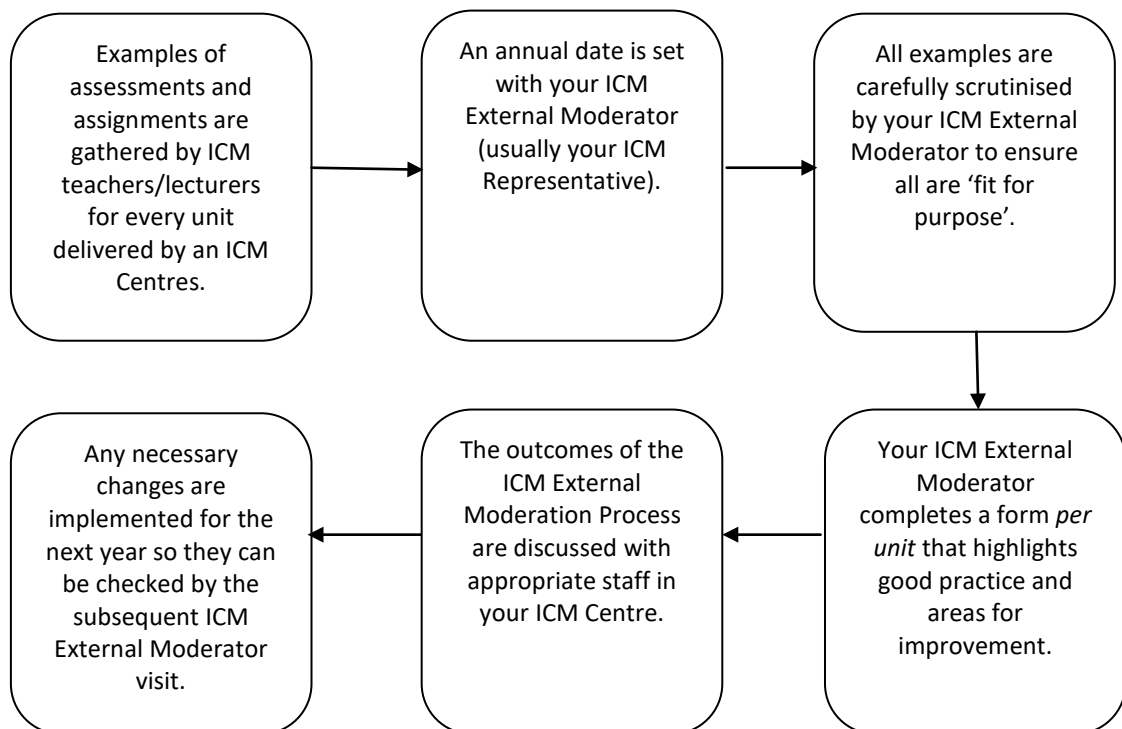
Once internal moderation has been completed and everyone has agreed on the action(s) required, there should be an external moderation process. This will involve your ICM representative checking through your examples of internal moderation to ensure that the processes are 'fit for purpose' and working. Contact your ICM representative to set this up. You will need to provide a range of examples from a variety of units where applicable and this should happen annually.

The purpose of external moderation is to ensure that ICM Learners are part of a system that is valid, reliable, precise, manageable and equitable. External

Moderators (most likely will be your ICM representative) will adhere to the following duties/responsibilities programme (Appendix: External Moderation Evidence and Feedback Template)

- Check that all ICM procedures are being adhered to
- Ensure there is evidence that all Assessment Objectives and Learning Outcomes are being delivered to aid ICM Learners in their studies and the examinations
- Offer any necessary or identified support to ICM Centres to ensure that procedures and assessments are 'fit for purpose' which then enables ICM Learners to succeed/achieve
- Report to ICM within a stated timeframe. This will note good practice alongside recommendations to improve the quality of provision by ICM Centres for ICM Learners

### Summary of how external moderation can work in your Centre



### 4.8.3 IM and EM minimum expectations

	Guidance	Sampling	Findings
Internal Moderation	Ensure all ICM teachers/lecturers are involved in the procedures and it is clear <i>why</i> IM is necessary. Ensure all units are covered and are delivering each ICM units to the Learning Outcomes highlighted in each ICM Course Handbook.	Choose units from a range of ICM qualifications that cover aspects like low pass rates, high pass rates, low retention, high retention, student feedback. Always conduct when there is a new member of staff delivering ICM units.	Produce documented evidence of your processes (you can use the template in this document). Use the findings to help ICM teachers/lecturers to develop professionally and help others to improve. Share good practice amongst staff who deliver ICM units.
External Moderation	Ensure each ICM Centre is visited annually. Negotiate with each ICM Centre about which unit(s) need moderating and what approach this should take.	Choose units from a range of ICM qualifications that cover aspects like low pass rates, high pass rates, low retention, high retention, student feedback. Re-visit units from previous visits to check for implementation of advice.	Produce a report for each unit sampled (you can use the template in this document) to help each ICM Centre. Send findings to ICM Headquarters annually.

### 4.9 Prior learning and credit transfer

There are several terms used to acknowledge prior learning. Recognition of prior learning (RPL) is synonymous with the accreditation of prior learning (APL) and describes the process of identifying and evidencing learning that has occurred. Recognition of prior learning (RPL) is used for entry to a Centres programmes and the accreditation of prior learning (APL) refers to the advanced standing or in the case where a Learner applies to be to be exempted from particular units. Accreditation of prior certificated learning (APCL) is recognising learning that has been formally assessed and certificated. Accreditation of prior experiential learning (APEL) is recognising knowledge and skills gathered through experience (this may include employment and/or voluntary activities). Credit transfer permits Learners to use previously accredited work to count towards another qualification, where the Learner has already achieved component/unit(s) belonging to that qualification. Centers should consider the appropriateness of prior learning and credit transfer on an individual basis. ICM understand that the relevance of prior learning recognition is variable from subject to subject and expect that Centres will implement prior learning acknowledgement with ICM registered Learners. *A maximum of 70% of a qualification can*

*normally be achieved through equivalency (credit transfer).* Please contact your examination officer if you need help or guidance on awarding prior learning to Learners. If a Learner is applying for credit transfer for a partly completed qualification studied overseas or from another Awarding Body, ICM require an original academic transcript to state the title of the qualification studied and a list of the modules or subjects studied in each year as well as the marks or grades achieved. If a Learner has achieved in Europe, please send the ECTS credit rating for each module, the transcript should indicate the proportion of the qualification for which the Learner successfully completed the assessment. To help us identify the proportion of study completed ICM may require you to be in receipt of confirmation from your previous institution/Awarding Body (see **Accreditation of Prior Learning Policy**).

#### **4.10 Reasonable Adjustments**

If the ability of the Learner is likely to be negatively influenced by the method of assessment ICM encourage your Centre to apply for reasonable adjustments to be made to an assessment so that the Learner can adequately demonstrate their knowledge, skills and understanding. The reasonable adjustment will depend on the Learner's particular requirements, and could include for sign language, a reader or scribe, use of coloured overlays (see ICM Policy on Reasonable Adjustments). Where reasonable adjustments have been made please have these recorded and available for internal and external moderation purposes (see **Reasonable Adjustments and Special Considerations Policy**).

#### **4.11 Special Considerations**

In the event that a Learner has had an event out of their control that has had an effect on their ability to take an exam and or complete an assessment, ICM accommodate their application for special consideration. Please note that special consideration is not appropriate for all illnesses (see **ICM Policy on Special Considerations**). Where special considerations have been given please have these recorded and available for internal and external moderation purposes (see **Reasonable Adjustments and Special Considerations Policy**).

### **5. Administration and Management**

#### **5.1 Student Registration**

Every student is required to complete and submit a Student Registration Form, which they must obtain from the learning provider ("Centre") with whom they have enrolled. The Student Registration Form provides for the submission of information such as the student's full name, physical postal address, email address, date of birth, passport-style photograph and signature. Upon receipt, the Registration Form is scanned and a student file is created and a unique student ID number is generated which, thereafter, is quoted on all correspondence between the student and ICM as a means of identity. In order to undertake any ICM examination candidates must be Registered ICM Student Members and the student card will help to identify them as such. The minimum age for registration for the majority of programmes is 18. Applicants over the age of 20 who do not hold one of the recommended entry qualifications may also register for some courses providing they have been in full-time employment for a minimum of two years and can produce a letter

from their employer to confirm this. Student registration requires a passport-sized photograph for the production of student registration cards in order for students to be identified on entrance to exams. *Please note it is important the student registration fee is paid to ICM within eight weeks of commencing a programme of study and that only official ICM Student Registration Forms will be used for the registration of student members.*

## 5.2 Textbooks and past papers

For each qualification, there is a recommended textbook for each subject, these are shown on each subject syllabus. Examiners base their questions on the contents of the recommended texts and it is, therefore, important to ensure Learner access to the appropriate texts to excel in exams. You can obtain the full list of books available to purchase from ICM and place orders by either contacting your Exams Officer or by completing the Book Order Form and send it with reference to Book Logistics to [info@icm.education](mailto:info@icm.education). ICM celebrate the achievements of all Learners regardless of their background or ability and therefore there are several policies and procedures associated with Learner attainment. For Learners with special requirements, ICM require a copy of their current individual learning plan (ILP). The amount of additional time and any other arrangements will be determined on an individual basis. It is possible that they may also be granted permission to use a computer or laptop (without internet connection) in their examinations. The ICM website, [www.icm.education](http://www.icm.education), provides a database of recent examination papers, assignments and Case Studies. These can be found in the Student Resources section of the website.

## 5.3 Examinations

ICM examinations take place four times each year, in March, June, September and December and are externally set and marked by ICM. Only registered ICM Learners are permitted to take ICM exams (see **Exam Regulations**).

### 5.3.1 Examination entry fees and forms

Examination Entry fees are shown on the appropriate Examination Entry form for the subject/programme you are undertaking. In general, the standard Examination fee is £26.00 Pounds Sterling per subject. There are, however, some specialist programmes where a higher subject fee may be payable. If you have any queries relating to fees please contact your Examinations Officer. To enter for an examination, you need to complete the relevant Examination Entry Form and submit it to ICM with the appropriate examination entry fee/s. Is there a Minimum Number of Subject Entries? Centres should not submit LESS than ten entries for any nominated examination series. In the event that an 'Approved Centre' wishes to submit less than ten subject entries the Centre agrees to pay an overall Examination Entry fee of £260.00 Pounds Sterling (10 subjects × £26.00 Pounds Sterling).

### 5.3.2 Examination timetable

The Timetable for each year states the Closing Date for receipt of entries for each examination Series. Please visit the website to view the ICM examination timetable. There is more information here on what the Centre needs to do by the Examination closing date (shown on the ICM website under Timetable) for the selected/ nominated examination series. In the event of late examination entries ICM will

carry all entries forward to the next examination series (ICM will not hold accountability for any cost incurred by Learners for the Centres late registrations).

#### 5.3.3 Security of question papers

As an ICM Approved Centre you should ensure the security of any question papers that you receive for any examinations and exam papers must not be released to teaching staff, students, candidates or any third parties before the official timetabled date/s and time/s of the examinations (see **Exam Regulations Policy**).

#### 5.3.4 Invigilation

Centres should adhere to all rules and regulations relating to the conduct of ICM examinations (see **Exam Regulations for Approved Centres**) and to meet any invigilation and associated costs. For students with an ILP and/or special considerations please see **Special Arrangement Policy**. Please note that Centres are accountable for any costs associated with invigilation nominated and external ICM Invigilation.

#### 5.3.5 Return of examination scripts

Completed answer scripts should be returned in the order shown on the ICM Candidates' List no later than the day following each examination. Prior to posting candidates' scripts should not be left in any unsecured place. Candidates' scripts that are received by ICM more than 14 days after the date of the final examination undertaken by the candidate/s will not be marked without being considered by the ICM Examination Performance Review Committee, which may delay the result to the candidate.

#### 5.3.6 Re-marking

You can request that your examination script is re-marked if you are unhappy with your result. The fee for this is £35.00 Pounds Sterling per script. The Institute operates a rigorous marking system (see **Examiners Handbook**). In the event that on re-marking there is an increase in the original marks awarded, the fee for re-marking your script will be refunded to you. Should the Grade awarded remain the same, you will be issued with an Examiner's Report detailing your examination performance. The Institute retains answer scripts for a maximum period of six months. Examination scripts/answer books are not returned to candidates under any circumstances.

#### 5.3.7 Re-sits

Although ICM Examinations are held every twelve weeks it should be noted that it takes an average of twelve weeks to mark the scripts after each Examination Series. If you sit, for example, for one or more subjects in March you will not receive your results until June. This means that if you were to fail a subject in March, you would not be able to re-sit the subject in June, as you will have missed the Closing Date for the June Series. Our advice is that you try to split your subject examinations between two consecutive Examination Series, e.g. if your programme has four subjects you could take two subjects in one series and two in another series. On this basis, were you to fail one subject in March you would be able to re-sit it in September, giving you plenty of time for revision.



### 5.3.8 Closing Dates

There is a Closing Date for receipt of Examination Entries and candidates entering for examinations must ensure that their completed Examination Entry forms and fees reach the Institute before the Closing Date for each Examination diet. Examination Timetables indicate the Closing Date for receipt of entries for each sitting and this information also appears on the ICM website. Entries received after the Closing Date are automatically carried forward to the next Examination Series.

### 5.3.9 Results

Results are distributed within twelve weeks from receipt of answer scripts. Candidates are advised not to telephone ICM for results as this information is confidential and cannot be disclosed over the telephone.

## 5.4 Examination Grades

Should you wish to re-sit any examination to improve your previous Grade, please note that the latest Grade you obtain will stand. Examination Grades boundaries are:

Grade A – Distinction	70% and above
Grade B – Credit	60% to 69%
Grade C – Pass	50% to 59%
Grade D – Marginal Pass	40% to 49%
Grade F – Fail	39% and under

## 5.5 Transcript of Academic Results

You may request a transcript of your Academic Results, however, please note there is a charge of £15.00 Pounds Sterling for each transcript requested.

## 5.6 Certificates

Centres must have a system in place that ensures that all claims of entitlement to certification are valid. Learners may only claim Certificates following successful completion of a module, course or programme (see **Certification Policy**). Certificates are printed and issued by ICM on watermarked paper for security purposes; these are then forwarded to the ICM Coordinator for distribution to their Learners. Each Student's unique identification number is recorded which verifies the identification of the Student's records. All information indicated on certificates enables ICM to identify and verify authenticity. In potential cases of fraudulent reproduction of qualifications ICM will investigate in line with the **Fraud Policy** and will prosecute where necessary.

## 5.7 Replacement Certificates

Replacement certificates are available on payment of a fee of £15.00 Pounds Sterling per certificate. Please include your Student Registration Number together with your current postal address and indicate which certificate is required.

## 5.8 Deferrals

There is a fee of £15.00 Pounds Sterling per subject should you wish to defer your examinations to another Series for health or for any other reason. If you are unable to undertake your examinations, it is essential you advise ICM before the appropriate

examination date, otherwise the full entry fee of £20.00 Pounds Sterling will be applicable. Please note that you may only defer examinations on one occasion. The full entry fee of £20.00 Pounds Sterling per subject will become due if you defer on more than one occasion.

### **5.9 Qualifications withdrawal**

Withdrawal of ICM qualifications from a Centre can occur for a number of reasons not limited to:

- Malpractice in the delivery of a qualification
- Lack of uptake by Learners
- Redundant or out dated qualification content
- Replacement by alternative qualification

The Centre will be given at least one year's notice of the qualification withdrawal (see **Withdrawal of Qualification Policy**) and consideration will be given to mitigate the effects on Learners. Existing registered Learners will not be disadvantaged and will either be allowed to complete their studies or offered an alternative "equivalent" programme of study, with no detriment to their previous attainment.

### **5.10 Applying to offer additional qualifications**

Should you wish to expand your ICM portfolio of courses then you should first contact your ICM Examination Officer providing the following details:

- Describe details of any specific resources needed by the Learners for the delivery
- Describe the Learner cohort the qualification will be delivered to
- Describe the mode of delivery proposed, e.g. distance learning, full time classroom based
- Estimated number of Learner registrations in the first year of delivery
- Explain how this qualification supports your existing provision
- List all qualifications for which you seek approval
- State the anticipated start date of the qualification delivery
- State the registered address of the main site of delivery

Your proposal will be forwarded to the Development and Quality Manager before a considered response is made which will detail the next stage in expanding your provision. In the event of a new bespoke qualification development the information you provide will then be considered by the management team for approval. This is normally within 2 weeks of receipt of your application.

### **5.11 Duties and responsibilities of ICM Approved Centres**

As part of the Centre Approval process and with regard to the development, delivery and award of qualifications you will have been asked to provide us with details of contacts within your organisation in order for us to ensure that we contact the correct individuals. We will send these contacts communications with updates, so it is your responsibility to update your Centre's contacts when appropriate. These roles include (but are not limited to):

- Head of Organisation
- Centre Contact
- Curriculum Development Contact
- Quality Assurance Contact
- Administration Contact

Centre approval will include approval for the Centre's main site; any additional sites will need to seek approval through the Centre Approval process. As an ICM Approved Centre you are required to undertake the delivery of the qualification required by the Awarding Organisation in accordance with Equalities Law. The Centre will need to complete a site approval application per additional site. As part of your regular self-evaluation as an ICM Centre protecting the interests of Learners, please use the following checklist to regularly review your commitment to best practice:

- Learners and staff have an **Access to Assessment and Examination Policy** and an opportunity to disclose their access-related needs
- Staff consider what adjustments are required by future Learners with disabilities or difficulties and steps are taken to make appropriate provision
- On registering a Learner for a qualification, any physical or learning difficulties are communicated to all staff who recruit, advise, or guide potential Learners
- Staff have had training to make them aware of physical access-related issues
- Following examination and certification award Learners are directed to progression routes to ICM courses and/or other appropriate courses to meet their needs
- It is made clear to Learners how to meet all the assessment and examination criteria
- The Centre should explain to the Learner any restriction on progression to other qualifications as a result of not achieving all the criteria
- Appropriate adjustments make the assessment and examination accessible to Learners
- The Learner is involved in making any decisions about appropriate adjustments to assessment and examination (in cases of doubt, the Centre should contact their ICM Coordinator or in-house staff for advice)
- Confirm there are adequate resources for the selected adjustment to assessment and examination. Please note that it is the responsibility of the Centre to arrange any assistance for the Learner, such as a reader, scribe, additional invigilator, sign language or interpreter, etc.
- Keep records of any reasonable adjustments. Please note that if the Centre exceeds the level of assistance and type of assistance as set out in these sections, it may lead to malpractice investigations
- Internal appeal procedures are made clear to Learners so that they can query any decision taken by the Centre not to allow an adjustment to assessment and examination

### **5.12 Payment Methods**

ICM can accommodate a number of payment methods, these include:

- Bank Transfer
- Western Union Quick Pay
- Credit Card

- Sterling Bank Draft
- Sterling Cheque drawn on a UK Bank

Please contact your Examinations Officer if you need help or guidance on payment methods.

### **5.13 Malpractice**

This refers to any deliberate activity, neglect, default or other practice that compromises the integrity of the assessment process, and/or the validity of ICM certificates. Malpractice is a broad range of acts that include issues from the failure to maintain appropriate records or systems to the deliberate falsification of records in order to claim certificates and if a Centre fails to deal with identified issues to mitigate the effects to Learners then that Centre may in itself constitute malpractice (see **Malpractice and Maladministration Policy**).

### **5.14 Centre withdrawal**

In the event that you withdraw your status as ICM Approved Centre, please contact your Examination Officer and/or email us at [info@icm.education](mailto:info@icm.education) . As the provision offered by ICM Approved Centres to Learners is an ICM priority as well as the support we offer Centres it is important that you answer the following questions prior to your withdrawal:

- Have all ICM registered Learners received their certificates for completed ICM courses?
- Have all ICM logos and marketing material been removed from your Centre (including that used in any IT)?
- Have all fees been paid in full to ICM?

### **5.15 Complaints**

In the event that you feel you need to make a complaint about any aspect of ICM service, (see our **Appeals and Complaints Policy**) contact your Examination Officer. If you feel that a complaint that you have made has not been dealt with appropriately please contact the ICM Chief Executive (Adair Ford).

# Glossary

## **Accreditation**

The process through which the qualifications regulators confirm that a qualification conforms to the requirements of the QCF regulatory arrangements.

## **Appeal**

The process through which an Awarding Organisation may be challenged on the outcome of an enquiry about results or, where appropriate, other procedural decisions affecting a Centre or an individual Learner.

## **Assessment**

The process of making judgements about the extent to which a Learner's work meets the assessment criteria of a unit, or any additional assessment requirements of a qualification.

## **Assessment criteria**

The requirements that Learners need to meet in order to achieve success for a unit or part of a unit.

## **Award**

A qualification with credit value between 1 and 12.

## **Award of qualifications**

A certificate (electronic or paper-based) issued to an individual that recognises an achievement.

## **Awarding Organisation**

A body recognised by the qualifications regulators against the requirements set out in the regulatory arrangements to award credits and qualifications.

## **Credit accumulation and transfer (CAT)**

The system by which Learners can accumulate and transfer credits over a period of time in differing locations and contexts, in order to gain qualifications.

## **Centre**

An organisation accountable to an Awarding Organisation for assessment arrangements leading to the award of credit or qualifications.

## **Centre recognition**

A process through which a Centre wishing to offer accreditation is confirmed as being able to maintain the required quality and consistency of assessment and comply with other expectations of the Awarding Body.

## **Certificate (for a unit or qualification)**

A record of attainment of credit or a qualification unit or qualification issued by an awarding organisation.

**Certificate**

A qualification with a credit value between 13 and 36 credit.

**Credit**

An award made to a Learner in recognition of the achievement of the designated learning outcomes of a unit.

**Credit transfer**

The process of using a credit or credits awarded in the context of one qualification towards the achievement requirements of another qualification.

**Credit value**

The number of credits that may be awarded to a Learner for the successful achievement of the learning outcomes of a unit.

**Delivery**

The process through which the learning provider enables the Learner to achieve.

**Diploma**

A qualification with a credit value of 37 or above.

**Evidence**

The body of assessed material, generated in the learning process, which demonstrates achievement of the learning outcomes.

**Knowledge**

Knowledge encompasses tacit and explicit knowledge. Tacit knowledge is knowledge that the Learner possesses which influences cognitive processing but that he or she does not necessarily express and/or is not aware of. Explicit knowledge is knowledge a Learner can consciously inspect, including tacit knowledge that converts into an explicit form by becoming an 'object of thought'.

**Learner**

A person who is registered to take a qualification and to be assessed as part of that qualification.

**Learning outcome (LO)**

A statement of what a Learner can be expected to know, understand or do as a result of a process of learning.

**Level**

An indication of the relative demand, complexity and/or depth of achievement, and/or the autonomy of the Learner in demonstrating that achievement.

**Malpractice**

The deliberate or wilful contravention or ignoring of the regulatory requirements of the QCF by an organisation recognised to operate within the framework.

**Moderation**

The process through which the marking of assessments by Centres is monitored to make sure it meets required standards and through which adjustments to results are made, where required, to ensure that results are based on the required standard. This includes verification.

**Ofqual**

The regulator for vocational qualifications in England and Northern Ireland. Ofqual give formal recognition to awarding organisations and monitor their activities.

**Qualification**

An award made to a Learner for the achievement of the specified combination of credits, or credits and exemptions, required for that award.

**Qualification level**

An indication of the relative demand, complexity and/or depth of achievement, and/or the autonomy of the Learner, represented by a qualification.

**Reasonable adjustments**

Defined in the Disability Discrimination Act as reasonable steps to ensure disabled people are not placed at a substantial disadvantage in comparison with non-disabled people, 'substantial' being more than minor or trivial.

**Recognition of prior learning (RPL)**

A method of assessment that considers whether a Learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning reliability of assessment.

**Skill**

The relevant knowledge and experience needed to perform a specific task or job and/or the product of education, training and experience, which, together with relevant know-how, is the characteristic of technical knowledge.

**Special consideration**

A process that allows candidates that suffer from temporary illness, injury or indisposition at the time of an assessment to demonstrate the achievement they are capable of for the units that are subject to special consideration.

**Standardisation of assessment**

A process to ensure that assessment leading to the award of credits and qualifications is applied consistently by individuals, Centres and awarding organisations unit. A coherent and explicit set of learning outcomes and assessment criteria with a title, credit value and level validity of assessment. The fitness for purpose of an assessment tool or scheme – valid assessment gives an accurate measurement of what it is supposed to measure.

## References

1. QAA (2006) Code of Practice for the Assurance of Academic Quality and Standards in Higher Education, Gloucester: Quality Assurance Agency for Higher Education.
2. Race, Brown and Smith (2005) propose the following values and principles for assessment design.
3. [http://archive.teachfind.com/qcda/www.qcda.gov.uk/docs/QCF\\_Glossary\\_May09.pdf](http://archive.teachfind.com/qcda/www.qcda.gov.uk/docs/QCF_Glossary_May09.pdf)



## Appendices

### Levels Descriptors

Level	Knowledge Descriptor	Skills Descriptor	Qualification Equivalencies
<b>1</b>	Has basic factual knowledge of a subject and/or knowledge of facts, procedures and ideas to complete well-defined routine tasks and address simple problems; and is aware of aspects of information relevant to the area of study or work.	Use basic cognitive and practical skills to complete well-defined routine tasks and procedures. Select and use relevant information. Identify whether actions have been effective.	First certificate GCSE - grade D, E, F or G level 1 award level 1 certificate level 1 diploma level 1 ESOL level 1 essential skills level 1 functional skills level 1 national vocational qualification (NVQ) music grades 1, 2 and 3
<b>2</b>	Has knowledge and understanding of facts, procedures and ideas in an area of study or field of work to complete well-defined tasks and address straightforward problems. Can interpret relevant information and ideas. Is aware of a range of information that is relevant to the area of study or work.	Select and use relevant cognitive and practical skills to complete well-defined, generally routine tasks and address straightforward problems. Identify, gather and use relevant information to inform actions. Identify how effective actions have been.	CSE - grade 1 GCSE - grade A*, A, B or C intermediate apprenticeship level 2 award level 2 certificate level 2 diploma level 2 ESOL level 2 essential skills level 2 functional skills level 2 national certificate level 2 national diploma level 2 NVQ music grades 4 and 5 O level - grade A, B or C

3	<p>Has factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks and address problems that while well-defined, may be complex and non-routine. Can interpret and evaluate relevant information and ideas. Is aware of the nature of the area of study or work. Is aware of different perspectives or approaches within the area of study or work.</p>	<p>Identify, select and use appropriate cognitive and practical skills, methods and procedures to address problems that while well- defined, may be complex and non-routine. Use appropriate investigation to inform actions. Review how effective methods and actions have been.</p>	<p>A level - grade A, B, C, D or E access to higher education diploma advanced apprenticeship applied general AS level international Baccalaureate diploma level 3 award level 3 certificate level 3 diploma level 3 ESOL level 3 national certificate level 3 national diploma level 3 NVQ music grades 6, 7 and 8 tech level</p>
4	<p>Has practical, theoretical or technical knowledge and understanding of a subject or field of work to address problems that are well defined but complex and non-routine. Can analyse, interpret and evaluate relevant information and ideas. Is aware of the nature of approximate scope of the area of study or work. Has an informed awareness of different perspectives or approaches within the area of study or work.</p>	<p>Identify, adapt and use appropriate cognitive and practical skills to inform actions and address problems that are complex and non-routine while normally fairly well-defined. Review the effectiveness and appropriateness of methods, actions and results.</p>	<p>certificate of higher education (CertHE) higher apprenticeship higher national certificate (HNC) level 4 award level 4 certificate level 4 diploma level 4 NVQ</p>

5	<p>Has practical, theoretical or technological knowledge and understanding of a subject or field of work to find ways forward in broadly defined, complex contexts. Can analyse, interpret and evaluate relevant information, concepts and ideas. Is aware of the nature and scope of the area of study or work. Understands different perspectives, approaches or schools of thought and the reasoning behind them.</p>	<p>Determine, adapt and use appropriate methods, cognitive and practical skills to address broadly defined, complex problems. Use relevant research or development to inform actions. Evaluate actions, methods and results.</p>	<p>diploma of higher education (DipHE) foundation degree higher national diploma (HND) level 5 award level 5 certificate level 5 diploma level 5 NVQ</p>
6	<p>Has advanced practical, conceptual or technological knowledge and understanding of a subject or field of work to create ways forward in contexts where there are many interacting factors. Understands different perspectives, approaches or schools of thought and the theories that underpin them. Can critically analyse, interpret and evaluate complex information, concepts and ideas.</p>	<p>Determine, refine, adapt and use appropriate methods and advanced cognitive and practical skills to address problems that have limited definition and involve many interacting factors. Use and, where appropriate, design relevant research and development to inform actions. Evaluate actions, methods and results and their implications.</p>	<p>degree apprenticeship degree with honours - for example bachelor of the arts (BA) honours, bachelor of science (BSc) honours graduate certificate graduate diploma level 6 award level 6 certificate level 6 diploma level 6 NVQ ordinary degree without honours</p>

## ICM Learner Satisfaction Questionnaire

### Instructions

This survey is being conducted as part of the Centre self-assessment in order to provide Learners with the best possible service. The survey asks about your experience of study, including what motivates you to go to study and your level of satisfaction with various aspects of the Centre where you study. Your participation is optional and anonymous and to help ensure anonymity please do not write your name on the questionnaire. Your responses will be treated confidentially. Completion of the survey will take approximately **15 minutes**. If you would like a copy of the results or have a question, comment, or complaint, please contact:

*Insert you Centre details here:*

### Gender:

- Male
- Female
- Prefer not to say

### Age (years):

Name of ICM course:

### Enrolment Status:

- Part-time
- Full-time

Please rate your level of satisfaction by circling an answer for each item where:

	1 Very dissatisfied	2 Dissatisfied	3 Indifferent	4 Satisfied	5 Very Satisfied
<b>My satisfaction with...</b>	<b>VD</b>	<b>D</b>	<b>N</b>	<b>S</b>	<b>VS</b>
Library resources	1	2	3	4	5
Extra facilities e.g., parking, vending machines	1	2	3	4	5
Lecture theatres, tutorial rooms & laboratory facilities	1	2	3	4	5
Student support services e.g. academic assistance	1	2	3	4	5
Availability of computers & technology.	1	2	3	4	5
Places to study	1	2	3	4	5
Level of knowledge of the staff who teach me.	1	2	3	4	5
Professionalism of my lecturers & tutors.	1	2	3	4	5
Quality of the education I am receiving.	1	2	3	4	5
Advice and information you were given about the course	1	2	3	4	5
Teaching ability of my tutors & lecturers	1	2	3	4	5
The assessments methods were a fair test of my knowledge and skills	1	2	3	4	5
Interest that teaching staff take in my progress.	1	2	3	4	5
Approachability of the staff who teach me.	1	2	3	4	5
ICM teacher/lecturer helped me to manage me time effectively	1	2	3	4	5
The ICM course gives the necessary knowledge and skills for the workplace	1	2	3	4	5
What was expected of me was made clear from the start of the course	1	2	3	4	5
Development of the knowledge and skills expected from this course	1	2	3	4	5
Correct mix of theory and practice	1	2	3	4	5
Teaching styles respected my background and needs	1	2	3	4	5
Workload I had to complete was reasonable	1	2	3	4	5
Teachers/tutors encouraged me to ask questions	1	2	3	4	5
Overall the course focused on relevant skills I needed to achieve	1	2	3	4	5
I received useful feedback on my assignments and assessments	1	2	3	4	5
I knew what standards I had to meet to achieve during my course	1	2	3	4	5

Please describe, in your own words, what aspect of this university have you been **most satisfied** with?

Please describe, in your own words, what aspect of this university have you been **least satisfied** with?

## Internal Moderation Evidence and Feedback

Complete all of the information below:

Unit title:	
Teacher/Lecturer:	Internal Moderator:

	Internal Moderator comments	Action(s) required	By whom	By when	Review date
Feedback to ICM Learners					
Grading decisions					
Other issue(s) from internal moderation					
Internal Moderator signature and date				External Moderation?	Y/N
Teacher/Lecturer signature and date					

## External Moderation Evidence and Feedback

Complete all of the information below for each unit that an ICM Centre delivers:

ICM Centre	
Unit Title	

Assessment/Assignment details	Who assessed it in the ICM Centre?	Was it Internally Moderated?	Evidence of good practice/areas for improvement

External Moderator signature & date: