

The Educational Academy

CIPS Student Manual

Policies and Procedures

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Opening hours 08:30 - 18:00 Monday – Friday

Details contained within this manual are subject to change without notice.



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Background History of the Educational Academy

Welcome to the world of ea

From tiny acorns grow mighty oaks

The Educational Academy was the brainchild of Dr James Macaskill borne from many years experience as an academic leader, researcher and consultant within the UK and globally.

The Educational Academy has been established to meet the developmental needs of a changing society in a global economy. At no other time has the need for vocational skill been so important in securing a job or in retaining a job through demonstrating continuous professional development.

At the heart of Educational academy's vision is to provide practical and usable learning and development opportunities in convenient learning packs. These packs can be tailored to individual or your business needs to ensure that you are always on top of your game.

The aim of the Educational Academy is to offer relevant, cost & time effective development programmes using a range of flexible delivery methods.

The courses are designed to grow individuals, both personally and professionally, to equip them for a fulfilling life and career

In the current and future economic, technological and social environment it has become evident that personal development has become the key to both individual and global survival and growth.

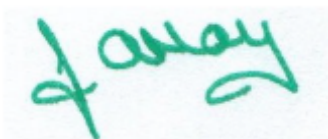
Therefore it is imperative that the advantages offered by the digital age should be utilized to meet those needs in a flexible, relevant and cost effective way.

The Educational Academy meets that challenge.

Educational Academy has brought together a range of partners to ensure that your learning experience will be one of the best available to you in the comfort of your own home or from your office desk.

Welcome on board

Judith Hay



CEO

Affiliations and Memberships

The Educational Academy is recognised by International Accreditation and Recognition Council (IARC), a self regulating industry body of colleges and universities from a number of countries including India, Malaysia, Indonesia, Australia, USA and U.K. Certificates and Diplomas offered are accredited through IARC. For details see www.iarcedu.com

We are also recognised by the Chartered Institute of Procurement and Supply see www.CIPS.org

Our Philosophy

Students are our priority. Our policies and procedures are aimed at providing each student with the best possible education available at their chosen level. We make every attempt to assist students quickly and appropriately so they can successfully pursue their studies and achieve their goals.

The educational academy believes that good education develops a foundation for future success. Our courses prepare graduates to face any challenge that confronts them in the discipline for which they have been trained. We believe in providing a balanced education through development of knowledge, understanding and skills. A balanced education does more than provide information. It provides students with the ability to select and use information effectively in any situation. It increases students' awareness of the changes occurring locally and globally in their chosen field, and nurtures their ability to adapt.

The educational academy knows that in today's world it is not enough to understand and know how to do something. You must also be able to adapt your knowledge to different situations. For this reason, we believe that graduates need to be flexible and have a heightened awareness of changes occurring around them, especially in their chosen fields. When you are aware of what is happening, and understand the world, you can apply your knowledge and understanding to develop innovative solutions. Our courses encourage students to attend to what is happening in their field and around them.

The educational academy's global focus is also reflected in the flexible nature of our courses and our teaching. More than most courses, our courses have been written to meet the needs of a highly mobile global population. Educated people of the 21st century move about more than ever, and even at home, they are much more likely than in the past to be dealing with people from other countries or cultures. The modern business person needs to be innovative, lateral thinking, flexible, and able to work independently.

The educational academy's uniquely flexible approach and emphasis on student learning ensures that our courses can be modified to meet the needs of each student without sacrificing quality. Flexible learning and assessment provide more opportunity for development, and allows students to learn at their own pace and in ways that are best suited to their learning styles, interests, goals and needs. It also provides more value for money by allowing us to tailor courses to student goals and to eliminate unnecessary paperwork and tutoring.

THINGS YOU NEED TO KNOW

At the Educational Academy, we expect you to take responsibility for your learning

As such we will inform you of final submission dates for exam registration

If this is your first time with CIPS exams you must understand that

- a) you cannot sit an exam unless you are a CIPS member it is your responsibility to register and pay for your membership. If you do not have a positional statement on this and it can be found here:

<http://www.cips.org/Documents/Policies%20and%20Procedures/F2.2%20CIPS%20Position%20Statement%20-%20examination%20entry%20and%20membership%20v2%2018.05.12.pdf>

YOU SHOULD NOT LEAVE IT TO THE LAST MINUTE

While we will endeavour to remind you in a timely manner of the deadline for exam registration it remains your responsibility to register and pay for your exams

USEFUL CIPS SITES ARE LISTED BELOW – THESE DO CHANGE AND WE CANNOT GUARANTEE THE CURRENCY OF INFORMATION LOCATIONS WITHIN THE CIPS WEBSITE

[The benefits of being a CIPS member¹](#)

[Accreditation of Prior Certificated Learning \(APCL\) exemption application see page 39-42²](#)

[Grades and Fees³](#)

[Finding a study centre:⁴](#)

[Joining CIPS online⁵](#)

[Exam dates and related information⁶](#)

CIPS WELCOMES FEEDBACK FROM STUDENTS RE THEIR WEBSITE SO PLEASE DO FEED THIS BACK TO US AND WE WILL FORWARD YOUR COMMENTS TO THEM

¹ <http://www.cips.org/en-GB/membership/whyjoincips/benefits/>

² <http://www.cips.org/Documents/Qualifications/Position%20statement%20for%20awarding%20exemptions%20V5%20March%202013.pdf> ²

³ <http://www.cips.org/en-GB/membership/Grades-and-Fees/>

⁴ <http://www.cips.org/en-GB/Qualifications/study-centres/studycentreslisting/>

⁵ <http://www.cips.org/en-GB/membership/joinonline/>

⁶ <http://www.cips.org/en-GB/Qualifications/assessments/>

Chartered Institute of Purchasing and Supply staff

The CIPS Programme



CIPS courses are taught on **our** mainstream course at three levels. They are:

Level 4 –Diploma – pre entry requirement 2 A levels or equivalent

Level 5 – Advanced Diploma- pre entry requirement Level 4

Level 6 – Professional Diploma- pre entry requirement Level 5

You would need to sit and pass 5 modules in each of these levels to achieve the relevant qualification.

There is a progression route defined by CIPS⁷

If you are unsure of your entry point to CIPS do contact us or read through the information found on the CIPS website⁸

We run 8 week training courses backed up by on-line materials to enable you to study broadly utilising some of the best knowledge bases

Your training will comprise of

20 hours class room study and you will need to engage in further study. We provide for you

20 hours on line study backed up with at least 20 further hours of videos, reports, powerpoints and further reading.

CIPS recommend 50 hours of study and we endorse that but in addition would advise reading widely to get a breadth of knowledge of business arenas that differ to your own.

We teach all of them on a rolling programme, they are:

Level 4 Diploma in Procurement and Supply⁹

⁷

http://www.cips.org/Documents/Qualifications/Progression_through_CIPS_Quals_Version_2_28March2013_PRO.pdf

⁸ <http://www.cips.org/Qualifications/About-CIPS-Qualifications/cipsqualifications/>

⁹ for further info see

http://www.cips.org/Documents/Qualifications/Unit_Content_Guides/CIPS_DipProcSupp_WEB%20FINAL.pdf

Contexts of procurement and supply D01

Unit Purpose and Aims

On completion of this unit, candidates will be able to:

- Offer advice and guidance to main stakeholders on the application of the sourcing process
- Understand supply chains in which organisations operate.

Business needs in procurement and supply D02

Unit Purpose and Aims

On completion of this unit, candidates will understand practices that help achieve value for money solutions in procurement.

This unit explores a variety of elements that underpin the development of criteria. It also considers the options that should be explored when procurement and supply personnel are involved in defining requirements.

Sourcing in procurement and supply D03

Unit Purpose and Aims

On completion of this unit, candidates will be able to apply a set of appropriate tools and techniques that can assess sourcing options available to organisations when procuring goods, services or works from external suppliers.

This unit identifies sound approaches to sourcing activities that assess the commercial and technical capabilities of organisations to help achieve the right choice of supplier.

Negotiating and contracting in procurement and supply D04

Unit Purpose and Aims

On completion of this unit, candidates will be able to:

- Identify approaches to achieve negotiated agreements with external organisations
- Recognise the use of legal terms that should regulate commercial agreements

The creation of formalised agreements is a critical part of the work of personnel in procurement and supply. This unit analyses approaches to the negotiation of agreements made with external parties and the formation of legally binding contracts. After contracts have been entered into, there can be conflict over performance issues and on costs, timing and quality of supplies. This should involve negotiation to achieve required outcomes.

Unit Purpose and Aims

On completion of this unit, candidates will be able to apply methods to improve supplier performance, recognising the need for a structured approach when dealing with performance and relationship issues.

This unit concentrates on approaches to contract and supplier relationship management involving stakeholders in these processes. Personnel involved in creating contracts and relationships with external organisations need to ensure outcomes that achieve organisational requirements including costs, quality, risk management and timing.

ALL UNITS ARE COMPULSORY.

Level 5 Advanced Diploma in Procurement and Supply¹⁰

Three core units which must be studied

COMPULSORY UNITS

Management in procurement and supply AD1

Unit Purpose and Aims

On completion of this unit, candidates will understand different approaches to the management of individuals and groups or teams within organisations.

In order to develop expertise in developing and fulfilling organisational and functional objectives in procurement and supply, it is essential that candidates gain a wider appreciation of theories and techniques that relate to managing people involved with the procurement and supply function.

Managing risks in supply chains AD2

Unit Purpose and Aims

On completion of this unit, candidates will be able to appraise a variety of tools and techniques to

- Establish the level of risk in supply chains
- Recommend ways of avoiding, mitigating or managing those risks.

Further information can be found here¹⁰
http://www.cips.org/Documents/Qualifications/Unit_Content_Guides/CIPS_AdDipProcSupp_AW%20FINA L.pdf

This unit is designed to enable candidates to undertake risk analysis and apply a range of appropriate risk management tools and techniques in supply chains.

Improving the competitiveness of supply chains AD3

Unit Purpose and Aims

On completion of this unit, candidates will be able to assess a range of processes that help achieve improvements in business performance through its supply chain.

This unit is designed to help candidates understand a range of techniques to improve the competitiveness of organisations in supply chains.

OPTIONAL UNITS Choose 2

Category management in procurement and supply AD4

Unit Purpose and Aims

On completion of this unit, candidates will be able to develop plans to improve competitiveness by the application of systematic approaches to the management of both direct and indirect organisational expenditures.

This unit focuses on differing approaches or methodologies for strategic sourcing and category management, demonstrating the role of the procurement and supply chain specialist in leading these approaches.

Sustainability in supply chains AD5

Unit Purpose and Aims

On completion of this unit, candidates will be able to understand approaches to help achieve sustainability.

This unit explores the concept and initiatives in sustainability which includes aspects of corporate social responsibility. It includes the impact on communities and society, environmental aspects of sourcing, ethical trading and working standards. The alignment of sustainable goals within supply chains has both global and local dimensions and is a developing area for organisational commitment, procedures, systems and practices.

Operations management in supply chains AD6

Unit Purpose and Aims

On completion of this unit, candidates will be able to explain plans, designs, processes or systems for the improved control or improvement of operations. is designed to enable those involved in procurement and supply to appraise the main techniques that improve organisations' operations. Operations management refers to the process of converting input resources into the outputs of products or services that occur across a wide range of sectors such as in manufacturing, construction, retail, services and public sectors.

Level 6 Professional Diploma in Procurement and Supply¹¹

COMPULSORY UNITS

Leadership in procurement and supply PD1

Unit Purpose and Aims

On completion of this unit, candidates will be able to critically appraise influencing, leadership skills and behaviours, to help achieve commitment from across the organisation including senior management, as well as customers and suppliers.

This unit emphasises the leadership skills and behaviours required for the achievement of the objectives and improvements sought by effective procurement and supply chain management.

Corporate and business strategy PD2

Unit Purpose and Aims

On completion of this unit, candidates will be able to critically appraise the development and implementation of strategies at business and corporate levels in organisations and how these strategies impact on supply chains.

This unit focuses on the development; configuration and implementation of strategy to help supply chain personnel achieve competitive advantage.

Strategic supply chain management PD3

Unit Purpose and Aims

On completion of this unit, candidates will be able to critically appraise strategies that can be adopted in the supply chain.

This unit focuses on the development, configuration and roll out of strategy to help personnel appraise how strategy can be used to help achieve competitive advantage through improved supply chain management.

¹¹ more information can be found here

http://www.cips.org/Documents/Qualifications/Unit_Content_Guides/CIPS_ProfDipProcSupp_WEB%20FINAL.pdf

OPTIONAL UNITS Choose 2

Supply chain diligence PD4

Unit Purpose and Aims

On completion of this unit, candidates will be able to understand the impact of globalisation on supply chains.

In addition they will have an appreciation of the financial aspects that impact on supply chains such as project finance, mergers and acquisitions, financial measures of organisations, corporate governance, legal issues such as competition law and workforce issues that impact on organisations.

Programme and project management PD5

Unit Purpose and Aims

On completion of this unit candidates will be able to evaluate critical aspects of the development, financing, implementation and delivery of major programmes and projects.

Legal aspects in procurement and supply PD6

Unit Purpose and Aims

On completion of this unit, candidates will be able to understand legal issues surrounding contracts and relationships developed in their supply chains. Candidates will gain an understanding of the legal aspects of contracts, competition and employment law that impact on procurement and supply

Fees¹² are payable in advance of training (see policy pp 33-36)

Fees are as follows*

£650.00 per Unit across all levels

£3000.00 if booked and paid for in advance

CIPS registrations fees

CIPS examination fees

}

Subject to change and can be found here:

<http://www.cips.org/en-GB/membership/Grades-and-Fees/>

***For exam workshop, on site, on line and bespoke training please contact cips@educational-academy.co.uk as fees will vary depending on numbers**

NB LARGE NUMBERS OF STUDENTS BOOKING AT THE SAME TIME WILL ATTRACT A DISCOUNT

¹² All fees are subject to VAT

How do I qualify- to use MCIPS after my name¹³

You have a number of options to be awarded the post nominals MCIPS:

- Studying for CIPS qualifications
- [An accredited degree](#)
- The [CIPS Management Entry Route \(MER\)](#) for senior professionals.
- S/NVQ Level 4 in Supply Chain Management (for all learners registered with Edexcel before 31 December 2013. Learners must apply for a CIPS upgrade by 31 December 2016 following completion of the qualification).
- The [CIPS Corporate Award](#) for groups of professionals within a company

Management Entry Route

The **Management Entry Route (MER)** is designed for purchasing professionals who are already operating in a senior strategic role within procurement or supply chain management (SCM) with extensive on-the-job experience.

Contact CIPS on the following email address for more details: mer@cips.org

CIPS need to assess your experience and competencies to ensure that you fulfil the criteria to award full membership which allows you to use the designatory letters MCIPS. You will be assessed for your experience, knowledge, and responsibility through an online questionnaire and a telephone interview.

It is a robust, rigorous and transparent process designed for senior professionals in upper management roles, usually with at least five years' experience at a strategic level.

Is the Management Entry Route for me?

CIPS assess applications against all of these competencies:

- | | |
|-----------------------------------|--------------------------------------|
| • Commercial targets | • Finance for procurement |
| • Improving stakeholders delivery | • Supply chain analysis |
| • Purpose and direction | • Communication |
| • Working with others | • Assessing / developing people |
| • Supply base analysis | • Building winning teams |
| • Risk management | • Project planning and budgeting |
| • Negotiation skills | • Project implementation and control |

¹³ <http://www.cips.org/Qualifications/About-CIPS-Qualifications/cipsqualifications/>

- Customer / client management
- Contract management
- Contract selection and legal
- Business acumen
- Problem solving and analysis
- Procurement process management

How to access the Management Entry Route

To access the Management Entry Route, you must first [join CIPS](#) as an Affiliate member and submit a copy of your CV and your current job description, organisation chart and line manager's supporting letter to allow CIPS to determine if this is an appropriate route for you to follow.

Assuming this is the case, you must then pay the assessment fee and complete an online questionnaire that is designed to assess your technical and professional competencies and enables us to build an individual profile of your knowledge and experience against the standard for MCIPS. Your results will be benchmarked against data held from more than 9,000 procurement professionals.

Within one week of completing the questionnaire you will be offered a telephone interview date pre-booked at a convenient time to suit your busy schedule. It will take between 60 and 90 minutes and will further explore your expertise. Its content is designed to measure your managerial and technical competencies against our benchmark of 20 areas (listed on page 5).

Within four weeks, you will receive detailed feedback on your assessment. You will be either:

- awarded MCIPS
- required to complete a development plan to fill knowledge gaps
- or withdrawn from this route

If a plan has been identified as the appropriate way forward, there will be an additional fee payable which will be advised. The plan should take you as little as three months to complete.

Assuming this is the case, you must then pay the assessment fee of £600 and complete an online questionnaire that is designed to assess your technical and professional competencies and enables us to build an individual profile of your knowledge and experience against the standard for MCIPS. Your results will be benchmarked against data held from more than 9,000 procurement professionals.

Within one week of completing the questionnaire you will be offered a telephone interview date pre-booked at a convenient time to suit your busy schedule. It will take between 60 and 90 minutes and will further explore your expertise. Its content is designed to measure your managerial and technical competencies against our benchmark of 20 areas (listed on page 5 of the brochure). Within four weeks, you will receive detailed feedback on your assessment. You will be either:

- awarded MCIPS

- required to complete a development plan to fill knowledge gaps
- or withdrawn from this route

If a plan has been identified as the appropriate way forward, there will be an additional fee payable of £200 to cover the cost of writing and marking of a bespoke plan. The plan should take you as little as three months to complete.

Download a copy of the CIPS [Management Entry Route](#) brochure

ONLY CIPS CAN ADVISE YOU FURTHER IN THIS ROUTE AND THIS MATERIAL IS TAKEN DIRECTLY FROM THEIR WEBSITE

Assessment

All assessment is by examination with externally set and marked examinations by CIPS. The exam are taken throughout the year and details can be found on the CIPS website¹⁴

If you are not satisfied with the outcome of you exam you can appeal and details of how to do this are on the CIPS website¹⁵

Examination Workshop

These are available please do contact advice@educational-academy.co.uk to register your interest.

CIPS also provide a techniques guide which you should read – it does contain essential exam information about THEIR exams¹⁶

Evaluative Course Meetings

A meeting will take place each semester, wherever possible. We welcome student representatives and input from students so as to assist us in improving the course to meet your needs.

Evaluations

We seek to improve our delivery to all – with that in mind we ask for your honest feedback in our evaluations which we will send out periodically. However if there is an issue which needs more urgent attention do contact us on 0208 144 3496 and we will do our best to address it immediately

¹⁴ <http://www.cips.org/Qualifications/assessments/>

¹⁵

<http://www.cips.org/Documents/Study%20and%20qualify/Assessment%20Appeal%20application%20form.pdf>

¹⁶

http://www.cips.org/Documents/Study%20and%20qualify/ExaminationTechniquesGuide%20Oct09%20FV_1.pdf

Ongoing Support

If you have any problems in either the teaching element of the programme or with any student, please inform advice@educational-academy.co.uk so action or assistance can be given.

Important Information

If you can't find the information you seek or if you are using on line training and links are broken do let us know...

Many of the things you may need are held here

<http://mycpd.net/pdf/policy/>

The list of items will be increasing but currently holds:

- [address-and-contact-details.pdf](#)
- [advanced-diploma-recommended-reading-list.pdf](#)
- [apcl-exemption-application-form-may-13.docx](#)
- [chapter-house-and-learning-centre-map.pdf](#)
- [cips-advanced-diploma-full-information.pdf](#)
- [cips-diploma-full-information.pdf](#)
- [cips-enrolment-guide-and-assessment-schedule-to-july-2014.pdf](#)
- [cips-examination-techniques-guide-oct09 .pdf](#)
- [cips-jargonbuster.pdf](#)
- [cips-professional-diploma-full-information.pdf](#)
- [cips-routes-and fee-policy.pdf](#)
- [cips-student-manual.pdf](#)
- [diploma-recommended-reading-list.pdf](#)
- [directions-to-the-learning-centre-at-chelmsford-cathedral.pdf](#)
- [enrolment-guide-and-assessment-schedule-to-july-2014.pdf](#)
- [exemption-mapping-example.pdf](#)
- [flexible-learning-agreement.pdf](#)
- [information-on-cips-external-assessments.pdf](#)
- [list-of-useful-cips-documents-and-hyperlinks-to-them.pdf](#)
- [our-staff.pdf](#)
- [professional-diploma-recommended-reading-list.pdf](#)

[? reading-questions-effectively.pdf](#)

[? transition-arrangements.pdf](#)

[? welcome-from-the-ceo.pdf](#)

Learners who attend regularly are generally successful in their studies. All learners at our centres are expected to have full attendance except where absence is unavoidable. We do not penalise you for non attendance – we do expect that, as mature adult learners, you take responsibility for your learning and attendance.

Remember, the school has the experts we are here to help. If there are things you cannot find or lack resources to find them, we will help. You **are** expected to make an effort to find information and answers to questions yourself, but if you are getting nowhere or are having trouble getting replies from people in industry when doing research, then you **should submit a request to advice@educational-academy.co.uk and it will be passed on to a tutor**

Identify yourself. Make sure we know who you are and what your need is!

Tutors

Occasionally, a tutor may ask you questions to stimulate your mind into new ways of looking at issue. Tutors' comments are designed to support your learning; and even though you may not always understand why they ask a question, you need to maintain faith in the tutor's position as a skilled professional, and trust their capacity to assist you. Without this trust, you risk impairing your learning.

Ask questions

IF YOU HAVE ANY QUESTIONS ABOUT THE SUBJECT YOU'RE STUDYING OR QUERIES ABOUT HOW TO ANSWER A PARTICULAR QUESTION - EMAIL THE SCHOOL. YOUR TUTOR IS THERE FOR YOU!

General queries/finance contact Sarah Baker

advice@educational-academy.co.uk

Administrative issues/unresolved complaints contact Judith Hay

Judith.hay@educational-academy.co.uk

Course queries contact Wayne Herring

Wayne.herring@educational-academy.co.uk

REMEMBER: The tutor is not there to judge you! Your tutor is there to guide you in your learning. **Ask your tutor questions**

Special Circumstances/ reasonable adjustments

The underlying purpose of any elements within a course must be satisfied. However, there are often alternative ways of satisfying the purpose which can be prescribed in

special circumstances. Special circumstances that might make certain tasks difficult to carry out might be:

- A temporary or permanent physical handicap which limits your ability
- An illness which limits your mobility;
- Accessibility or the use of certain facilities may be restricted because of cultural, religious, climatic, financial, or other considerations.

In these and other special circumstances you may apply in writing to CIPS for additional exam time – we cannot guarantee they will accept your request but you should ask them, they are enormously helpful.

You would need to complete a reasonable adjustment form found here:

<http://www.cips.org/Documents/Policies%20and%20Procedures/G6.2%20Reasonable%20Adjustment%20and%20Special%20Consideration%20Guidance%20fv%20080612.pdf>

Their policy and procedure in regard of this respect can be found here:

<http://www.cips.org/Documents/Study%20and%20qualify/G6.2%20and%20G7.3%20Reasonable%20Adjustments%20and%20Special%20Consideration%20Policy%20and%20Procedure%20fv%2025.05.12.pdf>

Malpractice

The EA endeavours to comply in all aspects with the CIPS malpractice procedure – details can be found here:

<http://www.cips.org/Documents/Policies%20and%20Procedures/A8%201%20Malpractice%20and%20Maladministration%20Policy%20fv%2008.06.12.pdf>

Plagiarism

Plagiarism is the illegal and/or unethical copying of material without acknowledgment of its source.

Plagiarism is not tolerated, and will be penalised.

EA will follow the CIPS guidelines on plagiarism¹⁷

Therefore, it is very important that students understand the differences between plagiarism and acceptable use and interpretation of someone else's work. It is acceptable to use information from another source as a minor part of your own work, **if the original source is properly referenced** (i.e. It is made clear where that information came from).

It is not acceptable to present work which is substantially little more than an identical copy of information (words or graphics) from another source without acknowledging the source or in such a way that the reader (or tutor) could believe it is your original work.

¹⁷

<http://www.cips.org/Documents/Policies%20and%20Procedures/Plagiarism%20Guidance%20for%20Learners%20FV.pdf>

You risk expulsion from a course/further exams if found guilty of plagiarism. Many awarding bodies do not accept plagiarism at all and you must be aware of this. No refund will be given if you choose to plagiarise work.

You will also be fully liable for any legal action taken by the owner of material which you plagiarise. The school accepts no legal liability for the actions of its students during or after studies.

Direct Contact with Administration & Tutors

You need to recognise that the Administration and Academic departments are separate. However the route to your tutor is through the administrator. You can contact the administrator through advice@educational-academy.co.uk. You should flag in the subject line the name of the tutor the message is for.

The school will not give private contact details of tutors to students, for both legal and administrative reasons. Tutors are at liberty to give their personal details to a student if they wish, but in such cases, the school will not accept any responsibility for problems which may arise. Students should note that tutors are strongly advised **AGAINST** doing this. EA applies this policy because we also work with people under the age of 16 for whom we must ensure a duty of care.

Academic honesty

Students are expected to submit their own **original work** for examinations. Plagiarism, submission of non original work, misrepresentation of qualification, misrepresentation of adjudicator details, and other forms of dishonesty, will attract disciplinary action. **(See Plagiarism item earlier in this manual)**. Even after graduation, it is possible that a qualification may be withdrawn if academic dishonesty becomes evident.

Appeals Procedure

If a student has a grievance and wishes to make an appeal, this should be done by writing a letter and submitting that letter to the Administration Manager.

Any submission will be dealt with in accordance with the school's code of practice. *(See also complaints procedure)

A response will be forwarded to the student within 10 days of receipt of a letter. This response will contain an explanation of the school's position on the issue, and where appropriate, an offer to settle the dispute.

The student will respond to the letter from the school within ten days of receiving the school's first letter.

The student always has a right to go to CIPS to have an unresolved issue dealt with

Cips complaints procedure can be found here:

<http://www.cips.org/Documents/Policies%20and%20Procedures/D4%203%20%20Complaints%20Policy%20%20Procedure%20fv%20080612.pdf>

Personal Property

The school accepts no responsibility for personal property sent to or left at the school or at any function organised or endorsed by the school.

Copyright Of Course material

All course materials, including printed course notes, study guides, videos, CD's, books and electronic publishing, is protected by international copyright and **may not be reproduced**, in breach of law, without expressed written approval from the owner of that copyright. Legal action may result for breach of copyright.

Student Records

All student records are kept on a data base which is routinely updated and backed up. Students may access a statement of their records, at one week's notice, at any time while studying.

| | |
|--------------|--|
| Policy Name: | Diversity and Equal Opportunities Policy |
| Date: | 23/5/2013 (updated 01/08/2013) |
| Review Date | 01/08/2014 |

Equal Opportunities

Introduction

The Educational Academy is an equal opportunities employer and aims to eliminate all forms of discrimination. The Academy seeks to ensure equality of opportunity in access to our students for their training. The Academy actively promotes equality of opportunity and aims to employ a balanced workforce, which reflects the diversity of the student population.

In all matters, there shall be no discrimination on the grounds of age, ethnicity, race, gender, marital status, disability, religion, sexual orientation, trade union membership or spent criminal convictions (certain posts are exempt from the Rehabilitation of Offenders Act) or other relevant factors. We expect our students to follow our example and we do not under any circumstances tolerate discrimination.

We will act in accordance with the CIPS policy on Diversity and equality as found on their website¹⁸

Legislation

The Academy recognises that certain groups are protected by legislation:

- i) The Rehabilitation of Offenders Act 1974 allows certain convictions to be spent.

¹⁸

http://www.cips.org/Documents/Policies%20and%20Procedures/A1%202%20Diversity%20%20Equal%20Opportunities%20Policy%20v2%20Mar13_FV.pdf

- ii) The Sex Discrimination Act 1975 renders unlawful discrimination on grounds of sex or marital status.
- iii) The Race Relations Act 1976 renders unlawful discrimination on grounds of race.
- v) The Disability Discrimination Act 1995 renders unlawful discrimination on grounds of disability.

Learners with Disabilities

The Academy will make reasonable adjustments to enable learning for those with disabilities on equal terms and conditions with all other learners. In meeting this aim, the Academy will endeavour to provide in a way that meets the learner’s needs.

Responsibility For Policy

The overall responsibility for Equal Opportunities within the Academy lies with the CEO.

All managers have a responsibility to ensure that staff observe the Equal Opportunities Policy and to act on any reported breach of staff and students alike.

All employees and learners have a responsibility to ensure that their own behaviour is in line with the policy and to report any observed breaches of the policy.

Action

Any incident of discrimination or harassment will be dealt with under the Complaints Procedure and may lead to dismissal for gross misconduct. In the case of a learner suspension or expulsion from the course may be deemed necessary – In such circumstances no refund would be given.

| | |
|--------------|----------------|
| Policy Name: | Dignity Policy |
| Date: | 5/12/12 |
| Review Date | 05/12/13 |

Dignity Policy

Introduction

- 1.1 The purpose of this policy is to support an environment and culture where harassment and bullying of any nature are unacceptable behaviours and addressed accordingly.
- 1.2 The policy is part of the **educational academy™**'s strategy to ensure dignity at work for everyone by:
 - demonstrating commitment to equal opportunities for all
 - respecting and valuing diversity
 - making full use of the talents of all the workforce and students

- preventing acts of discrimination, exclusion, unfair treatment and other negative or demeaning behaviours
- being open and constructive in all communications
- handling conflict creatively
- being fair and just in all dealings

Key issues

- 2.1 The educational academy™ recognises that all employees and learners alike have the right to be treated with consideration, dignity and respect and will encourage
- constructive and productive working relationships
 - constructive discussion of differences of views and approaches
 - firm but fair action in dealing with negative behaviours, including bullying and harassment.
- 2.2 Allegations of bullying and harassment will be taken seriously and dealt with thoroughly. The educational academy™ gives an assurance that there will be no victimisation against an employee or learner making a genuine complaint under this policy or against employees/learners who assist or support a colleague in making a complaint.
- 2.3 Everyone carries personal responsibility for their own behaviour in relation to this policy and is responsible for ensuring that their behaviour and conduct is in line with the standards set out in this policy.
- It is noted that the behaviour of people can vary. This policy is not intended to deal with occasional lapses unless a pattern of behaviour emerges that falls within the definition of harassment and bullying set out below.
- 2.4 The educational academy™ also recognises the rights of both parties (complainant and alleged perpetrator) and will allow both to have a full and fair opportunity to put forward their version of events.
- 2.5 Bullying and harassment where found will be treated as disciplinary matters and may lead to summary dismissal or in the case of a learner suspension or expulsion. Similar disciplinary action may also be taken if a complaint is found to have been submitted maliciously or in bad faith.
- 2.6 The educational academy™ recognises the distress/anxiety that such allegations can cause to both the complainant and the alleged harasser and will deal with such matters sensitively and as promptly as possible.
- 2.7 Everyone involved with the investigation and any subsequent process are required to respect the need for confidentiality. All complaints, associated correspondence and interviews will be treated in strict confidence. Breaches of confidentiality may lead to disciplinary action.
- 2.8 The educational academy™ recognises that training can prevent harassment and bullying being accepted or condoned and students should be aware that all staff will be made aware of the policy as part of the educational academy™'s induction process.

Action

Any incident relating to dignity will be dealt with under the Complaints Procedure and may lead to dismissal for gross misconduct. In the case of a learner suspension or expulsion from the course may be deemed necessary – In such circumstances no refund would be given.

Defining harassment and bullying?

- 3.1 The terms bullying and harassment are often used interchangeably and many definitions include bullying as a form of harassment. The educational academy™ applies the following definitions, based on those used by the Advisory, Conciliation and Arbitration Service (ACAS).

Harassment, in general terms, is defined as unwanted conduct affecting the dignity of men and women in the workplace. It may be related to age, gender, race, colour, nationality, disability, religion or belief, sexual orientation, marital status, trade union membership or any personal characteristic of the individual •

Bullying may be characterised as offensive, intimidating, malicious or insulting behaviour, an abuse or misuse of power through means intended to undermine, humiliate, denigrate or injure the recipient.

- 3.2 Harassment and bullying may be by an individual against an individual (perhaps by someone in a position of authority such as a manager or supervisor) or involve groups of people. It may be obvious or it may be insidious. It often takes place when there are no witnesses, but not always. It can be persistent behaviour over a period of time, or a one-off act.

- 3.3 Harassment can also occur where conduct or behaviour is not directed at a person or caused by their presence but none the less creates an offensive environment for them.

- 3.4 It is not the intention of the perpetrator that is key in deciding if harassment or bullying has occurred, but whether the behaviour is unacceptable by reasonable normal standards and is disadvantageous or unwelcome to the person or people subjected to it or witnessing it.

- 3.5 Harassment and bullying may be, but are not limited to:

Physical contact – ranging from touching to serious assault, gestures, intimidation, aggressive behaviour

Verbal – unwelcome remarks, suggestions and propositions, malicious gossip, jokes and banter, offensive language

Non-verbal – offensive literature or pictures, graffiti and computer imagery, isolation or non-co-operation and exclusion or isolation from social activities

Behavioural – Deliberately undermining a competent employee by frequent unjustified criticism, humiliating or denigrating or imposing unreasonable workloads

- 3.6 Behaviour that is considered bullying by one person may be considered firm management by another. Most people will agree on extreme cases of bullying and harassment but it is sometimes the 'grey' areas that need more consideration.

Appendix A provides further examples of harassment and bullying

Dealing with issues informally see also complaints procedure

- 4.1 Often people are not aware that their behaviour is unwelcome or misunderstood and an informal discussion can lead to greater understanding and agreement that the behaviour will cease.
- 4.2 Everyone is therefore encouraged to try, if they feel able to do so, to resolve any problem informally by making it clear to the alleged harasser that his/her actions are unwanted and should not be repeated. This may be done verbally or in writing in which case the complainant should keep a copy of the documentation and, where possible, the times and dates of incidents should be recorded.
- 4.3 If the complainant feels unable to approach the alleged harasser, a member of the HR Team, a colleague or in the case of staff, trade union representative could be asked to speak to the alleged harasser on the complainant's behalf. A note should be made of the action taken.
- 4.4 An individual who is made aware that another employee considers that their behaviour is unacceptable should:-

Listen carefully to the particular concerns raised

Respect the other person's point of view; remembering that they have a right to be free from harassment/ bullying

Remember that it is the other person's reaction/perception to the behaviour that needs to be considered

Agree the aspects of his/her behaviour that they will change

Review their general conduct/behaviour at work and with workplace colleagues

Dealing with issues formally

- 5.1 If informal attempts to resolve the situation have not been successful, or where the acts complained about are too serious or not capable of informal resolution, the person who feels harassed should raise the issue with the appropriate manager or the HR Team who will advise on the next steps.
- 5.2 A manager, ideally independent of the issues, or external investigator will be appointed to conduct the investigation in line with the educational academy™ 's grievance procedure

Complaints Procedure. see flow chart page 26

They should:

Take full details of the incidents in writing from the complainant (or their representative) unless these have already been provided

Take full details from any witnesses/other complainants who may have witnessed the alleged behaviour

Inform the alleged harasser of the complaints against him/her, advise the alleged harasser to seek representation and invite him/her to a meeting in order that they can comment on the allegations against them

Keep all parties informed of expected timescales.

- 6.1 If the allegations and the situation warrant it, the complainant or alleged perpetrator may be temporarily transferred during the investigation. This may be to relieve stress and pressure on one or both parties; to prevent the risk of further incidents and/or prevent victimisation. In this context the alleged perpetrator, if a member of staff, may also be suspended on full pay or granted special leave. The views and wishes of the employee will be fully considered before any decision is taken.
- 6.2 The educational academy™ will aim to complete any formal investigation within 3-8 weeks, although depending on the complexity of the matters, this may not always be achievable.
- 6.3 The outcome of the investigation will be reported to a nominated manager who will normally be more senior than the person complained about (but may be a manager at the same level) who will deal with the complaint under stage 2 of the educational academy™ Grievance Procedure.
- 6.4 A detailed response will be given to both parties outlining the results of the investigation and what action, if any, is being taken in respect of the complaint.
- 6.5 There are a range of outcomes including training, counselling, transfer, all of which will be determined by the manager, depending on the circumstances of the case, taking full account of the views of the complainant. See also Section 9.
- 6.6 If, following investigation, it appears that harassment/misconduct has or is likely to have occurred, the matter will be dealt with under the educational academy™'s disciplinary procedure. This may also apply in cases where the complainant's behaviour is deemed to be malicious.
- 6.7 A flow chart outlining formal action is found at Appendix C.

Appeals

- 7.1 Appeals are allowed as follows:-

Appeals against any disciplinary sanction arising from any harassment/bullying complaint will be dealt with in accordance with the appeals process in the educational academy™ Disciplinary Procedure. Appeals by a complainant who is dissatisfied with the outcome of stage 2 of the educational academy™ Grievance Procedure will be dealt with under stage 3 of that procedure.

Follow up

- 8.1 Following resolution of both formal and informal harassment/bullying complaints, a record should be kept of the incident and an appropriate follow up strategy put in place depending on the nature of the complaint. This may include, for example, structured support; measures to rebuild working relationships.

Mediation

- 9.1 In some cases mediation may be recommended, for example, to assist with rebuilding working relationships.
- 9.2 Such services are subject to budget availability.

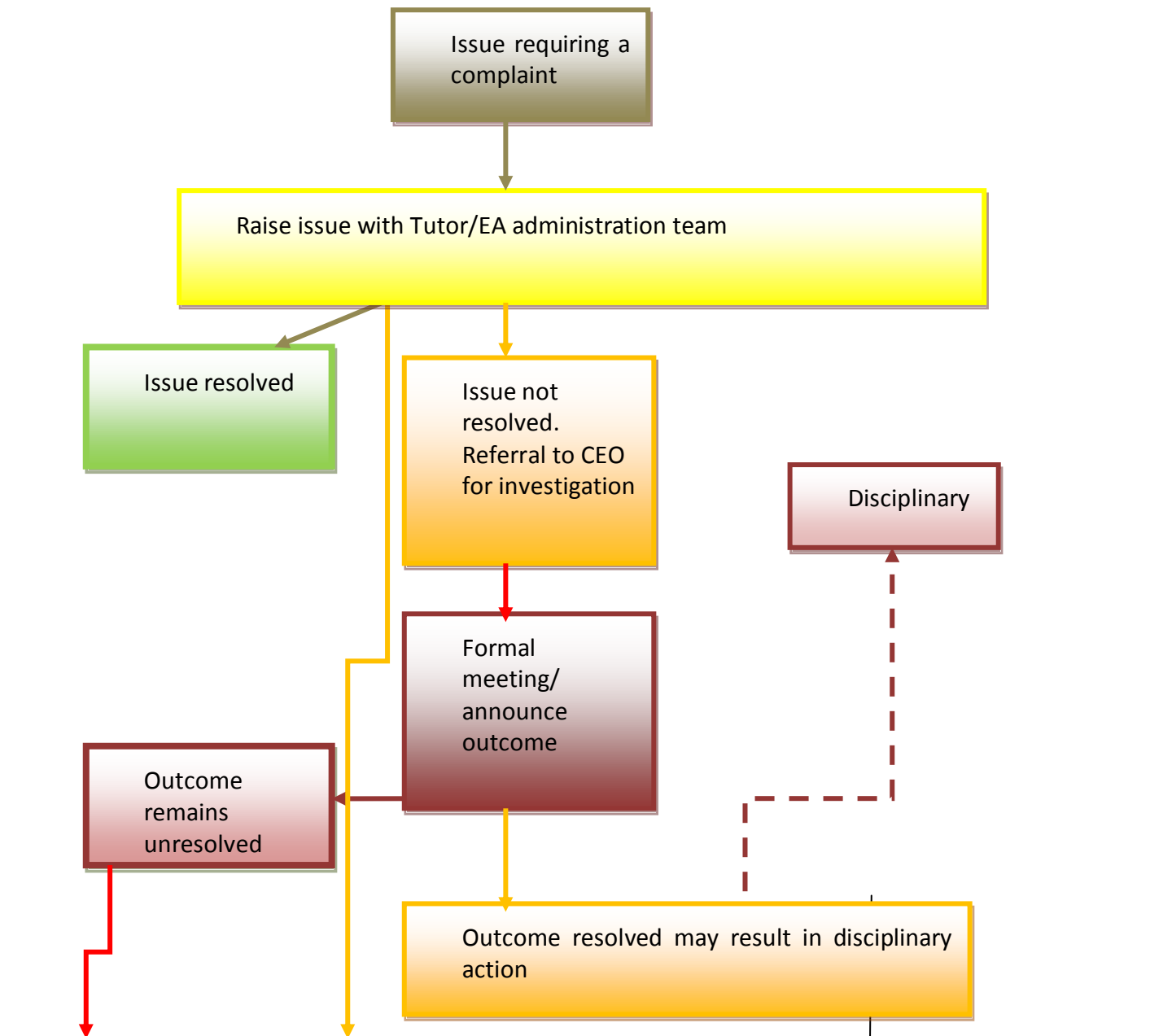
Further information on mediation can be obtained from the HR team in individual cases.

Appendix A

Examples of bullying and harassing behaviours

- withholding information that affects other people's jobs
- humiliating or ridiculing others about their work
- ordering others to work below their level of competence for no reason
- removing areas of responsibility without consultation
- spreading rumours or gossip
- ignoring or sending others to 'Coventry'
- making insulting or offensive comments about others
- shouting and getting abusive with others
- pointing your finger, invading personal space, shoving, blocking or barring the way
- suggesting that others should resign
- constantly highlighting errors or mistakes made by others
- being hostile to others
- constantly criticising others' work and efforts
- ignoring the views of others
- playing practical jokes on people you don't like
- setting unreasonable tasks or deadlines
- making false allegations against others
- engaging in excessive monitoring of the work of others
- removing the rights of others
- threatening violence to others
- physically attacking others
- Using malicious or insulting language.

Appendix C Complaints procedure



CIPS Stance

If you have a complaint which concerns an issue within the control of a study centre, you should complain to that study centre in the first instance and copy any correspondence relating to the matter to CIPS Networks Manager, Easton House, Easton on the Hill, Stamford, Lincolnshire, PE9 3NZ. E-mail enm@cips.org

Having been through a study centre's complaints or grievance procedure, the matter may remain unresolved. In these circumstances we may consider, if it is appropriate, intervening on your behalf. You should write to us with full details of the steps taken to date to try to resolve your complaint with the study centre, and their responses.

| | |
|--------------|------------|
| Policy Name: | H&S |
| Date: | 7/12/12 |
| Review Date | 7/12/14 |
| Department | Management |

H&S Statement

educational academy™ recognises and accepts its responsibility as an employer for providing a safe and healthy place of work and working environment, with adequate welfare facilities for all, so far as reasonably practicable. Further, the **academy** accepts its duty to ensure the safety of persons not being employees (e.g. students, visitors, contractors, etc) who may be affected by the **academy's** activities or who may resort to the **academy's** premises.

The **academy** will, so far as reasonably practicable, meet the duties and responsibilities placed upon it by ensuring the provision and maintenance of:-

- plant, equipment and systems of work that are safe;
- arrangements for ensuring safety in connection with the use, handling, storage and transport of articles and substances;
- sufficient information, instruction, training and supervision to ensure the safety of its employees and to enable employees to recognise hazards and contribute positively to their own safety and health at work;
- all places of work under its control in a condition that is safe, including adequate and safe means of access and egress;
- a working environment for its employees that is safe and adequate as regards facilities and arrangements for their welfare at work;
- arrangements for ensuring that persons, not being employees, who may be affected by its activities or who may be on its premises are accorded the same level of safety as is accorded to its employees;
- arrangements for consultation on matters of health, safety and welfare, through the medium of the established safety Committee Structure and with the appointed safety representatives of the Trade Unions recognised by the **academy** in accordance with the **academy's** obligations under health and safety legislation.

The execution of the **academy's** duty is vested with the Principal, who is responsible for establishing and monitoring the organisation and arrangements to comply with the **academy's** Policy on Health and safety.

In turn, the Deputy Principal, Directors, Heads of Area and Managers are responsible to the Principal for compliance with the **academy** Safety Policy, by the establishing and monitoring of the organisation and arrangements for safety within their individual areas of responsibility.

Safety and health are management responsibilities of prime importance. Consideration to the necessary safety and health measures must be made at all stages and levels of the **academy's** activities, from initial planning through to execution or completion. All managers have a duty to comply with the **academy's** policy, organisation and arrangements for safety. Everything reasonably practicable is to be done to prevent any foreseeable accident or dangerous occurrence and prevent personal injury in any activity conducted by, or on behalf of, the **academy**.

All employees in the **academy's** service have an individual duty to take reasonable care of the health and safety of themselves and of other persons who may be affected by their acts or omissions. In so doing, employees must co-operate in ensuring that the **academy's** policy. Organisation and arrangements for safety, insofar as it affects them, is successful in all respects.

This "General Statement" is to be brought to the notice of all employees through the medium, inter alia, of the Staff Handbook issued to all employees. It will form part of the student handbook sp student's are aware too

Action

Any incident relating to breach of Health and Safety will be dealt with under the Complaints Procedure and may lead to dismissal for gross misconduct. In the case of a learner suspension or expulsion from the course may be deemed necessary – In such circumstances no refund would be given.

This "General Statement" is to be read in conjunction with the Introduction in Part 1 of this Policy.

Sources:

Health & Safety at Work etc Act 1974

Management of Health and safety at Work Regulations 1999

| | |
|--------------|--|
| Policy Name: | Recruitment and Selection Policy and Procedure |
| Date: | 11/8/2013 |
| Review Date | 11/8/2014 |
| Department | HR |

Recruitment and Selection Policy & Procedure

Objectives

1.1. This document sets out the procedures to assist management in the recruitment and selection of employees and students

The **educational academy™** aims to ensure that all appointments are made in a fair and consistent manner. No bias should be shown at any part of the procedure and full regard will be given to all

legislation relating to Equal Opportunities, Human Rights, Data Protection, protection of children etc.

The procedure applies to all established permanent and temporary posts as well as student enrolment

CIPS Students should be aware that we take the entry level of your course seriously and we cannot accept a student on a level which does not match their academic ability. Our application process has been designed so we can offer you the best advice possible prior to enrolment and our lead tutor is on hand to help talk you through any concerns you may have

Any queries relating to its operation should be referred to Management

Throughout all stages of the recruitment and selection process, EA will provide advice and support.

Equal Opportunities

The Academy Equal Opportunities Policy outlines that the process of recruiting and appointing staff will be carried out in accordance with good equal opportunities practice and will be monitored.

Current legislation makes it unlawful to discriminate on grounds of sex, race or disability. The statutory instruments are:

- Employment Equality (Sex Discrimination Act (1975) as amended by the Sex Discrimination Act 1986 and the Employment Act 1989
- Equal Pay Act 1970
- Race Relations Act 1976 (as amended)
- Disability Discrimination Act 1995 as amended by the Disability Discrimination Sexual Orientation) Regulations 2003
- Gender Recognition Act 2004
- Age Discrimination Act
- EC Directives

Or any other relevant employment legislation introduced from time to time.

The Person Specification (PS) of the JP states the skills and abilities, experience and qualifications required for the person to be able to carry out the activities described in the Core Responsibilities

STUDENTS

The following categories will be assessed when determining the correct entry level:

Education and Training – qualifications should be submitted only if they are absolutely essential for your performance throughout the course. Setting qualifications too high can not only reduce the field for potential applicants, but also, indirectly, discriminate against disadvantaged groups. Setting them too low reduces chances of a successful outcome.

Relevant experience – this is the most useful if defined in terms of the type of experience you have as experience will count in accepting you on the course. It is important that the requirements are not exaggerated and that any relevant experience gained through unpaid work is acknowledged.

| | |
|---------------------|-------------------------------------|
| Policy Name: | Smoke-free Workplaces Policy |
| Date: | 05/10/2013 |
| Review Date | 05 October 2014 |

Smoke-free Workplaces Policy

Introduction:

In order to effect compliance with the Health Act 2006 (the 'Act'), the **educational academy™**: is required to implement the requirements of certain regulations made under the Act to protect everyone from exposure to so-called 'second hand smoke' and the adverse health effects that might result from it.

The legislation is primarily intended to protect from harmful exposure to tobacco smoke. To this end, conventional cigarettes, cigars, cheroots, and pipes may not be smoked inside any building or partially enclosed space on **educational academy™**: premises,. The ruling will also apply to Shisha and similar preparations designed to be consumed in pipes or hand-made cigarettes.

Application:

By the Smoke-free (Premises and Enforcement) Regulations 2007, with effect from Sunday July 1st 2007 throughout England, smoking is prohibited in all enclosed and 'substantially enclosed' premises in the workplace. This will also apply to **educational academy™**: owned vehicles. The legislation affects all employees, contractors, customers, and visitors to the workplace. Therefore, **educational academy™**'s 'No Smoking' policy will be extended to take account of the Regulations and any subsequent amendments.

You should be aware that failing to comply with the 'smoke-free' legislation may result in disciplinary action being taken against the individual, who might also be liable to a fixed penalty fine and possible criminal prosecution.

In accordance with the Regulations, appropriate 'No Smoking' signs will be displayed in prominent places throughout the **educational academy** premises. Details can be found through your gp or various websites of organisations that can provide assistance to those who wish to stop smoking.

In brief:

- No smoking inside any building on educational academy™ premises.
- No smoking within any roofed structure with full or partial side cladding on educational academy™ premises – regardless of the provision of windows, doors, or extraction ventilation.
- No smoking in any Educational academy™ owned, leased or otherwise provided vehicle.

| | |
|--------------|------------------|
| Policy Name: | Tutorial Policy |
| Date: | 25/11/12 |
| Review Date | 25 November 2013 |
| Department | HR |

Tutorial Policy

The educational academy *hereafter known as **ea**™* commits itself to ensuring that all learners have an equal entitlement to high quality tutorial and training support in their learning, which will ensure that

- advice, guidance and information is available which will match a learner's needs to relevant suitable and available provision.
- an individual learner's programme is coherent and relevant to need.
- progression to the achievement of an individual's goals is encouraging and positive
- academic support is available when necessary
- pastoral care is available to individuals when necessary.

Tutorial provision will extend from the learners' initial contact with **ea**™ until they have completed their programme, including all follow-on activities, clarifying and matching the mutual expectations of the learners and **ea**™.

The tutorial system will provide liaison with employers, sponsors, further and higher education and other agencies, according to need.

The special needs of minority groups arising from gender, ethnicity or disability will be recognised and dealt with.

Learner Entitlement

Through tutorial support learners with **ea**™ will be entitled to:

- Appropriate educational guidance to match individual requirements with the provision available
- Named tutor/trainer contact
- Induction into the programme of study
- Information and assistance helping them to manage their workload and commitments
- Assessment of individual learning need through skills screening where appropriate
- Access to a programme of study skills and learning support
- Access to individual pastoral care and referral services where necessary

- Help in developing a personal action plan if required

Management of the Provision

Every student will have an identified tutor or trainer.

Learners will be informed the name and contact details of their tutor/trainer during induction.

Tutorial support for part time learners may be shared between the members of the course team.

A tutor/trainer will be a member of the **ea**™ team in regular contact with the learners. If this is inappropriate because of the contractual arrangements of the tutor another member of the team will be designated as tutor for individuals or the group.

Records and Evaluation

Clear records and registers of all tutorial activity will be kept by the tutor. A summary of matters arising from tutorial sessions will be prepared and reviewed by the course team as part of the self-assessment process.

Tutors/trainers will meet at agreed regular intervals to share good practice, review the operation of the policy and make recommendations to the Management Team on its operation.

The tutorial provision within the centre will be managed by the Operations Director.

| | |
|--------------|----------------------|
| Policy Name: | Assessment Procedure |
| Date: | 25/11/2012 |
| Review Date | 25 November 2013 |

Assessment procedures

Course outlines and notes

Where a course carries a qualification the tutor/trainer will provide notes in line with the stated syllabus of the relevant programme for assessment by a member of the **ea**™ senior team.

These will be reviewed against the stated outcomes of the qualification programme syllabus and approved.

If required, these notes can also be submitted to the relevant qualifying body for assessment.

Delivery

ea™ tutors/trainers may be observed at any time by either a member of the **ea**™ senior team, a peer, or an external verifier from the relevant qualifying body.

Learners will be asked to provide feedback regarding both the tutor/trainer and the programme. This will be in the form of a feedback form to allow quantitative and qualitative assessment.

Learner progress

If the qualification is by examination, previous papers will be provided to learners to provide a benchmark against which their level of learning can be assessed.

| | |
|--------------|------------|
| Policy Name: | Fee Policy |
| Date: | 29/07/2013 |
| Review Date | 29/07/2014 |

EA Fee policy 2013/4

1. Policy Objectives

1.1. The purpose of this policy is to provide a framework within which EA's fee setting and fee refund processes will be detailed and operated. The policy also sets a framework for ensuring that comprehensive guidance

2. Approval of Fees Policy

2.1. The Fees Policy and any subsequent amendments to this policy will require the approval of the Board.

2.2. The Policy will be reviewed annually and any changes recommended will be referred for approval to the Executive Team and the Board

3. Policy Statement

3.1. EA reserves the right to cancel any course or change its charging policy where its costs may result in financial loss; cancel any course where there is lack of appropriate resources; and/or refuse entry to a course on any non discriminatory grounds.

4. Commercial courses

4.1. Fees for commercial courses or cost recovery will be priced at a level to reflect the full price to EA, with cognisance of the market.

4.2. Fees are based on the recovery of full costs including overheads and therefore will differ between courses. All commercial courses need to achieve the target financial contribution unless otherwise agreed by EA

4.3. There is a standard costing pro forma and standard terms and conditions (both of which are available from the EA administration which are to be used for all commercial courses. There is no fee remission or concessionary fee for commercial courses.

4.4. Learners who, through their own volition, have failed to complete their learning programme, within the agreed contract period will be required to pay any additional costs associated with this extension. Charges will be made to cover any resource, materials or travel costs; tuition will be charged £65 per contact hour.

5. Fee structure

5.1. Where the fee charged by EA is considered not to be competitive with other providers and a reduction in the fee is considered necessary agreement should be sought from the Board

6. Payment of Fees

6.1. All fees become due in full at enrolment,

6.2. Learners whose employers have agreed to pay their fees will be required to produce a letter/purchase order from their employer at the time of enrolment confirming that they will cover the full cost of the course. All payments must have cleared and reside in the EA bank account before attendance.

6.3. All debts will be referred to the debt collection agency for recovery.

7. Examination Fees

7.1. Please refer to CIPS website

8. External Candidate – Definition

8.1. A learner is classed as an external candidate if they are not enrolled with EA on the course for which they wish to sit an exam.

8.2. The external candidate fee is £43 + VAT and is applicable only for special circumstances for which EA requires CIPS approval. Applications must be made in advance of exam booking and be approved by EA. In these circumstances fees MUST be paid and cleared in advance of the exam booking with CIPS. EA reserves the right to refuse an exam booking which has not been paid for

9. Refunds

9.1. Refunds of fees may only be approved in the cases where a learner can demonstrate that their application to withdraw has resulted from the failure of EA to deliver what could have been reasonably expected, then a refund or credit may be granted by the EA Board

9.2. In cases where withdrawal is as a result of exceptional personal circumstances, an application for a refund or credit must be made in writing to the Board . Each case will be judged on its own merit and In such circumstances that a refund is authorized then EA reserves the right to deduct costs incurred re admin and tuition received

9.3. If a course is cancelled by EA refunds will be offered.

CIPS Fee policy extracts:

Introduction

Chartered Institute of Purchasing & Supply (CIPS) is an Awarding Body regulated by Ofqual, the qualification regulator for England and Northern Ireland. The Awarding Body is committed to high levels of quality assurance and policies that are open, transparent and free from bias.

Overview

Every effort is made to ensure that customers have access to clear information about fees and payments, and are offered a variety of payment methods.

Examination Fees CIPS publishes information about:

- examination entry fees
- exemption fees

each year on the CIPS website (www.cips.org) and on examination enrolment forms.

Information is published sufficiently far in advance of the time at which the qualifications will be made available to learners as to satisfy the reasonable planning requirements of customers and other potential purchasers.

Calculation of Examination fees

With the exception of the Level 2 online examination fees, at the present time, the fee for each unit is the same, regardless of assessment type or level. Should circumstances dictate a change in this approach, customers will be informed of the rationale for any such change. Assessment fees are determined on the basis of:

Actual costs of administering the assessment, including the costs incurred in

- compiling, quality - assuring, printing and distributing question papers
- collecting, re - distributing papers to markers
- payments to markers, moderators etc
- processing marks and arriving at results
- issuing results
- dealing with reviews and appeals
- producing and issuing certificates

The Awarding Body makes every effort to ensure fees are reasonable and proportionate and that they do not put unnecessary barriers in the way of learners.

Calculation of study centre fees Study centre fees are determined on the basis of:

Administration of the application process and approval visits , including the following costs

- payments to the study centre auditors
- dealing with reviews and appeals
- producing and issuing of certificates

The Awarding Body makes every effort to ensure fees are reasonable and proportionate and that they do not put unnecessary barriers in the way of study centres .

Invoicing

Invoices are not issued for qualification fees unless the circumstances are exceptional. When approved, invoices are issued promptly and with a reasonable breakdown of the total amount of the invoice. Where invoices are issued in relation to the provision of qualifications they are:

- issued within one month of the assessment date to which the invoice refers

- invoices contain sufficient detail of the goods or services provided to enable the recipient to understand clearly what is being charged for
- payment is expected within one month of the date of the invoice
- defaults are always followed up and where possible agreement reached over the payment of outstanding monies to CIPS
- invoices are retained by CIPS for 7 years.

Receipts Website Payment Receipts are issued automatically when payments are made via the CIPS website; this acknowledges payment but will not detail the purchase. If a more detailed receipt is required, this must be requested within 14 days of payment.

BACS, Cash or Cheque Candidates will automatically be issued with a receipt where the remitted payment is made by BACS, cash or cheque. This will acknowledge payment but will not detail the purchase. If a more detailed receipt is required, all requests must be made within 14 days of payment. If specifically requested, and regardless of payment method, CIPS will raise and issue an official sales invoice which will include exact details of the service purchased and clearly marked as paid, within 14 days of the request being received. If, exceptionally, credit is granted, the invoice will clearly state the payment terms and due date in addition to all other details.

A receipt will be sent to the learner or to the contracted organisation. A copy of all receipts or invoices, whether paper or electronic, will be retained for 7 years from creation, and will be available for viewing and/or reproduction during this time. Cancellations and refunds CIPS accept s and process applications for cancellation and refunds up to 7 days after the exam entry closure date. After this date no applications for cancellation or refunds will be accepted. If the cancellation is due to medical reasons no fee will be applied, however a valid signed medical note must be received within 14 days of the exam to support the application. Any agreed cancellation will result in the fee being refunded to the customers CIPS account for future use and is not refunded directly. In all instances there is a 7 working day “cooling period” where cancellation can be made. This cooling period begins on the day after the day in which the contact (entry and payment) is concluded as notified by email or postal confirmation from CIPS in accordance with these terms. In this case a full refund of the price paid for the assessment via the original payment will be made. All requests for a cancellation and refund of an assessment should include supporting medical or other documentation where appropriate.

This should be directed to CIPS Customer Service, Assessment Team by email to assessment.team@cips.org or post to: CIPS, Easton House, Easton on the Hill, Stamford, Lincolnshire PE9 3NZ. Any request will be responded to within three working days.

Kate Bell Head of Awarding Body

| | |
|--------------|------------------------|
| Policy Name: | Data Protection Policy |
| Date: | 23/08/2013 |
| Review Date | 23/08/2014 |

Data Protection Policy

Introduction

ea™ undertakes to manage the storage and use of all personal data in a conscientious, lawful and transparent manner.

Definitions

Employees: In this Policy 'employees' are defined as any employee of ea™ whether full time, part time or temporary and includes all associates.

Data: Data includes three different types of information; automated data, manual data and accessible records. For example, this could involve personal information held on the HR database, information used for the recruitment process such as CV's, recruitment notes, personal files and appraisal or coaching forms and notes.

Personal Data: Data, which relates to a living individual who can be identified from the data, or from the data and other information, which is in the possession of, the Data Controller.

Data Controller: A person who determines the purposes for which, and the manner in which any Personal Data are, or are to be, processed.

Data Processor: Any person (other than an employee of the Data Controller) who processes the data on behalf of the Data Controller.

Data Subject: The individual who is the subject of the personal data.

Processing: Processing means obtaining, recording or holding information or carrying out an operation or set of operations on the information. This can include organising, adapting, altering, retrieving, consulting, using, disclosing, publishing, aligning, combining, blocking, erasing or destroying information. Most types of activities connected to employment records will be included within the definition of processing, from the moment that the information is obtained until it is disposed of or destroyed.

Employee data

During the employment/student relationship, the Company requires personal information in order to manage the contract and relationship in accordance with legal requirements. In doing so, the Company is defined as a Data Controller under the Data Protection Act 1998 and is committed to complying with the principles and requirements of the Act.

The objective of this Policy is to uphold the lawful and correct treatment of personal data with regard to its collection, storage, processing and disclosure.

ea™ undertakes to comply with the eight data principles as stated in the Data Protection Act 1998 as follows:

Personal data will be processed fairly and lawfully.

Personal data will only be used for the purpose or purposes specifically specified to the individual concerned.

Collection of information will be relevant for the specified purposes.

Individuals on whom data is held have the right to check that data and to have incorrect data corrected or removed, as appropriate.

Personal data will only be kept for as long as is necessary for the purpose that has been specified.

Data will be processed within the legal limits and individuals will have the right to be informed of all data that is held about them. They also have the right to refuse that this data is used for marketing purposes. In addition, individuals may claim compensation if they can prove that use of data has caused them damage.

Data will be stored appropriately and use of the data held by ea™ will not be available for inappropriate use or use by third parties or any other unauthorised or unlawful usage.

Data will not be transferred outside the European Economic Area unless a condition from schedule 4 of the Act can be met.

Students should be aware of the Responsibility of EA staff:

Compliance with the Act and its principles is the responsibility of all ea™ employees. A deliberate breach of this Policy or the Act may lead to disciplinary action.

If, as part of their responsibilities, workers collect or access Personal Data, they must comply with the above principles, and any guidelines issued on the topic.

Maintenance of Relevant Records

All workers are responsible for:

- Checking that any Personal Data they provide to ea™ is accurate and up to date;
- Informing appropriate members of staff of any changes to Personal Data that they have provided about themselves;
- Full participation in the data protection monitoring process.

Data Security

All workers are responsible for ensuring that:

- Personal Data is stored securely;
- Appropriate security measures are correctly used and maintained;

- Personal Data is not disclosed either orally or in writing or otherwise to any third party not authorised to receive it either within the Company's Notification details or by consent.

Rights of Data Subjects

All Data Subjects are entitled to know:

- What information ea™ holds and processes about them and why;
- How to gain access to it;
- How to keep it up to date;
- What ea™ is doing to comply with its obligations under the 1998 Act;

Access to Information

- Past, present & potential employees and students of ea™ have the right to access any Personal Data that is being kept about them whether it is on computer or in a relevant manual filing system.
- Any Data Subject who wishes to exercise their right can do so in writing to the Director of Operations . Proof of identity will be required.
- ea™ aims to comply with requests for access to Personal Data as quickly as possible. If it is not provided within 21 days of the written request, a reason will be given in writing to the Data Subject. In any event, access will be given to the Data Subject within 40 days.
- Where required we will make anonymous any data published or disclosed to trade unions and other third parties.

Publication of Information

Information already in the public domain is exempt from the 1998 Act.

It is ea™ practice to make public information such as:

- A list of staff and departments
- A telephone directory

Any Data Subject who has good reason for wishing details to remain confidential should consult the Operations Director.

Transfer of Information outside the EEA

ea™ may need to transfer personal data to countries or territories outside of the European Economic Area in accordance with purposes made known to individual Data Subjects.

Consent for the transfer of information will be needed from the Data Subject.

In such circumstances ea™ will uphold similar and appropriate protective measures abroad.

Sensitive Data

In some cases **ea™** may only process Personal Data with the consent of the subject; if the information is sensitive, explicit consent may be needed. In accordance with the Data Protection Act sensitive data includes:

- The racial or ethnic origin of the data subject;
- His/her political opinions;
- His/her religious beliefs or other beliefs of a similar nature;
- Whether he/she is a member of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992);
- His/her physical or mental health or condition;
- His/her sex life;
- Any criminal offence or alleged offence;
- Any proceedings for any criminal offence committed or alleged to have been committed by him/her, the disposal of such proceedings or the sentence of any court in such proceedings.

Retention of Data

ea™ will ensure that Personal Data is not kept longer than is necessary but equally that it is not discarded when doing so would render the record inadequate.

If you have any questions about the Data Protection Policy, please consult the Operations Director Alternatively, further information and guidance about the Data Protection Act can be obtained from:

The Office of the Information Commissioner

Wycliffe House

Water Lane

Wilmslow

Cheshire, SK9 5AF

Telephone: 01625 545745

Meeting planner

| Course Manager | Quality Director | Technician | Board | Regularity |
|----------------|------------------|------------|-------|--|
| ✓ | ✓ | | | Initially once every 4-6 weeks probably using skype and unrecorded |
| ✓ | ✓ | ✓ | | Once every six months to discuss past and future issues. recorded |
| ✓ | ✓ | ✓ | ✓ | Once a year to plan the next 12 months activity to take place at least 6-8 weeks before the end of the previous 12 months plan. recorded |

Appendix 7

Structure for CIPS



Accreditation of Prior Certificated Learning (APCL) exemption application

Applications for APCL will only be considered from learners who have achieved qualifications awarded by UK universities, Higher Education Institutions (HEIs) or Awarding Organisations (AOs).

Qualifications awarded by non-UK institutions will only be considered if they are recognised by the National Recognition Information Centre (NARIC) <http://www.naric.co.uk> as offering programmes equivalent to UK HE qualifications.

| | |
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| Name: | |
| Membership number: | |
| Date of submission of application: | |
| Contact address: | |
| Contact telephone number: | |
| Contact e-mail address: | |
| Level of exemption sought: <i>e.g. Diploma in Procurement and Supply</i> | |
| Name of unit(s) for which exemption is sought: <i>e.g. Contexts of Procurement and Supply</i> | |
| 1. Name of qualification that provides the basis for the exemption against the chosen CIPS unit. | |
| Qualification name: | |
| Name of awarding body or university: | |
| 2. Date qualification was taken: (date on original certificate must be within the last 5 years) | |
| 3. Level of qualification: | |
| 4. Title of relevant units within the qualification: | |
| | |
| 5. Checklist of evidence to be provided: | |
| <ul style="list-style-type: none"> • A copy of the qualification certificate | |

- A copy of the qualification transcript (list of units)
- Copies of relevant syllabus (learning outcomes etc.) showing content of qualification
- A completed mapping document for each CIPS unit you are applying for an exemption from

Please note: the qualification must:

- *Be at the same academic level as, or above, the CIPS unit for which the exemption is being sought*
- *Have equivalent, or more, learning hours to the CIPS unit for which the exemption is being sought*
- *Demonstrate a 100% match to each of the learning outcomes within the CIPS unit for which an exemption is being sought*

Please complete the payment details below before submitting your documents.

| | | | | | | | | | | | | | | | | | | | | | |
|---|---|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| 6. Payment Details | | | | | | | | | | | | | | | | | | | | | |
| Please note that your form will not be processed if your payment is not received with this form. | | | | | | | | | | | | | | | | | | | | | |
| Payment by MasterCard Visa Amex Maestro (delete as appropriate) | | | | | | | | | | | | | | | | | | | | | |
| Name as written on Card | <input type="text"/> | | | | | | | | | | | | | | | | | | | | |
| Please debit my card number | | | | | | | | | | | | | | | | | | | | | |
| <table border="1"> <tr> <td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td> </tr> </table> | | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
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| Issue number | Start date | | | | | | | | | | | | | | | | | | | | |
| <input type="text"/> | <input type="text"/> | | | | | | | | | | | | | | | | | | | | |
| Expiry date | Exemption fee • £100 per unit applied for (from 01 June 2013 through to 31 October 2013) | | | | | | | | | | | | | | | | | | | | |
| <input type="text"/> | Total Amount: <input type="text"/> | | | | | | | | | | | | | | | | | | | | |

CIPS will destroy these card details once payment has been taken.

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|---|--|
| <p>Official Use Only:</p> <p>CIPS Customer Service Advisors to confirm all of the above areas are completed prior to assessment.</p> <p>CIPS Customer Service Advisors to confirm if qualification appears on NARIC.</p> <p>Signed.....</p> <p>CIPS Customer services team</p> | |
|---|--|

| | |
|-----------------------------------|--------------------|
| <p>Application outcome</p> | |
| <p>Signed</p> | <p>Date</p> |