



# **CIMSPA Policy: Quality Assurance Review of Training Provider Partners**

Version 2.1

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## Summary of Changes

Summary of changes made between V2.0 and the current issue (v2.1)	Page number
Role of training provider has been reworded to ensure consistent terminology	5
Outcome definitions have been updated and now include Not Yet Meeting Standards	9
Weighted scoring included to show how outcome is decided.	10
Review date updated	12
Terminology updated; course overview has replaced scheme of work	14,16,24
1.1 indicative content bullet point 3 updated to examples	13
1.1 outcome descriptors have been updated	13
1.3 has been moved under learner journey 2.3, remaining number 2 criteria updated numbering	19
1.5 has been re numbered to 1.4 and criteria has been reworded to ensure education and training qualifications are included	15
1.4 indicative content has been updated to include tutor and assessor qualifications	15
1.4 outcome descriptors have been updated	15
1.5 outcome descriptors have been updated	15
1.6 indicative content has been updated to ensure training to be viewed which aligns to the professional standard.	16
1.7 indicative content for assessments has been updated to 'remain'	16
1.9 indicative has been updated in include appeals, indicative and outcome descriptors updated to align.	17
Maintenance review framework updated in line with relevant updates above	24-25

## Introduction

The Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) has created the quality assurance process as part of our ongoing work to professionalise our sector.

CIMSPA has a responsibility to our stakeholders and the wider sector to provide assurance that our partners operate to the highest standards. At the same time, we aim to work collaboratively with partners to ensure that our approach to quality assurance is both practical and pragmatic.

This policy should be read in conjunction with CIMSPA's Quality Assurance Strategy.

The CIMSPA Quality Assurance (QA) process is a multi-staged approach:

- Initial onboarding quality checks for all training provider partners,
- Quality assurance review, at least annually for each training provider partner,
- Renewal of partnership/endorsements.

## Scope

The aim of this policy is to explain the effective, consistent, and fair procedures that will be followed by CIMSPA when conducting quality assurance activities for CIMSPA Training Provider Partners (TPPs) in relation to their endorsed provision and to implement the terms of the partnership contract between CIMSPA and the CIMSPA TPP.

## Policy

### The Role of the Training Provider Partner

The Training Provider Partner is responsible for monitoring and evaluating its internal systems, policies and procedures, and for the delivery/assessment of its endorsements. This is to ensure that it is operating in line with the requirements set out by CIMSPA and/or the specific requirements of CIMSPA Awarding Organisation Partners. Each TPP must implement an internal quality assurance process on its products and staff.

Once a TPP has live endorsements, there are specific requirements that must be adhered to, to remain compliant. CIMSPA TPPs have a responsibility to all learners

undertaking their education products, to ensure their staff are delivering content accurately and in accordance with the professional standard intention.

## **The Role of CIMSPA**

Quality Assurance (QA) is fundamental to all CIMSPA processes, products and services and the purpose of the QA review is to support with the ongoing professionalisation of the sport and physical activity sector.

To ensure there is rigour and consistency behind each partner's processes, and to protect and avoid reputational risk to both CIMSPA and the TPP, CIMSPA will continue to support and monitor its partners by completing an annual quality assurance review.

The QA process will allow CIMSPA to be more responsive, targeting resources and personnel to areas identified, and providing additional support to aid partners' understanding of professional standards and their implementation of the partnership terms and conditions.

## **Risk**

CIMSPA will adopt a 'risk and need based' model for quality assurance activity. By completing external quality assurance, it reduces negative consequences, both for the organisation itself and for the community it serves. CIMSPA's approach to working with our TPPs is to successfully identify and manage risks that may be associated with the delivery of CIMSPA professional standard(s) embedded within the endorsed product(s). Therefore, CIMSPA will work with each partner to successfully identify and manage the exposure to risk.

To mitigate some risks, TPPs should implement robust quality assurance measures including transparent governance structures, regular audits and evaluations, adherence to best practices, fair and consistent rule enforcement, workforce protocols, and ethical conduct standard. Quality assurance not only helps maintain the integrity of the sector but also ensures its long-term viability and success.

## **Process**

The aim of the quality assurance activity is to collaboratively manage the risk exposure by taking preventive actions to keep the exposure at an acceptable

level. We will primarily identify risks through our quality assurance review; however, some risks may be identified by other sources (Complaints, whistleblowing etc.).

A TPP's overall risk rating will be informed by a holistic approach that considers the probability, and the impact and mitigations of any individual risks identified through the quality assurance review.

It is a requirement that on becoming a TPP, all relevant policies and procedures that are in place for the organisation are submitted. Subsequently, upon seeking endorsement for their product(s) the TPP must submit all relevant documentation.

## **Quality Assurance Review**

The quality assurance review will be split into three categories:

- Quality of Education
- Learner Journey
- Marketing and Promotion

### **Quality of Education**

- 1.1. The education partner develops education product(s) which meet employer/deployer need within the area in which they deliver their training.
- 1.2. The endorsed product(s) is/are planned and sequenced towards knowledge, skills and understanding in the subject area.
- 1.3. The education partner adopts an inclusive approach to organisational culture, accessibility of its education provision and education delivery.
- 1.4. The education partner's tutors/ assessors have evidenced knowledge of education practices and the subject area.
- 1.5. The education partner ensures appropriate continuous professional development is undertaken across its tutors and assessors.
- 1.6. The education partner delivers the endorsed product(s) in line with endorsement conditions and course overview.
- 1.7. The education partner assesses the endorsed product(s) in line with endorsement conditions and outlined assessment methods.

- 1.8. The education partner adheres to their quality assurance processes to ensure the quality of the endorsed product(s).
- 1.9. The education partner deals with complaints and appeals in a professional and efficient manner.

### **Learner Journey**

- 2.1. The education partner is transparent with their operations, processes, and practices to learners.
- 2.2. The education partner ensures the learners are suitable, competent, and qualified to undertake the endorsed product(s) in line with the endorsement conditions.
- 2.3. The education partner provides opportunities for future learning and career development.
- 2.4. The education partner ensures effective communication between tutors/assessors and learners.
- 2.5. The education partner provides learners with the opportunity to give feedback on their learner experience and acts upon the learner feedback to enhance the quality of their provision.
- 2.6. The education partner ensures that reasonable support is available for learners to complete the endorsed product(s).
- 2.7. The education partner ensures that all learners who complete the endorsed product(s) are certificated for their achievements.

### **Marketing and Promotion**

- 3.1. The education partner markets their endorsed product(s) in line with CIMSPA expectations.
- 3.2. The education partner markets their endorsed product(s) with truth and accuracy.

The evidence framework, set out in [Appendix A](#) provides examples of evidence that CIMSPA may review as part of the quality assurance process. The examples listed show indicative evidence only, and these are not meant to be exhaustive. As TPPs operate within different contexts, the relevance of different types of evidence

is likely to vary for each provider. For that reason, we do not prescribe a standard set of evidence that we will use within the review.

During the quality assurance review the Quality Assurance Advisor (QAA) will assess the TPPs **current** compliance for all these areas and record a judgement in the QA report based on the provider's performance at the time of the review.

## Outcome of Annual Review

The rating scale that will be used to judge the provision offered will be either Enhancing, Enabling, Emerging or Not Meeting Standards.

- **Enhancing** – TPPs that are identified as Enhancing have evidenced best practice within **most** their operations, processes, and procedures, and are seen to be offering the highest quality provision to their learners by CIMSPA.
- **Enabling** – TPPs identified as Enabling have evidenced good practice within **some** of their operations, processes, and procedures, with minimal areas for development. CIMSPA has provided clear actions and/or recommendations to support the development of the partner to ensure high quality education provision to its learners. These aim to support the partner to achieve an Enhancing outcome from the next quality assurance review.
- **Emerging** – Training provider partners identified as Emerging have demonstrated the **minimum standards** required in the industry. CIMSPA has provided clear actions and/or recommendations to support the development of the partner. These aim to support the partner to achieve an Enabling or Enhancing outcome from the next quality assurance review.
- **Not Meeting Standards**– Education partners identified as 'Not meeting Standards' have key actions needing to be completed within a specified time, to ensure adherence to CIMSPA standards and expectations of its endorsed provision. CIMSPA will provide bespoke support to partners identified as not meeting standards to ensure sufficient quality developments are made to achieve an improved outcome. Where actions are not completed or evidence of working towards these within the timeframe is not seen, CIMSPA reserves the right to terminate partnership.

The overall quality assurance outcome for each provider that has achieved at least Emerging will be published on the course directory- [Here](#). This aims to enhance transparency and assist stakeholders in making informed decisions regarding courses and partners.

## How your Outcome is Achieved

Criteria	Indicative Content	Outcome
1.1. The education partner develops education products which meet employer/deployer needs within the area in which they deliver their training.	<ul style="list-style-type: none"> <li>Evidence of mapping to relevant professional standard(s) and that this is on the correct version template.</li> <li>Examples of support from employers, deployers or alumni that explicitly state how the training provision meets their needs.</li> <li>Examples of employer/deployer involvement in the design, development, and/or delivery of the endorsed product(s)</li> </ul>	<p><b>Enhancing</b> There is comprehensive evidence that the endorsed product(s) meet employer/deployer needs through mapping to the relevant professional standard(s) (where applicable) and stakeholder engagement.</p> <p><b>Enabling</b> There is some evidence that the endorsed product(s) meet the employer/deployer needs through mapping to the relevant professional standard(s) (where applicable) and stakeholder engagement.</p> <p><b>Emerging</b> There is limited evidence that the endorsed product(s) meet employer/deployer need and stakeholder engagement.</p>

**Figure 1.** Evidence Framework

Your Quality Assurance Advisor (QAA) will determine which category best fits the evidence provided for each criterion in the review framework. This is determined from a weighted scoring system. Each section of the framework (Quality of Education, Learner Journey(s) and Marketing and Promotion) has a 45%:45%:10% respective weighting. CIMSPA’s Quality Assurance Team will provide the education partner with the overall rating upon receipt of the report from the QAA.

In making the judgements regarding the education partner’s overall effectiveness, CIMSPA will consider whether the standard of education is enhancing or enabling the sector. Where it is not considered to be enabling the sector, CIMSPA will consider whether the education provider is emerging in the sector or Not Yet Meeting Standards. Where the outcome is Not Yet Meeting Standards, a timeframe will be given to the partner to improve.

Where your annual quality assurance review has taken place for the year, you have **one** opportunity to submit additional evidence when recommendations and actions have been completed and can be evidenced. The outcome from this additional evidence is final and will remain in place until the next annual quality assurance review.

## Annual Review Approach

As the term suggests a review of a TPP’s CIMSPA-related activity will take place annually. The review window runs from April to March each year.

It will take the form of a desk-based review or a site visit (where applicable). The review will be conducted by a QAA, who will consider the evidence and information supplied by the TPP will be considered. All QAAs are carefully selected and are members of a team of independent quality assurance specialists contracted by CIMSPA to conduct such activity on our behalf.

CIMSPA will issue a quality assurance report and offer of a follow up meeting to discuss the findings of the review and develop a tailored action plan (where needed) to support ongoing quality improvement aligned to CIMSPA's requirements of partners.

CIMSPA and its team of QAAs will work to ensure the quality assurance review does not place unnecessary burden on the TPP. CIMSPA will provide a minimum of four weeks' notice of a quality assurance review or site visit.

For a site visit, a 'window' of 3 months will be provided, and the TPP will need to agree a date within this window with the QAA.

For a desk-based review, CIMSPA will provide a deadline for the initial information to be received. Where required the QAA will provide a deadline by which any additional requested evidence must be received from the TPP.

If the following occurs, this will be treated as an act of non-compliance (see next section) unless CIMSPA deems there to be extenuating circumstances:

- A date for a site visit within the given window cannot be agreed with the TPP
- A site visit is cancelled by the TPP and is not rearranged to take place within 4 weeks of the cancelled date.
- Evidence for the desk-based review is not provided by the TPP by the given deadline
- A site visit takes place, but significant amounts of evidence are not available to the QAA

## **Non-Compliance**

Failure to comply with this policy is a material breach of the CIMSPA Partnership Contract for Training Provider Partners and as such the TPP will be given written notice by CIMSPA to remedy the breach within 14 days. If the breach is not remedied within that period, then the contract will be terminated.

## **Review**

The CIMSPA Policy; Quality Assurance Review of Training Provider Partners will be reviewed in March 2027 unless a change in policy, governance or other circumstance requires a review prior to this date.

## Appendix A – Evidence Framework

### 1. Quality of Education

Criteria	Indicative Content	Outcome
<p><b>1.1.</b> The education partner develops education products which meet employer/deployer needs within the area in which they deliver their training.</p>	<ul style="list-style-type: none"> <li>• Evidence of mapping to relevant professional standard(s) and that this is on the correct version template.</li> <li>• Examples of support from employers, deployers or alumni that explicitly state how the training provision meets their needs.</li> <li>• Examples of employer/deployer involvement in the design, development, and/or delivery of the endorsed product(s).</li> </ul>	<p><b>Enhancing</b> There is comprehensive evidence that the endorsed product(s) meet employer/deployer needs through mapping to the relevant professional standard(s) (where applicable) and stakeholder engagement.</p> <p><b>Enabling</b> There is some evidence that the endorsed product(s) meet the employer/deployer needs through mapping to the relevant professional standard(s) (where applicable) and stakeholder engagement.</p> <p><b>Emerging</b> There is limited evidence that the endorsed product(s) meet employer/deployer need and stakeholder engagement.</p>

Criteria	Indicative Content	Outcome
<p><b>1.2.</b> The endorsed product(s) is/are planned and sequenced towards knowledge, skills and understanding in the subject area.</p>	<ul style="list-style-type: none"> <li>Evidence of a detailed course overview for the endorsed product(s), which clearly states the aims and objectives of the course.</li> <li>Examples of valid and reliable assessments that align to course objectives.</li> </ul>	<p><b>Enhancing</b> There is comprehensive evidence that the endorsed product(s) is sequenced logically to facilitate achievement and attainment towards knowledge, skills, and understanding within the subject area.</p> <p><b>Enabling</b> There is some evidence that the endorsed product(s) is sequenced logically to facilitate achievement and attainment towards knowledge, skills, and understanding within the subject area.</p> <p><b>Emerging</b> There is limited evidence that the endorsed product(s) is sequenced logically to facilitate achievement and attainment towards knowledge, skills, and understanding within the subject area.</p>
<p><b>1.3.</b> The education partner adopts an inclusive approach to:</p> <ul style="list-style-type: none"> <li>organisation culture,</li> <li>the accessibility of its education provision,</li> <li>education delivery.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of an up-to-date equality diversity and inclusion (EDI) policy adhering to appropriate legislation.</li> <li>Awareness and use of the <a href="#">Employability Leisure Guide</a> (or equivalent).</li> <li>Examples of EDI training undertaken at least annually.</li> <li>Evidence of up-to-date and comprehensive reasonable adjustments and special considerations policy.</li> <li>Evidence of accessible entry to facilities. (Where applicable)</li> <li>Examples of suitable adjustments made relevant to learner requirements.</li> <li>Evidence of a variety of teaching methods.</li> </ul>	<p><b>Enhancing</b> There are comprehensive practices seen to show that the partner has an inclusive approach to organisational culture, accessibility, and education delivery.</p> <p><b>Enabling</b> There are some practices seen to show that the partner has an inclusive approach to organisational culture, accessibility, and education delivery.</p> <p><b>Emerging</b> There is limited evidence to show the partner has an inclusive approach to organisational culture, accessibility, and education delivery.</p>

Criteria	Indicative Content	Outcome
<p><b>1.4.</b> The education partners tutors/ assessors have evidenced knowledge of education practices and the subject area.</p>	<ul style="list-style-type: none"> <li>• Evidence of tutor/assessor CVs or professional biographies which include relevant vocational qualifications.</li> <li>• Evidence of tutor/assessor CVs or professional biographies which include teaching and assessing qualifications.</li> </ul>	<p><b>Enhancing</b> There are comprehensive practices seen to support that the partners tutors and/or assessors have qualifications in teaching and assessing as well as appropriate knowledge in the subject area.</p> <p><b>Enabling</b> There are some practices seen to support that the partners tutors and/or assessors have qualifications in teaching or assessing as well as appropriate knowledge in the subject area.</p> <p><b>Emerging</b> There are limited practices seen to support that the partners tutors and/or assessors have appropriate knowledge in the subject area.</p>
<p><b>1.5.</b> The education partner ensures appropriate continuous professional development is undertaken across its tutors and assessors.</p>	<ul style="list-style-type: none"> <li>• Examples of tutor and assessor CPD records, showing internal and external training and development in the previous 12 months.</li> </ul>	<p><b>Enhancing</b> There are comprehensive practices seen to show that the partner ensures all tutors and assessors maintain currency within their work.</p> <p><b>Enabling</b> There are some practices seen to show that the partner ensures all tutors and assessors maintain currency within their work.</p> <p><b>Emerging</b> There are limited practices seen to show that the partner ensures all tutors and assessors maintain currency within their work.</p>

Criteria	Indicative Content	Outcome
<p><b>1.6.</b> The education partner delivers the endorsed product(s) in line with endorsement conditions and course overview.</p>	<ul style="list-style-type: none"> <li>• Evidence of adherence to CIMSPA’s endorsement guidelines.</li> <li>• Evidence that the endorsed products’ course overview is being adhered to.</li> <li>• Evidence of resources used for content delivery which align to the professional standard (where applicable).</li> <li>• Examples of learning resources are signposted which support learning where necessary (e.g., further reading, supporting resources, templates etc.).</li> <li>• Online platforms accessed (where applicable).</li> <li>• Observation of delivery (where applicable).</li> </ul>	<p><b>Enhancing</b> There is comprehensive evidence that course delivery is in line with endorsement conditions and outlined course overview.</p> <p><b>Enabling</b> There is some evidence that course delivery is in line with endorsement conditions and outlined course overview.</p> <p><b>Emerging</b> There is limited evidence that course delivery is in line with endorsement conditions and outlined course overview.</p>
<p><b>1.7.</b> The education partner assesses the endorsed product(s) in line with endorsement conditions and outlined assessment methods.</p>	<ul style="list-style-type: none"> <li>• Evidence that the assessment method(s) is/are in line with endorsement conditions.</li> <li>• The assessment methods chosen remain valid, reliable, and fit for purpose.</li> <li>• Evidence that the assessment methods are in line with real life scenarios (where applicable).</li> </ul>	<p><b>Enhancing</b> There is comprehensive evidence that the assessment method(s) fully aligns with the endorsement conditions.</p> <p><b>Enabling</b> There is some evidence that the course assessment method(s) are in line with the endorsement conditions.</p> <p><b>Emerging</b> There is limited evidence that the course assessment method(s) aligns with the endorsement conditions.</p>

Criteria	Indicative Content	Outcome
<p><b>1.8.</b> The education partner adheres to their quality assurance processes to ensure the quality of the endorsed product(s).</p>	<ul style="list-style-type: none"> <li>• Evidence of an up-to-date quality assurance policy which details quality assurance activity relevant to the organisation and endorsed product, for example sampling plan and standardisation schedule.</li> <li>• Examples of action taken to address issues in quality assurance processes and procedures (where applicable).</li> <li>• Examples of standardisation meeting or department meeting minutes where endorsed provision is discussed.</li> <li>• Examples of quality assurance activity through previous quality assurance reports, either internal verification or external quality assurance.</li> </ul>	<p><b>Enhancing</b> There is comprehensive evidence that the partner implements a robust quality assurance process.</p> <p><b>Enabling</b> There is some evidence that the partner implements a quality assurance process.</p> <p><b>Emerging</b> There is limited evidence that the partner implements a quality assurance process.</p>
<p><b>1.9.</b> The education partner deals with complaints and appeals in a professional and efficient manner.</p>	<ul style="list-style-type: none"> <li>• Evidence of an up-to-date complaints policy with date and review date.</li> <li>• Evidence of an up-to-date appeals policy with date and review date.</li> <li>• Examples of previous complaints managed with outcomes and closure in the last 12 months.</li> <li>• Examples of previous appeals managed with outcomes and closure in the late 12 months.</li> </ul>	<p><b>Enhancing</b> There is comprehensive evidence that complaints and appeals are dealt with in a professional and efficient manner.</p> <p><b>Enabling</b> There is some evidence that complaints and appeals are dealt with in a professional and efficient manner.</p> <p><b>Emerging</b> There is limited evidence that complaints and appeals are dealt with in a professional and efficient manner.</p>

## 2. Learner Journey

Criteria	Indicative Content	Outcome
<p><b>2.1.</b> The education partner is transparent with their operations, processes, and practices.</p>	<ul style="list-style-type: none"> <li>Evidence of up-to-date policies including equality diversity and inclusion, complaints, appeals, maladministration and malpractice, quality assurance, reasonable adjustments and special considerations, and safeguarding and PREVENT that are easy for the learners to understand and locate.</li> <li>Evidence of enrolment information given to learners prior to course starting which is easy for the learners to understand.</li> </ul>	<p><b>Enhancing</b> There is comprehensive evidence that the partner is transparent with their operations processes and practices to the learner which means these are fully compliant and easily found.</p> <p><b>Enabling</b> There is some evidence that the partner is transparent with operations processes and practices to the learners.</p> <p><b>Emerging</b> There is limited evidence that the partner is transparent with operations processes and practices to the learners.</p>
<p><b>2.2.</b> The education partner ensures the learners are suitable, competent, and qualified to undertake the endorsed product(s) in line with the endorsement conditions.</p>	<ul style="list-style-type: none"> <li>Evidence of correct pre-requisite as listed on the CIMSPA directory is displayed alongside course information (where relevant) and checking of this through learner enrolment.</li> <li>Evidence of holding this information in line with General Data Protection Regulation.</li> </ul>	<p><b>Enhancing</b> There is comprehensive evidence that the partner ensures learners are suitable, competent, and qualified to complete the endorsed product(s).</p> <p><b>Enabling</b> There is some evidence that the partner ensures learners are suitable, competent, and qualified to complete the endorsed product(s).</p> <p><b>Emerging</b> There is limited evidence that the partner ensures learners are suitable, competent, and qualified to complete the endorsed product(s).</p>

Criteria	Indicative Content	Outcome
<p><b>2.3.</b> The education partner provides information for future learning and career development.</p>	<ul style="list-style-type: none"> <li>• Examples of information for learners upon completion of education product.</li> <li>• Evidence of signposting learners to further developments/training or employment opportunities. This may include CIMSPA endorsed training.</li> </ul>	<p><b>Enhancing</b> There is comprehensive evidence that the education partner provides information for future learning and career development to its learners.</p> <p><b>Enabling</b> There is some evidence that the education partner provides information for future learning and career development to its learners.</p> <p><b>Emerging</b> There is limited evidence that the education partner provides information for future learning and career development to its learners.</p>
<p><b>2.4.</b> The education partner ensures effective communication between tutors/assessors and the learners.</p>	<ul style="list-style-type: none"> <li>• Evidence of partner communication methods to learners.</li> </ul>	<p><b>Enhancing</b> There is comprehensive evidence that the partner is consistently using effective communication between all relevant parties.</p> <p><b>Enabling</b> There is some evidence that the partner is using effective communication between all relevant parties.</p> <p><b>Emerging</b> There is limited evidence that the partner provides communication effectively between all relevant parties.</p>

Criteria	Indicative Content	Outcome
<p><b>2.5.</b> The education partner:</p> <ul style="list-style-type: none"> <li>provides learners with the opportunity to feedback on their learner experience.</li> <li>acts on the learner feedback to enhance the quality of education.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of feedback opportunities available to learners.</li> <li>Evidence of completed learner feedback forms including content around learner experience.</li> <li>Evidence that learner feedback has been considered and actioned where appropriate.</li> </ul>	<p><b>Enhancing</b> There is comprehensive evidence of feedback opportunities within the experience for the learners to provide their feedback. There is excellent evidence that the feedback received is acted upon.</p> <p><b>Enabling</b> There is some evidence of feedback opportunities for learners to communicate about provision. There is some evidence that the feedback received is acted upon.</p> <p><b>Emerging</b> There is limited evidence of feedback opportunities within the experience for the learners to provide their feedback. There is limited evidence that the feedback received is acted upon.</p>
<p><b>2.6.</b> The education partner ensures that reasonable support is available for the learners to complete the endorsed product(s).</p>	<ul style="list-style-type: none"> <li>Learner enrolment numbers for the previous 12 months.</li> <li>Learner certification numbers in the previous 12 months.</li> <li>Examples of records and support in place for learners who have not completed.</li> </ul>	<p><b>Enhancing</b> There is comprehensive evidence that the partner supports learners to complete the endorsed product(s).</p> <p><b>Enabling</b> There is some evidence that the partner supports learners to complete the endorsed product(s).</p> <p><b>Emerging</b> There is limited evidence that the partner supports learners to complete the endorsed product(s).</p>

Criteria	Indicative Content	Outcome
<p><b>2.7.</b> The education partner ensures that all learners who complete the endorsed product(s) are certificated for their achievements.</p>	<ul style="list-style-type: none"> <li>Learners who complete the professional standard/ CPD receive certification in a timely manner. Please state timeframe used.</li> </ul>	<p><b>Enhancing</b> There is comprehensive evidence that all learners who complete the course are certified for their achievements.</p> <p><b>Enabling</b> There is some evidence that the partner certifies all learners who complete the endorsed product.</p> <p><b>Emerging</b> There is limited evidence that the partner certifies all learners who complete the endorsed product.</p>

### 3. Marketing and Promotion

Criteria	Indicative Content	Outcome
<p><b>3.1.</b> The education partner markets their endorsed product(s) in line with CIMSPA expectations.</p>	<ul style="list-style-type: none"> <li>Evidence of compliance to <a href="#">CIMSPA brand guidelines</a> including using relevant logos. This should include Education Partner/Quality Assurance Outcome and correct CPD points logo.</li> <li>Evidence that the marketing adheres to CIMSPA endorsement conditions and professional standards including displaying Total Qualification Time (TQT), Guided Learning Hours (GLH), or course hours.</li> <li>Evidence that the partner markets their course in line with CIMSPA Professional Status.</li> <li>Evidence that the partner markets their course in line with the Employability Leisure Guidelines or equivalent.</li> </ul>	<p><b>Enhancing</b> All marketing provided by the education partners demonstrates adherence to CIMSPA requirements.</p> <p><b>Enabling</b> There is some evidence that the partner markets their endorsed provision in line with CIMSPA requirement.</p> <p><b>Emerging</b> There is limited evidence that the partner markets their endorsed provision in line with CIMSPA requirement.</p>
<p><b>3.2.</b> The education partner markets their endorsed product(s) with truth and accuracy.</p>	<ul style="list-style-type: none"> <li>Accurate representation of their endorsed products(s). For example, it is transparent in the detail of course prerequisites, course duration, achievement obtained and/or awarding organisation where appropriate.</li> <li>Evidence of marketing materials being consistent across any platforms used in the promotion of education partners endorsements.</li> </ul>	<p><b>Enhancing</b> All marketing provided by the education partner demonstrates truth and accuracy of the provision.</p> <p><b>Enabling</b> There is some evidence that the education partner markets their provision with truth and accuracy.</p> <p><b>Emerging</b> There is limited evidence that the education partner markets their provision with truth and accuracy.</p>

Due to the nature of this framework this is a continually developing document based on feedback. Any amendments to this document will be communicated to all partners.

## **Appendix B- Maintenance Review**

A maintenance review is completed following achieving an Enhancing outcome. A maximum of two consecutive maintenance reviews can occur before a full review will be completed.

A maintenance review is completed in two sections. Section one will be completed by your assigned quality assurance advisor and will include the elements within the maintenance framework below.

Section two will be completed by CIMSPA and will be a check across policies and procedures, CPD logs, enrolment and certification numbers and marketing and promotion.

All elements together will be used to award your overall outcome.

# Maintenance Framework Components–Section One

## 1. Quality of Education

Criteria	Indicative Content	Outcome
<p><b>A.</b> The education partner delivers the endorsed product(s) in line with endorsement conditions and course overview</p>	<ul style="list-style-type: none"> <li>• Evidence of adherence to CIMSPA's endorsement guidelines.</li> <li>• Evidence that the endorsed products' course overview is being adhered to.</li> <li>• Evidence of resources used for content delivery which align to the professional standard. (Where applicable). (Review a maximum of 60 minutes covering a minimum of two modules where professionals' standards have been mapped).</li> <li>• Examples of learning resources are signposted which support learning where necessary. (E.g., Further reading, supporting resources, templates etc.).</li> <li>• Online platforms accessed (Where applicable).</li> <li>• Observation of delivery (where applicable).</li> </ul>	<p><b>Enhancing</b> There is comprehensive evidence that course delivery is in line with endorsement conditions and outlined course overview.</p> <p><b>Enabling</b> There is some evidence that course delivery is in line with endorsement conditions and outlined course overview.</p> <p><b>Emerging</b> There is limited evidence that course delivery is in line with endorsement conditions and outlined course overview.</p>
<p><b>B.</b> The education partner assesses the endorsed product(s) in line with endorsement conditions and outlined assessment methods.</p>	<ul style="list-style-type: none"> <li>• Evidence that the assessment method is in line with endorsement conditions.</li> <li>• The assessment methods chosen remain valid, reliable, and fit for purpose.</li> <li>• Evidence that the assessment methods are in line with real life scenarios (where applicable).</li> </ul>	<p><b>Enhancing</b> There is comprehensive evidence that the assessment method(s) fully aligns with the endorsement conditions.</p> <p><b>Enabling</b> There is some evidence that the course assessment method(s) are in line with the endorsement conditions.</p> <p><b>Emerging</b> There is limited evidence that the course assessment method(s) aligns with the endorsement conditions.</p>

## 2. Learner Journey

Criteria	Indicative Content	Outcome
<p><b>C.</b> The education partner ensures the learners are suitable, competent, and qualified to undertake the endorsed product(s) in line with the endorsement conditions.</p>	<ul style="list-style-type: none"> <li>Evidence of correct pre-requisite as listed on the CIMSPA directory is displayed alongside course information (where relevant) and checking of this through learner enrolment.</li> <li>Evidence of holding this information in line with General Data Protection Regulation.</li> </ul>	<p><b>Enhancing</b> There is comprehensive evidence that the partner ensures learners are suitable, competent, and qualified to complete the program.</p> <p><b>Enabling</b> There is some evidence that the partner ensures learners are suitable, competent, and qualified to complete the program.</p> <p><b>Emerging</b> There is limited evidence that the partner ensures learners are suitable, competent, and qualified to complete the program.</p>
<p><b>D</b> The education partner:</p> <ul style="list-style-type: none"> <li>provides learners with the opportunity to feedback on their learner experience.</li> <li>acts on the learner feedback to enhance the quality of education.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of feedback opportunities available to learners.</li> <li>Evidence of completed learner feedback forms including content around learner experience.</li> <li>Evidence that learner feedback has been considered and actioned where appropriate.</li> </ul>	<p><b>Enhancing</b> There is comprehensive evidence of feedback opportunities within the experience for the learners to provide their feedback. There is excellent evidence that the feedback received is acted upon.</p> <p><b>Enabling</b> There is some evidence of feedback opportunities for learners to communicate about provision. There is some evidence that the feedback received is acted upon.</p> <p><b>Emerging</b> There is limited evidence of feedback opportunities within the experience for the learners to provide their feedback. There is limited evidence that the feedback received is acted upon.</p>

## **Section Two**

### **Policies & Procedures**

Are the following policies and procedures fit for purpose, and have version control and review dates;

1. Equality, Diversity and Inclusion
2. Complaints and Appeals
3. Maladministration and Malpractice
4. Quality Assurance
5. Reasonable Adjustments and Special Considerations
6. Safeguarding and PREVENT

### **Tutors/Assessors**

Up to date CVs and CPD logs for relevant tutors and assessors for the last 12 months

### **Enrolment and Certification Numbers**

Enrolment and certification numbers across the last 12 months

### **Marketing and Promotion**

Use of CIMSPA logos including Education partner/Quality Assurance logo and CPD points shield. Course hours and accurate representation across all platforms used.



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