



EDUPRO CENTRE OPERATION HANDBOOK

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1. EDUPRO CENTRE OPERATION HANDBOOK

This Edupro Centre Operational Handbook will provide information on:

- How a new and existing centre can work with Edupro
- The delivery, assessment and quality assurance process of Edupro qualifications
- The details of the support Edupro offers to centres
- Appendices of Edupro Policies, Procedures and Forms which could be used by centre

We review our policies, procedures and forms annually. However, new or amended policies might be added between annual reviews. Any amendments or updates are communicated with the centre through email and newsletters and also made available on our website. However, it is the responsibility of the centre to ensure that they work on the most updated policy found in our website or in this handbook.

New policies may be added between annual reviews of this handbook which may also result in amendments being made to policies, procedures and forms where necessary. Whilst we will inform a Centre through newsletters and targeted emails of such updates, it is a Centre's responsibility to ensure that it is working to the most up to date policy found on our website or in this Manual.

1.1. Definitions

Assessor

A person who undertakes marking or the review of marking. This involves using a particular set of criteria to make judgements as to the level of attainment a Learner has demonstrated in an assessment.

Component

A discrete part of a qualification which:

- (a) focuses on specific areas of the knowledge, skills and understanding assessed for the qualification, and
- (b) has a specific set of criteria against which Learners' performance will be differentiated.

Regulatory Documents

A regulatory document, or part of a regulatory document, which features in a document entitled the 'Regulatory Document List', which may be published by Ofqual and may be varied and replaced by Ofqual from time to time.

Equalities law

The Equality Act 2010, any Act that was a statutory predecessor to that Act, or any legislation in a jurisdiction other than England which has an equivalent purpose and effect.

The Equality Act 2010 provides a legal framework to protect the rights of individuals and to advance equality of opportunity for all. It ensures individuals are treated fairly by: removing barriers which people may face due to their differences; eliminating discrimination; offering the same access to employment opportunities.

The Act supports diversity by recognising and valuing people's differences, promotes and looks to safeguard inclusion by making sure no-one is excluded from fulfilling their potential because of any of the following nine protected characteristics: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

The Act also aims to prevent all forms of discrimination, including: direct discrimination; direct by perception; direct by association; discrimination arising from disability; indirect discrimination; harassment and victimisation.

(Drawn from the Equality Act 2010)

Guided Learning

The activity of a Learner in being taught or instructed by – or otherwise participating in education or training under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

For these purposes the activity of ‘participating in education or training’ shall be treated as including the activity of being assessed if the assessment takes place under the Immediate Guidance or Supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

Invigilation

The supervision by an appropriate person of Learners who are participating in the activity of being assessed for a qualification, where such supervision involves neither any teaching nor the giving of any guidance or direction beyond that which is necessary to convey instructions for the carrying out of the assessment or otherwise for the effective management of the assessment activity.

Learner

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

Support for the qualification

Condition E1.4: For the purposes of Condition E1.3, the following considerations will in particular be relevant in determining what constitutes sufficient support:

- (a) the objective of the new qualification,
- (b) whether the new qualification is intended to facilitate a particular route of progression for Learners, and
- (c) the number of Learners that Edupro reasonably estimates is likely to take the new qualification.

Condition E1.5: For the purposes of this condition, Users of qualifications will be deemed to support a new qualification if the prevailing view of those Users of qualifications is that the qualification would provide a benefit to Learners.

Moderation

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

Teacher/Trainer

A person who prepares any Learner, or any person likely to become a Learner, for assessment for a qualification and who does so –

- (a) as a lecturer, supervisor, tutor or other appropriate provider of education or training, or (b) in circumstances in which that preparation takes place primarily at home.

Total Qualification Time

The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time is comprised of the following two elements –

1. (a) the number of hours which **Edupro** has assigned to a qualification for Guided Learning, and
2. (b) an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Total Qualification Time Criteria

Total Qualification Time Criteria (or ‘TQT Criteria’) are criteria that are set and published by Ofqual for:

- (a) the purposes set out at section 146(1)(b) of the Act, and
- (b) the purpose of determining the number of hours of Total Qualification Time that should be assigned to a qualification by **Edupro**.

The TQT Criteria may be set out in more than one document.

Users of qualifications

Persons who have a legitimate interest in the qualification or type of qualification made available by **Edupro**, which may include –

- (a) Learners and Learners’ representatives,
- (b) Centres,
- (c) Teachers,
- (d) employers and employers’ representatives,
- (e) further and higher education establishments,
- (f) schools,
- (g) government departments and agencies, and
- (h) professional bodies.

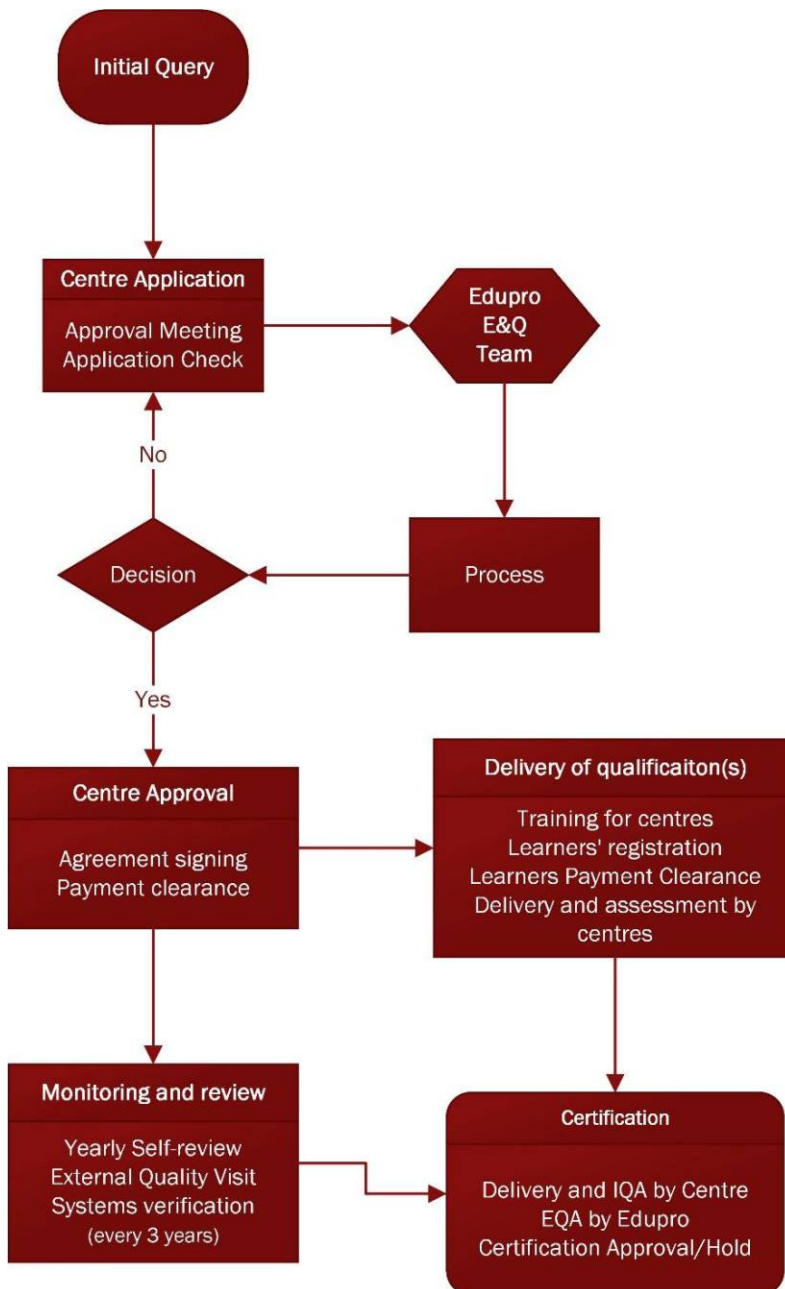
1.2. Scope

This policy applies to all Edupro Staff, Quality Assurance Team and Centre staffs. This handbook is most useful for the centre and their staffs to know our policies and procedures to offer Edupro qualifications and should be read in conjunction with the Edupro Third Party Arrangement Policy. This document addresses the following Ofqual General Conditions of Recognition (GCR):

- C1: Arrangements with third parties
- C2: Arrangements with Centres

1.3. Centre Management Flowchart

Edupro follows the following process from approval to certification to monitoring an approved centre.



2. ABOUT EDUPRO

Edupro is registered in UK as an awarding body with the objective to develop educated professionals in the field of business management, Islamic Finance along with customised qualifications.

Our objective is to design and award a wide range of qualifications which are comparable to RQF level 3 through to level 7. Our qualifications are designed by subject expert academicians, which are delivered globally through our approved centres.

Our learners have an opportunity to achieve a global certificate through the centres.

We are committed to equal opportunities for the community. At Edupro, learning opportunities are treated fairly without discrimination on the grounds of race, colour, nationality, disability, age, sex, sexual orientation, or marital status.

Edupro delivers qualification through the centre only and does not allow private learner registration directly. Edupro Learning & Exam Centres (LEC) are the education providers which offers tuition support i.e., delivery of Edupro qualifications to the learners. It takes the assessment services of Edupro qualifications as well under the direct supervision of Edupro. Edupro provides the sample assessment briefs for the LEC.

Edupro is one of the Official Signatory to the GLC Principles for Learning of IFC. IFC is a sister organisation of the World Bank and member of the World Bank Group—is the largest global development institution focused on the private sector in emerging markets and work in more than 100 countries. This ensures our commitment to design and implement learning and training programmes to the highest standards. The Principles for Learning reflect the four key elements of successful training and learning programmes. Hence our qualifications are designed and developed in such a way that they need to be impactful, inclusive, scalable, and sustainable.

2.1. Vision

Integrate education and profession globally.

2.2. Mission

- Establish an industry-led learning framework to build up an excellent learning community;
- Contribute to flexible global learning opportunities with continuous improvement through research;
- Assessment, development, and delivery of innovative qualifications to foster professionalism internationally; and,
- Empower individuals with globally recognised credentials for making a sustainable pathway for lifelong career

2.3. Edupro Qualifications Framework

Edupro Qualifications Framework (EPQF), modelled on the principles of the Regulated Qualifications Framework (RQF) in England. It is structured to ensure flexibility, consistency, and recognition in qualification delivery, while adhering to quality standards. EPQF provides a structured and standardised system for recognising and categorising qualifications based on levels of knowledge, skills, and understanding. Aligned with the principles of the RQF, Edupro qualifications aims to:

- Promote accessibility and mobility in education and employment.
- Maintain high standards of quality and integrity in qualification delivery and assessment.
- Support lifelong learning and professional development.

2.3.1. Levels

Edupro qualifications comprises **seven levels**, ranging from Level 1 to Level 7, reflecting the complexity and depth of learning. Each level is defined by three components:

- a) **Knowledge** – The depth and breadth of understanding.
- b) **Skills** – The ability to apply knowledge to complete tasks and solve problems.
- c) **Competence** – The degree of responsibility and autonomy exercised.

Edupro Level	RQF Level	Description	Examples of Edupro Qualifications	Examples of Qualifications in England
EP L 1	Level 1	Basic understanding and tasks; dependent on guidance	Foundation Diploma, Level 1 Certificate	Level 1 Certificate, Functional Skills Level 1
EP L 2	Level 2	Broader knowledge; some problem-solving with limited autonomy	Level 2 Award, Certificate, Diploma	GCSE (Grades A*-C/9-4), Functional Skills Level 2
EP L 3	Level 3	Analytical thinking; some independence in tasks	Level 3 Award, Certificate, Diploma	A Levels, T Levels, Level 3 NVQ
EP L 4	Level 4	Specialised knowledge; practical application with limited supervision	Level 4 Award, Certificate, Diploma, Advanced Diploma	Level 4 Diploma, Higher National Certificate
EP L 5	Level 5	Advanced knowledge; responsible for decision-making in defined areas	Level 5 Award, Certificate, Diploma	Foundation Degree, Level 5 Diploma, Higher National Diploma
EP L 6	Level 6	In-depth understanding; independence and critical thinking	Level 6 Award, Certificate, Diploma,	Bachelor's Degree, Graduate Certificate /Diploma
EP L 7	Level 7	Advanced knowledge for leadership and innovation.	Level 7 Award, Certificate, Diploma	Master's Degree, Level 7 Diploma, Postgraduate Certificate/Diploma

2.3.2. Credit based Size

Each Edupro qualification is expressed in terms of Total Qualification Time (TQT). TQT can be thought of as credits i.e. one credit equals 10 hours of learning. This is **estimated total amount of time it could typically take to study and be assessed for a qualification**. This can be anything from a matter of hours to several years of study and different students can take different amounts of time to study for the same qualification. The part of that time typically spent being taught or supervised, rather than studying alone, is known as Guided Learning Hours.

- Qualifications are categorised based on the total credit value:
 - **Award:** 1 to 12 credits which means 10-120 hours of study.
 - **Certificate:** 13 to 36 credits which means 130 - 360 hours of study.
 - **Diploma:** 37 credits and above which means 370 or more hours of study.

Summary of Differences:

Qualification	Duration	Credit Value	Scope/Content	Complexity
Award	Shortest (weeks or months)	1–12 credits (10–120 hrs)	Focused on basic skills or knowledge in a specific area.	Low to moderate
Certificate	Moderate (months)	13–36 credits (130–360 hrs)	Broader knowledge and skills, intermediate level.	Moderate
Diploma	Longest (months or years)	37–120+ credits (370–1,200 hrs)	In-depth knowledge, practical skills, comprehensive subject coverage.	High

Choosing Between an Award, Certificate, or Diploma:

- **Awards** are best for learners needing **basic qualifications** or introductory skills in a short period.
- **Certificates** offer a **middle ground**, providing more detailed knowledge and a broader skill set.
- **Diplomas** are suited for learners looking for **comprehensive, career-focused training** or those seeking a **higher level of expertise** in their field.

Each of these qualifications serves a specific purpose depending on the learner's goals, the depth of knowledge required, and the time available for study.

2.4. Edupro QA Principles



Figure 1: Edupro QA Principles

Edupro maintains six quality assurance principles. The six principles—Conduct with integrity, Compliance, Care and diligence, Confidentiality, Capability, and Conflicts of interest—imply a comprehensive framework for ensuring quality, fairness, and ethical conduct throughout the processes of designing, developing, delivering, assessing, and awarding qualifications. Here's what each principle implies:

1. Conduct with Integrity:

- **Implication:** This principle implies that all individuals involved in the qualification process should act honestly, ethically, and professionally.
- **Expectation:** Individuals are expected to uphold high standards of moral and

ethical conduct, ensuring that their actions align with the principles of honesty, transparency, and fairness.

2. Compliance:

- **Implication:** Compliance implies adherence to relevant laws, regulations, standards, and policies governing the design, development, delivery, assessment, and awarding of qualifications.

- **Expectation:** Organisations and individuals are expected to comply with legal requirements, accreditation standards, industry regulations, and internal policies to ensure the legality, validity, and credibility of qualifications.

3. Care and Diligence:

- **Implication:** Care and diligence imply taking thorough and conscientious care in all aspects of the qualification process, from planning and development to awarding of qualifications.
- **Expectation:** Individuals are expected to invest time, effort, and attention to detail to ensure the quality, accuracy, and effectiveness of learning materials, teaching methods, assessment tools, and awarding procedures.

4. Confidentiality:

- **Implication:** Confidentiality implies safeguarding sensitive information, data, and personal details related to learners, stakeholders, assessments, and qualifications.
- **Expectation:** Individuals and organisations are expected to respect and protect the privacy and confidentiality of learner information, assessment materials, and awarding decisions, maintaining secure systems and procedures to prevent unauthorised access or disclosure.

5. Capability:

- **Implication:** Capability implies having the necessary knowledge, skills, expertise, and resources to perform tasks competently and effectively.
- **Expectation:** Individuals and organisations are expected to demonstrate competence and proficiency in their roles, acquiring and maintaining the requisite qualifications, training, and experience to meet the demands of the qualification process.

6. Conflicts of Interest:

- **Implication:** Conflicts of interest imply situations where personal, financial, or professional interests may influence or compromise impartiality, objectivity, or decision-making.
- **Expectation:** Individuals and organisations are expected to identify, disclose, and manage conflicts of interest effectively, ensuring that their actions and decisions are free from bias, undue influence, or the perception of impropriety.

3. EDUPRO APPROVED CENTRE

The delivery and assessment of Edupro qualifications are delegated to Edupro Approved Learning & Exam Centre (LEC). To deliver our qualifications, the interested training provider, educational institute, or employer must become a Learning & Exam Centre (LEC) or Recognised Professional Centre (RPC) and must sign a written and enforceable agreement. These centres must adhere to Edupro's rigorous standards and guidelines to ensure the integrity and quality of the delivery and assessment of Edupro qualifications.

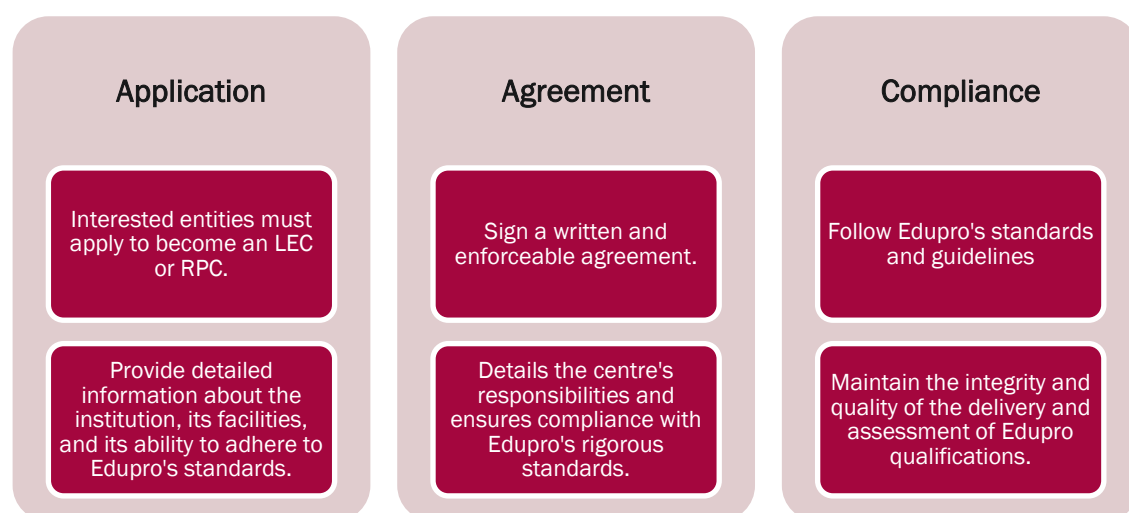
For the effective delivery and assessment, we have delegated the following tasks to our approved centres.

- **Instructor Training:** Provide professional development and training for educators.
- **Learner Support:** Offer robust support services to enhance the learner experience.
- **Learning Environment:** Maintain a conducive learning environment, both physical and virtual.
- **Assessment Design:** Create assessments that accurately measure learning outcomes.
- **Assessment Administration:** Ensure secure and fair administration of assessments.
- **Feedback and Improvement:** Provide constructive feedback and use assessment data for continuous improvement.

By delegating the quality delivery and assessment of its qualifications to approved centres, Edupro ensures that its high standards are maintained consistently across all locations. Through comprehensive instructor training, robust learner support services, effective use of technology, secure assessment procedures, and continuous feedback and improvement, Edupro approved centres can deliver qualifications that are fair, valid, and reliable. This structured approach helps Edupro meet its objective of providing high-quality education and training programmes globally.

3.1. Becoming an Edupro Approved Centre

An organisation can apply to Edupro to offer its standard qualification and become an approved Learning & Exam Centre (LEC). For the delivery and assessment of Edupro qualifications they need to apply, agree and comply with Edupro's terms and condition. Once approved, an LEC offers tuition support for Edupro qualifications. It takes the assessment services of Edupro qualifications as well. In addition, it may offer endorsed education programme approved by Edupro.



The organisation seeking the approval needs to comply with the centre approval criteria and conditions set out in the application and also described below.

3.2. Centre Approval Conditions

Edupro ensures that all approved centres meet high-quality standards and comply with regulatory requirements. Below is a brief overview of the key conditions and criteria for centre approval.

- **Governance & Leadership:** Centres must have a clear governance structure, with a designated Centre Coordinator ensuring compliance.
- **Regulatory Compliance:** Adherence to Regulatory requirements and Edupro's policies is mandatory.
- **Staff & Resources:** Qualified staff and sufficient learning resources must be in place to support qualification delivery.
- **Assessment & Quality Assurance:** Assessments must be fair and reliable, with robust internal quality assurance (IQA) procedures.
- **Learner Support & Protection:** Centres must provide clear information, learner support services, and policies for special educational needs.
- **Data Protection & Confidentiality:** Compliance with UK GDPR and secure handling of learner data is required.

- **External Quality Assurance (EQA):** Centres must cooperate with Edupro's quality assurance visits and audits.
- **Financial & Contractual Obligations:** Fees must be paid in accordance with Edupro's Fee structure, and subcontracting requires approval.

3.3. Centre Approval Criteria

To become an approved Edupro Learning & Exam Centre, institutions must meet the following criteria, ensuring they maintain the highest standards of quality, integrity, and excellence in delivering Edupro qualifications.

- **Compliance:** Centres must adhere to all contractual terms and report structural changes.
- **Quality Assurance:** Regular improvements in assessment and standardisation practices are required.
- **Learner Experience:** Centres must ensure fairness, transparency, and effective handling of complaints.
- **Suspension & Termination:** Edupro may suspend approval if compliance is not met, with opportunities for corrective action.
- **Dispute Resolution:** Centres must engage in good-faith discussions and escalate unresolved disputes to arbitration.
- **Governing Law:** All agreements are governed by the laws of England and Wales.

3.4. Adding New Qualifications

Edupro Learning and Exam Centre (ELEC) can add more qualifications to their range of offerings by sending an email to centre@eduprouk.com with qualifications details.

Centres must provide updated CVs and certificates of Assessors and Internal Quality Assurers that have not previously been submitted. Assessors and Internal Quality Assurers must be capable of delivering/quality certifying the additional qualifications, and any supporting documentation must be produced upon request.

3.5. Change of Centre Details

Edupro Centre Management Portal holds information of the centre and its Partnership Coordinators based on the information provided in the initial centre approval application form.

You must inform Edupro of any changes to the information we hold in our systems including any changes to the details on an initial centre approval application form. This must be done by sending the following information by email to centre@eduprouk.com.

Changes that should be included on the form:

- centre name, code and address
- Details of the changes

Changes that must be documented and reported to Edupro include:

- Changes of business premises
- Change of Head of Centre
- Change of Ownership or Edupro Partnership Coordinator
- Change of name of centre or business

- Change of contact details
- Outcome of internal/external investigations
- Removal of centre and or/qualification approval by another awarding body
- Lack of appropriate assessors or IQAs
- Change to centres arrangements for secure assessment and storage.

If there is a change of control at a centre that includes a change in ownership or management control, Edupro reserves the right to terminate centre approval and request that the centre submit a new centre approval application.

If a centre fails to inform Edupro of a change of control, the ability to register learners and claim certification may be suspended until an appropriate course of action is determined.

Centres are required to inform Edupro of any changes or potential issues that may affect the ability to meet requirements for delivery and assessment of Edupro qualifications, as soon as they become evident. Failure to update Edupro of changes to centre information can affect centre and/or qualification approval.

Where substantial changes have taken place in a centre, a systems visit may be required to confirm that the approval criteria continue to be met. The cost of the visit is chargeable to the centre at the current rate. The centre will be kept fully informed of all actions and decisions by a member of the Quality Team.

3.6. Centre Administration Fees

Descriptions	Standard Fee	Note
Centre Approval	GBP 1,500	Onetime
Annual Review	GBP 1,000	From 2nd Year
Customised Course Review and Approval	GBP 300	Per Qualification
Customised Course Certificate Fee	GBP 150	Per Qualification per learner
Standard replacement certificate fee	GBP 25	
UK courier delivery fee	GBP 10	
International courier delivery fee	GBP 40	
Verification of results to universities (hard copy)	GBP 50	
Verification of results to universities (email)	GBP 20	
Edupro Recognised Trainer	GBP 1,000	Yearly

3.7. Edupro Qualifications and Fees

Edupro Qualification Title	Level	Credits	Fee (GBP)
EP L3 Certificate in Business English	3	20	120
EP L3 Certificate in Executive English	3	20	120
EP L3 Certificate in Islamic Finance and Economics	3	30	120
EP L3 Diploma in Business Communication	3	40	140
EP L3 Diploma in Business Administration	3	120	200

Edupro Qualification Title	Level	Credits	Fee (GBP)
EP L3 Diploma in Business Administration (Islamic Finance)	3	120	200
EP L3 Diploma in Computing and Digital Technologies	3	120	200
EP L3 Diploma in Executive English	3	40	140
EP L3 Diploma in Health & Social Care Practice	3	120	200
EP L4 Certificate in Islamic Banking and Insurance	4	30	120
EP L4 Diploma in Accounting Information Systems	4	120	220
EP L4 Diploma in Business Management	4	120	220
EP L4 Diploma in Business Management (Islamic Finance)	4	120	220
EP L4 Diploma in Business Process Improvement	4	40	140
EP L4 Diploma in Computing and Digital Technologies	4	120	220
EP L4 Diploma in Logistics & Supplies Management	4	40	140
EP L4 Diploma in Management Information Systems	4	120	220
EP L5 Certificate in Islamic Financial Risk Management	5	20	120
EP L5 Certificate in Shariah Audit	5	20	120
EP L5 Diploma in Accounting Information Systems	5	120	220
EP L5 Diploma in Business Management	5	120	220
EP L5 Diploma in Business Management (Islamic Finance)	5	120	220
EP L5 Diploma in Computing and Digital Technologies	5	120	220
EP L5 Diploma in Corporate Reporting & Finance	5	40	140
EP L5 Diploma in Islamic Financial Risk Management	5	40	140
EP L5 Diploma in Management Information Systems	5	120	220
EP L5 Diploma in Monitoring and Evaluation	5	40	140
EP L5 Diploma in Shariah Accounting and Finance	5	40	140
EP L5 Diploma in Shariah Advisory & Audit	5	40	140
EP L6 Diploma in Business Management	6	120	250
EP L6 Diploma in Islamic Financial Reporting and Analysis	6	60	140
EP L7 Diploma in Human Resource Management	7	120	250
EP L7 Diploma in Islamic Finance Practices	7	120	250
EP L7 Diploma in Leadership Development	7	120	250
EP L7 Diploma in Logistics & Supply Chain Management	7	120	250
EP L7 Diploma in Project Management	7	120	250
EP L7 Diploma in Risk & Compliance Management	7	120	250
EP L7 Diploma in Strategic Brand Management	7	120	250

3.8. Invoicing and Payment

We will send the first invoice to the centre as soon as we get the confirmation from the Edupro Education & Quality Team.

The 'Partnership Coordinator' in the centre will confirm the number of learners for each qualification with Edupro. In addition, the centre will be billed on a regular basis for the number of learners who have registered, with a 15-day payment deadline (calendar days).

Each invoice will contain details of:

- the qualification/service being provided;
- the payment method and where required our bank account details;
- the VAT amount (unless you have informed us that you are VAT exempt and provided supporting evidence) and;
- Edupro payment details

We expect receiving payment within 15 days after receipt of the invoice. The centre's services may be suspended if the centre doesn't make payments on time. Edupro will send a statement of account to the centre one week before the invoice is due for payment to assist prevent late payment.

Edupro finance team member will contact at the centre after the invoice is past due to inquire about why payment has not been made. Payment will be requested from the centre on a specific date.

The centre will be notified that if the payment cannot be made promptly, their account will be placed on 'hold,' preventing any future debt accumulation.

The imposed suspension will be communicated to the Head of Centre and the Finance Department through email.

Edupro prefers online payment transfers, however we also take payments through bank transfer. Please note that centre's accounts will be credited by the amount actually received, net of any charges imposed by PayPal/bank.

We send the bank details and payment systems to our approved centre once the approval is confirmed.

4. SUPPORT FOR CENTRES

4.1. Training and guidance

Edupro provides training for Centre administrative staff, assessors and External Quality Assurers (EQAs) on a regular basis.

We work closely with the Centre Partnership Coordinator (CPC) to provide specific guidance to centres on:

- How to register learner in the Edupro Centre Management Portal
- How to process the payments from the learners to Edupro.
- How to prepare and improve the assignment brief.
- The assessment evidence that the learner must provide.
- How the marking and grading criteria to be used by the assessor.
- How to claim learners' certificate after the internal quality assurance.

Edupro provides Delivery and Assessment Guidance for each unit of each Edupro qualifications for the centre. Moreover, Edupro assists the centre to deliver the qualification and design assessment in the following way:

1. For each unit, Edupro will produce a minimum of one assignment brief for an approved centre. This will help the centre get started with the delivery of their chosen qualifications and will give Centres with examples of good practise.
2. It is advised that the Centre use Edupro-approved assignment briefs.
3. Centres that would like to develop their own assignment briefs need to first submit (email to quality@eduprouk.com) them to Edupro for approval and they must be quality assured by Edupro before being used. We recommend to submit assignment briefs 10 days earlier of publication to learners. If the centre is permitted for 'Direct Claim' of certificates in two consecutive EQA visit, it might be able to use their own assignment brief.
4. Edupro reserves the right to limit the use of the Centre-developed assessment for a specific qualification of a centre due to issues of quality, comparability, reliability, delivery method, or regulatory compliance.
5. Centres will receive guidance on marking and assessing learning outcomes in the qualification specification, during induction training, and during Quality Assurance visits. Individual qualification may require additional guidance manuals and/or specialised training if considered necessary. For further information, the Centre should read the Edupro Assessment Policy.

Edupro's Qualification Development Team provide supporting information to all centre staff involved within the delivery and assessment of the qualifications to ensure they maintain their occupational competence. The Compliance and Assurance Team provide supporting information in relation to the Centre Partnership Coordinator (CPC) arranging regular standardisation sessions for centre staff who are delivering, assessing and quality assuring Edupro qualifications.

4.2. Documents and support

We provide a wide range of resources to help centres understand our quality assurance criteria. The key documents are:

Documents Name	Brief content
1. Edupro Appeals Policy and Procedures	Under this policy, centres and learners can appeal to Edupro regarding decisions made surrounding the training, assessment and quality assurance of Edupro regulated qualifications, non-regulated provision and endorsed programmes.
2. Edupro Assessment Policy	This document contains our assessment principles, process and policies regarding Edupro qualifications.
3. Edupro Brand Guidelines	This guideline explains how to use our logos. This document governs the composition, design, and general look-and-feel of our branding.
4. Edupro Centre Approval Application Form	This is the primary document to be used by a prospective centre to apply to offer our qualifications.
5. Centre Operation Handbook	This document sets out what we expect from a Centre to deliver our qualifications. It also contains information specific to managing and delivering the qualification(s) including specific quality assurance requirements.

	It is intended for trainers, assessors, internal quality assurers and administrative staff within the approved Centres of Edupro.
6. Edupro Complaints Policy and Procedures	This policy addresses how a centre and learner can make a complain to Edupro regarding decisions made surrounding the training, assessment and quality assurance of Edupro regulated qualifications, nonregulated provision and endorsed programmes.
7. Edupro Conflict of Interest Policy	This document outlines our policy for identifying and managing conflicts of interest both at Edupro and at our centres.
8. Interest Declaration Form	This document is used to advise Edupro of any potential or actual conflicts of interest identified.
9. Edupro Invoicing Policy	This document sets out guidelines and procedures for invoicing for services offered by Edupro.
10. Edupro Learner Registration and Certification Policy and Process	This document states the procedure how a centre can register a learner with Edupro and Edupro qualifications. This also states how the centre can claim for certificate of the learners on completion of the assessment.
11. Edupro Learners Certificate Policy and Procedures	This document states how Edupro process the learners' certificates once the centre claim certificates in the centre management portal.
12. Edupro Malpractice & Maladministration Policy	This policy is to be used by all Edupro and centre staffs and learners to ensure that malpractice and maladministration investigations are dealt with in a consistent manner.
13. Edupro Marking, Grading and Moderation Policy	This policy applies to all Edupro Staff, centre assessor and Internal Quality Assurers (IQAs) and learners who are involved with the delivery and assessment of Edupro qualifications. This policy aims to ensure that marking and grading of learners are valid, accurate, reliable, fair and open for all learners across Edupro qualifications and centres.
14. Edupro Qualification and Centre Withdrawal Policy	This policy is intended to assist learners in the event that Edupro withdraws centre or qualification authorisation.
15. Edupro Quality Assurance Manual	This quality assurance manual outlines the process of quality assurance and continuous improvement that Edupro applies in the design, development, delivery and assessment of Edupro Qualifications.
16. Edupro Reasonable Adjustments and Special Considerations Policy	This document outlines clear arrangements for making reasonable adjustments and special considerations with respect to the conduct and assessment of Edupro qualifications. This policy also states different steps that our approved centres, learners, and staff must follow when submitting and/or deciding on requests for reasonable requests and/or special considerations.
17. Edupro Recognition of Prior Learning (RPL) Policy	This policy provides the method of assessment to recognise the previous experience and qualifications for the benefit of learners. This policy applies to approved centres, assessors, EQAs, IQAs, and learners with respect to recognition of prior learning (RPL) so that learners can provide demonstrable

	evidence of and be systematically assessed for any earlier learning for a part of an Edupro qualification which they have chosen to pursue.
18. Edupro Sanctions Policy	This policy document is intended for Edupro's approved Centre staff, learners and outlines how we implement Sanctions on the Centre. This document provides detailed information regarding which events may result in Edupro imposing sanctions on centres.

5. APPROVED CENTRE ROLES AND RESPONSIBILITIES

5.1. Head of Institution

The Head of Institution is responsible for the overall leadership, strategic direction, and management of the centre.

Responsibilities:

- Ensure compliance with Edupro's standards and requirements.
- Oversee the implementation of policies and procedures in the centre.
- Ensure the provision of adequate resources for the effective delivery and assessment of qualifications.
- Liaise with Edupro and other stakeholders.
- Ensure that the centre meets all regulatory and accreditation requirements.

5.2. Centre Partnership Coordinator

The Centre Partnership Coordinator serves as the centre's primary point of contact with Edupro. This is the individual selected by the centre (Head of the Centre if none is identified separately) to be in charge of the efficient administration of learners. The Centre Partnership Coordinator is responsible for ensuring the successful management of Edupro qualifications as well as actively supporting and promoting good practise within the centre.

The Centre Partnership Coordinator appointed by the approved Edupro centre will have the following roles and responsibilities:

- Work as the key point of contact for communication with Edupro
- To liaise with external quality assurer and identify action necessary
- To receive copies of all External Verifier Reports and Action Plans from external quality assurer, and ensure that actions for which staffs are directly responsible are implemented in a timely and appropriate manner.
- To supervise the certificates claim and administration.
- To supervise and monitor the delivery, assessment and internal quality assurance activities of the centre in accordance with Edupro policies and principles
- To immediately deliver the most recent Edupro policies and notifications to the Centre Staff
- To communicate with Edupro quality team and EQA regarding the specific requirements of the EQA/ Quality Process Visit and coordinate preparation activities for the visit.
- To keep an eye on Edupro's changing policies and guidelines and to communicate them to the necessary stakeholders.
- To assure the authenticity of the learners' records and to monitor the security and confidentiality of the qualification delivery and assessment materials.

5.3. Trainer

A centre will hire trainers who will be in charge of instructing, assisting, and coaching learners for Edupro qualifications. It is important that trainers have qualifications or relevant experience in the disciplines they wish to train and teach. A trainer is responsible for delivering high-quality education, ensuring compliance with Edupro's standards, and supporting learner success. Their key responsibilities include:

- **Course Delivery** – Conduct engaging lessons using diverse teaching methods and real-world applications.

- **Student Support** – Provide academic guidance, encourage participation, and offer constructive feedback.
- **Assessment & Evaluation** – Design, administer, and grade assessments fairly while maintaining accuracy.
- **Quality Assurance** – Follow Edupro’s guidelines, maintain records, and participate in audits and training.
- **Professional Development** – Engage in CPD activities to stay updated on best practices and industry trends.
- **Ethical & Inclusive Practices** – Promote diversity, inclusion, and equal learning opportunities.
- **Communication & Collaboration** – Work with colleagues, assessors, and management to enhance education delivery.

5.4. Assessor

An assessor plays a pivotal role in ensuring that learners meet the required standards and competencies. Their key responsibilities include:

- **Evaluating Competence:** Assess learners' performance through objective, fair, and transparent methods in line with Edupro’s assessment guidelines.
- **Verifying Evidence:** Collect and verify the evidence provided by learners to ensure it meets the criteria for competency.
- **Recording and Reporting:** Accurately document assessment outcomes, maintain secure records, and report results as required.
- **Feedback Provision:** Offer constructive feedback to learners to support their ongoing development and improvement.
- **Quality Assurance:** Adhere to and help uphold Edupro’s quality standards, participating in regular audits and training sessions.
- **Continuous Professional Development:** Stay updated with the latest assessment practices and industry standards to ensure the reliability and fairness of the evaluation process.

5.4. Internal Quality Assurer

An Internal Quality Assurer (IQA) is responsible for ensuring that assessment and delivery processes meet Edupro’s quality standards and regulatory requirements. Their key responsibilities include:

1. Quality Assurance of Assessments

- Ensure that assessments are fair, valid, reliable, and consistent across all learners.
- Monitor assessors' decisions to ensure they align with Edupro’s qualification standards.
- Conduct internal verification of assessment records, marking, and learner feedback.

2. Compliance & Standardisation

- Ensure that assessment policies and procedures comply with Edupro’s guidelines.
- Conduct regular standardisation meetings with assessors to maintain consistency.
- Ensure all assessors are qualified, trained, and following best practices.

3. Support & Guidance for Assessors and Trainers

- Provide ongoing guidance, training, and mentoring to assessors.
- Address any assessment-related queries, discrepancies, or appeals.

- Encourage continuous professional development (CPD) for assessors.

4. Internal Auditing & Monitoring

- Conduct regular quality audits to check compliance with Edupro's standards.
- Review and improve the internal assessment and verification processes.
- Ensure proper documentation and record-keeping for audits and external quality assurance (EQA) visits.

5. Learner Support & Fairness

- Ensure learners receive equal opportunities and a fair assessment experience.
- Oversee learner appeals and complaints procedures, ensuring transparency.
- Promote inclusive assessment practices and prevent bias.

6. Continuous Improvement

- Identify areas for improvement in assessment and quality assurance.
- Implement strategies to enhance teaching, assessment, and learner outcomes.
- Work collaboratively with Edupro's external quality assurers (EQA) to meet regulatory requirements.

7. Regulatory Compliance & Reporting

- Ensure compliance with Edupro policies, awarding body requirements, and accreditation standards.
- Maintain accurate and secure records of assessments and quality assurance activities.
- Submit internal quality assurance reports to Edupro when required.

6. DELIVERY & ASSESSMENT

6.1. Delivery of Edupro Qualifications

To maintain high standards in delivering Edupro qualifications, Edupro Learning & Examination Centres (LECs) should implement a learner-centric approach. This guideline ensures learner engagement, skill development, and high-quality learning experiences, making education both effective and impactful. To ensure the effective and high-quality delivery of Edupro qualifications, centres should adhere to the following best practices:

Key Areas	Key Deliverables	Methodology and Demonstrations
Personalised Learning	<ul style="list-style-type: none"> - Tailor study plans to individual needs. - Use diagnostic assessments for skill gaps. - Offer flexible study options (online, hybrid, in-person). 	<ul style="list-style-type: none"> - AI-driven adaptive learning platforms. - Develop individualised learning roadmaps. - Provide one-on-one mentoring.
Interactive Teaching Methods	<ul style="list-style-type: none"> - Promote active learning strategies. - Encourage peer collaboration and group projects. - Use real-world case studies. 	<ul style="list-style-type: none"> - Flipped classroom approach with pre-learning materials. - Gamification (quizzes, leaderboards, rewards). - Role-playing and simulations for practical exposure.
Hands-on Practical Learning	<ul style="list-style-type: none"> - Focus on competency-based assessments. - Provide work-integrated learning experiences. - Align with real-world applications. 	<ul style="list-style-type: none"> - Assign live industry projects. - Use virtual labs, simulations, and AI tools. - Organise guest lectures and field visits.
Continuous Assessment & Feedback	<ul style="list-style-type: none"> - Shift to progress-based assessments. - Provide regular constructive feedback. - Use data analytics to track learner performance. 	<ul style="list-style-type: none"> - Conduct weekly quizzes, peer reviews, and reflections. - Implement instant AI-generated feedback. - Assess based on skill mastery rather than rote learning.
Technology-Enhanced Learning	<ul style="list-style-type: none"> - Integrate Edupro's LMS for e-learning. - Promote AI-driven tools and cloud-based platforms. - Teach digital literacy and cybersecurity awareness. 	<ul style="list-style-type: none"> - Use LMS-driven digital modules and discussion forums. - Implement AI-powered tutoring and virtual assistants. - Train students in digital collaboration tools.
Inclusive Learning Environment	<ul style="list-style-type: none"> - Ensure accessibility for all learners. - Promote equal opportunities and inclusivity. - Adapt methods for diverse learning needs. 	<ul style="list-style-type: none"> - Provide text-to-speech, captions, and alternative assessment options. - Offer extra tutoring and support services. - Use multilingual learning resources where needed.
Academic Integrity & Ethics	<ul style="list-style-type: none"> - Promote ethical learning and compliance. - Prevent plagiarism and misconduct. - Encourage ethical and responsible learning. 	<ul style="list-style-type: none"> - Use AI-driven plagiarism detection (e.g., Turnitin). - Shift towards open-book and scenario-based exams. - Conduct ethics workshops and awareness sessions.

Deliverables should be unit-specific, level based, contextual and relevant to study references provided by Edupro. For instance, in 'Managing People and Organisations' unit, present-day activities, concerns, functions and demonstrations should be delivered so that a vivid understanding develops in the learners. For 'Accounting Fundamentals' unit, trainer should have practical sessions guiding learners on preparing simple financial statements from transaction details.

This Delivery Guidance is a roadmap to assist the trainer to deliver the teaching effectively and efficiently, but not necessarily does it cover all aspects exactly how and when the instructor/trainer incorporates and accomplishes his/her delivery process. It is incumbent for an instructor/trainer to take good preparation and impart the knowledge of the unit as much as practical as possible for the delivery success.

6.2. Assessing Edupro Qualifications

The Edupro Qualification Assessment Process provides a structured overview of how learner assessments are conducted, verified, and submitted to maintain high-quality standards. This process ensures that assessments are fair, valid, and reliable, aligning with Edupro's qualification framework and regulatory requirements. The flowchart in the figure below outlines the step-by-step journey from assignment issuance to final result submission, highlighting the roles of learners, assessors, and internal quality assurers (IQAs).

6.2.1. Assessment Methods

Edupro applies various assessment methods to assess learners undertaking Edupro qualifications. The choice of assessment methods should align with the specific learning outcomes and objectives of each qualification. Here's how we advise to apply the assessment methods:

1. Coursework:

- Assign coursework tasks that align with the qualification's content and objectives.
- **Essays:** Students may be required to write essays on specific topics related to the unit.
- **Reports:** Creating reports based on research, investigations, or practical work.
- **Projects:** Undertaking projects that demonstrate the application of knowledge and skills.
- **Portfolios:** Compiling a portfolio of work showcasing achievements, reflections, and progress.
- Ensure that coursework assignments are structured to assess learners' understanding and application of knowledge within real-world scenarios.

2. Presentations:



Figure 2: Edupro Qualification Assessment Process Flowchart

- Include presentation assessments as part of the qualification to evaluate learners' communication and presentation skills.
 - Provide specific topics or scenarios related to the course content for learners to present.
3. Oral Assessments:
 - Conduct oral examinations or interviews to assess learners' ability to discuss and explain topics relevant to their qualification.
 - Ensure that the questions asked are aligned with the learning outcomes.
 4. Observations:
 - Organise observation sessions where assessors directly observe learners performing specific tasks or activities related to the qualification.
 - Use observation checklists or rubrics to assess and document learners' performance.
 5. Written Exams:
 - Develop written examination papers that cover the theoretical knowledge and concepts relevant to the learning out of the qualification.
 - Include a variety of question types such as multiple-choice questions, short-answer questions, and essays to assess different aspects of knowledge. However, MCQ is less preferred method for assessing evidence.
 6. Group Assessments:
 - Incorporate group assessment tasks where learners collaborate to solve problems or complete projects.
 - Assess individual contributions within the group context.
 - Emphasise the development of collaborative skills through group assessment tasks.

6.2.2. Designing Assessment Brief

A good assessment brief will:

- make clear what evidence the learner must submit and the format, word count and length of the individual elements
- present a vocational scenario that provides a professional context in which the learner will produce work
- use language that is clear and precise, both in defining the vocational scenario and in describing the evidence required
- make the range of levels of achievement (Pass, Merit, Distinction) clear through the use of the same or similar command verbs found in the Assessment Criteria
- clearly indicate the Learning Outcomes and Assessment Criteria that are covered by the assignment
- allow a learner to achieve a Learning Outcome (or multiple Learning Outcomes) at any of the levels defined by the Assessment Criteria.

An assessment brief must not:

- change the wording of Learning Outcomes, Assessment Criteria and command verbs
- add any additional Assessment Criteria
- use 'multiple-choice' or 'fill-in the missing word' activities (these are not appropriate for Level 4 and upper-Level qualifications)
- use numerical marking or percentage weighting
- penalise learners for exceeding word counts or limits
- associate the assignment with a single assessment criterion.

Centre and assessor should use **Assessment Brief Top Sheet Template** to design the assessment brief correctly.

6.2.3. Assessment Evidence

The assessment evidence for various assessment methods used in Edupro qualifications can vary based on the specific qualification, its learning outcomes, and the nature of the assessment. However, here are some general guidelines on what assessment evidence might look like for different assessment methods:

1. Coursework:
 - Assessment Evidence: Submitted coursework assignments.
 - Examples:
 - Essays or research papers.
 - Reports or case studies.
 - Completed creative projects or presentations.
 - Documentation of completed coursework; Reflective journals or logs.
 - Photos or videos of practical work.
 - Reports or documentation of hands-on tasks.
2. Presentations:
 - Assessment Evidence: Recordings, reports, or assessments of presentations.
 - Examples:
 - Video recordings of presentations.
 - Presentation slides or materials.
3. Oral Assessments:
 - Assessment Evidence: Audio or video recordings of oral examinations.
 - Examples:
 - Recordings of learner responses to oral questions.
 - Transcripts of oral interviews.
4. Observations:
 - Assessment Evidence: Observational notes, checklists, or video recordings.
 - Examples:
 - Checklists verifying specific skills or behaviours.
 - Video footage of a practical demonstration.
5. Written Exams:
 - Assessment Evidence: Completed exam papers, answer booklets, or digital submissions.
 - Examples:
 - Multiple-choice question responses.
 - Short-answer question responses.
 - Essays or extended responses.
6. Group Assessments:
 - Assessment Evidence: Group project reports and individual contributions.
 - Examples:
 - Group project deliverables.
 - Individual reflection or self-assessment on group work.

Assessment evidence should align with the specific assessment criteria and rubrics provided for each assessment method. Assessors should use these criteria to evaluate learners' performance and provide feedback. The evidence should demonstrate that learners have met the learning outcomes and competencies required for the Edupro qualification.

Centres must ensure that the assessment evidence that a learner is required to submit is:

- **Valid** – the work that the learner will produce must provide evidence that is clearly related to the Learning Outcome(s).
- **Sufficient** – the evidence must provide enough material so that the learner can show their achievement at Pass, Merit or Distinction.
- **Authentic** – the work that the learner submits should be their own, and it must be described in the assessment brief in such a way that they understand that they cannot simply present work that has been compiled or collected.
- **Appropriate** – the work that the learner is required to produce must be clearly related to the content of the unit and be at the appropriate level. An assessment brief must not ask the learner to produce work that is too simple or too complex for the level of study.
- **Relevant** – The learner must produce output that is both pertinent to a real-world setting and relevant to the qualification. The learner evidence must be free from plagiarism, collusion, tampering, breach of confidentiality of assessment materials.

The centre must follow the *Delivery, Assessment and Grading Guidelines* which is available for each qualification.

6.2.4. Grading an Assessment Criteria

Edupro qualifications follow a structured grading model, assessing learners against 100% of assessment criteria. Assessor needs to ensure that all criteria have been met in the assessment and an extensive collection of evidence would be required. The learner must achieve 'Pass' in each AC. Learners are assigned one of the three grades in assessment criteria:

- **Pass (P)**
- **Merit (M)**
- **Distinction (D)**

For each of the Edupro qualifications we have a detail grading and assessment guidance. We request the approved centre to go through the document before starting the qualification in their centre.

To convert individual Pass, Merit, and Distinction grades into an overall unit grade using a points-based system, you can follow these steps:

Step-by-Step Process:

1. **Assign Points for Each Criteria:**
 - **Pass (P)** = 1 point
 - **Merit (M)** = 2 points
 - **Distinction (D)** = 3 points
2. **Calculate Total and Maximum Points:**
 - Sum the points for all criteria to get the total points earned.
 - Calculate the maximum possible points (from the given Grading Criteria).
3. **Map Points to Overall Unit Grade:**
 - **Distinction:** Maximum Available Points
 - **Merit:** {(Numbers of 'P' Criteria x 1) + (Numbers of 'M' Criteria x 2)}
 - **Pass:** Total Numbers of Criteria
 - **Fail:** Below Total Numbers of Criteria

Example Framework:

Unit: Cyber Security Practices (U1 in EP L5 DCDT-CS)

This the unit have Five Learning Outcomes and 23 assessment criteria. We have illustrated here how a learner can achieve his/her grade.

Criteria and Grades:

LO	AC	Grade	Maximum Point P=1, M=2, D=3	Grade Achieved by Example Learner	Point Achieved by Example Learner
1	1.1	P	1	P	1
	1.2	P	1	P	1
	1.3	M	2	P	1
	1.4	D	3	M	2
	1.5	D	3	P	1
2	2.1	P	1	P	1
	2.2	M	2	M	2
	2.3	M	2	M	2
	2.4	D	3	M	2
3	3.1	M	2	P	1
	3.2	P	1	P	1
	3.3	M	2	M	2
	3.4	D	3	D	3
	3.5	P	1	P	1
4	4.1	M	2	P	1
	4.2	M	2	P	1
	4.3	P	1	P	1
	4.4	D	3	M	2
	4.5	D	3	M	2
5	5.1	M	2	M	2
	5.2	M	2	P	1
	5.3	P	1	P	1
	5.4	D	3	M	2
Total Points and Achieved			46	-	34
Points and Grade			34	-	Pass

Overall Unit Grade: Pass

Summary Framework:

1. **Evaluate each criterion** and assign a grade (P=1 point, M=2 points, D=3 points).
2. **Sum the points earned** to get the total points earned, i.e. 34 in the above case.
3. **Determine the maximum possible points** for the unit, i.e. 46 in the above case.
4. **Map the points to a grade** using the points ranges:
 - o **Distinction:** 46
 - o **Merit:** 39-45
 - o **Pass:** 23 - 38
 - o **Fail:** Below 23

This approach ensures a consistent and transparent method for converting individual grades into an overall unit grade, reflecting the student's performance accurately.

6.2.5. Centre Assessment Environment

Edupro approved centre should make arrangement for sufficient identity checks of the learner to confirm the authenticity of the learner in an invigilated exam (for both digital and paper-based). One of the following pieces of evidence could be used for such authenticity check:

- a new-style photo card driving licence with paper counterpart
- a valid passport
- a valid identity card
- a form of photo identification from a reputable company or professional body

A copy of the identification documentation must be retained for two years with other assessment documents after the learner's completion date.

For invigilated/supervised paper-based examinations/ digital exam or assessment, the exam environment must:

- have appropriate levels of heat, light, ventilation and noise control.
- have a level floor
- be without galleries
- have no displays of material that may be of assistance to learners in answering questions
- have sufficient single desks or tables and chairs for the number of learners stated
- have consecutively numbered seats/desks (a record must be kept of this arrangement of numbers and retained for six months)
- be organised in such a way that the invigilator can see all of the learners at all times during the examination.
- be arranged in such a way that there is no possibility of collusion or interference (where practical, learners should be at single desks with 1.25 metres between heads)
- have a means provided to allow the invigilator to call for assistance
- have a working clock, which is clearly visible to all learners
- have supervised access to toilet facilities for male, female and disabled learners
- for digital exam- have sufficient numbers of technical devices for learners use, including spare devices in case of hardware/software failure
- organise remotely invigilated exam in such a way that prevent learners from accessing applications that may be of assistance to them in answering questions/generating evidence
- organise remote exam in such a way that the invigilator can detect noises made within the learner's assessment environment at all times during the examination.

6.2.6. Security of Assessment

This section of the Edupro Quality Assurance Manual supports the advice and guidance on Assessment as provided in the [UK Quality Code for Higher Education](#):

Primary responsibility of maintaining the security of Assessment is given to the Edupro approved centre. On behalf of the centre, Partnership Coordinator must confirm and document that centre staff carry out all aspects of assessment in a way that ensures the integrity of the assessment process and, in turn, the integrity of the academic standards of each qualification.

Key areas of potential risk to the integrity of assessment are:

- transit of draft assessment questions/tasks between staff and between campuses and transit of materials to examiners
- invigilation of examinations

- confirming the identity of learners undertaking assessments, whether in an examination room or online, and when learners work is submitted in person, online or through other means.

Learners' marks and related information (such as extenuating circumstances applications) are held securely and disclosed only to those who need access and have a right to see it.

For all assessment and tests, we recommend to take the following steps to keep materials secure:

- two members of staff should be involved when checking the delivery of assessment materials
- check the assessment materials (briefs) promptly against the enclosed delivery note to ensure it contains the correct unit title and number of test or check packs—packs must remain unopened
- put the unopened materials back into the original delivery box
- store test or check materials in a room where there is no Information Technology equipment kept, as this equipment is often targeted during burglaries
- do not store assessment materials (briefs) in a room that is prone to flooding
- store assessment materials boxes in a secure, locked cupboard
- limit access to the location of the assessment materials (brief)
- a nominated member of staff should be responsible for the cupboard keys and ensure they are kept secure at all times
- check the assessment materials (brief) boxes regularly to ensure they have not been tampered with
- keep a record to document instances of access to the assessment materials and to log regular security checks
- plan a reporting procedure in the event of a problem, such as if keys are lost or stolen
- Exam papers and scripts are held within each secure Exams Office during the assessment period.

6.3. Internal Quality Assurance

The Internal Quality Assurance (IQA) Process plays a critical role in maintaining the fairness, accuracy, and consistency of assessments across all approved learning centres. This process ensures that assessment decisions are valid, reliable, and aligned with Edupro's qualification standards and regulatory requirements. Our recommended IQA framework involves sampling assessments, reviewing assessor decisions, providing feedback, and ensuring compliance with best practices. By implementing a structured IQA process, Edupro Learning & Exam Centres can enhance the credibility of qualifications, support continuous improvement, and prepare for External Quality Assurance (EQA) audits.

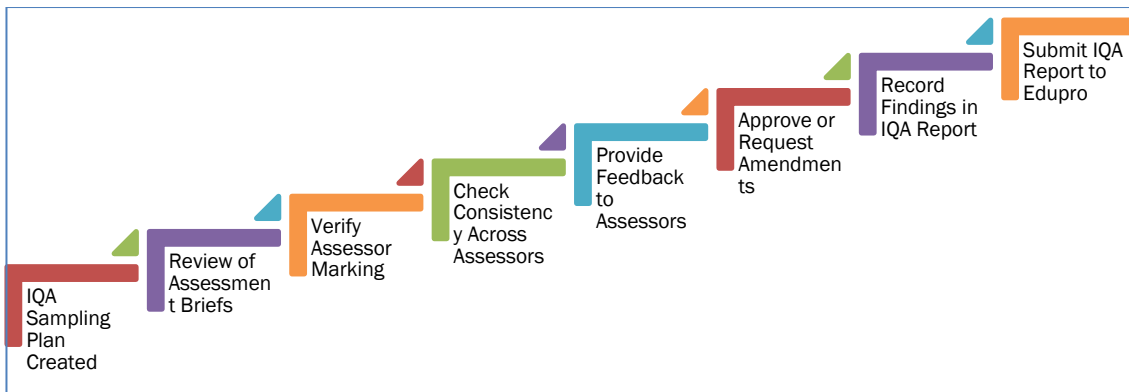


Figure 3: Internal Quality Assurance (IQA) Process

6.3.1. IQA of Assignment Brief

1. The assessor should submit the assignment to the IQA in good time to make any necessary amendments before the planned hand-out date.
2. The IQA uses Edupro templates or checklists provided to assess the assignment.
3. Checks are likely to include, but are not limited to:
 - a. Correct qualification codes and titles;
 - b. Correct unit codes and titles;
 - c. Reasonable time for completion between hand-out and submission dates;
 - d. A clear scenario giving an employment context to the assignment;
 - e. Correct spelling, punctuation and grammar;
 - f. Language suitable for the learners and the subject;
 - g. Accurate linkage of criteria to tasks;
 - h. Tasks likely to enable learners to produce evidence that meet the criteria at all grades available;
 - i. Guidance about how the evidence should be presented by the learner;
 - j. Tasks which provide adequate coverage of qualification content;
 - k. Tasks which adhere to assessment criteria in the specification;
4. If the assignment is fit for purpose, the IQA includes feedback about good practice and signs and dates the IQA form; a copy of the IQA form and assignment are kept in the IQA file and the assignment can be issued to learners.
5. If the assignment is not fit for purpose, the IQA completes feedback including necessary actions to make it fit for purpose, signs and dates the form and hands it back to the assessor in good time to make amendments before the issue date.
6. The assessor makes the necessary amendments and hands back the new assignment and the IQA form to the IQA.
7. The IQA checks the assignment again to ensure it is now fit for purpose. If so, the IQA signs and dates the form to agree that the actions have been met; a copy of the IQA form and assignment are kept in the IQA file and the assignment can be issued to learners.

8. If the assignment is still not fit for purpose, the IQA should repeat the cycle or alert the Head of the Centre if they require further support. It is vital that any issues are resolved in good time to hand-out the assignment in accordance with the assessment schedule.
9. It is vital that, having completed internal Quality Assurance, the internal quality assurer gives personal feedback to the assessor (which may be to affirm good practice as well as to address issues), and that this feedback is recorded. It is this discussion that forms the basis for the IQA system and provides the opportunity to review practice.

6.3.2. IQA of Assessment Outcome

1. The Centre qualification team completes an IQA sampling planner which ensures coverage of all units, assessors, learners and sites.
2. The number of pieces of work sampled in each unit must adhere to Edupro Sampling guidelines.
3. There may be reasons for increasing the number of samples in a particular unit if the risk of safeguarding academic standards is increased by factors such as a new assessor; a new unit; a unit which was blocked in the previous year. The Lead IQA decides the number and incorporates it in the plan.
4. When the deadline is past, the assessor marks the work and hands the submissions identified on the sampling planner to the nominated IQA.
5. The IQA checks the assessment decisions and gives feedback using the template provided.
6. Checks are likely to include, but are not limited to:
 - a. The reliability and sufficiency of evidence;
 - b. Whether the criteria awarded have been met;
 - c. Whether differentiated grades have been interpreted and awarded correctly;
 - d. Where a unit grade has been awarded, whether the grade has been calculated correctly;
 - e. Whether the awarding of grades is consistent between submissions;
 - f. Whether feedback is constructive and criterion referenced;
7. If the assessment outcome is agreed, the IQA includes feedback about good practice and signs and dates the IQA form; a copy of the IQA form and assessment top sheet are kept in the IQA file and the assessment outcome can be issued to learners.
8. If the assessment is not agreed, the IQA completes feedback including necessary actions to make it fit for purpose, signs and dates the form and hands it back to the assessor in good time for them to make amendments within the agreed assessment window.
9. The assessor makes the necessary amendments and hands back the submission, the new assessment sheet and the IQA form to the IQA.
10. The IQA checks the assessment again to ensure it is now fit for purpose. If so, the IQA signs and dates the form to agree that the actions have been met; a copy of the IQA form and assignment and assessment top sheet are kept in the IQA file and the assignment can be issued to learners.
11. If the assessment is still not fit for purpose, the IQA should repeat the cycle or alert the Head of the Centre if they require further support. It is vital that any issues are resolved in good time to hand the submission back within the agreed assessment window.
12. Copies of sampling should be kept for two years following certification including:
 - a. The assignment and assignment IQA sheet;

- b. The learner work;
 - c. The assessment top and IQA sheet;
 - d. Any associated witness statements, observation records, videos, photos etc.;
 - e. Learner and centre staff authentication declarations
 - f. The sampling plan;
 - g. Tracking documents at criterion level.
13. In the event of a disagreement over grades awarded or decisions reached, it is important to try and reach a consensus. If, after discussion, an agreement cannot be reached, it should be referred to the Head of the Centre. If agreement cannot be reached at this stage, the Head of the Centre will seek guidance from Edupro.
14. Any adverse effect needs to be reported to Edupro via email immediately.

6.3.3. Guidance on IQA Sampling Strategies

The IQA sampling strategy will depend on the range of qualifications a centre is delivering. The centre must record the sampling strategy in its IQA policy and procedure.

The following are some examples of standardisation exercises that a centre may use:

- i. **Agreement trials:** Assessors work together to consider examples of Learners' work based on the assessment scheme. By discussing discrepancies and coming to a shared understanding based on the assessment criteria, the Assessors reach a common understanding. Involving the IQA is very helpful in achieving consensus.
- ii. **Dual assessment:** Two Assessors assess the same learners. Teaming an experienced Assessor with a new Assessor is not uncommon, but there are benefits for any Assessor in checking their judgement, particularly for new qualifications and awards. It also encourages co-operative working.
- iii. **Cross assessment:** Assessors exchange Learner evidence to check each other's interpretation of the standard. This does not mean that different Assessors must follow the same assessment procedure or even use the same assessment material.
- iv. **Evidence reviews:** In this process, the IQA collates assessed Learner evidence and asks a group of Assessors to discuss any discrepancies between their individual judgements. This allows professional development as well as ensuring a shared understanding.
- v. **Double marking:** Generally used with written evidence, double marking is a form of cross-assessment in which Assessors exchange the same Learner evidence to check each other's interpretation of the standard.
- vi. **Blind marking:** Again, mostly used with written evidence, blind marking, is intended to reduce any bias, however unintentional, by an Assessor. In one form of blind marking, evidence is marked by two Assessors, but each is unaware of the other's mark. Discrepancies between the marks can then be resolved. In another form, evidence can be made anonymous by removing the Learner's details.

Sampling for IQA is different from the samples selected by Edupro External Quality Assurer (EQA).

The number of learners included in the sample for IQA should be proportionate to the total number of learners a centre has in a particular unit of a qualification. Centre may choose to use a defined percentage, or the square root of the total or any statistical sampling methods.

IQA is necessary to ensure that the strategy provides sampling from all Units at all Qualification levels. During the first year of a new qualification's delivery, the centre should review assessments from every learner group marked by every assessor. IQA may just need to sample a few from each group, or they may need to increase the sample to investigate further.

The following factors should be taken into consideration in prioritising the sample:

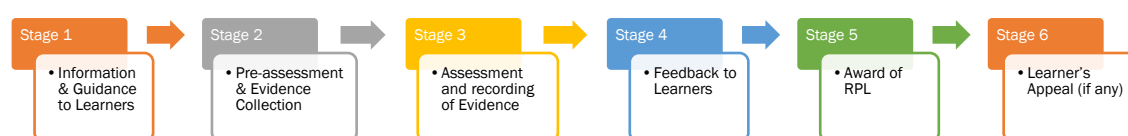
- New assessors (new to the qualification)

- Any changes to the Unit, assignment or assessments since the last delivery
- Any issues identified at the last internal or external quality assurance process
- Different approaches to assessment used with different groups
- Different locations of learners and/or resources used

When IQA is satisfied that standard are being followed and there have been no modifications since the previous year, they may not need to investigate every unit every year. A rolling programme of quality assurance sampling might be used to guarantee that standards are maintained over time.

6.4. Recognition of Prior Learning

Centres wishing to undertake RPL must ensure that it is carried out by designated staff with relevant levels of expertise to meet the requirements of the assessment strategy / guidance for the qualification concerned. An approved centre should follow the following procedures in RPL assessment:



Evidence used by learners must be current and valid, authentic and meet the assessment criteria of the qualification, and evidence must be reliable, whereby centres consistently arrive at equivalent assessment decisions.

The *Edupro Recognition of Prior Learning (RPL) Policy* covers the RPL procedures in depth. Edupro will have an external quality assurance and Quality Process Audit team to monitor all of the centre's RPL documents and processes.

6.5. Reasonable Adjustments and Special Consideration

Learners who qualify for reasonable adjustments may have long-term physical, communication, interpersonal, or sensory impairments, as well as mental health concerns. Under UK Equality legislation, they may be defined as disabled.

Centres shall submit applications for Reasonable Adjustments on behalf of their learners using the form given when the learner registers (Edupro Reasonable Adjustments and Special Considerations Policy contains relevant procedures and forms).

There are two primary methods for granting reasonable adjustments:

6.5.1. Permission at the discretion of the centre

In some cases, Edupro allows the Centre to make reasonable changes without seeking prior approval. Use reasonable adjustments permitted at the discretion of the Centre - see Permissions Table in Appendix 1. Edupro requires Centres to keep records for inspection in these cases (including any declarations that are signed and dated by a member of the Centre staff who has formally been given delegated authority for this by the Head of Centre).

6.5.2. Apply to Edupro for permission

Centres should keep records of the adjustments that are sought and those that are granted. These records should be retained for three years following the assessment to which they relate for audit requirements and to monitor the effect of the reasonable adjustments that have been made.

Centres should appoint a member of staff (Centre Partnership Coordinator, if no one is designated separately) to be responsible for all reasonable adjustment and special consideration assessments for monitoring by Edupro or regulatory agencies.

Details of our reasonable adjustments and special considerations procedures and forms have been outlined in *Edupro Reasonable Adjustments and Special Considerations Policy*.

6.6. Malpractice and Maladministration

Edupro Education & Quality Division has the overall responsibility to deal with malpractice and maladministration on behalf of Edupro. For any malpractice incidence, Edupro Education & Quality Division ensure that investigations are carried out rigorously, effectively, and by persons of appropriate competence who have no personal interest in their outcome.

As a delivery and assessment partner, Edupro approved centres will carry out following responsibilities regarding malpractice and maladministration in the delivery and assessment of the qualification:

- oversee all investigations into suspected or alleged malpractice in assessment;
- determine whether to withhold the issuing of results until the conclusion of the investigation, or permanently, where the outcome of the investigation warrants it;
- report the matter to the Edupro in accordance with its policy and guidelines;

Edupro will normally authorise the Centre Partnership Coordinator to act on behalf of us to gather evidence. In cases where allegations are made against the CPC, or the management of the centre, we will appoint an independent individual to act on our behalf. We may authorise another person, such as one of the following, to gather evidence on behalf:

- the Chair of the Governing Body of the centre; or
- the responsible employer (or his/her nominee), e.g., Director of Education; or
- another suitably qualified individual.

The individual authorised to gather evidence will then report to Edupro by the time specified and providing all the requested evidence. Edupro reserves the right to gather evidence directly for an investigation where it feels it is the most appropriate course of action.

Edupro approved Centre Partnership Coordinator must:

- notify Edupro immediately of all alleged, suspected or actual incidents of malpractice and maladministration.
- report malpractice using the appropriate forms.
- be accountable for ensuring that the centre and centre staff comply at all times with the Edupro's instructions regarding an investigation;
- ensure that there is no conflict of interest (see our conflict-of-interest policy for details) which might compromise the investigation;
- respond speedily and openly to all requests for an investigation into an allegation of malpractice. This will be in the best interests of centre staff, learners and any others involved;
- make information available promptly on request by an Edupro staff;
- co-operate with an enquiry into an allegation of malpractice and ensure that centre staff do so also, whether the centre is directly involved in the case or not;
- forward any Edupro correspondence and evidence to centre staff and/or provide staff contact information to enable the Edupro to do so;
- pass on to the individuals concerned any warnings or notifications of penalties, and ensure compliance with any requests made by the Edupro as a result of a malpractice case.

The Centre Partnership Coordinator is reminded that a failure to comply with the requirements set above may itself constitute malpractice. Edupro will provide any additional, and potentially more focused guidance on request by the Centre

Details of our malpractice and maladministration administration procedures have been outlined in Edupro Malpractice & Maladministration Policy.

7. QA OF DELIVERY & ASSESSMENT

Once an institution or organisation becomes an approved centre of Edupro, it means they have a system in place to continue offering Edupro qualifications. Hence, Edupro must ensure that they continue the good practices and warns them of any discrepancies found in relation to regulation.

Edupro will annually monitor its centres (depending on the length of qualifications and risk rating of the centre, the centre may be required to visit quarterly). This monitoring will include, but not be limited to:

- Adherence and compliance with the Edupro Centre Agreement
- Submission of assessment evidence for CASS
- Adherence and compliance to the Conditions and Criteria of recognition as set out by Ofqual or any other regulatory authorities
- Resources required for the assessment, delivery and award.

Edupro monitors centres using a three-tier quality assurance process:

Annual Monitoring Schedule

Activity	Frequency	Purpose
External Quality Assurance (EQA)	Before issuing first certificates & annually thereafter	Ensures compliance and grading consistency
Quality Process Audit	Every 3 years	Reviews centre-wide compliance
Annual Self-Assessment	Annually	Self-evaluation on key quality criteria

Edupro approved centres must comply with Ofqual requirements for assessment integrity.

The *Edupro Centre Operations Manual* contains detailed guidance for the centre to understand our quality assurance procedure. This document sets out what we expect from a Centre to deliver our qualifications. It also contains information specific to managing and delivering the qualification(s) including specific quality assurance requirements. It is intended for trainers, assessors, internal quality assurers and administrative staff within the approved Centres of Edupro. Centre is advised to go through the Edupro Centre Operations Manual.

7.1. External Quality Assurance

The Edupro External Quality Assurance (EQA) Process ensures that all approved learning centres consistently deliver and assess qualifications to the highest standards. This process provides an independent review of assessment decisions, internal quality assurance (IQA) practices, and learner outcomes, verifying compliance with Edupro's policies and regulatory requirements. Through sampling learner assessments, reviewing centre records, conducting staff and learner interviews, and providing feedback, the EQA process helps maintain fairness, validity, and reliability in qualification delivery. By adhering to EQA guidelines, Edupro Learning & Exam Centres demonstrate commitment to excellence, continuous improvement, and regulatory compliance.

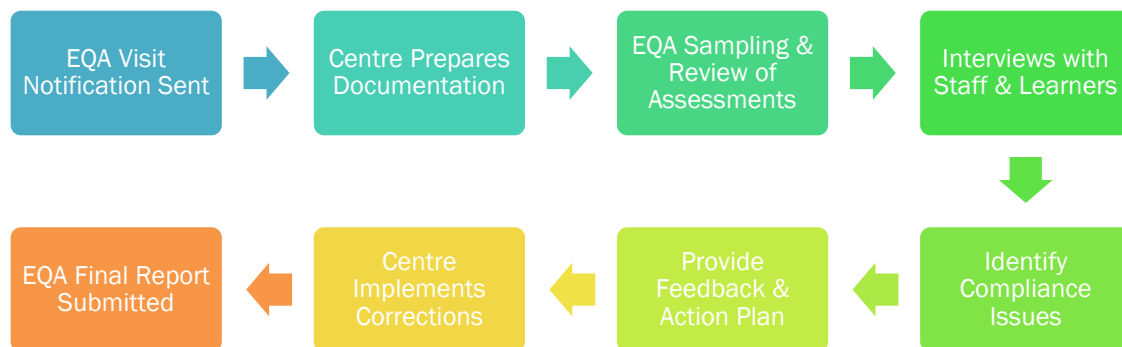


Figure 4: Edupro External Quality Assurance (EQA) Process Flowchart

All Edupro qualifications are subject to External Quality Assurance (EQA), standardisation or ‘Centre Assessment Standards Scrutiny (CASS)’. The Partnership Coordinator is required to ensure that all arrangements and supports are made on time for EQA.

Monitoring visits will be risk-based in terms of frequency and purpose, and Approved Centres may be asked to submit documentation and/or proof in advance of a monitoring activity. Any external quality assurance visits or monitoring activity will be notified by email to the centre at least 15 working days in advance, and the scope of the activity will be explained.

For the purposes of monitoring the external quality assurance of a centre, approved centres must cooperate with any Edupro requests for access to buildings, sites/locations affiliated with the main centre, systems, records, information, learners, and assessment team employees. Following documents are verified in the visit.

- 1) Delivery and Assessment Policies and Procedures
- 2) Course Materials and Resources
- 3) Learner Records
- 4) Assessment Records
- 5) Assessor Qualifications and Training Records
- 6) Internal Quality Assurance Documentation
- 7) Feedback and Improvement Mechanisms
- 8) Technology and Resources
- 9) Qualification and Certification Records
- 10) Compliance and Regulatory Documents

Approved centres must have a valid cause to cancel external quality assurance monitoring visits. Failure to engage in and consent to monitoring efforts is a violation of the Approved Centre Agreement and may result in sanctions. Cancellation notices must be submitted in writing at least five working days before any planned visit. However, Edupro retains the right to charge the centre for any fees incurred.

Before the visit, the EQA may request the following documents from the centre. This will allow the EQA to better understand the centre prior to the visit.

- **Current Registered Learners:** This report will contain a list of all registered learners which will be highlighted with the portfolios requested for sampling by the EQA.
- **Claimed Certificates:** This report is a list of all learners who have been certificated since the date of the last external quality assurance visit. All portfolios must be made available unless previously released.
- **Staff List:** This report is a list of Approved Centre Staff by qualification.

In advance of the visit the Centre Coordinator must ensure that these reports are accurate and updated, if necessary, by de-registering any staff and/or learners no longer involved in assessment.

If Ofqual or any other regulatory authority has specified any requirements, the Edupro approved centre must ensure that, before the qualification is awarded for that assessment cycle or during that time period, the specified level of attainment for the qualification complies with those requirements. Edupro will ensure this requirement by using the EQA monitoring visit.

When EQA confirms adherence to approval requirements, it will also validate the centre certification claim status and reflect this decision on the EQA Report. The EQA will also certify the centre's risk assessment category based on the inspection and decide whether Direct Claim Status may be approved. To understand the content of the external quality assurer's visit please check the EQA Visit Report template.

7.2. Quality Process Audit

In addition to External Quality Assurance of the qualification's activity, Edupro will check the Centre's compliance with their Quality Assurance criteria. This involves the examination of the policies, procedures and management of the qualifications delivered on behalf of Edupro.

Typically, Quality Process Audit will involve a visit to the centre by an auditor (Quality Process Auditor) appointed by Edupro and will check the following aspects of the centre:

- 1) Documentation Review**
 - i. Quality Assurance Policies and Procedures
 - ii. Compliance Documentation
 - iii. Learner Records
 - iv. Assessment Documentation
 - v. Staff Records
 - vi. Internal Quality Assurance Reports
- 2) Process Evaluation**
 - i. Teaching and Learning Processes
 - ii. Assessment Processes
 - iii. Internal Quality Assurance Processes
 - iv. Staff Training and Development
- 3) Physical Evidence Inspection**
 - i. Learning Environment
 - ii. Assessment Facilities
 - iii. Resource Management
 - iv. Health and Safety Compliance
- 4) Stakeholder Interviews**
 - i. Staff Interviews
 - ii. Learner Feedback
 - iii. Stakeholder Consultation
- 5) Risk Assessment**
 - i. Risk Identification
 - ii. Risk Analysis
 - iii. Risk Mitigation

Where the centre is found to be non-compliant with criteria, an action plan will be required to address the discrepancy. If this is not achieved within the timescale the risk level of the centre will be heightened by Edupro with the ultimate sanction being the removal of the centre's ability to deliver Edupro qualifications.

The details of the quality process audit have been described later in this document. Also, the content of the Quality Process Audit template appended in this document will be helpful to understand the overall process.

7.3. Annual Self-Assessment

On the nine to tenth month following the approval of the centre we send Annual Self-Assessment Form to the approved centre. This process will continue in each year. With this form, we want to ensure that the centre is able to deliver and assess the qualifications as per our Quality Assurance principles. The form collects information regarding following areas which we have assessed as a part of our centre approval process and criteria.

- Centre's Governance
- Physical and Human Resources
- Delivery and Assessment
- Internal Quality Assurance
- Learners Support
- QA Monitoring and Data Management

We want to ensure that approval conditions and criteria are continuously met. To understand the content of the annual self-assessment please check the Annual Self-Assessment Report Template.

8. CENTRE MANAGEMENT PORTAL

After the approval of the centre, Edupro centre management team will send the centre login credentials (user ID & password) to the Centre Partnership Coordinator. We assume that:

- The centre already has login details (if not please contact our centre management team centre@eduprouk.com).
- The centre has relevant approval to register learner.
- The qualification for which the centre wishes to register learners has been approved by Edupro.

8.1. Centre Portal Login

Centre should login into centre portal to register any learner using the following URL: <https://centres.eduprouk.com/login> (Figure 1)

Figure 5

After login, the centre dashboard will show centre name, number of pending registrations, registered learners, Approved qualifications, pending certificate request, due invoice amount (total), certified learners (number). etc. (Figure 2)

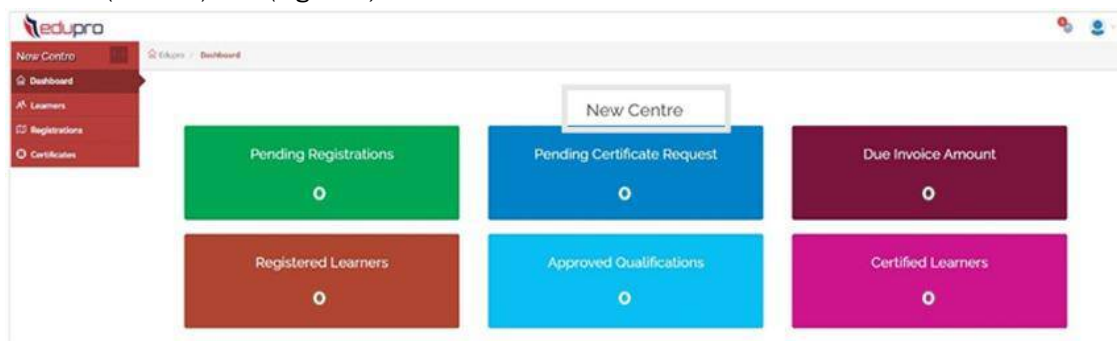


Figure 6

8.2. Learner Registration

8.2.1. Register learners to the portal

On the left menu, click “Learners”. It will show following two tabs (Figure 3)

1. Learner list
2. Add Learner

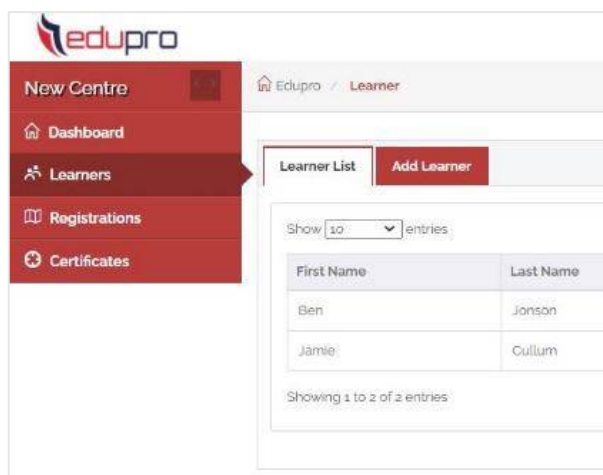


Figure 7

Click **Add Learner** to register a new learner to the system (Figure 4). Give all the required details and tick “Active” to register the learner. Attaching picture is optional against a learner. However, its recommended to upload a picture with visible face. This registration does not mean that a learner is registered with Edupro for any qualification. Rather, this registration will give user a unique Learner Number.

Figure 8

6.2.2. Register a learner against a qualification

To register a learner against a qualification, click “Registrations” from left menu. It will show following two tabs (Figure 5)

1. Registration list
2. Add Registration

Reg. No.	Qualification Title
2104000032	Level 3 Executive English
2104000031	Level 3 Executive English

Figure 9

Click **Add Registration** tab to register learner against a qualification. Please note, after selecting a qualification from the drop-down menu, you will have to select “Approval Status” as “Initiated”. Also, tick the “Active” check box. Now search the Qualification that you wish to add learners for. (Figure 6).

edupro

Now Centre

Dashboard

Learners

Registrations

Certificates

Edupro / Registration

Registration List Add Registration

Registration No. Auto generated number

Qualification* 0002 - Level 3 Executive English

Registration Fees ID 0002 - Level 3 Executive English Payment Status Due

Approval Status* Initiated

Active? ☒

Remarks

Search and add learners for this registration

Search learners by name or email Add New Learner

Total Learner (s)

ID	First Name	Last Name	Email	Contact No.
----	------------	-----------	-------	-------------

Save Clear Cancel

Figure 10

8.2.3. Register learners to qualification

Now add learner (searching by name) and click save to save the learner addition process into this cohort (Figure 7). As long as you keep the “Approval Status” as “Initiated”, the Edupro Admin will not get any notification on registration. And technically this “Initiated” status means that your registration for this cohort is still in “Draft” mode. While the registration is in “Initiated” status and click “Save”, you will be able to add more learners to this cohort later on. Please note, changing the “Approval Status” to “Requested” and clicking on “Save” button, Edupro System Admin will get a notification that your centre has requested for registration of a cohort. Now, Edupro System Admin will approve your registration and an Automated Invoice will be generated.

Add Registration

Registration No. Auto generated number

Qualification* 0002 - Level 3 Executive English

Registration Fees ID 0002 - Level 3 Executive English Payment Status Due

Approval Status* Requested

Active? ☒

Remarks

Search and add learners for this registration

Search learners by name or email Add New Learner

Total Learner (s)

ID	First Name	Last Name	Email	Contact No.
----	------------	-----------	-------	-------------

Save Clear Cancel

Figure 11

Click on the “Invoice No.” to see the invoice details. The invoice will be generated based on a cohort registration.

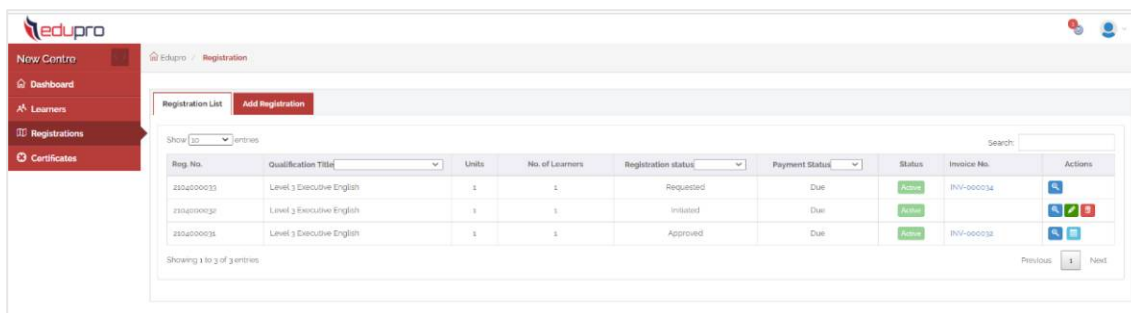


Figure 12

After approval of learner registration, a transcript button will be added. It will show the result of all the learners in a tabular format. (Figure 9)

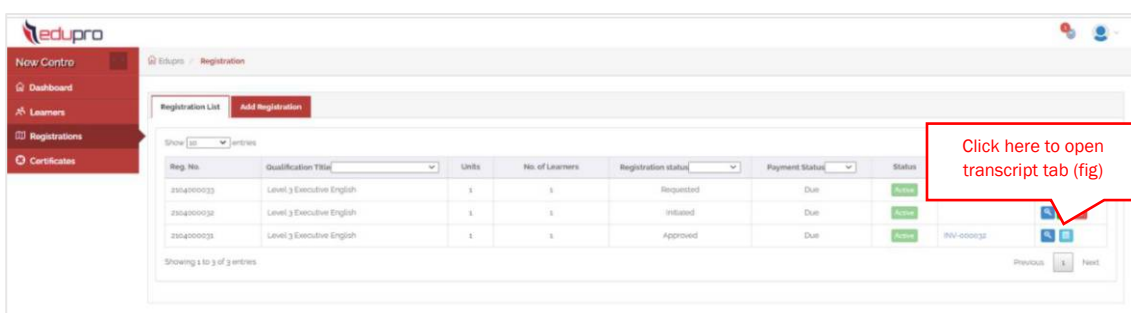


Figure 13

8.3. Result Submission

To submit result, click Transcript icon and select unit Grade from the dropdown menu and click 'Save' button. Please note that depending on the length of the qualification the centre must allow the required time lag between 'registration of learners' in the system and 'result submission'. This will ensure the External Quality Assurer to check the validity of the learning time.

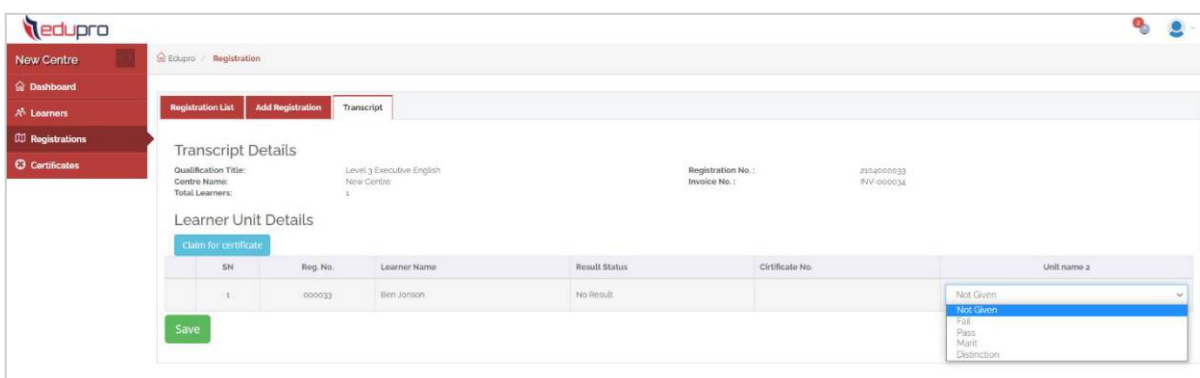
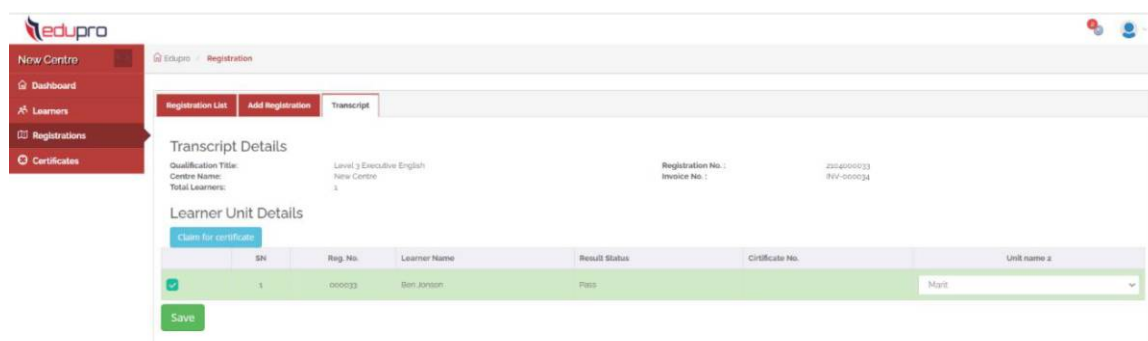


Figure 14

8.4. Certificate Claim


To claim the certificate of a resulted learner, click on the checkbox to left of respective row and click on “Claim for certificate”.



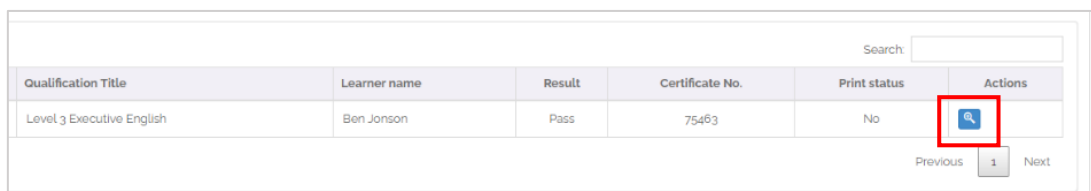
The screenshot shows the Edupro Registration interface. On the left is a sidebar menu with options: New Centre, Dashboard, Learners, Registrations, and Certificates. The main area is titled 'Registration' and contains tabs for 'Registration List', 'Add Registration', and 'Transcript'. The 'Transcript' tab is active, displaying 'Transcript Details' for 'Level 3 Executive English' at 'New Centre'. It shows 'Registration No.: 000000033' and 'Invoice No.: 000000034'. Below this is the 'Learner Unit Details' section with a 'Claim for certificate' button. A table lists learner units with columns: SN, Reg. No., Learner Name, Result Status, Certificate No., and Unit name. One row is shown for Ben Jonson with a 'Pass' result. A checkbox is checked in the SN column. A 'Save' button is at the bottom left.


Figure 15

Click on the **Certificates** menu. This will show Learner Certificate list and status of the certificate. At this stage CEO is authorised to print the certificate. Once the EQA process is completed and EQA report is reached to the CEO with positive outcome, CEO will ensure that certificate is printed and despatched securely to the centre address.

Click  this button to see certificate details (including grades) of specific Learner.

Once the certificate is printed by Edupro, the “Print Status” will show the “Certificate Number”.



Qualification Title	Learner name	Result	Certificate No.	Print status	Actions
Level 3 Executive English	Ben Jonson	Pass	75463	No	

Previous 1 Next

Figure 16

9. REPLACEMENT CERTIFICATE

If the learner need make a name change on the certificate, or if they lost the certificate, they can request for a replacement certificate by using the Replacement Certificate Form annexed in this document. Please consider the following notes.

Certificate will be marked as being a replacement certificate.

The learner will need to pay following fees through the centre. We will invoice to the centre.

- Standard replacement certificate fee – £25
- UK Courier delivery fee – £10
- International courier delivery fee – £40

10. COMPLAINTS AND APPEAL

Edupro is committed to upholding high-quality standards and adhering to regulatory standards and best practises. By principle Edupro is adhered to comply with the Equality Act 2010 which provides a legal framework to protect the rights of individuals and to advance equality of opportunity for all. It ensures individuals are treated fairly by: removing barriers which people may face due to their differences; eliminating discrimination; offering the same access to employment opportunities.

The Act supports diversity by recognising and valuing people's differences, promotes and looks to safeguard inclusion by making sure no-one is excluded from fulfilling their potential because of any of the following nine protected characteristics: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

Hence, any learner, centre or any relevant stakeholder may make an appeal against the decisions regarding Edupro qualifications or endorsed programmes.

Edupro complies with the requirements of any appeals process established by Ofqual in the form in which it may be published by Ofqual and revised from time to time.

Edupro Appeals Policy and Procedures described our procedure for making any appeal process in relation to a qualification which it makes available.

On the other hand, by following the *Edupro Complaints Policy and Procedures*, centres and learners can make a complain to Edupro regarding decisions made surrounding the training, assessment and quality assurance of Edupro regulated qualifications, non-regulated provision and endorsed programmes.

11. SANCTIONS AND DIRECT CERTIFICATE CLAIM

Edupro Sanctions Policy document is intended for Edupro's approved Centre staff, learners and outlines how we implement Sanctions on the Centre. This document provides detailed information regarding which events may result in Edupro imposing sanctions on centres. Based on the different types of identified issues in monitoring activities by the external quality assurer, we impose 5-steps sanctions to the approved centre.

Direct Claims Status is permitted by Education & Quality Team where there is a low risk determined by EQA in at least two consecutive visits. Usually newly Approved Centres and existing Approved Centres who have been newly approved for new qualifications will have a Probationary Restriction: 'No Direct Claims Status' and be subject to external quality assurance prior to certification.

The Edupro Approved Centres are awarded DCS based on achieving a Very Low Risk rating following EQA visits. Centres who are awarded DCS must have:

- Worked with Edupro for at least 2 years.
- No sanctions and no unaddressed action plans in place.
- Centre Assessment Standards Scrutiny (CASS) Strategy approved for each Edupro qualification.
- Trust and confidence in the robustness of the internal quality assurance practices and assessment decisions.

Direct Claims Status will not be granted to Centres until EQAs are able to monitor centre performance over time and the centre has been able to demonstrate consistent compliance with Edupro requirements and standards. Each DCS approval is reviewed during and after each EQA visit is completed, i.e., through the EQA reporting tool. Based on the EQA's scoring for the centre, following Risk Matrix will be applied:

Edupro Centre Risk Matrix						
Risk Rating		Very Low	Low	Moderate	High	Very High
Criteria	Factor#/Score	5	4	3	2	1
Management & Administration	17	85	68	51	34	17
Physical and Human Resources	5	25	20	15	10	5
Delivery and Assessment	16	80	64	48	32	16
Internal Quality Assurance	12	60	48	36	24	12
Total	50	250	200	150	100	50
Confidence		Very High	High	Average	Low	Very Low
DCS/Sanction		DCS	1	2	3	4

Following types of sanctions will be imposed on centres:

Sanction Level	Risk Category	Action Taken
0	Very Low	Entry in Action Plan
1	Low	Warning to the centre to initiate proper remedial action. Suspension of direct claims status.
2	Medium	Restrict to register learner in a qualification. Block entry to Centre Management Portal for certificate claim.
3	High	Temporary suspension or withdrawal of qualification or a set of qualifications.
4	Very High	Termination of Centre Agreement and Full withdrawal of Centre Recognition.

Please read Edupro Sanctions Policy for the details of the issues in specific level and their overall impact.

12. EQUALITY AND DIVERSITY

The EQA and Quality Process Audit appointed by Edupro for a particular centre checks the relevant legislation that has been considered in the delivery and assessment of Edupro qualifications. They must ensure that these checks have been confirmed in their report. All the equality and diversity policies are very carefully taken into account.

The QA Manager will further check and confirm if features of the qualifications could disadvantage learners under characteristics such as:

- Age
- Disability
- Pregnancy and maternity
- Marriage and civil partnership
- Race

- Religion or belief
- Sex
- Sexual orientation

Should such a feature be identified, the Edupro QA Manager will:

- Take steps to remove the disadvantage which is unjustified
- Maintain a record on setting out the reasons why in its opinion the disadvantage is justifiable.

13. FURTHER SUPPORT FROM EDUPRO

Customer Service

At Edupro, we are uncompromising at customer services. Customer dealing at Edupro is positive, helpful and friendly.

In addition to our website, we are maintaining communication in social media i.e., twitter, LinkedIn, Facebook and WhatsApp.



For general query:

Tel: +44(0)1158882827

Email: service@eduprouk.com

For query related to centre:

Tel: +44(0)1158882827

Email: centre@eduprouk.com

Appendix 1: Edupro Centre Approval Application Form



Edupro Learning & Exam Centre

APPROVAL APPLICATION FORM

Guidance notes

Thank you for your interest in becoming an Edupro approved centre.

Edupro Learning & Exam Centre (ELEC) provides education and assessment services for Edupro qualifications. In addition, LEC may offer endorsed education programme approved by Edupro.

Approved centre will be able to use the following logo:



To apply to be an ELEC, please complete this application and email it to centre@eduprouk.com. Edupro will next initiate the procedure based on the information provided, which may involve doing a desktop study or conducting an approval visit. Centre must ensure that they have read and met our Approval Conditions and Criteria available to view on the Edupro website (www.eduprouk.com).

A. Institution Management

1. Applying for				
Edupro Learning & Exam Centres (ELEC)				
2. Institution Name			3. Email Address	
4. Postal Address			5. Website address	
Address Line 1				
Address Line 2			6. Phone Number	
City and Country				
7. Type of Ownership		8. Legal Document of Local Approval		9. Approved Evidence Number
10. Year of establishment	11. Number of classrooms	12. Number of computers for learners'	13. Number of books and journals in the library	
14. Head of Institution	Mr. / Ms.	First Name	Last Name	
Email Address		Direct Phone Number		
15. Partnership Coordinator (if different from above)	Mr./ Ms.	First Name	Last Name	
Email Address		Direct Phone Number		
16. Quality Controller ** (if different from above)	Mr. / Ms.	First Name	Last Name	
Email Address		Direct Phone Number		
17. Training delivery methods	Physical (Classroom based) <input type="checkbox"/>		Online <input type="checkbox"/>	Blended <input type="checkbox"/>

**** It's mandatory for a centre to have a Quality Controller to offer Edupro standard qualifications.**

B. Approval Details

1. Is your institution approved by any other awarding organisation for equivalent qualifications?	Yes / No
2. Have your institution ever been refused or withdrawn by any other awarding organisation?	Yes / No
3. Does your institution currently have any sanctions or suspensions imposed by another awarding organisation?	Yes / No
Please provide details if your answer for any of the above three questions is yes.	
4. Once approved, your institution will be advertised on Edupro website with some or all of the details above. Do you agree to publish the information?	Yes / No
Details of other available resources	

C. Qualifications and Learners

1. Qualification(s) for which approval is sought	Credits	Y/ N	Expected Learners*	Start Date (MM/YY)
1) EP L3 Certificate in Business English	20			
2) EP L3 Certificate in Executive English	20			
3) EP L3 Certificate in Islamic Finance and Economics	30			
4) EP L3 Diploma in Business Communication	40			
5) EP L3 Diploma in Business Administration	120			
6) EP L3 Diploma in Business Administration (Islamic Finance)	120			
7) EP L3 Diploma in Computing and Digital Technologies	120			
8) EP L3 Diploma in Executive English	40			
9) EP L3 Diploma in Health & Social Care Practice	120			
10) EP L4 Certificate in Islamic Banking and Insurance	30			
11) EP L4 Diploma in Accounting Information Systems	120			
12) EP L4 Diploma in Business Management	120			
13) EP L4 Diploma in Business Management (Islamic Finance)	120			
14) EP L4 Diploma in Business Process Improvement	40			
15) EP L4 Diploma in Computing and Digital Technologies	120			
16) EP L4 Diploma in Logistics & Supplies Management	40			
17) EP L4 Diploma in Management Information Systems	120			
18) EP L5 Certificate in Islamic Financial Risk Management	20			
19) EP L5 Certificate in Shariah Audit	20			
20) EP L5 Diploma in Accounting Information Systems	120			
21) EP L5 Diploma in Business Management	120			
22) EP L5 Diploma in Business Management (Islamic Finance)	120			
23) EP L5 Diploma in Computing and Digital Technologies	120			
24) EP L5 Diploma in Corporate Reporting & Finance	40			
25) EP L5 Diploma in Islamic Financial Risk Management	40			
26) EP L5 Diploma in Management Information Systems	120			
27) EP L5 Diploma in Monitoring and Evaluation	40			
28) EP L5 Diploma in Shariah Accounting and Finance	40			
29) EP L5 Diploma in Shariah Advisory & Audit	40			
30) EP L6 Diploma in Business Management	120			
31) EP L6 Diploma in Islamic Financial Reporting and Analysis	60			
32) EP L7 Diploma in Human Resource Management	120			
33) EP L7 Diploma in Islamic Finance Practices	120			
34) EP L7 Diploma in Leadership Development	120			
35) EP L7 Diploma in Logistics & Supply Chain Management	120			
36) EP L7 Diploma in Project Management	120			
37) EP L7 Diploma in Risk & Compliance Management	120			
38) EP L7 Diploma in Strategic Brand Management	120			
39) Customised Qualification (require additional documents)	--			

*Provide the number of learners that you are expected to recruit in the first year from the date of approval.

D. Personnel Information

1. Total number of staff in the institution		
2. Number of training staff	Full-time	Part-time
3. Brief details of training staff (insert/delete rows as appropriate)		
Name	Highest Academic Degree	EP Qualifications
Note: To support your submission, please attach Edupro Tutor Approval Forms (From last page) for the training staffs listed above who will be involved in delivering Edupro qualifications listed above.		

E. Declarations

1. I confirm that the institution will meet all the requirements of Edupro's approval criteria and conditions as detailed on the Edupro website in respect of this application, which may change from time to time and that the details are, to the best of my knowledge, correct.			
2. I confirm that this agreement sets out the terms between us and identifies both of our rights and responsibilities as an approved centre.			
3. I confirm that the delivery and marketing staffs are familiar with the content and criteria of the qualification /unit specifications, which may change from time to time.			
4. I confirm that the institution will collect learners data in accordance with the Data Protection Legislation, and in particular that it has the consent that their information to be shared with Edupro.			
5. I accept that Edupro will store and process the information given electronically and may use it for any purpose deemed relevant to the qualification/unit.			
6. I confirm that senior management and owner(s) of the institution support this application to become an Edupro centre.			
7. I confirm that 'Edupro authorised personnel' will get unconditional access to the institution's information and premises if approved as an Edupro centre.			
8. I understand that approval of Centre is subject to annual review and/or when required. Edupro has the right to cancel the approval without any liability to Centre if it has reasonable grounds to believe that there has been malpractice and unfair conduct.			
9. I assume the responsibilities of payments in relation to the invoice associated with the approval of the centre and/or learners' registration.			
10. I acknowledge that, by affixing my signature below, I undertake the responsibilities associated with being an Edupro centre if approval is granted. Edupro reserves the right to either reject or approve this application at its discretion. Edupro assumes responsibilities solely upon our receipt of the Certificate of Approval from Edupro.			
Signed:	(Either electronic signature or hand written. If completing electronically please write full name with email address)		Date:
Full Name:			Designation:

FOR EDUPRO USE ONLY

Institution Name	City and Country	Approval Status
		Yes / No / Hold
Partnership Coordinator Name	Partnership Coordinator's Email	Partnership Coordinator's Mobile
Assigned Centre Code	Date of Approval	Date of Review

[Enter Tutor's Full Name here]

1. Applying for				
Centre name and location	Which EP Qualification & Unit, Tutor will offer?	Role in the Centre		
2. Tutor's Email address		3. Tutors Mobile Number		
4. Contact address				
5. Date and place of birth		6. Passport / ID number		
7. Education				
Degree(s) or Diploma(s) obtained	Institution [Date from – Date to]	Result		
e.g. MPhil in Economics	e.g. University of Oxford [1987-88]	e.g. Grade		
8. Professional experience				
Date from – date to	Location	Company	Position	Key achievements
Summary of Professional Experience and s: {please complete in 100 words}				
9. Language skills				
Indicate competence on a scale of 1 to 5 (1 – excellent; 5 - basic)				
Language(s)	Reading	Speaking	Writing	
10. Membership of professional bodies				
11. Other relevant information (e.g. publications, etc.)				
12. How to contribute to Edupro Centre (write at least 100 words)				
13. Conflict of Interest Declaration (please tick)	<input type="checkbox"/> I do not have any personal financial or non-financial conflicts in the delivery, assessment of the qualification. <input type="checkbox"/> I am not involved with Edupro in any matter other than the job assigned to me by the centre. <input type="checkbox"/> I do not hold any kind of confidential information related to the delivery or assessment of the qualification.			
Declaration by Tutor:		Declaration by Head of Centre (HoC):		
I certify that all information stated here is true and complete to the best of my knowledge. I authorise Edupro and/or its centre to verify and use the information for business purpose only.		I hereby confirm that reasonable steps have been taken to ensure that the Tutor have been assigned to the job described above which does not constitute to any kind of conflict of interest in the organisation.		
Tutor's Sign:	DD/MM/YYYY	HoC's Sign:	DD/MM/YYYY	

Appendix 2: Edupro Centre Self-Assessment Report

This is a self-declaration report from the centre itself to evaluate its own performance, compliance, and effectiveness in delivering and assessing Edupro qualifications. This report serves as an internal review mechanism to ensure continuous improvement and adherence to the highest educational standards.

1. CENTRE DETAILS

Centre Number	Centre Name	Current Approval Ends
		31 July 2025
Date of Report	Staff completing the form (Name, Designation)	
Monday, 17 February 2025		
Qualification Title	Current Learners at Centre	Learners in CMP*
*CMP – Centre Management Portal		
Other Qualification(s) offered by Centre	Number of registrations	

Overview of campus facilities				
Campus Ownership	<input type="checkbox"/> Owned & purpose built	• Parking facilities	<input type="checkbox"/> No	<input type="checkbox"/> Yes
	<input type="checkbox"/> Owned but not purpose built	• Canteen facilities	<input type="checkbox"/> No	<input type="checkbox"/> Yes
	<input type="checkbox"/> Leased & purpose built	• Library/study area	<input type="checkbox"/> No	<input type="checkbox"/> Yes
	<input type="checkbox"/> Leased but not purpose built	• Disability access	<input type="checkbox"/> No	<input type="checkbox"/> Yes
		• Indoor game facilities	<input type="checkbox"/> No	<input type="checkbox"/> Yes
		• Outdoor game facilities	<input type="checkbox"/> No	<input type="checkbox"/> Yes
Availability of power back-up for the whole campus			<input type="checkbox"/> No	<input type="checkbox"/> Yes
Total number of floors in the campus				
Total number of rooms available in the campus				
Maximum number of rooms available for the delivery of Edupro Qualifications				
Total number of rooms currently used for the delivery of Edupro Qualifications				
Total number of workstations in the computer lab (available for learners)				
Total number of books/journals available in the library				

2. DETAILED REVIEW OF EDUPRO QA ASPECTS

2.1. Governance & Leadership	Response
• Does the centre have documented policies aligned with Edupro requirements, and have these been reviewed and updated in the last 12 months?	<input type="checkbox"/> No <input type="checkbox"/> Yes
• Is there a designated Centre Coordinator responsible for ensuring compliance?	<input type="checkbox"/> No <input type="checkbox"/> Yes
• Have there been any changes in leadership or key personnel in the last year?	<input type="checkbox"/> No <input type="checkbox"/> Yes
• Did the centre conduct staff performance evaluations in the past year?	<input type="checkbox"/> No <input type="checkbox"/> Yes
• Does the centre collect and act upon feedback from staff, learners, and stakeholders?	<input type="checkbox"/> No <input type="checkbox"/> Yes
• Does the centre maintain documented meeting minutes and action plans from internal reviews and quality assurance processes	<input type="checkbox"/> No <input type="checkbox"/> Yes
• How often does the leadership team review policies, procedures, and quality standards?	

2.2. Compliance with Regulatory Requirements	Response
Does the centre have a documented policy to prevent malpractice and maladministration?	<input type="checkbox"/> No <input type="checkbox"/> Yes
Has the centre introduced any new qualifications, delivery methods, or significant operational changes?	<input type="checkbox"/> No <input type="checkbox"/> Yes
Were these approved by Edupro before implementation?	<input type="checkbox"/> No <input type="checkbox"/> Yes
Has the centre identified any malpractice or integrity issues in the past year, and	<input type="checkbox"/> No <input type="checkbox"/> Yes
What corrective actions were taken to resolve identified issues?	
How does the centre train staff and learners on ethical conduct?	

2.3. Staffing & Resources	Response
Does the centre maintain an updated list of approved staff involved in qualification delivery and assessment?	<input type="checkbox"/> No <input type="checkbox"/> Yes
Are there any mandatory training sessions required for staff?	<input type="checkbox"/> No <input type="checkbox"/> Yes
Does the centre have sufficient IT infrastructure, including computers, internet access, and secure storage for learner records and assessments?	<input type="checkbox"/> No <input type="checkbox"/> Yes
Are classrooms, laboratories, and virtual learning spaces adequate for delivering qualifications?	<input type="checkbox"/> No <input type="checkbox"/> Yes
What are the learning materials, equipment, and facilities available to support qualification delivery? Are these sufficient?	

How does the centre ensure that trainers and assessors have relevant industry experience and are competent in their subject areas?
How does the centre ensure that CPD records are maintained?
How does the centre ensure a safe and effective learning environment?

2.4. Teaching & Learning Effectiveness	
What qualification delivery method does the centre use?	<input type="checkbox"/> Classroom-based, online, blended
Does the centre use a Learning Management System (LMS) for course delivery?	<input type="checkbox"/> No <input type="checkbox"/> Yes
How does the LMS integrated into the teaching and assessment process?	
How does the centre monitor learner engagement on the LMS, and what steps are taken if students are not actively participating?	
How is feedback collected from learners and acted upon?	
How does the centre ensure that learning resources, teaching methods, and assessments are inclusive and accessible to all students, including those with special needs?	
How does the centre review and improve its teaching and learning practices based on learner feedback, performance data, and staff evaluations?	

2.5. Assessment & Internal Quality Assurance (IQA)
Does the centre follow Edupro's assessment policies and procedures, and how is compliance monitored?
How does the centre ensure that assessments are fair, valid, reliable, and consistent across different assessors and learners?

Does the centre have a structured IQA process in place, and how often are assessment activities reviewed and standardised?
Who is responsible for internal quality assurance, and do they have the required qualifications and experience?
How does the centre ensure timely and constructive feedback is provided to learners, and what support is available for those needing improvement?

2.6. Learner Support & Protection

What learner support services (academic, career guidance, mental health support) does the centre offer, and how are they communicated to learners?
How does the centre assess the effectiveness of its learner support services, and what improvements have been made based on learner feedback?
How does the centre identify and accommodate students with special educational needs (SEN), and are individual support plans in place?
Do staff receive specialised training to support learners with SEN, and are there adequate resources and facilities for inclusive learning?
Does the centre have a formal complaints and grievance policy, and how does it ensure fair and timely resolution of learner concerns?
How does the centre ensure that students understand the complaint process, and is there a system to track and analyse complaints for continuous improvement?
How does the centre ensure accessibility for learners?

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2.7. Data Protection & Confidentiality	
Does the centre have documented policies and procedures to ensure compliance with GDPR and other relevant data protection laws?	<input type="checkbox"/> No <input type="checkbox"/> Yes
Does the centre have a clear data retention policy?	<input type="checkbox"/> No <input type="checkbox"/> Yes
How does the centre ensure secure collection, storage, and processing of learner data, including assessment records and personal information?	
Who has access to learner data, and what security measures (encryption, password protection, restricted access) are in place to prevent unauthorised use?	
How does the centre ensure secure disposal of outdated or unnecessary learner records?	
What procedures are in place for identifying, handling, and reporting data breaches, and have any breaches occurred in the past year?	
How does the centre ensure that learners understand their data rights, and is explicit consent obtained before processing personal information?	

2.8. External Quality Assurance (EQA) & Audits
Does the centre maintain comprehensive records of EQA visits, audit reports, and regulatory inspections, and are these documents readily accessible for review?
Have recommendations from previous EQA visits or audits been implemented, and how does the centre track progress on required improvements?
Does the centre conduct regular internal audits to ensure compliance with EQA requirements, and how does it use these findings to enhance quality?
How long are learner assessment records retained, and what data security measures (e.g., digital backups, restricted access) are in place?

2.9. Business Development & Outreach

Has the centre met its learner recruitment targets in the past year, and what challenges or trends have been identified in enrolment?

What are the learner retention and completion rates, and what strategies are in place to reduce dropout rates and support learners in completing their qualifications?

Does the centre have partnerships with employers or industry organisations, and how do these collaborations benefit learner learning and employability?

Are there opportunities for students to gain work placements, internships, or industry-based learning, and how does the centre facilitate career development?

What is the centre's future growth plans, including expansion into new qualifications, delivery modes, or markets, and how are these being implemented?

2.10. Financial & Contractual Obligations

Has the centre paid all required fees related to registration, assessment, certification, and EQA processes as per Edupro's financial terms?

What are the centre's primary sources of revenue, and does it rely on grants, tuition fees, or partnerships to sustain operations?

Has the centre faced any financial difficulties in the past year, and what steps were taken to mitigate risks and ensure financial stability?

2.11. Summary & Action Plan

How does the centre assess its overall compliance with Edupro's standards, and what are the key performance highlights from the past year?

What are the centre's key strengths, and what best practices have been implemented to enhance qualification delivery and learner success?
What challenges or weaknesses has the centre identified in areas such as governance, teaching quality, assessments, learner support, or compliance?
What specific actions does the centre plan to take in the next year to enhance teaching, assessment, learner support, compliance, and business growth?

Declaration I, [Name], as the representative of [Centre Name], confirm that this self-assessment report accurately reflects the current status of the centre and provides an honest evaluation of its performance and compliance with Edupro standards.

Signature: _____ **Date:** _____

Appendices

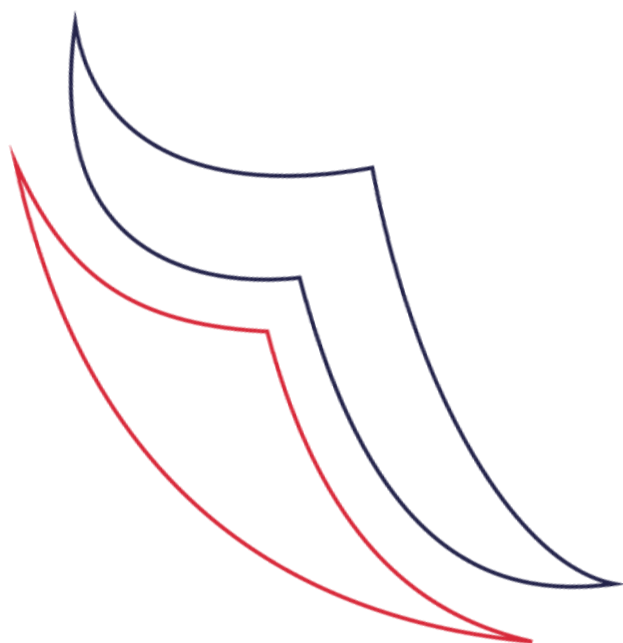
Please list all evidence appended to this document.

EDUPRO TO COMPLETE THIS SECTION

Overall Comment for each section		
Action required?	<input type="checkbox"/> No	<input type="checkbox"/> Yes
Action	By Date	

Appendix 3: Quality Process Audit Report Template

EDUPRO QUALITY PROCESS AUDIT REPORT



1. CENTRE INFORMATION

Centre Number	Centre Name	Current Approval Ends
Date and Time of Visit	Edupro Coordinator	Visit Type
From:	Name:	Physical / Online
To:	Email:	
	Phone:	

Approved Qualification(s) Titles	Code	Level	Learners registered with Edupro	Learners at the Centre
1)				
2)				
3)				
4)				
5)				

Qualifications and Units subject to EQA	Level	Number of Sample

Other Qualification(s) offered by Centre	Level	Number of Learners

Summary of Actions from the last Quality Process Audit

The centre completed the following actions which were agreed with the External Quality Assurer in earlier visit:

Areas of Actions	No action required	Some action pending	No action taken	Fully actioned
Documentation and Process				
Physical Resources				
Delivery and Assessment Procedures				
IQA Procedures				
Stakeholder Interviews				
Action points from the last report				

Comment on progress made in relation to essential action points given in previous reports, indicating specifically any that have not been adequately addressed.

Summary of Quality Process Visits

Summarise the key areas of good practice total view of the organisation as a whole.			
Areas	Total Score	Average Score	Comments
Documentation and Process			
Physical Resources			
Delivery and Assessment Procedures			
IQA Procedures			
Stakeholder Interviews			
Is there any sanction to be imposed? <input type="checkbox"/> Yes <input type="checkbox"/> No			

Summary of Actions and Good Practice from this report

Areas of Good Practice
Identify any areas of particularly good practice mentioned in other sections of this report.

2. DOCUMENTATION AND PROCESS REVIEWS

Quality audit activities, sample details, observations and feedback regarding Documentation and Process Reviews

Criteria and Documentation	Sample Evidence	Missing Evidence, Comments and Actions Agreed
1) Quality Assurance Policies and Procedures: <ul style="list-style-type: none"> a) Quality assurance and enhancement policies b) Standard operating procedures (SOPs) for delivery and assessment c) Policy documents for internal and external quality assurance 		
2) Learner Records: <ul style="list-style-type: none"> a) Enrolment and registration documents b) Attendance logs and monitoring records c) Individual learning plans (ILPs) d) Learner progress tracking and achievement records 		
3) Assessment Documentation: <ul style="list-style-type: none"> a) Assessment strategies and plans b) Records of assessment instruments (e.g., exams, assignments, practical tests) c) Marking guides, rubrics, and grading criteria d) Internal quality assurance and moderation records e) Feedback forms provided to learners 		
4) Staff Records: <ul style="list-style-type: none"> a) Records of staff qualifications and professional certifications b) Continuing professional development (CPD) logs c) Staff training records d) Performance reviews and appraisal documentation 		
5) Internal Quality Assurance Reports: <ul style="list-style-type: none"> a) Records of IQA and evaluations b) IQA schedules and plans c) Action plans based on IQA findings d) Documentation of corrective and preventive actions 		
6) Feedback and Evaluation: <ul style="list-style-type: none"> a) Learner satisfaction surveys and feedback forms 		

Criteria and Documentation	Sample Evidence	Missing Evidence, Comments and Actions Agreed
<ul style="list-style-type: none"> b) Stakeholder feedback (including employers and industry partners) c) Records of focus group meetings and consultations d) Reports summarizing feedback analysis and action taken 		
7) Risk Management and Compliance Records: <ul style="list-style-type: none"> a) Risk assessment reports b) Risk registers c) Records of risk mitigation activities and their outcomes d) Incident reports and follow-up actions e) Regulatory compliance documentation f) Accreditation and certification records g) Evidence of adherence to legal and ethical standards h) Records of compliance audits and inspections 		
8) Resource Management: <ul style="list-style-type: none"> a) Allocation records for teaching and learning resources b) Inventory lists for educational materials and equipment c) Maintenance logs for facilities and equipment d) Resource utilisation records e) Technology and Resources: f) Documentation on the integration and use of educational technology g) Records of digital resource allocation and usage h) Logs of IT support and maintenance activities i) Evidence of cybersecurity measures and data protection policies 		

3. PHYSICAL RESOURCES

Quality audit activities, sample details, observations and feedback regarding centre's physical and human resources

Criteria and Documentation	Sample Evidence	Missing Evidence, Comments and Actions Agreed
1) Learning Environment: <ul style="list-style-type: none"> a) Condition and suitability of classrooms and teaching spaces b) Laboratories, workshops, and practical training areas c) Libraries and resource centres d) Virtual learning environments and online platforms 		
2) Learner Facilities: <ul style="list-style-type: none"> a) Common areas such as lounges and cafeterias b) Offices for learner support services (e.g., counselling, career advice) c) Recreational and wellness facilities 		
3) Assessment Facilities: <ul style="list-style-type: none"> a) Secure examination rooms b) Storage areas for assessment materials c) Digital assessment facilities and proctoring tools 		
4) Staff Workspaces: <ul style="list-style-type: none"> a) Teacher and assessor offices b) Meeting and collaboration rooms c) Facilities for staff development and training 		
5) Health and Safety Compliance: <ul style="list-style-type: none"> a) Availability and condition of fire safety equipment b) First aid stations and medical emergency resources c) Compliance with health and safety signage and instructions 		
6) Technology and Resources: <ul style="list-style-type: none"> a) Computers, tablets, and other digital devices used for teaching and learning b) Instructional technology such as projectors, smart boards, and VR equipment c) Educational software, apps, and online learning tools d) Functionality and user-friendliness of digital learning platforms 		

Criteria and Documentation	Sample Evidence	Missing Evidence, Comments and Actions Agreed
e) IT support infrastructure and helpdesk records f) Evidence of effective and efficient use of resources		
7) Teaching Materials: a) Textbooks, handouts, and printed materials b) Laboratory equipment and practical training tools c) Audio-visual aids and teaching models		
8) Compliance Posters and Notices: a) Display of key policies and procedures in accessible areas b) Health and safety instructions and emergency contact information c) Equality and diversity policies and grievance procedures		

4. DELIVERY AND ASSESSMENT PROCEDURES

QPA activities, sample details, observations and feedback regarding delivery and assessment

Criteria	Sample Evidence	Score	Missing Evidence, Comments and Actions Agreed
1. Assessors have full, up-to-date documentation		<i>Pick Score</i>	
2. Any conflicts of interest of the assessors are identified, documented and managed.		<i>Pick Score</i>	
3. There is a schedule of delivery and assessment methods available for the qualification that fulfils Edupro and regulatory requirements.		<i>Pick Score</i>	
4. Learners and potential learners are provided with accurate information, counsel, and guidance regarding the centre's methods and practices.		<i>Pick Score</i>	
5. There is a procedure for accurate and timely registration of Learners. Learners are registered within four (4) weeks of commencement of qualification.		<i>Pick Score</i>	
6. The requirements of the qualification are matched to the needs of the learners, and an individual assessment plan is created.		<i>Pick Score</i>	
7. Learners are given regular chances to review their progress and goals, as well as to update their assessment plans to attain their desired certification.		<i>Pick Score</i>	
8. Recognised Prior Learning (RPL) achievements are acknowledged, documented, and verified for accuracy (where applicable).		<i>Pick Score</i>	
9. The assessment materials are prepared at the right level of qualification and as per the guidelines of Edupro.		<i>Pick Score</i>	

Criteria	Sample Evidence	Score	Missing Evidence, Comments and Actions Agreed
10. The assessment methods utilised are valid and reliable, and learners have access to assessment.		<i>Pick Score</i>	
11. The assessment, including any grading judgments, was carried out in compliance with the specification's criteria.		<i>Pick Score</i>	
12. Learners receive regular verbal and written feedback after assessment.		<i>Pick Score</i>	
13. All assessment evidence of each unit is named, signed and dated by the Assessor and Learner.		<i>Pick Score</i>	
14. Assessment records show accurate assessment tracking, progress and achievement.		<i>Pick Score</i>	
15. There are adequate processes in place to ensure that current and finished learner assessment records and examination materials are stored securely and safely.		<i>Pick Score</i>	
16. Exams and assessments are administered in a way that ensures conformity with our external assessment requirements.		<i>Pick Score</i>	
Total Score		0	

5. IQA PROCEDURES

QPA activities, sample details, observations and feedback regarding IQA of the centre

Criteria	Sample Evidence	Score	Missing Evidence, Comments and Actions Agreed
1) There is an appropriate IQA strategy and sampling plan which is reviewed regularly and corrective measures implemented.		<i>Pick Score</i>	
2) There are appropriate mechanisms in place to ensure proper interaction, uniformity, and standardisation across all qualification, including any sub-centres.		<i>Pick Score</i>	
3) Assessor tasks and responsibilities are clearly delegated and suit the requirements of both learners and assessors.		<i>Pick Score</i>	
4) Assessors have been provided with accurate advice and support to enable them to identify and meet their training and development needs.		<i>Pick Score</i>	
5) Assessors have been assisted with arrangements for learners with special assessment requirements (where applicable).		<i>Pick Score</i>	
6) Assessors have been assisted in resolving disputes and appeals (where applicable).		<i>Pick Score</i>	
7) Any conflicts of interest of the internal quality assurers are identified,		<i>Pick Score</i>	

Criteria	Sample Evidence	Score	Missing Evidence, Comments and Actions Agreed
documented and managed.			
8) Assessors are provided with clear and constructive feedback on the use of different types of assessment methods, judgement of evidence and assessment decisions		<i>Pick Score</i>	
9) Assessment is internally quality assured, and each unit of internally quality assured evidence is named, signed and dated by the Internal Quality Assurer		<i>Pick Score</i>	
10) Sample dates are consistent with dates in the IQA sampling plans		<i>Pick Score</i>	
11) Up to date records of internal quality assurance and feedback to Assessors have been maintained.		<i>Pick Score</i>	
12) Adequate time has been allocated to carry out internal quality assurance duties.		<i>Pick Score</i>	
Total Score		0	

6. STAKEHOLDER INTERVIEWS

Number of Learners Interviewed	
Learner(s) Name	Qualification
1)	
2)	
3)	

Questions for LEARNERS	Yes	No	Don't Know
1) Are you aware of the admissions policy and procedure of the centre?			
2) Are you aware of the complaints process of the centre?			
3) Are you aware of the academic appeals process of the centre?			
4) Have you used your institution's complaints or appeals processes?			
5) Does the centre have an Alumni/Students' Union/Association?			
Following Questions are about the services of the Centre. Please select the best fit score from 1-5 scale.			
6) My centre has fulfilled what was advertised or promised to me before commencing my studies there.			Pick Score
7) The information on the course fees and payment options is sufficient.			Pick Score
8) The information on the refund policies if you stopped or discontinued your studies is sufficient.			Pick Score
9) Information on enrolment procedures and other necessary documentation is sufficient.			Pick Score
10) The qualification objectives, contents and training meet your expectations.			Pick Score
11) The educational materials and guidance provided were clear and useful.			Pick Score
12) The trainers were competent and teaching methods were satisfactory.			Pick Score
13) I received the certificate as per the promise.			Pick Score
14) Overall, I am satisfied with the quality of my experience in the centre.			Pick Score

Number of Assessors Interviewed	
Assessor(s) Name	Qualification Assessed
1)	
2)	
3)	

Questions for ASSESSORS	Yes	No	Don't Know
1) Are Edupro UK's qualification specifications and assessment guidelines clear?			
2) Do you feel confident applying Edupro UK's assessment criteria?			
3) Do you have access to sufficient resources (e.g., sample assessments, marking schemes) to perform your role effectively?			
4) Have you received adequate training from Edupro UK for your role?			
5) Are learners well-informed about the assessment process?			
Please select the best fit score from 1-5 scale.			
6) How well do Edupro UK's assessment methods align with the qualification's learning outcomes?			Pick Score
7) How prepared do you find learners for assessments?			Pick Score
8) How satisfied are you with the overall support provided by Edupro UK?			Pick Score
9) What challenges, if any, do you face in delivering assessments for Edupro UK qualifications?			
10) What additional support or resources would help you in your role?			

Copy above table for interview of multiple assessors.

Number of Internal Quality Assurers (IQAs) Interviewed	
Internal Quality Assurers (IQAs) Name	Qualification Assessed
1)	
2)	
3)	

Questions for Internal Quality Assurers (IQAs)	Yes	No	Don't Know
1) Are Edupro UK's IQA guidelines clear and easy to implement?			
2) Do you have the tools and resources needed to carry out your IQA responsibilities?			
3) Have you participated in training sessions or updates provided by Edupro UK?			
4) Is it easy to maintain consistency and standardisation across assessors and assessments?			
5) Are Edupro UK's IQA guidelines clear and easy to implement?			
Please select the best fit score from 1-5 scale.			

6) How effective is Edupro UK's support in maintaining quality standards?	Pick Score
7) How useful is the feedback from Edupro UK's external quality assurance processes?	Pick Score
8) How satisfied are you with the training or updates provided by Edupro UK?	Pick Score
9) What are the key challenges you face as an IQA for Edupro UK qualifications?	
10) What improvements or additional resources would you suggest to enhance the IQA process?	

Copy above table for interview of multiple assessors.

7. CENTRE MANAGERMENTS FEEDBACK

We love centre inputs, and this is an excellent opportunity for the centre to let us know what they think about our qualifications. All feedback will be incorporated into the qualification evaluation and will assist us in ensuring that the qualification is reaching its objectives.

Questions for CENTRE	Yes	No	Don't Know
1) Do Edupro UK qualifications meet the needs of your learners and industry standards?			
2) Are the learning outcomes and assessment criteria clear and achievable?			
3) Do the guidance documents and handbooks provided by Edupro UK meet your needs?			
4) Have you encountered any technical challenges with Edupro UK's systems?			
5) If last question answer is yes, were these challenges resolved to your satisfaction?			
6) Are Edupro UK's processes for learner registration, certification, and appeals straightforward and efficient?			
7) Has Edupro UK supported your centre in meeting quality assurance standards?			
8) Are Edupro UK's audits and quality assurance processes fair and constructive?			
9) Does Edupro UK provide adequate resources like sample assessments or training materials?			
10) Have you attended any Edupro UK training sessions?			
11) If yes, were these sessions effective?			
Please select the best fit score from 1-5 scale (e.g., 1 = Poor, 5 = Excellent) for question 12-17.			
12) How satisfied are you with the range of qualifications offered by Edupro UK?			
13) How effective is Edupro UK in communicating updates, changes, and requirements?			
14) How responsive is Edupro UK to your queries or support requests?			
15) How user-friendly is Edupro UK's portal or platform for learner registration?			
16) How clear are Edupro UK's quality assurance guidelines?			
17) How confident are you in continuing to work with Edupro UK in the future?			
18) What is the most common progression route your learners take after completing the qualification? <i>Please be as specific as possible, noting if the learners proceed in the same subject area or in a new one, and whether they go on to higher education or work.</i>			
19) What additional resources or training would you like Edupro UK to offer?			
20) Are there areas where Edupro UK could improve its services?			
21) Is there anything else you would like to share about your experience with Edupro UK as an awarding body?			

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8. ADDITIONAL INFORMATION

Any additional comments regarding the visit

Signature of Auditor	
Full name	
Date	

Appendix 4: EQA Visit Report Template

EDUPRO EXTERNAL QUALITY ASSURANCE REPORT



1. CENTRE INFORMATION

Centre Number	Centre Name	Current Approval Ends
		30 June 2025
Date of Visit	Staff met	
Monday, 18 November 2024		

Approved Qualification(s) Titles	Code	Level	Learners at the Centre	Learners registered with Edupro
1)				
2)				
3)				
4)				
5)				

Qualifications and Units subject to EQA	Level	Number of Sample

Other Qualification(s) offered by Centre	Level	Number of Learners

Summary of Actions from the last EQA Report

The centre completed the following actions which were agreed with the External Quality Assurer in earlier visit:

Areas of Actions	No action required	Some action pending	No action taken	Fully actioned
Delivery and Assessment Policies, Procedures, and Resources				
Learner Records and Support				
Assessment Records and Internal Quality Assurance				
Assessor and Training Records				
Action points from the last report				
Comment on progress made in relation to essential action points given in previous reports, indicating specifically any that have not been adequately addressed.				

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Summary of Visits

Summarise the key areas of good practice total view of the organisation as a whole.

Areas	Total Score	Average Score	Comments
Delivery and Assessment Policies, Procedures, and Resources			
Learner Records and Support			
Assessment Records and Internal Quality Assurance			
Assessor and Training Records			

Is there any sanction to be imposed? ☐ Yes ☐ No

Is the centre able to directly claim the certificate? ☐ Yes ☐ No






Summary of Actions and Good Practice from this report

Areas of Good Practice

Identify any areas of particularly good practice mentioned in other sections of this report.

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For information: The 5-point scale outlined below should be used to grade Sections 2-5. The statements describe the systems/evidence centres in place for this qualification's delivery, assessment, and internal quality assurance. Section 1 of the report will include a summary of any actions required.

-  **5 (Excellent): No Action**
-  **4 (Satisfactory): Recommendations**
-  **3 (Adequate): Action**
-  **2 (Deficient): Major Action**
-  **1 (Critical): Urgent Action**

2. DELIVERY AND ASSESSMENT POLICIES, PROCEDURES, AND RESOURCES

EQA activities, sample details, observations and feedback regarding Delivery and Assessment Policies, Procedures, and Resources

Criteria	Sample Evidence	Score	Missing Evidence, Comments and Actions Agreed
1) Documentation outlining the centre's policies and procedures		Pick Score	
2) Course Materials and Resources		Pick Score	
3) Documentation regarding technology infrastructure, i.e. LMS, online platforms etc.		Pick Score	
4) Records of resources available to learners		Pick Score	
5) Health and safety policies and procedures		Pick Score	
6) Records of health and safety risk assessments		Pick Score	
7) Licenses, accreditations, and registrations necessary for delivering and assessing qualifications		Pick Score	
8) Compliance with data protection regulations.		Pick Score	
9) Data security measures to protect learner information		Pick Score	
10) Senior management supports the centre's objectives, policies and procedures in relation to the qualification.		Pick Score	
Total score		0	

3. LEARNER RECORDS AND SUPPORT

EQA activities, sample details, observations and feedback regarding Learner Records and Support

Criteria	Sample Evidence	Score	Missing Evidence, Comments and Actions Agreed
1) Enrolment records documenting learner details, including registration forms,		Pick Score	

Criteria	Sample Evidence	Score	Missing Evidence, Comments and Actions Agreed
identification documents, and payment records.			
2) Assessment records, including learner progress reports, results, and any accommodations provided for learners with special needs.		<i>Pick Score</i>	
3) Procedures for handling complaints related to the delivery and assessment of qualifications.		<i>Pick Score</i>	
4) Processes for learners to appeal assessment decisions.		<i>Pick Score</i>	
5) Procedures for providing feedback to learners on their assessment performance and supporting them in areas for improvement.		<i>Pick Score</i>	
6) Mechanisms for collecting feedback from learners.		<i>Pick Score</i>	
7) Records of learner feedback and complaints.		<i>Pick Score</i>	
8) Correspondence and resolutions related to learner complaints.		<i>Pick Score</i>	
9) Records of qualifications awarded to learners; Certification and transcript records.		<i>Pick Score</i>	
10) Evidence of secure and accurate certification processes		<i>Pick Score</i>	
Total Score		0	

4. ASSESSMENT RECORDS AND INTERNAL QUALITY ASSURANCE

EQA activities, sample details, observations and feedback regarding Assessment Records and Internal Quality Assurance

Criteria	Sample Evidence	Score	Missing Evidence, Comments and Actions Agreed
17. Assessment plans outlining the schedule and types of assessments.		<i>Pick Score</i>	
18. Assessment schedules		<i>Pick Score</i>	
19. Sample assessment instruments		<i>Pick Score</i>	
20. Marking guides, grading rubrics, and assessment criteria.		<i>Pick Score</i>	
21. Documentation outlining procedures for administering assessments securely and fairly.		<i>Pick Score</i>	
22. Records of assessment administration activities.		<i>Pick Score</i>	
23. Internal quality assurance procedures and records.		<i>Pick Score</i>	
24. Minutes of quality assurance meetings, decisions, and actions taken		<i>Pick Score</i>	
25. Records of standardisation meetings and activities.		<i>Pick Score</i>	
26. Evidence of moderation processes, including feedback and actions taken.		<i>Pick Score</i>	
Total Score		0	

5. ASSESSOR AND TRAINING RECORDS

EQA activities, sample details, observations and feedback regarding Assessor and Training Records

Criteria	Sample Evidence	Score	Missing Evidence, Comments and Actions Agreed
13) CVs or resumes of assessors demonstrating their qualifications, expertise, and experience in the relevant subject areas.		<i>Pick Score</i>	
14) Records of assessor training and professional development activities		<i>Pick Score</i>	
Total Score		0	

6. LEARNER FEEDBACK

Qualification Number and Name:	
How many learners have been spoken to as a part of the visit?	
Purpose – Has the qualification achieved its purpose for all learners interviewed?	
Content – What did the learners interviewed think about the content of the qualification?	
Support – Did all learners interviewed receive a reasonable and appropriate level of support?	
Validity of Assessment – Were the learners able to demonstrate their knowledge and understanding to justify the results of assessments?	

7. CENTRE FEEDBACK

We love centre inputs, and this is an excellent opportunity for the centre to let us know what they think about our qualifications. All feedback will be incorporated into the qualification evaluation and will assist our Qualification Development team in ensuring that the qualification is reaching its objectives.

Qualification Number and Name:	
--------------------------------	--

Do you believe the qualification accomplishes its goal? If yes, what two specific features of the qualification did you like the most, and if not, what prevented it from reaching its intended purpose?
Are you confident that the qualification fits your and your learner's needs? Please provide details.
Do you agree that the number of hours we have assigned to Guided Learning and Total Qualification Time for this qualification are appropriate? If not, please explain your reason.
What is the most common progression route your learners take after completing the qualification? Please be as specific as possible, noting if the learners proceed in the same subject area or in a new one, and whether they go on to higher education or work.
What are your thoughts about the content and assessment of this qualification?
Do you plan to continue with this qualification? Please state your reasons for and against.
Is there anything further we can do to improve the qualification? If so, please give examples.

8. ADDITIONAL INFORMATION

Any additional comments regarding the visit

Signature of EQA	
Full name	
Date	

Appendix 5: IQA Templates

a) DECLARATION OF AUTHENTICITY

This declaration, which covers all evidence presented for moderation, must be completed and signed by the learner and countersigned by the trainer / assessor.

Centre Name		Centre Number	
Learner Name		Learner ID	
Qualification Title			

Learner statement of authenticity (please read the guidance below of this form)

I declare that the accompanying assignment / portfolio is entirely my own work and does not include any work produced by anyone other than myself. I finished the assignment / portfolio in accordance with Edupro's instructions and within the time constraints specified by my centre.

Signature		Date	
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Centre confirmation of authenticity

I certify on behalf of..... (insert centre name) that the above-mentioned learner is, to the best of my knowledge, the only author of the finished assignment attached, and that the assessments have been completed in accordance with the necessary guidelines.

Signed		Date	
Name			
Title			

Guidance for Learners

It is requested that you sign this Declaration of Authenticity and attach it to the front of your evaluation. It verifies that the work you submitted for evaluation was original to you and that you did not permit or allow another learner to copy it from you.

It is advisable to conduct research and use data from published sources when preparing any type of course work. If you use a quotation or an image obtained directly from public domains, you must cite the source in your writing and put it in quotation marks. Then, you must comment on the ideas presented in your own words.

If you reproduce words or images from a public source without citing them, you are committing plagiarism. This is considered cheating and may result in your assessment being ruled invalid and void.

b) Internal Quality Assurance Sampling Report

Centre Name			Centre Number	
Qualification Title				
Learner Registration ID		Report No. (Ref. IQA2 Report)		
Assessor Name:				
Internal Quality Assurer (IQA)				
LO(s) / AC(s)				
Date of Assessment				
Date of IQA				

	Checklist	Y/N	Comments
1	Have all the assessment criteria been met to the standard specified in the Qualification Guide?		
2	Was the evidence clearly signposted to LO(s) and AC(s) within the unit?		
3	Is feedback to the learner clear and constructive?		
4	Is the assessment decision and any grading clear?		
5	Are assessments consistent with agreed model answers / expected answers?		
6	If applicable have any witness statements been recorded and verified?		

IQA Feedback to Assessor
Good Practice:
Areas for Consideration/Improvement:

Assessor Actions:	
Date for Completion	
Date Actions signed off	

Assessor Comments on IQA Feedback

Assessor Signature:		Date:	
IQA Signature:		Date:	

c) Observation Template

Centre Name		Centre Number	
Learner Name			
Qualification Title			
Unit Title			
Assessor Name		Date	

LO(s)/AC(s)	Nature of Activity – explain the task, what the learner did and how this met the learning outcomes/assessment criteria	Feedback to the Learner and Assessment Decision

Learner Signature		Date	
Assessor Signature		Date	
IQA Signature		Date	

Guidance on Observation

Skills and knowledge criteria can be assessed by seeing learners do a practical assignment. Observations might be conducted as a planned evaluation activity or more subtly during typical job tasks. They are typically used in conjunction with other assessment methods.

The trainer/assessor should keep the following factors in mind when doing observations:

Stage	Action
Planning	<p>Learners should be notified of the plan to conduct such assessments at the beginning of their study, as well as when such observations will be conducted and for specific units or learning outcomes of the qualification.</p> <p>If learners' understanding of a process is necessary, they should be prepared to answer questions during the activity.</p>
Observing	<p>Learners should feel at ease while being watched, so it is helpful to go over the plan before the activity begins.</p> <p>As the exercise progresses, make a note of anything you want to follow up on, either with questions or a review of any further evidence the learner may have created to support their abilities and/or knowledge.</p>
Completion	<p>At this point, ask any questions you may have, making sure to note both the queries and the replies.</p> <p>Provide the student with feedback on how they performed, outlining the standards and evaluation criteria they met or failed to meet. Always be positive and outline what should happen next.</p>
Recording	<p>The learner's achievements should be documented as soon as possible on the proper paperwork.</p> <p>You should explain why and how you arrived at your assessment choice, not just for the learner's benefit but also for your own internal quality assurance needs. It is not enough to merely state that the task was completed successfully.</p>

	This template is intended to aid in the documentation of evidence generated as a result of an observable activity.
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d) Oral Questioning Response Template

Centre Name		Centre Number	
Learner Name		Learner ID	
Qualification Title			
Assessor Name			
Date			

Assessor's questioning record		
Unit LO(s)/ACs	Questions	Responses

I confirm that the above is an accurate record of the questioning.

Learner signature		Date	
Assessor signature		Date	
IQA signature		Date	

Guidance on oral questioning

All areas of relevant knowledge that cannot be tested through observation of practical work could be assessed using formal oral questioning techniques.

When questioning students, keep the following points in mind:

- Questions should be linked to the learner's present practical duties or to a potential work circumstance.
- To obtain the most information from the learner, questions should be open-ended (not requiring a yes or no answer).
- The same questions should not be asked more than once throughout an evaluation session. After a suitable amount of time has passed and more training has been provided, questions on the same subject may be posed.
- Questions about the same method can be asked again if the task is performed under different conditions.
- It is essential that the learner understands the questions. As a result, it may be essential to reword them or ask additional questions to gather the relevant information.

e) Professional Discussion Template

Centre Name		Centre Number	
Learner Name		Learner ID	
Qualification Title			
Unit Title(s)			
Assessor Name			

Unit Reference(s) LO(s)/AC(s)	Areas to be covered within the discussion
Unit Reference(s) LO(s)/AC(s)	Details of Discussion

I confirm the above is an accurate record of the discussion.

Learner Signature		Date	
Assessor Signature		Date	
IQA Signature		Date	

f) Witness Statement Template

Centre Name		Centre Number	
Learner Name		Learner ID	
Qualification Title			
Unit Title			
Location			
Date			
Witness Name			
Witness Contact			
Relationship to			
LO/AC	Nature of Activity		
Witness Statement			

We confirm that the above is an accurate record of the activity undertaken

Learner signature	
Witness signature	

I confirm / do not confirm (delete as appropriate) achievement of the assessment activity

Action(s) required			
Assessor signature		Date	
IQA signature		Date	

g) Learner Assessment Record

Centre Name		Centre Number	
Learner Name		Learner ID	
Qualification Title			
Unit Title			
LO(s)/AC(s) to be assessed			
Assessment Method(s) to be used			
Description of Task			
Assessor Name			

Assessment Checklist	Y/N	Additional Comments
Has all assessment documentation been prepared?		
Are all necessary resources and equipment available?		
Does the learner require any additional support / equipment?		
Have all health and safety requirements been met?		
Does the learner know what s/he is being assessed on?		
Does the learner understand the expectations of the assessment activity and process?		
Does the learner understand the Appeals Procedure?		
Is the learner agree to proceed with the assessment?		

Assessment /Action plan

Assessor Comments and Feedback
Assessment Outcome - pass/merit/distinction/refer
Action(s) to be taken by the learner

Learner signature		Date	
Assessor signature		Date	
IQA signature		Date	

h) Learner Achievement Summary Template

Centre Name		Centre ID	
Learner Name		Learner ID	
Qualification Title			

Competence has been demonstrated in all of the units/AC recorded below using the required assessment procedures and the specified conditions/contexts. The evidence meets the requirements for validity, authenticity, currency, reliability and sufficiency.

Unit Title	AC	Assessor Name	Internally moderated (Y/N)	Moderation Date

Assessor Signature		Date	
Internal Moderator Signature		Date	

i) Internal Quality Assurance of Assessment Tasks Template

Centre Name		Centre ID	
Assessment Task			
Qualification Title			
Unit Title			
Learning Outcomes (LO) and Assessment Criteria (AC)			
Verification Criteria	Yes/No /Partly	Comment	Action Required
1) Is the assessment task clearly communicated to the learners?			
2) Is the assessment task clearly mapped to LO and AC			
3) Does the assessment task ensure the learners can demonstrate that they have met the required LO and AC for the unit i.e. the command verbs are correct?			
4) How does the assessment task ensure consistency of decisions for all learners from multiple assessors i.e. does the task include model answers/expected evidence?			
5) How does the assessment task enable authenticity to be evidenced?			
6) Does the assessment task show any bias i.e. is it excluding any groups?			
7) Does the assessment task clearly allow for feedback?			
8) Is there provision to document assessment decisions and grading where applicable?			
Assessor Name			
Assessor Signature			
IQA Name			
IQA Signature			
Final sign-off Date			

Appendix 6: Edupro Replacement Certificate Form

Learner Information

Please provide information and contact details for the centre and staff member to receive the replacement certificate.

Learner ID	Learners Full Name	
Qualification Name	Completion Date	Current Certificate Number
Reason for replacement		
<input type="checkbox"/> Learner details change	<input type="checkbox"/> Results change	<input type="checkbox"/> Centre details change
<p><i>If you have requested modifications to the learner or centre information, please submit a detailed justification here:</i></p>		
Learners Sign	Learner's email	Learners Sign

Before sending this application, please use the checklist below to ensure you have supplied or enclosed the information below:

<input type="checkbox"/> Learner details	<input type="checkbox"/> Assessment information	<input type="checkbox"/> Centre contact information
<input type="checkbox"/> Reason and description of the change	<input type="checkbox"/> Original certificate(s)	
<input type="checkbox"/> One of the following Learner ID (for name changes): <div style="display: flex; justify-content: space-around; margin-top: 5px;"> <input type="checkbox"/> The photo page of the candidate's passport <input type="checkbox"/> A photo of a valid driving licence </div> <div style="margin-top: 5px;"> <input type="checkbox"/> A photo of the learner's national ID card </div>		

Centre declaration

I declare that the information I have provided is accurate to my knowledge and the centre agrees to be invoiced for all relevant fees related to this application.

Centre Number	Centre Name	
Partnership Coordinator Name	Sign	Date