



# **EDUPRO**

## **QUALITY ASSURED SERVICE GUIDELINES**

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# 1. INTRODUCTION

Edupro is committed to upholding high-quality standards and adhering to regulatory standards and best practises. Edupro maintains this commitment in making any kind of agreement with the third parties and with any centre which will be involved in the delivery of Edupro qualifications.

Qualifications on the Quality Assured Service (QAS) Framework are intended to meet specific user needs that our standard qualifications do not meet. Although QAS Framework qualifications are not subject to external scrutiny by UK qualifications regulators, Edupro's internal governance and oversight arrangements, including internal quality assurance and audit functions, ensure that these qualifications are developed and operated in accordance with the policy's requirements and to the same rigorous standards that we apply to our standard qualifications. This guideline specifies the criteria and conditions requirements that must be fulfilled to submit new qualifications to Edupro's QAS Framework.

## 1.1. Scope

This guideline applies to all Edupro-approved Customised qualifications. This guideline should be read in conjunction with the Edupro Quality Assurance Manual.

The Quality Assured Service (QAS) Framework developed by Edupro is intended to ensure that all qualifications on the QAS Framework meet agreed minimum standards. Qualifications on Edupro's QAS Framework are created to the same high quality and standards as externally regulated qualifications in the United Kingdom. They are, however, designed for a specific employer or provider and are not accredited or regulated by any external UK regulatory body.

Customised qualifications are designed to meet the needs of learners and stakeholders where our standard qualifications do not meet those needs. They are qualifications developed in collaboration with a provider, centre or employer.

The criteria for developing qualifications for the Edupro QAS Framework are outlined in this guideline. These are the mandatory requirements that our QAS qualifications on this framework must meet. They are intended to ensure that each qualification is coherent, of appropriate demand, and provides consistent measurable outcomes in order for quality assurance to be effective.

## 1.2. Definitions

### Centre

An organisation undertaking the delivery of an assessment (and potentially other activities) to Learners on behalf of **Edupro**. Centres are typically educational institutions, training providers, or employers.

### Learner

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

### 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.

### 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.

## 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**.

## 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.

## Partnership Coordinator

Each Edupro centre should designate a Partnership Coordinator (PC) who will be in charge of all Edupro correspondence. This will apply to all QAS programmes. Edupro will provide information to the CLO, including details on the appointment of an External Quality Assurer (EQA) or Systems Verifier (SV). To ensure that quality is integrated in the QAS provision, the PC will need to communicate with the centre's Internal Quality Assurer (IQA), Programme Leaders, and programme teams.

## Qualification

A certification or credential awarded upon completing a specific set of learning outcomes and assessments. This is outcome-oriented; focuses on what the learner achieves. Refers to Edupro standard qualifications that have been internally developed and adhere to Edupro's frameworks and quality standards.

## Programme

A structured sequence of study designed to lead to a qualification or to develop specific skills and knowledge in a particular area. Process-oriented; highlights the learning journey and delivery. Refers to customised courses developed by a centre, recognised as a "programme of study" by Edupro upon endorsement.

In essence, qualifications are Edupro's internally crafted and certified outcomes, while programmes are bespoke offerings by centres aligned to Edupro's standards.

## 2. 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.

### 2.1. Framework Structure

#### 2.1.1. 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:

- Knowledge** – The depth and breadth of understanding.
- Skills** – The ability to apply knowledge to complete tasks and solve problems.
- 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

#### 2.1.2. 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
<b>Award</b>	Shortest (weeks or months)	1–12 credits (10–120 hrs)	Focused on basic skills or knowledge in a specific area.	Low to moderate
<b>Certificate</b>	Moderate (months)	13–36 credits (130–360 hrs)	Broader knowledge and skills, intermediate level.	Moderate
<b>Diploma</b>	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.

### 2.1.3. Qualification Components

Each Edupro qualification is broken down into **units** to provide flexibility and modularity. Each unit includes:

1. **Unit Title** – A clear descriptor of the unit.
2. **Level** – Corresponding Edupro Qualifications level.
3. **Credit Value** – Indicates learning time.
4. **Learning Outcomes** – Specific goals to be achieved.
5. **Assessment Criteria** – Evidence required for demonstrating achievement.

## 2.2. Quality Assurance 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.



Figure 1: Edupro QA Principles

## 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. PROCEDURE FOR PROGRAMME ENDORSEMENT

Edupro ensures a transparent and efficient pathway from programme endorsement to certification, prioritising quality and adherence to high standards.

#### Step 1: Initial Consultation and Application Submission

Understand the centre's goals, existing courses, and requirements for endorsement.

- Edupro schedules an initial meeting with the centre to discuss the programme(s) to be endorsed.
- Edupro provides the centre with a Programme Development Form
- The centre completes and returns the forms along with supporting documents, such as programme summary and objectives, syllabus, unit details and target audience.

Initial Consultation and  
Application Submission



Quality Assurance  
Review



Approval and  
Compliance



Delivery, Assessment  
and Certification



Ongoing Quality  
Assurance

#### Step 2: Quality Assurance Review

Ensure the programme meets Edupro's standards for delivery and assessment.

- Edupro's Quality Assurance (QA) team reviews the submitted documents for alignment with Edupro's qualification framework. Additional information or revisions may be requested, and clarification meetings may be scheduled.
- A site visit or virtual audit may be conducted if required.

#### Step 3: Approval and Compliance

Upon approval, Edupro issues an endorsement letter valid for three years.

- Edupro provides detailed feedback on the course, highlighting areas for improvement (if any). The centre revises programme materials and resubmits them for final review.
- Centre ensures that it complies with Edupro's branding guidelines by updating its promotional materials and website accordingly

#### Step 4: Delivery, Assessment and Certification

Facilitate high-quality delivery, fair assessments, and learner certification.

- The centre begins delivering the endorsed programme, adhering to Edupro's standards.
- Edupro offers training and support to the centre staff and trainers if needed.
- The centre administers assessments as per Edupro's guidelines and upload results to Edupro Centre Management Portal.
- Edupro issues certificates to learners who successfully complete the programme.

#### Step 5: Ongoing Quality Assurance

Maintain high standards and continuous improvement.

- Edupro conducts periodic quality assurance reviews of the endorsed programmes to ensure continuous improvement.
- Endorsements are renewed periodically based on performance and compliance with Edupro's standards.



## 4. PROGRAMME DESIGN UNDER QUALITY ASSURED SERVICE

### 4.1. Pre-condition for designing a programme

Edupro aims to ensure that learners learn the skills required by industry while designing and developing qualifications, so that they are ready and qualified for a professional role. To successfully design, develop, and implement industry-led qualifications, at least three conditions must be met.

- **Appropriate necessity of the programme:** Is a qualification appropriate and actually needed?
- **Industry support:** Is there enough support from the industry?
- **Edupro quality assurance procedure:** Does the Qualification go through the Edupro Approval Procedure?

Positive responses to all of the above questions would demonstrate that further steps might be performed.

There are three types of documents that are required to be submitted for approving a qualification:

- i. Edupro Qualification Development Form ([Appendix 1](#))
- ii. Restricted documents provided only to approved centres and assessors, such as:
  - Assessment methodology and requirements.
  - Any mandatory knowledge and skills assessment specifications
- iii. Policies and procedures that are required and relevant for the development of the qualifications

In order to recommend a qualification to Edupro, a centre or prospective centre must provide the following information:

1. A clear objective and purpose of the proposed qualification should be evident in the proposal
2. The proposed level of the qualification should be clearly aligned to the relevant level descriptor that best fits the learning outcomes for that qualification. A clear justification should be there in determining the level of the qualification.
3. All Qualifications will be credit-based, and it should be explicitly stated in the proposal if the Qualification will enable credit transfer or Recognition of Prior Learning (RPL). For each Qualification, a specific RPL policy should be developed.
4. The Qualification proposal should contain the relevance, quality, and validity of the learner's past learning and ensure that this acceptance will not degrade the standard or integrity of the qualification.
5. Details of the proposed assessment method

### 4.2. Market research and consultations

Any proposed qualification should be developed considering the demand from the employers and academics.

Qualifications needs to be developed in such a way that will give the learners the opportunity to progress to a further level in a flexible way.

### 4.3. Programme's objective and target level

For each qualification proposed under Edupro QAS the title should include the following information:

Expected Level	Programme Type: Award/Certificate/Diploma	Subject Title	(QAS)
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All proposed additional title words must be discussed with Edupro Quality and Assessment team.

#### **4.3.1. Use of different languages in qualifications**

At this stage we are offering and approving the qualification and the units in English only. However, if there is any requirement to offer the Qualifications and Units to be offered in Welsh or Irish Language, the QA Manager will be responsible for making this available in that language. The rationale for this will have to be supported by the key stakeholders with full details of the engagements with those stakeholders and their views should be recorded in the relevant section of the Qualification Development Form (Appendix 1).

The QA Manager will be responsible to make sure that the Qualification/Assessments arrangements in other languages are consistent with the English equivalent and have been checked with the appropriate linguist.

#### **4.3.2. Devising the specification**

The proposed qualification must be submitted with the detail qualification specification (Appendix 2) and unit specification (Appendix 3) which include the following information:

1. the qualification's objective,
2. any other qualification which a Learner must have completed before taking the qualification,
3. any prior knowledge, skills or understanding which the Learner is required to have before taking the qualification,
4. any units which a Learner must have completed before the qualification will be awarded and any optional routes,
5. any other requirements which a Learner must have satisfied before the Learner will be assessed or before the qualification will be awarded,
6. the knowledge, skills and understanding which will be assessed as part of the qualification (giving a clear indication of their coverage and depth),
7. the method of any assessment and any associated requirements relating to it,
8. the criteria against which Learners' levels of attainment will be measured (such as assessment criteria or exemplars),
9. any specimen assessment materials,
10. any specified levels of attainment,
11. the number of hours which it has assigned to that qualification for each of Total Qualification Time and Guided Learning,
12. any value for credit which it has assigned to that qualification and any Component of that qualification, and
13. the level or levels which it has assigned to that qualification and any Component of that qualification.

Specimen templates for developing a qualification and unit have been attached in the appendix (Appendix 2 and 3).

Sample specification might have been annexed as a separate document.

### **4.4. Complying with Equality Act**

In structuring any units and qualifications, relevant staffs must take into account all the relevant legislative requirements specific to that sector of the Qualification or unit i.e., compliance with Equality Act.

The QA Manager of Edupro checks the relevant legislation that has been considered in each Qualification development process and must ensure that these checks have been confirmed. All the equality policies are very carefully taken into account.

The Edupro 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.

## 5. DEVELOPING PROGRAMME FOR QUALITY ASSURED SERVICE

### 5.1. Programme Structure and Specification

#### 5.1.1. The programme structures

During developing a qualification, it is necessary to ensure that the structure for the qualification is appropriate and aligns with the rationale and purpose of the qualification. The approach will depend on meeting the needs of employers, learners and other stakeholders. If required, Edupro will engage industry experts or subject experts (in alignment with Third party Arrangement Policy) in reviewing the qualification or if required engage other relevant stakeholders such as centres, practitioners, users, stakeholders, etc.

#### 5.1.2. Specific regulatory requirements

For different types of qualification, there could be specific regulatory requirements for that particular qualification. Edupro qualification development team must ensure that these requirements are complied.

#### 5.1.3. Credit, level values, credit transfer and RPL

Edupro will encourage to develop credit-based units or qualifications that will support credit transfer and progression to the next level of qualification. In relation to the Recognition of Prior Learning (RPL) there will be specific case to case confirmation to ensure the integrity of the qualification (*Edupro Recognition of Prior Learning (RPL) Policy* outlines the details). Hence, Edupro QA Manager will consider a team of internal/external stakeholders to review the proposed credit values and level of the qualification before signing off.

##### 5.1.3.1. Finalising credit values and qualification level

Before finalising level of a qualification, Edupro QA Manager must ensure the following:

- Consider the overall unit in relation to the relevant level descriptor
- Consider the level of each “learning outcome” and “assessment criteria” when finalising the overall level
- Identify any discrepancies between the intended level of the unit and the levels indicated by the learning outcomes and assessment criteria
- Make sure the level of the unit is aligned with the intended level of the qualification

##### 5.1.3.2. Assigning the credit value

Following points to be noted for assigning a credit value:

- One credit is equivalent to 10 learning hours.

- Learning time is defined as “the time taken by learners at unit level, on and average, to complete the learning outcomes of that particular unit, determined by the assessment criteria”
- The credit value should be fixed irrespective of assessment method used.

#### **5.1.4. Assigning Total Qualification Time (TQT)**

While developing a qualification in QAS framework, the centre must ensure that each qualification has reasonable and justifiable guided learning hours for the qualification.

In respect of each qualification, the centre must ensure to assign a number of hours for –

(a) Total Qualification Time, and

(b) Guided Learning.

Edupro QA Manager verifies that the number of hours assigns to a qualification for Total Qualification Time includes the number of hours for Guided Learning while approving the qualification.

In assigning to a qualification a number of hours for each of Total Qualification Time and Guided Learning, Edupro applies the TQT Criteria published by Ofqual and updated time to time.

Edupro regularly review the number of hours that centre has assigned to each qualification for each of Total Qualification Time and Guided Learning, in particular, review that number of hours assigned following any revision by Ofqual to the TQT Criteria, and revise that number of hours if appropriate.

Following any review by Edupro of the number of hours assigned to a qualification in respect of Total Qualification Time or Guided Learning, centre will require to revise that number.

#### **5.1.5. Assigning Guided Learning Hours**

The centre must ensure that each qualification has a reasonable and justifiable guided learning hours for the qualification. In assigning the Guided Learning Hours (GLH) to a qualification, Edupro applies the TQT Criteria published by Ofqual and updated time to time. We recommend the centre to follow the same.

### **5.2. Progression**

The programmes should be developed in such a way that the learner can get the benefit of further study at higher levels of programmes. However, the learner may be subject to individual assessment and other entry requirements if they apply for external progression to any other university or institution. The centre will be responsible to ensure that progression for any programme proposed in the QAS framework.

### **5.3. Supporting Materials**

For each of the programme proposed and delivered under QAS framework, the centre should produce a learner pack, an assessor and a verifiers pack to assist the learners, assessors, and internal quality assurers for each of the programme.

A learner pack includes the following items:

- The programme’s content, structure and progression routes
- Teaching and learning, support and review arrangements
- Procedures for claiming the Accreditation of Prior Learning (if applicable)
- assessment process (nature of the assessment tasks, how they will be administered, and when)
- An explanation of portfolios, including their purpose, how to organise and present evidence for assessment (indexing, summarising, labelling)
- Type and nature of acceptable evidence for a portfolio, such as written, audio-visual and computer-generated evidence, artefacts and products
- The route to certification and how results will be reported

- Data protection, complaints procedure and appeals process.

Some supporting documents are supplemented with a programme specification which includes information and guidance on:

- Delivery and Assessment Guidance so that assessment requirements are interpreted consistently by learners and teachers/trainers
- The type and nature of acceptable evidence that may be presented in a portfolio (direct and indirect), including how to check on its authenticity
- How to mark any internally-set assessment tasks and/or administer externally-set tasks, including security arrangements
- The limits to which learners can be given assistance with work to be assessed and allowed to re-draft work
- How to keep track of learners' progress
- Circumstances in which to apply Reasonable Adjustments, Special Considerations
- The records and materials to be retained for verification of assessment, for example records of questioning and responses to oral questions.
- Forms and templates for assessment activities could also be included.

Support materials are also available quality assurers and moderators which include information and guidance on:

- Responsibilities expected of them in ensuring the validity of assessments and the reliability of assessment decisions, including standardisation
- The verification/moderation process, including sampling requirements
- Action to be taken if there are any issues with regard to centre/third party assessments or other activities relating to the programme
- The actions and reports that must be documented.

## 5.4. Programme Ownership

The ownership rights of an endorsed programme under Edupro's Quality Assured Service (QAS) framework remain exclusively with the centre that develops and delivers the programme. Edupro will not claim any intellectual property rights over the content, nor will it use, distribute, or sell the programme materials in any form. The endorsement agreement between Edupro and the centre will outline these terms, ensuring that the centre retains full control over its programme. Furthermore, Edupro's endorsement does not imply any guarantee of progression or formal recognition by external regulatory bodies or academic institutions. It remains the centre's responsibility to ensure that learners understand the scope and limitations of the endorsed programme.

## 6. QUALITY DELIVERY AND ASSESSMENT

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.

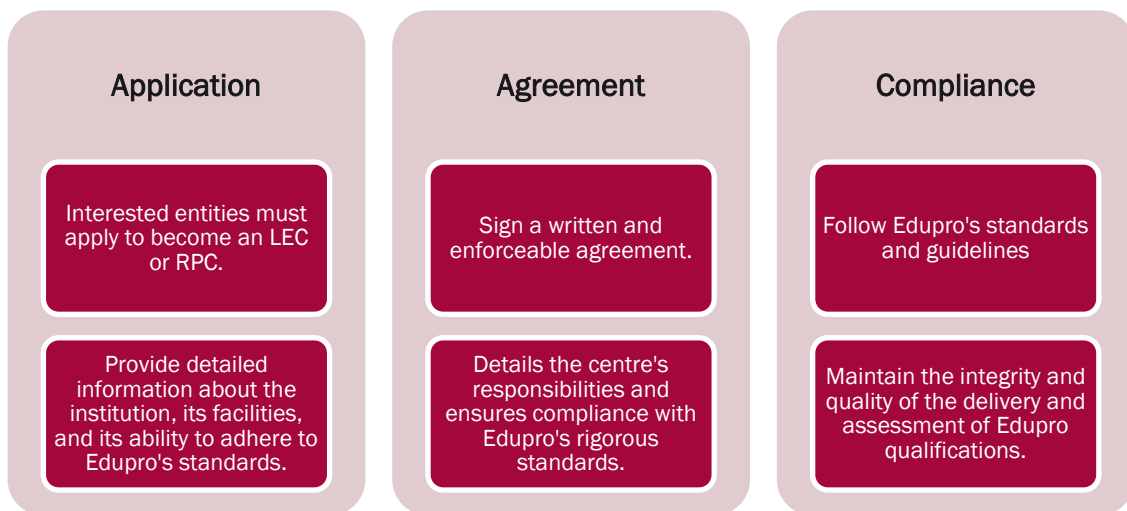
- **Instructor Training:** Provide professional development and training for educators.
- **Learner Support:** Offer robust support services to enhance the learner experience.
- **Learning Environment:** Maintain a conducive learning environment, both physical and virtual.
- **Assessment Design:** Create 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.

## 6.1. Becoming an Edupro Approved Centre

For the delivery and assessment of Edupro endorsed qualifications, an organisation needs to be an approved centre. 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 Edupro website. Roles of the few positions in the centre has been described below:

### 6.1.1. 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.

### 6.1.2. Partnership Coordinator

The Partnership Coordinator acts as the primary point of contact between the centre and Edupro, facilitating communication and collaboration.

#### Responsibilities:

- Coordinate with Edupro on matters related to the centre's approval and ongoing operations.
- Ensure that all relevant information from Edupro is communicated to the appropriate personnel within the centre.
- Support the implementation of Edupro's programmes and initiatives.
- Monitor and report on the progress of partnership activities.

### **6.1.3. Quality Controller**

The Quality Controller is responsible for maintaining the quality of the delivery and assessment processes of Edupro standard qualifications at the centre.

#### **Responsibilities:**

- Implement and oversee internal quality assurance procedures.
- Conduct regular internal audits and reviews to ensure compliance with Edupro's quality standards.
- Identify areas for improvement and implement corrective actions within the centre.
- Ensure that all staff of the centre are trained and aware of quality assurance processes.
- Liaise with Edupro's quality assurance team during visits and inspections.

### **6.1.4. Assessor**

Assessors are responsible for evaluating learners' performance against the criteria set out by Edupro's qualifications.

#### **Responsibilities:**

- Plan and deliver assessments in accordance with Edupro's standards and guidelines.
- Provide learners with clear instructions and criteria for assessments.
- Use a variety of assessment methods to accurately measure learners' competencies.
- Record assessment decisions and provide detailed feedback to learners.
- Maintain accurate and up-to-date records of assessments and learner progress.
- Ensure that assessments are fair, valid, reliable, and consistent.
- Attend standardisation meetings to ensure assessment practices align with Edupro's requirements.

### **6.1.5. Internal Quality Assurer (IQA)**

The IQA is responsible for monitoring and ensuring the quality and consistency of assessments conducted by assessors.

#### **Responsibilities:**

- Develop and implement internal quality assurance processes in line with Edupro's policies.
- Conduct regular sampling of assessment decisions to ensure they meet Edupro's standards.
- Provide support and guidance to assessors to maintain high-quality assessment practices.
- Organise and lead standardisation meetings to align assessment decisions within the centre.
- Ensure that all assessment records are complete and accurately maintained in the centre.
- Identify and address any issues or discrepancies in assessment processes.
- Liaise with Edupro's external quality assurance team to ensure compliance with all external quality requirements as required.

## **6.2. Support and Oversight by Edupro**

Edupro provides extensive support and oversight to ensure that its qualifications are delivered and assessed with the highest standards of quality and integrity. This is achieved through the following mechanisms:



- **Comprehensive Training:** Equip your admission team, academic staff, and quality assurance professionals with cutting-edge training from industry experts, ensuring that every aspect of your institution operates at peak performance.
- **Streamlined Management:** Access our advanced Centre Management Portal, simplifying student registration, result uploads, and certificate claims for seamless administrative processes.
- **Dynamic Learning Tools:** Harness the power of our state-of-the-art Learning Management System (LMS) to deliver training and educational content effectively, engaging learners and driving success.
- **Business Development Support:** Receive tailored training and assistance to fuel the growth and development of your institution, enabling you to thrive in a competitive landscape.
- **Teaching and Exam Support:** Rely on our dedicated support services to facilitate smooth and efficient class management, exam administration and exam processes, ensuring fairness and accuracy at every stage.
- **Extensive Resources:** Access a wealth of training materials and references curated by Edupro experts, enriching your educational offerings and enhancing learning outcomes.
- **Ongoing Quality Assurance:** Benefit from regular quality assurance visits conducted by our team of specialists, providing invaluable feedback and guidance to help you maintain the highest standards of excellence.

### 6.3. Delivery of Edupro Qualifications

To ensure the effective and high-quality delivery of Edupro qualifications, centres should adhere to the following best practices:

Key Guidelines	Key Deliverables	Methodology and demonstrations
Comprehensive overview of the unit	Highlight the learning outcomes, and assessment criteria, in relevance to managing people and organisations.	Present clear exhibits, examples, diagrams and explanations where necessary.
Teaching methods	Lectures, group discussions, case studies, and role plays.	<ul style="list-style-type: none"> <li>- Engage learners and promote active participation by incorporating real-world examples and industry-specific case studies.</li> <li>- Offer support and guidance throughout the learning process.</li> <li>- Provide constructive feedback to help learners improve and deepen their understanding.</li> <li>- Inspire independent study and research to expand knowledge beyond the scope of the unit.</li> </ul>
Practices based on ethical and compliance matters	Emphasise the urgency of ethical behaviour and legal compliance throughout the learning process.	Promote a positive learning environment that encourages inclusivity, participation, respect, and diversity.

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.

## 6.4. Assessing Edupro Qualifications

### 6.4.1. 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:
  - 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.

### 6.4.2. 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.

### 6.4.3. 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.

#### 6.4.4. Grading and Assessment

Edupro qualifications are designed and developed based on assessment criteria (AC) and learners are assessed against 100% of the AC. Assessor needs to ensure that all criteria have been met in the assessment and an extensive collection of evidence would be required. The centre should needs to submit their own grading and assessment policy if different from Edupro policy.

### 6.4.5. 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.

### 6.4.6. 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.

## 6.5. Internal Quality Assurance

All Edupro qualifications are subject to an internal Quality Assurance (IQA) procedure in order to assure standards and consistency. Both the assessment brief and assessment outcome will be required to internally quality assured or moderated in line with the principles of assessment set out in this policy.

### 6.5.1. IQA of Assessment Brief

1. The assessor should submit the assessment 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 a real-world 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 meets 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.

### **6.5.2. 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 give 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.

### 6.5.3. 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.

## **7. RESULTS AND CERTIFICATE**

### **7.1. Report results**

The centre must publish expected dates or timescales for the issue of those results considering the IQAs and moderation. When results are issued by the centre, it must be clear and readily capable of being understood by learners and relevant stakeholders. The centre should clearly communicate to the learners or stakeholders if the published result is provisional and subject to EQA verification and moderation.

The Edupro approved centre must also:

- issue results which accurately and completely reflect the marking of assessments (including the outcome of any Centre Assessment Standards Scrutiny and any other quality assurance process),
- ensure that the issue of results is timely, and
- take all reasonable steps to meet any date or timescale it has published for the issue of results.

Where an Edupro approved centre discovers that any result which it has issued is incorrect it must correct that result where the error is discovered through the application of an appeals process. If incorrect results have been identified by the centre's own IQA process, the centre should consider whether it is appropriate to correct that result, with regard to any guidance on making changes to incorrect results published by Edupro and revised from time to time, and correct that result where it considers it appropriate to do so.

If incorrect results have been identified by Edupro EQA or the monitoring process, Edupro Education & Quality Team will consider whether it is appropriate to correct that result, and correct that result where it considers it appropriate to do so.

### **7.2. Reasonable Adjustments and Special Considerations**

Edupro is duty-bound to make provisions in the form of reasonable adjustments and special considerations for its learners who are registered, who request and are assessed to qualify for such requirements.

We have a separate Edupro Reasonable Adjustments and Special Considerations Policy document which is aimed at Edupro staff, its approved centres, and learners who are registered with Edupro approved centres to ensure that they deal with all reasonable adjustments and special considerations requests in a consistent manner.

Edupro Reasonable Adjustments and Special Considerations Policy is to be followed in each circumstance when reasonable changes and special considerations are required even for the qualifications approved under QAS framework.

### **7.3. Certificate Type**

We usually send the printed programme certificate along with the transcripts to approved centres who have completed all units of a programme successfully. We use five stage security in the certificate papers:

- a) Special Paper for Printing Certificate
- b) UV invisible ink
- c) QR Code
- d) Special Edupro logo watermark
- e) Hologram Sticker

For the customised and quality assured programmes or training, all certificate will specifically mention that the certificate has been awarded under 'Quality Assured Service'.

The approved centres can choose from any of three types of certificate 'Title' for their learners.

By obtaining Edupro Quality Assured certificate from UK, your learners will receive a globally recognised badge that demonstrates your dedication to maintaining high-quality standards.



#### Certificate of Achievement

Ensures the quality of learning from a course, tailored to meet specific objective.



#### Certificate of Completion

Provides the evidence of your learners' skill and knowledge progression in short courses.



#### Certificate of Attendance

Officially recognised badge for short or full-day training programmes.

Feature	Certificate of Achievement	Certificate of Completion	Certificate of Attendance
General	Highlights measurable accomplishments (with credits and grades).	Focuses on finishing a specific programme or course.	Confirms presence at an event or session without implying achievement or completion.
Duration of learning or training	Minimum 10 hours or multiple of 10 hours	Minimum 10 hours	Minimum 1-hour
Who can claim	LEC, ERE	LEC, ERE	LEC, ERE and ERT
Format Option	Printed only	Printed or E-certificate	Printed or E-certificate
Security	- Secured Paper - Web verified - QR Code	- High Quality Paper (if issued in print) - Web verified - QR Code	- High Quality Paper (if issued in print) - Web verified - QR Code
Title	Certificate of Achievement	Certificate of Completion	Certificate of Attendance
Transcript	Available with grades and credit hour	Not Available	Not Available
Logo	Edupro on top Regulatory Body (if available) at bottom	Edupro only on top; ERE Logo at bottom	Edupro on top Maximum two logos at bottom: Delivery Centre, Sponsor
Signature	Only Edupro Signed	Maximum two (2) signatures (Edupro and Delivery Centre)	Maximum three signatures (Edupro, Centre and/or if single trainer)

If you are interested to take the opportunity or learn more about our Quality Assurance Services (QAS), please talk to us or email to [service@eduprouk.com](mailto:service@eduprouk.com).

## 7.4. Appeals

Edupro is committed to upholding high-quality standards and adhering to regulatory standards and best practices. 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.

Under Edupro Appeals Policy and Procedures 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. This includes, but may not be limited to, decisions or judgements regarding:

- a) The assessment result of a learner
- b) A Centre-marked assessment.
- c) Edupro moderation or verification of a Centre marked assessment.
- d) Validity of a Edupro centre assessment.
- e) Application of a Sanction, including Centre withdrawal. Please note that centres cannot appeal Sanctions which have been applied for inactivity or for financial reasons.

## 8. MONITORING THE QUALITY

Edupro employs a comprehensive monitoring procedures to ensure that its standards are consistently met across all centres. There are multiple monitoring activities to ensure that the centre maintain the quality as expected by Edupro and regulatory authorities. This monitoring will include, but not be limited to:

- Adherence and compliance with the Edupro Centre Agreement
- Submission of assessment evidence for Centre Assessment Standards Scrutiny (CASS)
- Adherence and compliance to the Conditions and Criteria of recognition as set out by regulatory authorities
- Resources required for the assessment, delivery and award.

### 8.1. Annual Monitoring Activities

Types of Activities	Expected Date
External Quality Assurance	First year: Before the time of claiming first certificate Following year: Before the time of claiming certificate
Quality Process Audit	At the last quarter of each 3rd year.
Annual Self-Assessment	At the third quarter of each year.

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.

## 8.2. External Quality Assurance

All Edupro qualifications are subject to External Quality Assurance (EQA). 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.

### 8.2.1. What does an external quality assurer do?

#### 1. Preparation:

- Review the qualification specifications, assessment materials, and quality assurance procedures provided by Edupro UK.
- Familiarise yourself with the RQF/& Edupro standards and requirements relevant to the specific qualification.

#### 2. Planning:

- Schedule a visit or virtual meeting with the centre to conduct the external quality assurance process.
- Communicate with the staff to coordinate logistics and ensure availability of relevant documentation and personnel.

#### 3. Documentation Review:

- Request documentation from the centre, including learner records, assessment results, feedback reports, and quality assurance records.
- Review the documentation to ensure compliance with Edupro's quality requirements, RQF standards, and regulatory guidelines.

#### 4. Observation of Delivery:

- Observe a sample of online delivery sessions conducted by the centre to assess the quality of teaching, learning materials, and engagement with learners.
- Evaluate the effectiveness of the online learning platform, technology infrastructure, and support services provided to learners.

#### 5. Assessment Review:

- Examine a selection of assessed assignments, exams, or projects submitted by learners to assess the validity, reliability, and fairness of the assessment process.
- Verify that assessment criteria are applied consistently and aligned with the qualification specifications and RQF standards.

#### 6. Feedback and Support:

- Provide constructive feedback to the centre staff based on your observations and assessment of the delivery and assessment processes.
- Offer guidance and support to address any identified areas for improvement or non-compliance with quality standards.

#### 7. Record Keeping:

- Document your findings, observations, and recommendations in a comprehensive report to be submitted to Edupro UK.

- Maintain accurate records of the external quality assurance process, including communication with the centre and any follow-up actions taken.

#### **8. Reporting and Recommendations:**

- Prepare a detailed report outlining your assessment of the centres delivery and assessment of the Edupro qualification(s).
- Highlight areas of good practice and areas for improvement, along with recommendations for enhancing quality and compliance with RQF standards.

#### **9. Follow-Up Actions:**

- Collaborate with the centre and Edupro UK to implement any necessary corrective actions or improvement plans based on your recommendations.
- Monitor progress and provide ongoing support to ensure that quality standards are maintained and any issues are addressed effectively.

#### **10. Closure:**

- Conclude the external quality assurance process by providing feedback to the centre and Edupro UK on the outcomes of your assessment.
- Ensure that all documentation and records related to the process are securely archived for future reference.

### **8.2.2. Why the Centre need an EQA Visit?**

Having an external quality assurance (EQA) visit to a centre offers numerous benefits, both for the educational institution being assessed and for the overarching awarding organization such as Edupro. Here are some key benefits:

- An EQA visit provides an impartial and objective assessment of the centre's operations, helping to identify strengths and areas for improvement without internal biases.
- External verification ensures that the centre adheres to established quality standards, leading to higher consistency and reliability in the delivery and assessment of qualifications.
- Staff members receive constructive feedback from experienced external verifiers, which can guide professional development and improve their practices.
- Successful external verification can enhance the centre's reputation, building trust among learners, employers, and other stakeholders.
- The EQA process helps ensure that the centre complies with regulatory and awarding body requirements, reducing the risk of non-compliance issues.
- The feedback and recommendations provided during an EQA visit support continuous improvement initiatives, helping the centre to refine its processes and enhance learner outcomes.
- Learners can be confident that their education and qualifications meet high standards of quality and integrity, enhancing the value of their credentials.
- The insights gained from EQA visits provide valuable feedback for Edupro on how to support centres better and improve the overall quality assurance framework.
- Consistent quality assurance and external verification can lead to greater recognition and accreditation from national and international bodies, enhancing the reputation of the education system as a whole.

### **8.2.3. Evidence Requirement by Centre**

Here's a comprehensive list of documents that an external quality assurer (EQA) would typically check regarding the delivery and assessment of Edupro qualifications:

## ***Delivery and Assessment Policies, Procedures, and Resources***

### **1. Delivery and Assessment Policies and Procedures:**

1.1. Documentation outlining the centre's policies and procedures for delivering and assessing Edupro qualifications, including principles, processes, and responsibilities.

### **2. Course Materials and Resources:**

2.1. Course outlines, syllabi, and learning materials for each qualification offered, ensuring they align with Edupro's curriculum frameworks and specifications.

2.2. Evidence of access to relevant resources, including textbooks, online learning platforms, and laboratory equipment, necessary for delivering the qualifications effectively.

### **3. Technology and Resources:**

3.1. Documentation regarding technology infrastructure, including details of learning management systems (LMS), online platforms, and other educational technologies used for delivering and assessing qualifications.

3.2. Records of resources available to learners, such as access to computers, internet connectivity, software applications, and specialized equipment required for practical assessments.

### **4. Compliance and Regulatory Documents:**

4.1. Health and safety policies and procedures.

4.2. Records of health and safety risk assessments.

4.3. Evidence of compliance with regulatory requirements, including licenses, accreditations, and registrations necessary for delivering and assessing qualifications as per legal and regulatory standards.

4.4. Compliance with data protection regulations.

4.5. Data security measures to protect learner information.

## ***Learner Records and Support***

### **5. Learner Records:**

5.1. Enrolment records documenting learner details, including registration forms, identification documents, and payment records.

5.2. Assessment records, including learner progress reports, results, and any accommodations provided for learners with special needs.

### **6. Complaints and Appeals:**

6.1. Complaints Policy: Procedures for handling complaints related to the delivery and assessment of qualifications.

6.2. Appeals Procedure: Processes for learners to appeal assessment decisions.

### **7. Feedback and Improvement Mechanisms:**

7.1. Procedures for providing feedback to learners on their assessment performance and supporting them in areas for improvement.

7.2. Mechanisms for collecting feedback from learners on their learning experience and assessment processes, ensuring continuous improvement.

7.3. Records of learner feedback and complaints.

7.4. Correspondence and resolutions related to learner complaints.

### **8. Qualification and Certification Records:**



- 8.1. Records of qualifications awarded to learners.
- 8.2. Certification and transcript records.
- 8.3. Evidence of secure and accurate certification processes.

### **Assessment Records and Quality Assurance**

#### **9. Assessment Records:**

- 9.1. Assessment plans outlining the schedule and types of assessments to be conducted throughout the qualification delivery period.
- 9.2. Assessment schedules detailing dates, times, and locations of assessment activities, ensuring they are communicated to learners in advance.
- 9.3. Sample assessment instruments, such as exam papers, assignments, projects, and practical assessments, to ensure they are aligned with qualification requirements and assess the intended learning outcomes.
- 9.4. Marking guides, grading rubrics, and assessment criteria used to evaluate learner performance, ensuring consistency and fairness in assessment practices.
- 9.5. Documentation outlining procedures for administering assessments securely and fairly, including arrangements for invigilation, exam protocols, and assessment submission guidelines.
- 9.6. Records of assessment administration activities, such as exam invigilation logs and assessment room layouts, confirming compliance with established procedures.
- 9.7. Any documents or records related to specific qualifications, assessment methods, or assessment units.

#### **10. Internal Quality Assurance Documentation:**

- 10.1. Internal quality assurance procedures and records, including processes for sampling, moderation, and standardisation, to ensure the reliability and validity of assessment outcomes.
- 10.2. Minutes of quality assurance meetings, decisions, and actions taken to address any issues identified during internal quality assurance processes.
- 10.3. Records of standardisation meetings and activities.
- 10.4. Evidence of moderation processes, including feedback and actions taken.

### **Assessor and Training Records**

#### **11. Assessor Qualifications and Training Records:**

- 11.1. CVs or resumes of assessors demonstrating their qualifications, expertise, and experience in the relevant subject areas.
- 11.2. Records of assessor training and professional development activities, ensuring assessors are competent and up-to-date with assessment best practices.

### **Sampling in the Quality Assurance**

The criteria used for selecting a sample in the context of External Quality Assurance processes typically depend on the specific goals, objectives, and context of the verification activity. However, some common criteria include:

#### **1. Determine Sample Size:**

- A sample size ranging from 10% to 20% of the learner population is often considered sufficient to provide a reliable representation while balancing practical considerations such as time and resource constraints. However, in cases where there are specific concerns or risks identified, a higher percentage of learner documents may be verified to ensure a thorough assessment of compliance.

- Alternatively, calculate the sample size for each stratum based on the desired confidence level and margin of error. A commonly used formula for sample size determination is:

$$n = \frac{N \times Z^2 \times p \times (1-p)}{E^2 \times (N-1) + Z^2 \times p \times (1-p)}$$

Where:

- o  $n$  = Sample Size
- o  $N$  = Total Population Size
- o  $Z$  = Z-score (corresponding to desired confidence level)
- o  $p$  = Estimated Proportion of Population
- o  $E$  = Margin of Error

## 2. Sampling Method:

We prefer to use a combination of the following sampling methods to achieve the desired goals of External quality assurance activities.

**Stratified Sampling:** This method involves dividing the population into subgroups or strata based on certain characteristics or criteria (e.g., location, assessor, qualification type). Samples are then randomly selected from each stratum in proportion to its size or significance. Stratified sampling allows for a more in-depth analysis of specific subgroups. Divide the learner population into strata based on relevant characteristics such as:

- Qualification Level (e.g., Certificate, Diploma)
- Assessment Type (e.g., Written Exam, Practical Assessment)
- Cohort Size (e.g., Large, Medium, Small)
- Grade (e.g., Pass, Merit, Distinction)

EQA should ensure that sample has been taken from each of the strata.

**Random Sampling:** In this method, samples are selected purely by chance. Every item or entity in the population has an equal chance of being selected. This method helps ensure that the sample is representative of the entire population.

**Judgment Sampling:** In this approach, the sample is selected based on the judgment and expertise of the quality assurer. It may involve selecting samples that are considered high-risk or those that raise specific concerns. This method is useful when focusing on particular areas of interest or potential issues.

**Risk-Based Sampling:** In risk-based sampling, samples are chosen based on the level of perceived risk associated with certain assessments, centres, or assessors. High-risk centres or cohorts may receive more attention in the sample.

EQA has to ensure the reliability and validity of assessment outcomes by sampling learner documents in a systematic and representative manner during QA visits.

## 3. Select Sample:

- Use a random sampling technique to select learners from each stratum. This can be done manually or using statistical software.
- Ensure that each learner has an equal chance of being selected, without bias or preference.

## 4. Verify Documents:

- Review the selected learner documents, including enrolment records, assessment results, and any relevant supporting documentation.
- Check for accuracy, completeness, and compliance with Edupro's delivery and assessment requirements and regulations.

## 8.2.4. Nature of EQA Visits

External Quality Assurance (EQA) visits can be conducted either physically (on-site) or online (virtually), depending on various factors such as the nature of the visit, logistical considerations, and the current global situation (e.g., during a pandemic). Here's a breakdown of each type:

### 8.2.4.1. Physical (On-Site) Visit Activities

- **Facility Inspection:** Verify physical infrastructure, including classrooms, labs, and resources.
- **Document Review:** Inspect physical records and documents.
- **Interviews:** Conduct face-to-face interviews with staff and learners.
- **Observation:** Observe teaching and assessment sessions in real-time.

### 8.2.4.2. Online (Virtual) Visit Activities

- **Virtual Tours:** Use video conferencing tools for a virtual tour of the facility.
- **Document Sharing:** Review documents through secure online platforms.
- **Online Interviews:** Conduct interviews via video conferencing.
- **Remote Observations:** Observe teaching and assessment sessions using virtual classrooms.

### 8.2.4.3. Frequency of EQA Visits

The frequency of external quality assurance (EQA) visits can vary based on several factors, including the type of visit, the risk profile of the centre, regulatory requirements, and the specific guidelines of the awarding body. Below is a suggested frequency schedule for different types of EQA visits:

#### Initial Approval Visit:

- **Once:** Conducted before a centre is approved to deliver and assess qualifications.

#### Routine Monitoring Visit:

- **Semi-annually or Annually:** Depending on the centre's size, performance, and risk profile. High-performing, low-risk centre might be monitored every one year, while new or higher-risk centres may require semi-annual visits.

#### Risk-Based Visit:

- **As Needed:** Triggered by specific risk factors such as significant complaints, changes in management, or poor performance indicators. These visits are scheduled as necessary to mitigate identified risks.

Please note that High-performing centres with a strong history of compliance and quality may have less frequent visits. While centres with identified issues or risks may have more frequent and intensive visits.

## 8.2.5. EQA Visit Outcome

The outcome of an External Quality Assurance (EQA) visit typically includes a detailed report that outlines the findings, identifies areas of strength and areas for improvement, and provides recommendations for corrective actions.

EQA usually provide the findings on detailed observations and evaluations based on the EQA visit. Edupro employs a risk rating system by assessing the criteria and conditions of approval, to categorise its centres based on their level of risk, ranging from 'Very High' risk to 'Very Low' risk. This system helps prioritise quality assurance efforts and allocate resources effectively. The 5-scale risk rating is as follows:

#### Risk Rating Scale

1. Very High Risk (1)
2. High Risk (2)

3. Moderate Risk (3)
4. Low Risk (4)
5. Very Low Risk (5)

### Description of Each Risk Level

#### 1. Very High Risk (1):

- **Characteristics:** Significant and persistent issues, major non-compliance, poor learner outcomes, high level of complaints.
- **EQA Frequency:** Quarterly visits, with continuous monitoring and immediate interventions.
- **Support Required:** Intensive, comprehensive intervention and close collaboration to address critical issues.

#### 2. High Risk (2):

- **Characteristics:** Multiple areas of concern, poor compliance in some aspects, issues with learner outcomes and internal QA.
- **EQA Frequency:** Semi-annual visits, with frequent follow-up and monitoring.
- **Support Required:** Extensive, structured support and intervention plans.

#### 3. Moderate Risk (3):

- **Characteristics:** Some issues identified that need addressing, satisfactory compliance, average learner outcomes.
- **EQA Frequency:** Annual routine visits, with more training and support services.
- **Support Required:** Significant, detailed action plans and regular follow-ups.

#### 4. Low Risk (4):

- **Characteristics:** Generally good performance with minor issues, strong internal QA, positive learner outcomes.
- **EQA Frequency:** Annual routine visits, with occasional meeting.
- **Support Required:** Moderate, regular feedback and targeted support.

#### 5. Very Low Risk (5):

- **Characteristics:** Consistently high standards across all areas, excellent compliance history, few to no complaints.
- **EQA Frequency:** Biennial routine visits, with minimal additional monitoring.
- **Support Required:** Low, ongoing guidance and periodic updates.

### 8.2.6. Direct Claims Status (DCS)

Direct Claims Status is permitted for centres where a low risk has been determined by the EQA in at least two consecutive visits. Usually, newly approved centres and existing approved centres that have been newly approved for new qualifications will have a probationary restriction of 'No Direct Claims Status' and will be subject to external quality assurance prior to certification.

When Direct Claims Status (DCS) is awarded, it allows the respective centre to:

- Claim certificates for an Edupro qualification without having to wait for an EQA visit.
- Receive one EQA visit periodically every 12 months, based on Edupro's risk-based approach to EQA visits. Centres may request, as necessary, two or more EQA visits, and Edupro reserves the right to conduct short-notice or unannounced visits if required.

Approved Centres are required to retain proof that assessment and IQA have been completed for all qualifications/units for which DCS has been claimed. This documentation must be available for monitoring review during the EQA or Quality Process Audit visit. Each DCS approval is reviewed during and after each EQA visit is completed, through the EQA reporting tool. Based on the EQA's scoring for the centre, the following Risk Matrix will be used:

Edupro Centre Risk Matrix						
Criteria	Risk Rating	Very Low	Low	Moderate	High	Very High
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
<b>Total</b>	<b>50</b>	<b>250</b>	<b>200</b>	<b>150</b>	<b>100</b>	<b>50</b>
Confidence	Very High	High	Average	Low	Very Low	
DCS/Sanction	DCS	1	2	3	4	

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.

## 8.3. Quality Process Audit

A Quality Process Audit involves systematically reviewing and assessing the procedures and practices within an approved centre to ensure they adhere to predefined quality standards and regulatory requirements recommended by Edupro. This audit focuses on verifying the effectiveness, efficiency, and compliance of the processes used in the design, development, delivery, assessment, and awarding of Edupro qualifications.

### 8.3.1. Why do we need a Quality Process Audit

Quality Process Audit visit ensures that the centres maintain high standards in delivering and assessing qualifications, aligning with Edupro's mission to provide valued recognition of learning outcomes. Here's why these visits are essential:

#### 1. Improved Compliance and Standards

Quality process audit visits ensure that Edupro approved centres strictly adhere to regulatory and Edupro-specific standards, minimising the risk of legal and accreditation issues. These audits verify that centres comply with best practices, policies, and procedures, thereby maintaining high standards in educational delivery and safeguarding the institution's integrity and credibility.

#### 2. Enhanced Quality of Education

Audit visits help maintain and enhance the quality of education by ensuring that teaching methods and materials are consistently high across all delivery points. They also ensure that assessment

practices are fair, valid, and reliable, which enhances the credibility of the qualifications awarded and ensures that learners receive a uniformly excellent educational experience.

### 3. Identification of Improvement Areas

Through systematic reviews and evaluations, audit visits identify inefficiencies or gaps in the centre's processes, providing actionable insights and recommendations for improvement. This helps centres refine and optimize their operations, leading to more effective educational delivery and better overall performance.

### 4. Risk Management

Quality process audits play a critical role in risk management by identifying potential risks and issues early. This proactive approach allows centres to implement timely interventions and mitigation strategies, thus reducing the likelihood of major disruptions in the educational process and maintaining a smooth and effective operational flow.

### 5. Enhanced Learner Experience

By ensuring robust support services and high-quality teaching practices, audit visits contribute significantly to enhancing the learner experience. Centres can use the feedback from these visits to improve their support services and educational delivery, leading to better learner satisfaction and outcomes.

## 8.3.2. Key Elements of a Quality Process Audit

### 1) Audit Planning and Preparation:

- a) **Objective Setting:** Clearly define the objectives of the audit.
- b) **Audit Scope:** Determine the scope of the audit, including the areas, processes, and activities to be reviewed.
- c) **Audit Schedule:** Develop a detailed audit plan and schedule, ensuring all relevant stakeholders are informed.

### 2) Documentation Review:

- a) **Quality Assurance Policies and Procedures:** Review documented policies and procedures related to quality assurance, internal verification, and assessment.
- b) **Compliance Documentation:** Verify regulatory compliance records, accreditation certificates, and evidence of adherence to legal standards.
- c) **Learner Records:** Examine enrolment documents, attendance logs, progress reports, and assessment records.
- d) **Assessment Documentation:** Check assessment strategies, instruments, marking guides, and internal verification records.
- e) **Staff Records:** Assess staff qualifications, training records, and performance appraisals.
- f) **Internal Quality Assurance Reports:** Review previous internal audit reports and action plans.

### 3) Process Evaluation:

- a) **Teaching and Learning Processes:** Evaluate the effectiveness of teaching methods, learning materials, and learner engagement strategies.
- b) **Assessment Processes:** Assess the fairness, validity, and reliability of assessment methods, criteria, and administration procedures.
- c) **Internal Quality Assurance Processes:** Review internal verification, moderation processes, and how feedback is used for continuous improvement.
- d) **Staff Training and Development:** Evaluate processes for staff recruitment, training, and professional development.

### 4) Physical Evidence Inspection:

- a) **Learning Environment:** Inspect classrooms, laboratories, libraries, and virtual learning environments for suitability and accessibility.
- b) **Assessment Facilities:** Verify the security and appropriateness of examination rooms and storage areas for assessment materials.



- c) **Resource Management:** Assess the condition and utilization of teaching materials, equipment, and technology resources.
  - d) **Health and Safety Compliance:** Check fire safety equipment, first aid stations, and compliance with health and safety regulations.
- 5) **Stakeholder Interviews:**
- a) **Staff Interviews:** Conduct interviews with educators, assessors, and administrative staff to gain insights into the effectiveness of processes and identify any challenges.
  - b) **Learner Feedback:** Gather feedback from learners regarding their experiences, satisfaction, and any issues they may have encountered.
  - c) **Stakeholder Consultation:** Engage with other stakeholders, such as employers and industry partners, to understand their perspectives on the quality of the qualifications and the centre's performance.
- 6) **Risk Assessment:**
- a) **Risk Identification:** Identify potential risks related to quality assurance, assessment, and compliance.
  - b) **Risk Analysis:** Assess the likelihood and impact of identified risks.
  - c) **Risk Mitigation:** Develop strategies to mitigate identified risks and ensure continuous quality improvement.
- 7) **Reporting and Recommendations:**
- a) **Audit Findings:** Document the findings of the audit, highlighting areas of strength and areas for improvement.
  - b) **Risk Rating:** Apply the risk rating scale to categorize the centre based on the level of risk identified.
  - c) **Recommendations:** Provide actionable recommendations for addressing identified issues and enhancing quality processes.
  - d) **Action Plan:** Develop a detailed action plan for the centre to implement the recommended improvements.

### 8.3.3. Evidence and Processes to be Audited

The auditor examines various types of evidence and assesses key processes to ensure compliance, effectiveness, and continuous improvement. Here's an overview of the evidence and processes audited:

Documented Process Evidence	Physical Process Evidence
<b>1. Quality Assurance Policies and Procedures:</b> <ul style="list-style-type: none"> <li>Quality assurance and enhancement policies</li> <li>Standard operating procedures (SOPs) for delivery and assessment</li> <li>Policy documents for internal and external verification</li> </ul>	<b>1. Learning Environment:</b> <ul style="list-style-type: none"> <li>Condition and suitability of classrooms and teaching spaces</li> <li>Laboratories, workshops, and practical training areas</li> <li>Libraries and resource centres</li> <li>Virtual learning environments and online platforms</li> </ul>
<b>2. Learner Records:</b> <ul style="list-style-type: none"> <li>Enrolment and registration documents</li> <li>Attendance logs and monitoring records</li> <li>Individual learning plans (ILPs)</li> <li>Learner progress tracking and achievement records</li> </ul>	<b>2. Learner Facilities:</b> <ul style="list-style-type: none"> <li>Common areas such as lounges and cafeterias</li> <li>Offices for learner support services (e.g., counselling, career advice)</li> <li>Recreational and wellness facilities</li> </ul>
<b>3. Assessment Documentation:</b> <ul style="list-style-type: none"> <li>Assessment strategies and plans</li> <li>Records of assessment instruments (e.g., exams, assignments, practical tests)</li> </ul>	<b>3. Assessment Facilities:</b> <ul style="list-style-type: none"> <li>Secure examination rooms</li> <li>Storage areas for assessment materials</li> </ul>



Documented Process Evidence	Physical Process Evidence
<ul style="list-style-type: none"> <li>• Marking guides, rubrics, and grading criteria</li> <li>• Internal verification and moderation records</li> <li>• Feedback forms provided to learners</li> </ul>	<ul style="list-style-type: none"> <li>• Digital assessment facilities and proctoring tools</li> <li>•</li> </ul>
<b>4. Staff Records:</b> <ul style="list-style-type: none"> <li>• Records of staff qualifications and professional certifications</li> <li>• Continuing professional development (CPD) logs</li> <li>• Staff training records</li> <li>• Performance reviews and appraisal documentation</li> </ul>	<b>4. Staff Workspaces:</b> <ul style="list-style-type: none"> <li>• Teacher and assessor offices</li> <li>• Meeting and collaboration rooms</li> <li>• Facilities for staff development and training</li> </ul>
<b>5. Internal Quality Assurance Reports:</b> <ul style="list-style-type: none"> <li>• Records of IQA and evaluations</li> <li>• IQA schedules and plans</li> <li>• Action plans based on IQA findings</li> <li>• Documentation of corrective and preventive actions</li> </ul>	<b>5. Health and Safety Compliance:</b> <ul style="list-style-type: none"> <li>• Availability and condition of fire safety equipment</li> <li>• First aid stations and medical emergency resources</li> <li>• Compliance with health and safety signage and instructions</li> </ul>
<b>6. Feedback and Evaluation:</b> <ul style="list-style-type: none"> <li>• Learner satisfaction surveys and feedback forms</li> <li>• Stakeholder feedback (including employers and industry partners)</li> <li>• Records of focus group meetings and consultations</li> <li>• Reports summarizing feedback analysis and action taken</li> </ul>	<b>6. Technology and Resources:</b> <ul style="list-style-type: none"> <li>• Computers, tablets, and other digital devices used for teaching and learning</li> <li>• Instructional technology such as projectors, smart boards, and VR equipment</li> <li>• Educational software, apps, and online learning tools</li> <li>• Functionality and user-friendliness of digital learning platforms</li> <li>• IT support infrastructure and helpdesk records</li> <li>• Evidence of effective and efficient use of resources</li> </ul>
<b>7. Risk Management and Compliance Records:</b> <ul style="list-style-type: none"> <li>• Risk assessment reports</li> <li>• Risk registers</li> <li>• Records of risk mitigation activities and their outcomes</li> <li>• Incident reports and follow-up actions</li> <li>• Regulatory compliance documentation</li> <li>• Accreditation and certification records</li> <li>• Evidence of adherence to legal and ethical standards</li> <li>• Records of compliance audits and inspections</li> </ul>	<b>7. Teaching Materials:</b> <ul style="list-style-type: none"> <li>• Textbooks, handouts, and printed materials</li> <li>• Laboratory equipment and practical training tools</li> <li>• Audio-visual aids and teaching models</li> </ul>

Documented Process Evidence	Physical Process Evidence
<b>8. Resource Management:</b> <ul style="list-style-type: none"> <li>• Allocation records for teaching and learning resources</li> <li>• Inventory lists for educational materials and equipment</li> <li>• Maintenance logs for facilities and equipment</li> <li>• Resource utilisation records</li> <li>• Technology and Resources: <ul style="list-style-type: none"> <li>• Documentation on the integration and use of educational technology</li> <li>• Records of digital resource allocation and usage</li> <li>• Logs of IT support and maintenance activities</li> <li>• Evidence of cybersecurity measures and data protection policies</li> </ul> </li> </ul>	<b>8. Compliance Posters and Notices:</b> <ul style="list-style-type: none"> <li>• Display of key policies and procedures in accessible areas</li> <li>• Health and safety instructions and emergency contact information</li> <li>• Equality and diversity policies and grievance procedures</li> </ul>

By examining these documented and physical process evidences, a Quality Process Auditor can thoroughly assess the operational effectiveness, compliance, and quality assurance standards of Edupro approved centres.

### 8.3.4. Quality Process Audit Outcome

The Quality Process Audit outcome for Edupro approved centres would follow a similar approach to the EQA visit outcome, focusing on assessing the effectiveness of quality processes and procedures within the centre. The outcome of a Quality Process Audit would include:

- A comprehensive report outlining the findings of the audit, including areas of strength and areas for improvement.
- Clear identification of any non-compliance issues or gaps in quality processes.
- Utilisation of the risk rating scale (Very High Risk to Very Low Risk) to categorise the centre based on the level of risk identified during the audit.

## 8.4. 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.

## Appendix 1: Edupro Programme Development Form



Proposed Programme Requirements				
<b>Programme Title</b>			<b>RQF Level</b>	Choose an item.
<b>Programme Size:</b>	<input type="checkbox"/> Award	<input type="checkbox"/> Certificate	<input type="checkbox"/> Diploma	<input type="checkbox"/> Other <i>please specify</i>
<b>Total Credits:</b>		<b>Total Programme Time:</b>		<b>Guided Learning Hours:</b>
<b>Objective of the programme</b> – what is the main purpose of the programme? Broad knowledge and skills that learners will develop?				
<b>Development type</b>				
<input type="checkbox"/> New programme <input type="checkbox"/> Revision of an existing programme - <i>please state existing code and title below</i> <input type="checkbox"/> Adaptation of an existing programme for the international market - <i>please state existing code and title below</i>				
<b>Summary of Opportunity</b> – high-level overview of proposal, why is this development / revision needed? What is the nature of the development/revision? Who is it aimed at? Where does it fit with other existing Edupro qualifications?				
<b>Projected learners per annum</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total</b>
<b>Which country(ies) will the proposed programme be delivered?</b>	Choose a country.  <i>If international, please list specific country/ies</i>			
<b>Is there any deadline?</b> 19/08/2021	<b>Why this date?</b> Please select all that apply <input type="checkbox"/> Required to meet funding window <input type="checkbox"/> Customer / Stakeholder imposed deadline <input type="checkbox"/> Programme must be published by this date <input type="checkbox"/> Programme must be published and support materials available by this date <input type="checkbox"/> Other reasons? <i>please specify</i>			
<b>Is this a critical delivery date?</b> Choose an item				
Learners Group				
<b>Markets aimed at:</b>	<b>Who product is for:</b>		<b>Expected delivery partner:</b>	
<input type="checkbox"/> Widening participation <input type="checkbox"/> Workforce development <input type="checkbox"/> 16 – 19 <input type="checkbox"/> Skills for Life and Work <input type="checkbox"/> Engaging employer	<input type="checkbox"/> Adult returners <input type="checkbox"/> Employees <input type="checkbox"/> School candidates <input type="checkbox"/> FE candidates <input type="checkbox"/> HE candidates		<input type="checkbox"/> Further Education Colleges <input type="checkbox"/> Private training providers <input type="checkbox"/> Adult and Community <input type="checkbox"/> Centres based abroad <input type="checkbox"/> Employers	
SUPPORT FOR PROGRAMME				
<b>Employment opportunities</b> – what possible employment opportunities are there for people who gain this programme?				
<b>Progression pathway</b> – which programmes will the candidate progress from or to? Will they progress to a programme at the same or higher level, employment or training?				
<b>Articulation</b> – is the programme designed to articulate with a degree programme and if so which programme?				

<b>Professional recognition</b> – does the programme attract professional recognition and if so from who?
<b>Other information</b> – please add any supplementary information which will be helpful to the case
<b>Documents Attached:</b> <input type="checkbox"/> Programme Specification <input type="checkbox"/> Unit Specification <input type="checkbox"/> Programme Entry requirements <input type="checkbox"/> Programme's recognition of prior learning <input type="checkbox"/> Market research and evidence of demand

Qualification Designer: <i>please email to your Edupro Contact or if unknown please email to centre@eduprouk.com.</i>			
Your Name	Job Title and Organisation	Email address	Mobile number

## Appendix 2: Edupro Programme Specification Template

1)	Programme Title	
2)	Programme Objective	
3)	Level of Study	
4)	Total Credit value	
5)	Total Programme Time (TPT)	
6)	Guided Learning Hours (GLH)	
7)	Duration	
8)	Sector Subject Area (SSA)	
9)	Overall Grading Type	
10)	Mode of Study	
11)	Entry Criteria	
12)	Experience Requirement	
13)	Assessment Methods	
14)	Language of Assessment	
15)	Progression	
16)	Recognition of Prior Learning (RPL)	

### Appendix 3: Edupro Unit Specification Template

Unit Specification for		
1)	Unit title	
2)	Objective	
3)	Mode of Study	
4)	Assessment	
5)	Level of Study	
6)	Credits	
7)	Guided Learning Hours	
8)	Reference texts	

Learning Outcome The learner will:	Assessment Criteria The learner can:	Contents

By hitting the 'Tab' button on the last cell of the above table, you may add as many rows as you need.

### Appendix 4: Sample Certificate under Edupro QAS

Next three pages display the sample certificate and text on certificate.

# Certificate of **Achievement**

has been awarded to

## **NAME OF LEARNER**

who has successfully achieved

## **DIPLOMA IN LOGISTICS & SUPPLY CHAIN MANAGEMENT**

endorsed by Edupro under its Quality Assured Service Framework.

Delivery Centre: *Centre name, City, Country*

| Learner Number: 500100000  
| Programme Number: CQ1703  
| Certificate Number: 2301000  
| Credits Achieved: 120

| Date of Birth: 4 December 1990  
| Award Date: March 2023  
| Centre Number: 05100  
| Comparable EP Level: 5

This certificate should be read in conjunction with accompanying transcript.

*Signature*

Responsible Officer  
Edupro





# Certificate of Completion

This is to certify that

**NAME OF LEARNER**

has successfully completed

**CERTIFICATE IN LOGISTICS & SUPPLY CHAIN MANAGEMENT**

endorsed by Edupro under its Quality Assured Service Framework.

Delivery Centre: *Centre name, City, Country*

Programme designed by: [If any]

| Learner Number: 500100000

| Programme Number: CQ1703

| Certificate Number: 2301000

| Date of Birth: 4 December 1990

| Issue Date: 01 March 2023

| Centre Number: 05100

*Signature*

Responsible Officer  
Edupro



# Certificate of Attendance

This is to certify that

**NAME OF LEARNER**

has actively attended

**EVENT ON LOGISTICS & SUPPLY CHAIN MANAGEMENT**

endorsed by Edupro under its Quality Assured Service Framework.

Delivery Centre: *Centre name, City, Country (optional)*

Trainer: [Full Name]

| Learner Number: 500100000

| Certificate Number: 2301000

| Date of Birth: 4 December 1990

| Issue Date: 01 March 2023

*Signature*

Responsible Officer  
Edupro

*Signature*

CEO  
Centre

*Signature*

Trainer Name  
Company (if available)

