EDUPRO QUALITY DESCRIBED

2024-2025

Edupro Quality Described

Version Control History

Version	Date	Description of Changes	Author/Editor	Approval
2409	September 2024	Initial release of *Edupro Quality Described* document.	Edupro QA Team	Edupro Governing Body
2502	February 2025	Revised for consistency, terminology standardisation, and reduction of redundancy.	Edupro QA Team	Director - Qualifications

February, 2025

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1. INTRODUCTION

This document outlines the process of quality assurance and continuous improvement that Edupro applies in the design, development, delivery, assessment and awards of Edupro Qualifications. It is primarily targeted for use by Edupro staff. However, the policy and procedures outlined in this document will also be applying towards Edupro's ongoing services to its approved centres, prospective and registered learners, and other stakeholders.

1.1. Scope

This document applies to all Edupro staff, Edupro Governing Body, Edupro approved centres and their staff, and across all its functional areas.

1.2. Definitions

Assessor

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

Component

A discrete part of a qualification which:

> (a) focuses on specific areas of the knowledge, skills and understanding assessed for the qualification, and

> (b) has a specific set of criteria against which Learners' performance will be differentiated.

Regulatory Documents

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

Equalities law

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

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

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

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

(Drawn from the Equality Act 2010)

Guided Learning

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

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

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

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

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

(a) the objective of the new qualification,

(b) whether the new qualification is intended to facilitate a particular route of progression for Learners, and

(c) the number of Learners that Edupro reasonably estimates is likely to take the new qualification.

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

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

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

(a) as a lecturer, supervisor, tutor or other appropriate provider of education or training, or

(b) in circumstances in which that preparation takes place primarily at home.

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

Total Qualification Time is comprised of the following two elements –

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

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

(a) the purposes set out at section 146(1)(b) of the Act, and

(b) the purpose of determining the number of hours of Total Qualification Time that should be assigned to a qualification by *Edupro*.

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

Users of qualifications

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

(a) Learners and Learners' representatives,

(b) Centres,

(c) Teachers,

(d) employers and employers' representatives,

(e) further and higher education establishments,

(f) schools,

(g) government departments and agencies, and

(h) professional bodies.

2. EDUPRO FUNCTIONS AND PRINCIPLES

2.1. Functions

As an awarding organisation, Edupro **designs**, **develops**, **delivers, assesses** and **awards** the recognition of learning outcomes (knowledge, skills and/or competences) of an individual following an assessment and quality assurance process that is valued by employers, learners or stakeholders.

- **Design** is about **planning** and **structuring** the qualification, focusing on high-level goals, frameworks, and compliance.

- **Development** is about **creating** and **implementing** the necessary materials and processes to deliver and assess the qualification effectively.

Together, these stages ensure that a qualification is both conceptually sound and practically executable, meeting the needs of learners and stakeholders.

- **Delivery** is about **teaching** and **facilitating learning**. It involves engaging learners, providing resources, and creating an environment conducive to learning.

- **Assessment** is about **evaluating** and **measuring learning outcomes**. It involves designing assessments, grading, and providing feedback to determine if learners have met the required standards.

Together, these functions ensure that the educational process is comprehensive, with effective teaching methods leading to accurate and fair evaluation of learner achievements. These two functions are delegated to our approved centres.

- The **awarding** of a qualification is a comprehensive process that involves verifying learner achievements, issuing formal certifications, maintaining accurate records, ensuring quality and fairness, handling appeals, and communicating with stakeholders. These functions ensure that the qualification awarded is credible, recognised, and valued, thereby supporting learners in their educational and professional endeavours.

Edupro is committed to ensuring that the quality of its services is constantly monitored and that planning, procedures and financial resources are in place to ensure systematic improvement and to enhance efficiency and effectiveness for its benefit and that of its stakeholders.

Design	Development	Delivery	Assessment	Award
• Needs Analysis • Defining Learning Outcomes • Curriculum Framework • Assessment Strategy • Regulatory and Compliance Considerations	• Creating Learning Materials • Instructional Design • Assessment Development • Training Educators and Assessors • Quality Assurance Processes	• Teaching and Instruction • Learner Engagement • Resource Utilisation • Guidance and Support • Classroom Management	• Designing Assessments • Administering Assessments • Grading and Evaluation • Quality Assurance	• Verification of Achievement • Certification • Record Keeping • Quality Assurance • Appeals and Disputes • Communication • Recognition and Accreditation

As the 'delivery' and 'assessment' functions are delegated to our approved centres; particular attention is given to approve and manage the centres.

2.2. Edupro QA Principles

Figure 1: Edupro QA Principles

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

1. Conduct with Integrity:

- **Implication:** This principle implies that all individuals involved in the qualification process should act honestly, ethically, and professionally.

- **Expectation:** Individuals are expected to uphold high standards of moral and ethical conduct, ensuring that their actions align with the principles of honesty, transparency, and fairness.

2. Compliance:

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

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

3. Care and Diligence:

- **Implication:** Care and diligence imply taking thorough and conscientious care in all aspects of the qualification process, from planning and development to awarding of qualifications.

- **Expectation:** Individuals are expected to invest time, effort, and attention to detail to ensure the quality, accuracy, and effectiveness of learning materials, teaching methods, assessment tools, and awarding procedures.

4. Confidentiality:

- **Implication:** Confidentiality implies safeguarding sensitive information, data, and personal details related to learners, stakeholders, assessments, and qualifications.

- **Expectation:** Individuals and organisations are expected to respect and protect the privacy and confidentiality of learner information, assessment materials, and awarding decisions, maintaining secure systems and procedures to prevent unauthorised access or disclosure.

5. Capability:

- **Implication:** Capability implies having the necessary knowledge, skills, expertise, and resources to perform tasks competently and effectively.

- **Expectation:** Individuals and organisations are expected to demonstrate competence and proficiency in their roles, acquiring and maintaining the requisite qualifications, training, and experience to meet the demands of the qualification process.

6. Conflicts of Interest:

- **Implication:** Conflicts of interest imply situations where personal, financial, or professional interests may influence or compromise impartiality, objectivity, or decision-making.

- **Expectation:** Individuals and organisations are expected to identify, disclose, and manage conflicts of interest effectively, ensuring that their actions and decisions are free from bias, undue influence, or the perception of impropriety.

3. EDUPRO QUALITY ASSURANCE

3.1. Risk Based Quality Assurance Model

Edupro follows a Risk-Based Quality Assurance (RBQA) model which is designed to integrate risk management into every aspect of the qualification lifecycle. This approach ensures that risks are identified, analysed, mitigated, and monitored effectively to maintain high standards in the design, development, delivery, assessment, and awarding of qualifications globally. The model also incorporates Edupro's six core QA principles: Conduct with Integrity, Compliance, Care and Diligence, Confidentiality, Capability, and Conflicts of Interest.

Components of the Edupro RBQA Model:

1. Risk Management Framework
2. Quality Planning
3. Design and Development Sustainable Qualifications
4. Quality Delivery
5. Quality Assessment
6. Quality Awarding
7. Continuous Improvement

3.2. Risk Management Framework

Edupro's Risk Management Framework aims to systematically manage risks across all quality assurance (QA) processes. This ensures that potential issues are proactively identified and addressed, maintaining the integrity and quality of Edupro's qualifications globally. We have established a structured approach for identifying, analysing, mitigating, and monitoring risks.

- **Risk Identification:** Continuously identify potential risks across all QA processes.

- **Risk Analysis:** Assess the likelihood and impact of identified risks.

- **Risk Mitigation:** Develop and implement strategies to minimize risks.

- **Risk Monitoring:** Regularly review and monitor risks to ensure mitigation strategies are effective.

3.3. Quality Planning

Quality planning is a critical initial step that ensures all quality assurance (QA) activities are designed to meet Edupro's strategic goals and the needs of its stakeholders. This involves aligning QA strategies with the organization's mission and vision, actively engaging stakeholders, and integrating risk management into the planning process. We have established a solid foundation for QA activities aligned with strategic goals and stakeholder needs. We ensure the following in maintaining quality planning.

- **Strategic Alignment:** Ensure QA strategies are in line with Edupro's mission and vision.

- **Stakeholder Engagement:** Involve stakeholders in planning to gather diverse perspectives and requirements.

- **Risk Management:** Integrate risk management into the QA planning process.

4. DESIGN AND DEVELOP SUSTAINABLE QUALIFICATIONS

Designing and developing sustainable qualifications is crucial to ensuring learners acquire the essential skills and knowledge needed for success in their chosen fields. We ensure our qualifications are valid, reliable, comparable, manageable, and free from bias. As we also apply the IFC principles of learning we ensure that developed qualifications are Impactful, Inclusive, scalable and sustainable.

IMPACTFUL

1 Align learning objectives and evaluation methods with the client's performance needs and business objectives.

2 Develop engaging learning programs that address the skills and knowledge gaps of participants and increase their resilience.

INCLUSIVE

3 Address performance gaps and challenges specific to emerging markets and fragile and conflict-affected situations.

4 Develop gender-inclusive learning solutions that promote equal access to skill-building programs and reduce barriers to participation.

SCALABLE

5 Leverage digital solutions and re-usable components to design interactive learning programs that are cost-effective and able to scale.

6 Apply a systematic, competency-based approach in the development and delivery of learning programs to ensure quality and consistency.

SUSTAINABLE

7 Use and assist in developing qualified local providers to deliver learning programs.

8 Effectively transition learning programs to the client to promote sustainability and long-term business resilience.

Figure 2: IFC Principles applied in designing and developing Edupro Qualifications

The following procedure is applied to all qualifications, including diplomas, certificates, and other qualifications.

1. **Framework Development**
   1.1. **Objective Setting**: Define clear specific, measurable, and relevant objectives for the qualification aligned with industry standards and real-world applications.

      Example: Edupro Level 4 Diploma in Business Management is designed to equip learners with necessary knowledge, understanding and business management skills which are essential to accomplish high performance in an organisation. The qualification has been developed to provide knowledge and skills in the areas of accounting, finance, human resources management, marketing and administration which are essential for managing a business. The qualification aims to widen access to higher education and enhance the career prospects of those who undertake them.

   1.2. **Stakeholder Involvement**: Form a committee including industry professionals, academic experts, and employers.

      Example: Regular meetings to discuss and validate curriculum relevance.

   1.3. **Alignment with Standards**: Align the qualification with national and international frameworks.

      Example: Map learning outcomes and assessment criteria to the Regulated Qualifications Framework (RQF) levels for standard alignment.

2. **Developing Valid Qualifications**
   2.1. **Learning Outcomes**: Clearly define learning outcomes and assessment criteria.

      Example: "Develop and implement a marketing strategy" as a learning outcome.

2.2. **Content Relevance**: Ensure the curriculum content is current and reflects real-world applications.

Example: Include recent case studies and examples from various business sectors.

3. **Ensuring Reliability**
   3.1. **Standardised Assessments**: Use standardised assessment tools and methods.

   Example: A common set of assessment briefs and delivery guidelines for all centres and learners.

   3.2. **Assessor Training**: Provide thorough training for assessors to ensure consistent application of assessment criteria.

   Example: Workshops and webinars on using grading rubrics and evaluating learner works.

   3.3. **Pilot Testing**: Conduct pilot testing of assessments with a small group of students to identify and correct any inconsistencies.

   Example: Pilot the case study analysis and refine based on feedback.

4. **Ensuring Comparability**
   4.1. **Standardisation**: Develop a standardised curriculum template that can be used across different programs and institutions.

   Example: Core modules include Business Environment, Marketing Principles, Financial Management, and Leadership.

   4.2. **Benchmarking**: Compare Edupro's qualifications against similar programs from reputable institutions.

   Example: Conduct a comparative analysis of the Level 4 Diploma in Business Management with equivalent diplomas from UK Awarding Bodies.

   4.3. **Transparency**: Publish curriculum and assessment methods online for transparency and ease of comparison.

   Example: Detailed unit descriptions, learning outcomes, and assessment criteria on Edupro's website.

5. **Ensuring Manageability**
   5.1. **Feasibility Studies**: Conduct feasibility studies to evaluate the availability of resources and infrastructure.

   Example: Assess the availability of qualified instructors and necessary learning materials.

   5.2. **Scalable Design**: Design qualifications in a modular format for flexibility and scalability.

   Example: Allow units to be taken individually or as part of a qualification.

   5.3. **Support Systems**: Establish efficient administrative and support systems for both learners, educators and centres.

   Example: Implement online portals for course materials, assignment submissions, and feedback.

6. **Minimising Bias and Ensuring Equality**
   6.1. **Inclusive Design**: Include diverse perspectives and examples in the curriculum. Use inclusive language throughout all materials.

   Example: Case studies from various cultural and socioeconomic backgrounds. Avoid gender-specific terms and ensure respectful language.

   6.2. **Bias, Equality and Diversity Training**: Provide training for curriculum developers and assessors on recognising and mitigating bias. Provide regular training on equality and diversity for all staff.

   Example: Workshops and webinars on unconscious bias, inclusive assessment practices, the Equality Act and inclusive teaching and delivery practices.

   6.3. **Diverse and Accessible Content**: Use a variety of examples and case studies. Provide materials in multiple formats to accommodate different needs. Make reasonable adjustments for learners with disabilities.

   Example: Incorporate case studies from various business types i.e. from small businesses, multinational corporations, and non-profits. Offer study and training materials in print, e-book, and audio formats, and ensure videos have subtitles. Allow extra time for assessments and assistive technologies for learners with disabilities.

   6.4. **Regular Review**: Implement regular review processes to identify and address biases.

   Example: Annual reviews with feedback from a diverse panel of stakeholders.

7. **Documentation and Records**
   7.1. **Maintain Records of Documentation**: Keep comprehensive records of all stages of qualification development.

   Example: Document learning outcomes, assessment criteria, pilot testing results, and review findings.

   7.2. **Feedback Mechanisms:** Establish mechanisms for gathering feedback from students, educators, and industry partners.

   Example: Surveys and feedback forms to collect and analyse input on curriculum and assessments.

By following these steps, Edupro develops qualifications that are valid, reliable, comparable, manageable, and minimise bias while complying with the UK Equality Act 2010, promoting an inclusive and equitable learning environment for all learners.

4.1. Qualification Structure and Specification

4.1.1. The qualification 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 devising the qualification and then subjecting to review from other members within Edupro or if required with relevant stakeholders such as centres, practitioners, users, stakeholders, etc.

4.1.2. Specific regulatory requirements

For different types of qualification, there could be specific regulatory requirements for that particular qualification. The qualification development team must ensure that these requirements are outlined in the relevant qualification development forms and they are complied.

4.1.3. Credit, level values, credit transfer and RPL

Edupro will develop credit-based units and qualifications that support credit transfer and progression. The Recognition of Prior Learning (RPL) process will be applied on a case-by-case basis to ensure qualification integrity (see *Edupro Recognition of Prior Learning (RPL) Policy* for details).

Finalising credit values and qualification level
Before confirming the qualification level, the QA Manager will:

- Ensure alignment with the relevant level descriptors.
- Verify consistency between intended unit levels and assessment criteria
- Ensure the level of the unit is aligned with the intended level of the qualification
- Review credit values through internal/external stakeholder consultation

Assigning the credit value
Following points to be noted for assigning a credit value:

- One credit is equivalent to 10 learning hours.
- Learning time includes direct instruction, study, and assessment.
- Credit values remain consistent across assessment methods.

4.1.4. Assigning TQT & GLH

The QA Manager must assign reasonable and justifiable Total Qualification Time (TQT) and Guided Learning Hours (GLH) for each qualification, adhering to Ofqual's TQT Criteria. Edupro applies the TQT Criteria published by Ofqual (relevant part of the TQT Criteria attached in Appendix 5) and updated time to time.

Guidelines for TQT & GLH Assignment:

- TQT includes both Guided Learning Hours (GLH) and independent study.

- Edupro must review and revise TQT allocations based on regulatory updates.

4.2. Qualification Approval

Approved qualification refers to a qualification that (a) meets the threshold qualification for the relevant users, (b) meets the standards of qualification delivery and assessment published by Edupro from time to time, and (c) meets the standards of proficiency for enrolment with Edupro published from time to time. Figure below shows different steps of qualification approval from Edupro.

Figure 3: Qualification Approval process at Edupro

Edupro Qualifications Team is responsible for the overall approval and validation of Edupro qualifications prior to their delivery and award. The whole process is expected to be completed within eight weeks after the submission of new qualification proposal.

4.3. Progression

We recognise that the learner has to advance while developing any qualification. At this stage we are offering qualifications from Level 3 to Level 7. We have designed the qualifications in such a way that the learner can get the benefit of further study at higher levels of qualifications of Edupro. However, the learner will be subject to individual assessment and other entry requirements if they apply for external progression to any other university or institution.

It should be noted that each qualification specification describes the entry requirement for the qualification. The learner needs to complete required credits of specific level to progress from one qualification to the other qualification. Progression details are available in the 'Learners' section of our website www.eduprouk.com.

4.4. Supporting Materials

Edupro Qualification Design & Development team produces a learner pack, an assessor and a verifiers pack to assist the learners, assessors, and internal quality assurers for each of the qualification.

A learner pack includes the following items:

- The qualification'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 qualification 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 qualification
- The actions and reports that must be documented.

5. 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.

5.1. Becoming an Edupro Approved Centre

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

Application	Agreement	Compliance
Interested entities must apply to become an LEC or RPC.	Sign a written and enforceable agreement.	Follow Edupro's standards and guidelines
Provide detailed information about the institution, its facilities, and its ability to adhere to Edupro's standards.	Details the centre's responsibilities and ensures compliance with Edupro's rigorous standards.	Maintain the integrity and quality of the delivery and assessment of Edupro qualifications.

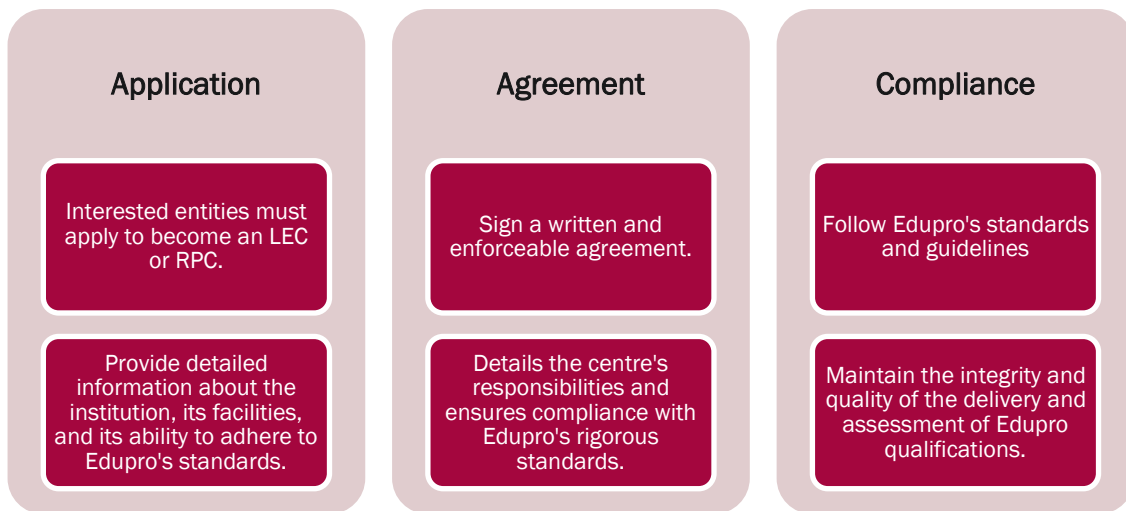The organisation seeking the approval needs to comply with the centre approval criteria and conditions set out in the application and Edupro website. Roles of the few positions in the centre has been describe below:

5.1.1. 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.

5.1.2. 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.

5.1.3. Quality Controller

The Quality Controller is responsible for maintaining the quality of the delivery and assessment processes 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.

5.1.4. 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.

5.1.5. 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.

5.2. 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.

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

Documents Name	Brief content
1. Edupro Appeals Policy and Procedures	Under this policy, centres and learners can appeal to Edupro regarding decisions made surrounding the training, assessment and quality assurance of Edupro regulated qualifications, non-regulated provision and endorsed programmes.
2. Edupro Assessment Policy	This document contains our assessment principles, process and policies regarding Edupro qualifications.
3. Edupro Brand Guidelines	This guideline explains how to use our logos. This document governs the composition, design, and general look-and-feel of our branding.
4. Edupro Centre Approval Application Form	This is the primary document to be used by a prospective centre to apply to offer our qualifications.
5. Centre Operation Handbook	This document sets out what we expect from a Centre to deliver our qualifications. It also contains information specific to managing and delivering the qualification(s) including specific quality assurance requirements. It is intended for trainers, assessors, internal quality assurers and administrative staff within the approved Centres of Edupro.
6. Edupro Complaints Policy and Procedures	This policy addresses how a centre and learner can make a complain to Edupro regarding decisions made surrounding the training, assessment and quality assurance of Edupro regulated qualifications, nonregulated provision and endorsed programmes.
7. Edupro Conflict of Interest Policy	This document outlines our policy for identifying and managing conflicts of interest both at Edupro and at our centres.
8. Interest Declaration Form	This document is used to advise Edupro of any potential or actual conflicts of interest identified.
9. Edupro Invoicing Policy	This document sets out guidelines and procedures for invoicing for services offered by Edupro.
10. Edupro Learner Registration and Certification Policy and Process	This document states the procedure how a centre can register a learner with Edupro and Edupro qualifications. This also states how the centre can claim for certificate of the learners on completion of the assessment.

11. Edupro Learners Certificate Policy and Procedures	This document states how Edupro process the learners' certificates once the centre claim certificates in the centre management portal.
12. Edupro Malpractice & Maladministration Policy	This policy is to be used by all Edupro and centre staffs and learners to ensure that malpractice and maladministration investigations are dealt with in a consistent manner.
13. Edupro Marking, Grading and Moderation Policy	This policy applies to all Edupro Staff, centre assessor and Internal Quality Assurers (IQAs) and learners who are involved with the delivery and assessment of Edupro qualifications. This policy aims to ensure that marking and grading of learners are valid, accurate, reliable, fair and open for all learners across Edupro qualifications and centres.
14. Edupro Qualification and Centre Withdrawal Policy	This policy is intended to assist learners in the event that Edupro withdraws centre or qualification authorisation.
15. Edupro Quality Described	This quality assurance manual outlines the process of quality assurance and continuous improvement that Edupro applies in the design, development, delivery and assessment of Edupro Qualifications.
16. Edupro Reasonable Adjustments and Special Considerations Policy	This document outlines clear arrangements for making reasonable adjustments and special considerations with respect to the conduct and assessment of Edupro qualifications. This policy also states different steps that our approved centres, learners, and staff must follow when submitting and/or deciding on requests for reasonable requests and/or special considerations.
17. Edupro Recognition of Prior Learning (RPL) Policy	This policy provides the method of assessment to recognise the previous experience and qualifications for the benefit of learners. This policy applies to approved centres, assessors, EQAs, IQAs, and learners with respect to recognition of prior learning (RPL) so that learners can provide demonstrable evidence of and be systematically assessed for any earlier learning for a part of an Edupro qualification which they have chosen to pursue.
18. Edupro Sanctions Policy	This policy document is intended for Edupro's approved Centre staff, learners and outlines how we implement Sanctions on the Centre. This document provides detailed information regarding which events may result in Edupro imposing sanctions on centres.

5.3. 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.	- Engage learners and promote active participation by incorporating real-world examples and industry-specific case studies. - Offer support and guidance throughout the learning process. - Provide constructive feedback to help learners improve and deepen their understanding.

		- Inspire independent study and research to expand knowledge beyond the scope of the unit.
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.

5.4. Assessing Edupro Qualifications

5.4.1. 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.

5.4.2. 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.

5.4.3. 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:
  o Essays or research papers.
  o Reports or case studies.
  o Completed creative projects or presentations.

- o Documentation of completed coursework; Reflective journals or logs.
- o Photos or videos of practical work.
- o Reports or documentation of hands-on tasks.

2. Presentations:
   - Assessment Evidence: Recordings, reports, or assessments of presentations.
   - Examples:
     - o Video recordings of presentations.
     - o Presentation slides or materials.

3. Oral Assessments:
   - Assessment Evidence: Audio or video recordings of oral examinations.
   - Examples:
     - o Recordings of learner responses to oral questions.
     - o Transcripts of oral interviews.
4. Observations:
   - Assessment Evidence: Observational notes, checklists, or video recordings.
   - Examples:
     - o Checklists verifying specific skills or behaviours.
     - o Video footage of a practical demonstration.

5. Written Exams:
   - Assessment Evidence: Completed exam papers, answer booklets, or digital submissions.
   - Examples:
     - o Multiple-choice question responses.
     - o Short-answer question responses.
     - o Essays or extended responses.

6. Group Assessments:
   - Assessment Evidence: Group project reports and individual contributions.
   - Examples:
     - o Group project deliverables.
     - o 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.

5.4.4. Grading an Assessment Criteria

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

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

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

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

Step-by-Step Process:

1. **Assign Points for Each Criteria:**

   - o **Pass (P)** = 1 point
   - o **Merit (M)** = 2 points
   - o **Distinction (D)** = 3 points
2. **Calculate Total and Maximum Points:**

   - o Sum the points for all criteria to get the total points earned.

   - o Calculate the maximum possible points (from the given Grading Criteria).
3. **Map Points to Overall Unit Grade:**

   - o **Distinction:** Maximum Available Points
   - o **Merit:** {(Numbers of 'P' Criteria x 1) + (Numbers of 'M' Criteria x 2)}
   - o **Pass:** Total Numbers of Criteria
   - o **Fail:** Below Total Numbers of Criteria

Example Framework:

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

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

Criteria and Grades:

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

Overall Unit Grade: Pass

Summary Framework:

1. **Evaluate each criterion** and assign a grade (P=1 point, M=2 points, D=3 points).

2. **Sum the points earned** to get the total points earned, i.e. 34 in the above case.

3. **Determine the maximum possible points** for the unit, i.e. 46 in the above case.

4. **Map the points to a grade** using the points ranges:

   o **Distinction**: 46

   o **Merit**: 39-45

   o **Pass**: 23 - 38

   o **Fail**: Below 23

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

5.4.5. 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.

5.4.6. 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.

5.5. 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.

5.5.1. 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.

5.5.2. 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.

5.5.3. 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.

5.6. Monitoring the Effective Delivery and Assessment

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

Annual Monitoring Schedule

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

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

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

5.6.1. External Quality Assurance

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

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

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

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

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

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

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

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

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

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

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

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

1) **Documentation Review**
   i. Quality Assurance Policies and Procedures
   ii. Compliance Documentation
   iii. Learner Records
   iv. Assessment Documentation
   v. Staff Records
   vi. Internal Quality Assurance Reports

2) **Process Evaluation**
   i. Teaching and Learning Processes
   ii. Assessment Processes
   iii. Internal Quality Assurance Processes
   iv. Staff Training and Development

3) **Physical Evidence Inspection**
   i. Learning Environment
   ii. Assessment Facilities
   iii. Resource Management
   iv. Health and Safety Compliance

4) **Stakeholder Interviews**
   i. Staff Interviews
   ii. Learner Feedback
   iii. Stakeholder Consultation

5) **Risk Assessment**
   i. Risk Identification
   ii. Risk Analysis
   iii. Risk Mitigation

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

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

5.6.3. Annual Self-Assessment

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

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

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

6. QUALITY AWARDING

Edupro ensures accurate, fair, and transparent awarding of qualifications.

- **Certification:** Verify and validate learner achievements rigorously before awarding qualifications.

- **Record Keeping:** Maintain accurate and secure records of learner achievements.

- **Recognition:** Ensure qualifications are recognised and valued globally.

Key Activities:

- Develop a rigorous certification verification process.

- Implement secure record-keeping systems.

- Promote global recognition through partnerships and accreditation.

- Conduct risk assessments to ensure the integrity of the awarding process.

6.1. Publishing 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.

Edupro LEC 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.

Edupro centres shall comply with any notice in writing issued by Ofqual requiring to refrain from issuing results for a qualification or qualifications –

(a) until such date as Ofqual might specify; and

(b) until it has complied with such requirements as Ofqual might specify.

Edupro will communicate to relevant centre and stakeholders accordingly.

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, with regard to any guidance on making changes to incorrect results published by Ofqual and revised from time to time, and correct that result where it considers it appropriate to do so.

6.2. 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.

6.3. Security of Results and Certificate

Edupro approved centres are required to upload results using a secured login of the Edupro Centre Management portal. Results are confirmed and announced to learners only after completion of the External Quality Assurance by Edupro.

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

a) High Quality Certificate Paper
b) UV invisible ink
c) QR Code
d) Special Edupro logo watermark

6.4. Changes to Incorrect Results

Ofqual's General Condition H6.3(a) requires Edupro to correct any error in the results it has issued where this is discovered through an appeals process. In all other cases, where Edupro discovers that any result it has issued is incorrect it must, under Condition H6.3(b) consider whether to correct it and have regard to any guidance published by Ofqual in that respect.

An incorrect result is one that does not accurately reflect a Learner's performance in his/her assessment. It could be higher or lower than the level of attainment which the Learner demonstrated. Edupro may discover that it has issued an incorrect result in different ways, including:

- through the application of its own quality assurance processes;
- through its investigations into malpractice or maladministration; or
- where a review of marking or an appeals process reveals an issue which is relevant to other Learners' assessments.

The Conditions below are likely to be particularly relevant to the issuing of results and to the action Edupro should take if it finds it has issued an incorrect result.

- Condition A6.1 requires Edupro to take all reasonable steps to identify the risk of any incidents which could have an Adverse Effect. Since the issuing of an incorrect result could (in many cases) have an Adverse Effect, Edupro should actively consider any risks which might lead to this happening.
- Condition A6.2 requires that where such a risk is identified, Edupro takes all reasonable steps to prevent the incident from occurring or to reduce the risk of it occurring. Edupro must also prevent, or if this is not possible mitigate, any Adverse Effect that the incident could have were it to occur.
- Condition H5.1 requires Edupro to ensure that the result of each assessment taken by a Learner reflects the level of attainment demonstrated by that Learner.
- Condition H6.1(d) requires Edupro to issue results which accurately and completely reflect the marking of assessments (including any Centre Assessment Standards Scrutiny and other quality assurance process). Where Edupro issues an incorrect result, it will have failed to comply with one or both of Conditions H5.1 and H6.1(d). There are a number of further requirements that could be relevant if Edupro issues an incorrect result.
- Condition A7.1 requires that where any incident occurs which could have an Adverse Effect, Edupro must promptly take all reasonable steps to prevent the Adverse Effect or to mitigate it as far as possible and correct it. In doing so, it must prioritise the provision of assessments which accurately differentiate between Learners on the basis of the level of attainment they have demonstrated and the accurate and timely award of qualifications.
- Condition A8.2 requires that where Edupro suspects malpractice or maladministration and has reasonable grounds for doing so, it must promptly take all reasonable steps to prevent any Adverse Effect which may occur. Where an Adverse Effect does occur it must mitigate it and correct it as far as possible. This obligation may be relevant where an incorrect result has been issued as a result of malpractice or maladministration.
- Condition I1.4 (or, where Condition I1 does not apply to a qualification, the relevant Qualification Level Condition) requires that if Edupro discovers a failure in its assessment process through any Review Arrangements or appeals process, it must take all reasonable steps to identify any other affected Learners, correct or mitigate as far as possible the effect of the failure, and ensure that the failure does not recur. Awarding organisations must ensure that if specific Qualification Level Conditions are in place for Review Arrangements or appeals, such as those for reviews of Moderation, they are adhered to before considering the following guidance.

6.5. Edupro's Action Against Incorrect Result

Where Edupro discovers that it has issued an incorrect result, Edupro will:

- investigate to understand what has happened. We make sure to gather adequate information on which to base any decision about what to do next and whether to correct the result. We collect information from the centre as necessary.
- determine whether the issue of the incorrect result has caused any Adverse Effect or whether there is the potential for any Adverse Effect to occur;
- notify Ofqual, where any Adverse Effect has occurred or could occur (in accordance with Condition B3.1);
- determine what action to take, including whether or not to correct the result and whether any other action should be taken;
- keep a record of the decision we make in respect of: whether any Adverse Effect has occurred or is likely to occur, whether or not to correct the result and on any other action we take, prevent, mitigate or correct any Adverse Effect. We will explain, on a case-by-case basis, what action it has taken and why.
- investigate to understand the reason if incorrect results have been published by centre and will complete above process to correct and for further action.

6.6. Factors to Consider for Appropriate Decision

Where Edupro discovers that incorrect result has been issued, we take all reasonable steps to prevent any Adverse Effect which could be caused or, where this is not possible, to mitigate and correct any Adverse Effect. An Adverse Effect is most likely to be caused where the issuing of the incorrect result:

- prejudices the Learner who has been issued with the result or prejudices other Learners;
- adversely affects the standard of the qualification; or
- adversely affects public confidence in regulated qualifications.

6.7. 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.

7. CONTINUOUS IMPROVEMENT

Objective: Foster a culture of continuous improvement in all QA processes.

- **Monitoring and Evaluation:** Regularly review and evaluate QA processes to identify areas for improvement.
- **Feedback Mechanisms:** Collect and analyse feedback from stakeholders to drive improvements.
- **Quality Audits:** Conduct regular internal and external audits to ensure compliance and effectiveness.

Key Activities:

- Implement a continuous quality improvement (CQI) cycle.
- Use feedback and audit results to make data-driven decisions.
- Regularly update QA policies and procedures based on emerging best practices.
- Monitor risks and adjust mitigation strategies as needed.

7.1. Performance of Qualification

Each of the Edupro qualifications is reviewed annually for its performance, quality and employability.

Performance of the qualifications is reviewed for the following reasons:

- To assess the extent to which the qualification is valid -performing as it should and meeting its objective
- To find out whether, or not, it is meeting the expectations and needs of stakeholders
- To comply with the requirements of the regulator and funding agency
- To secure public confidence in the qualification
- To share lessons learned within the organisation and with others
- To inform quality improvements
- To inform decisions on revisions or withdrawal.

In addition to scheduled annual review, a review may be instigated if a systemic problem is found during an investigation, for example, into an event that has resulted in an Adverse Effect or through received complaints.

We recommend our centres and stakeholders to assist us in this regard with the following:

- Maintain and make available all Learner records and details of achievement in an accurate, timely and secure manner in line with the requirements of Edupro qualification and Data Protection Legislation
- Take all reasonable steps to comply with requests for information, data or documents required by our EQA or Quality Management staff or by the regulator/s.
- Retain complete and accurate records from completion of all qualifications and make these available to Edupro upon request. The records required may include assessment and verification records, certificate claims, candidate data for each qualification and so on.

7.2. Feedback for Evaluating the Qualification

We request annual feedback from the registered learners, approved centres, employers and other important stakeholders on different qualification and about services.

These feedbacks are compiled and evaluated using a mix of the following methods to reach to a conclusion:

- **Desk-based methods**, for example, scrutiny of feedback reports and other documents, such as examiner/external verifier reports, the qualification specification and support materials
- **Quantitative methods**, for example, customer surveys to find out how many have thought this and that; statistical methods for analysing performance of assessments
- **Qualitative methods**, for example, interviews and/or focus groups with stakeholders to elicit their views and experiences of using your qualification, case studies to illustrate centre practice.

Edupro qualifications are reviewed and monitored continuously on Yearly basis under the supervision of Director- Qualifications. If any early amendments are required, that has to be brought to the attention of the QA Manager and Responsible officer for an immediate review to avoid any non-compliance risk.

8. EXTERNAL QUALITY ASSURANCE PROCESS

8.1. 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. 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.

8.3. 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:

8.3.1. 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.

8.3.2. 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.

8.3.3. 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.

8.3.4. 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.

8.4. 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.

8.5. 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:

8.5.1. 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.

8.5.2. 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.

8.4.3. 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.

8.6. 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.

8.7. 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

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

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.

9. QUALITY PROCESS AUDIT PROCEDURE

9.1. What is 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.

9.2. 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.

9.3. 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.

9.4. 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
1. **Quality Assurance Policies and Procedures:** • Quality assurance and enhancement policies • Standard operating procedures (SOPs) for delivery and assessment • Policy documents for internal and external verification	1. **Learning Environment:** • Condition and suitability of classrooms and teaching spaces • Laboratories, workshops, and practical training areas • Libraries and resource centres • Virtual learning environments and online platforms
2. **Learner Records:** • Enrolment and registration documents • Attendance logs and monitoring records • Individual learning plans (ILPs) • Learner progress tracking and achievement records	2. **Learner Facilities:** • Common areas such as lounges and cafeterias • Offices for learner support services (e.g., counselling, career advice) • Recreational and wellness facilities
3. **Assessment Documentation:** • Assessment strategies and plans • Records of assessment instruments (e.g., exams, assignments, practical tests) • Marking guides, rubrics, and grading criteria • Internal verification and moderation records • Feedback forms provided to learners	3. **Assessment Facilities:** • Secure examination rooms • Storage areas for assessment materials • Digital assessment facilities and proctoring tools •

4. Staff Records:	4. Staff Workspaces:
• Records of staff qualifications and professional certifications • Continuing professional development (CPD) logs • Staff training records • Performance reviews and appraisal documentation	• Teacher and assessor offices • Meeting and collaboration rooms • Facilities for staff development and training
5. Internal Quality Assurance Reports:	5. Health and Safety Compliance:
• Records of IQA and evaluations • IQA schedules and plans • Action plans based on IQA findings • Documentation of corrective and preventive actions	• Availability and condition of fire safety equipment • First aid stations and medical emergency resources • Compliance with health and safety signage and instructions
6. Feedback and Evaluation:	6. Technology and Resources:
• Learner satisfaction surveys and feedback forms • Stakeholder feedback (including employers and industry partners) • Records of focus group meetings and consultations • Reports summarizing feedback analysis and action taken	• Computers, tablets, and other digital devices used for teaching and learning • Instructional technology such as projectors, smart boards, and VR equipment • Educational software, apps, and online learning tools • Functionality and user-friendliness of digital learning platforms • IT support infrastructure and helpdesk records • Evidence of effective and efficient use of resources
7. Risk Management and Compliance Records:	7. Teaching Materials:
• Risk assessment reports • Risk registers • Records of risk mitigation activities and their outcomes • Incident reports and follow-up actions • Regulatory compliance documentation • Accreditation and certification records • Evidence of adherence to legal and ethical standards • Records of compliance audits and inspections	• Textbooks, handouts, and printed materials • Laboratory equipment and practical training tools • Audio-visual aids and teaching models
8. Resource Management:	8. Compliance Posters and Notices:
• Allocation records for teaching and learning resources • Inventory lists for educational materials and equipment • Maintenance logs for facilities and equipment • Resource utilisation records • Technology and Resources: • Documentation on the integration and use of educational technology	• Display of key policies and procedures in accessible areas • Health and safety instructions and emergency contact information • Equality and diversity policies and grievance procedures

• Records of digital resource allocation and usage • Logs of IT support and maintenance activities • Evidence of cybersecurity measures and data protection policies	

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.

9.5. 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.

10. CENTRE ASSESSMENT STANDARDS SCRUTINY (CASS)

As per the Ofqual's general condition of recognition H2.1, Where evidence generated by a Learner in an assessment for a qualification made available by awarding body (Edupro) is marked by a Centre, Edupro must have in place clear and effective arrangements to undertake Centre Assessment Standards Scrutiny in respect of the assessment.

Also, H2.2 states that as an awarding body, Edupro must ensure that in respect of any Centre Assessment Standards Scrutiny which it undertakes it complies with –

(a) any requirements, and has regard to any guidance, which may be published by Ofqual and revised from time to time, and

(b) any requirements which Ofqual has communicated to it in writing.

10.1. Moderation Requirements

Ofqual's General Condition H2.3(a)(i) allows Ofqual to specify assessments which must be subject to Moderation by an awarding organisation. As per the Condition, at this stage our qualifications do not require moderation. However, we have standardisation procedures stated below which allow us to go beyond Ofqual's minimum CASS requirement. Edupro uses the standardisation process to make sure that assessors, internal quality assures, and all of the centres uniformly apply the assessment criteria for a qualification or unit. The assessed work of learners within a unit or qualification is systematically compared to confirm standards through a variety of activities.

10.1.1. Internal Moderation

The Internal Quality Assurer for the qualification(s) is responsible for arranging and facilitating standardisation opportunities in their own centre. A typical internal standardisation meeting includes the following activities:

- each assessor brings a sample of assessed learner's work.
- the group of assessors and IQAs work on the learner evidence, checking to see if the evidence of achievement is valid, sufficient and reliable, and they agree with the assessment decision.
- the group comment on the feedback given to the learner.

- the group offer supportive recommendations how assessors might improve their assessment practice.
- the group agree what action(s) is needed to ensure that everyone assesses to the same consistent standard going forward.
- any changes to assessment decisions are agreed and recorded.

Edupro appointed External Quality Assurers (EQAs) ensures that all approved Centres' internal quality assurance procedures include processes for proposed tasks to be pre-verified prior to delivery. Where a qualification has previously been delivered and assessed, Centres must analyse concerns raised by stakeholders, including as learners, assessors, internal quality assurers, and Edupro, and make appropriate amendments.

EQA designated by Edupro ensure that all of its units and qualifications are subject to rigorous centre standardisation, and approved centres contribute to the standardising of its qualifications. Before EQA activities, EQAs are trained by a member of our Quality & Education team.

10.2.2. External Moderation

Edupro will host national standardisation events that will include its EQAs, Quality Assurance Staffs and all centres' CLOs. These events will be the responsibility of the Quality & Education team, facilitated by an EQA with a specialist in the sector area. Centres will be informed of the dates for standardisation events for the year, at the beginning of each academic year. External standardisation event provides an opportunity for Edupro and its centres to ensure the consistency of the award of qualifications to learners across different assessors and quality assurer from different types of organisations, and agree the benchmark standards to be achieved. Benefits of attending Edupro's external standardisation events include:

- sharing quality assurance process of centre
- networking with peers from other Edupro approved centres
- sharing resource ideas
- sharing good assessment and IQA practices
- receiving updates on QA process, qualification developments and processes
- continuing professional development (CPD).

Moreover, in each EQA visit, assurer will go through moderation by reviewing a sample of learner work from each cohort.

10.2. Rationale for internal assessments

The rationale behind the qualifications being marked by a centre rather than being moderated is due to the level of risk of the qualification, the nature of the industry we work in and also the fact they are offered as short courses globally and require a quick turn-around.

For the following reasons, internal assessment has been identified as the best appropriate form of assessment for Edupro qualifications:

- Edupro qualifications are designed and developed at Level 3 to Level 7. Edupro assessment strategies should allow learners to demonstrate depth, breadth, and application of higher-level knowledge in relevant circumstances. Evidences will need to take multiple forms to reflect professional settings and practical uses, as well as to provide for a natural progression path across the levels.
- Edupro qualifications are offered and delivered at various periods throughout the year. As a result, the assessment schedule should be 'on-demand' in order for learners to finish the tasks and produce evidence.

- 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. Hence, centre assessment allows the assessor to collect evidence more efficiently than external assessment.
- Centre assessment is preferred to a set of external assessments since evidence is collected as learners proceed from one component of qualification to the next.
- Edupro qualifications should be delivered by the centres who have industry expert trainers. Learning content must require both attendance at study sessions and independent learning by the learner.
- By allowing centres to use Edupro approved internal assignment briefs, we reduce the threats to validity and comparability in allowing Centres to choose their own assessment models.
- With Edupro approval process of the internal assignment briefs prepared by the centre, we are also reducing the risk to predictability in assessments.

10.3. CASS minimum requirements

Ofqual sets out below requirements for the purposes of Condition H2.2(a).

As an awarding body, Edupro must ensure that, through its Centre Assessment Standards Scrutiny, it takes all reasonable steps effectively to determine whether or not –

(a) an assessment remains, or was, fit for purpose, and

(b) the criteria against which Learners' performance is differentiated are being, or were, applied accurately and consistently by Assessors in different Centres, regardless of the identity of the Assessor, Learner, or Centre.

Edupro must ensure that the arrangements which it has in place to undertake Centre Assessment Standards Scrutiny meet at least the following minimum requirements –

10.3.1. Annual activities

Annual activities in respect of each Centre, undertaken either face-to-face or remotely, including –

(a) consideration of marking undertaken by the Centre since the last such scrutiny,

(b) where appropriate, observation of one or more assessments being taken, and

(c) where appropriate, observation of the marking by the Centre of the assessments observed under (b).

10.3.2. Sampling

We ensure that marking undertaken by the Centre in respect of all Components for a qualification is subject to scrutiny, although each Component does not need to be the subject of scrutiny every year.

We ensure that our EQA scrutinises an appropriate sample of marking by the Centre –

(a) In considering what sample size is appropriate Edupro must have regard to –

  (i) any specific risks that relate to that Centre, assessment or qualification,

  (ii) the number of Learners registered for the qualification at the Centre,

  (iii) the range of attainments demonstrated by those Learners,

  (iv) the number of Assessors at the Centre involved in marking the relevant assessment, and

  (v) the number of persons involved in internal quality assurance in relation to marking at the Centre.

(b) Where it considers it necessary in light of any risks that it has identified, Edupro must select for scrutiny examples of marking by the Centre which go beyond those suggested by the Centre itself.

10.3.3. Training and competence

All Centre Assessment Standards Scrutiny must be carried out by persons who have –

(a) appropriate competence,

(b) been provided with appropriate training, and

(c) no personal interest in the outcome of the scrutiny.

Edupro must provide effective guidance to a Centre in relation to its Centre Assessment Standards Scrutiny including the minimum expectations that the Centre must meet.

10.3.4. Risk-based approach

Edupro must take a risk-based approach to Centre Assessment Standards Scrutiny and must put in place arrangements which go beyond our minimum requirements where it considers it appropriate to do so both as part of its obligation under Condition D3.1 to keep its approach under review and, under Conditions A6 and A7, in response to any particular risk identified or incident which has occurred.

As an awarding organisation, Edupro uses risk-based approach to quality assurance for the centres. To meet the CASS requirements, we have set the procedures of overall control on the centre which has been guided in our Centre Operation Handbook. Our Centre Management Portal helps us to project date for monitoring and selection and quality assurance planning and sampling activities.

10.4. Going beyond minimum CASS requirements

Below is a summary of the arrangements we have put in place which go beyond Ofqual's minimum requirements.

- We have the quality assurance and monitoring activities in place, as well as sanctions, to deal with centres that do not regularly fulfil the criteria in learner assessment.
- When a centre offers a new type of qualification for the first time, it is automatically assigned indirect claims status.
- When a qualification has changed sufficiently to be regarded new or updated, it is put in a higher risk category for the purposes of establishing and carrying out an appropriate quality assurance activity.
- Where there is malpractice or maladministration in a centre's delivery or assessment, whether detected by Quality Process Audit or EQA visit, the centre is automatically put in a higher-risk category for further quality assurance events.

11. QUALIFICATION AND CENTRE WITHDRAWAL ARRANGEMENTS

Edupro is committed to managing the withdrawal of qualifications and centre approvals in a structured, transparent, and supportive manner, ensuring minimal disruption to learners, centres, and stakeholders.

11.1. Qualification and Centre Withdrawal Process

A qualification or centre approval may be withdrawn due to regulatory changes, non-compliance, low enrolment, centre performance issues, or Edupro's strategic decisions. The withdrawal process follows a structured approach:

11.1.1. Notice Periods

Edupro will provide:

- **Qualification Withdrawal – At least 12 months' notice** before the final registration date.

- **Centre Withdrawal – At least 3 months' notice**, unless withdrawal is due to serious non-compliance, in which case Edupro reserves the right to take immediate action.

Centres and learners will be informed via official communication channels, including email and Edupro's website.

11.1.2. Stakeholder Communication
Edupro will communicate withdrawal details to:

- **Approved Centres** – Guidance on managing learner transitions and administrative procedures.

- **Learners** – Information on completion deadlines, alternative pathways, and next steps.

- **Regulators** – Compliance with Ofqual's withdrawal and transition requirements.

11.1.3. Final Certification and Transition Period
- **For Qualification Withdrawal:**

  o Learners **already registered** will be allowed to complete their assessments and receive certification within the **final certification period** (typically 12–24 months).

  o No new learners will be registered after the final registration date.

  o Centres must submit all assessment results before the **final certification deadline** specified by Edupro.

- **For Centre Approval Withdrawal:**

  o The centre must **cease new learner enrolments immediately**.

  o Learners **currently registered** will be supported in transferring to an alternative **Edupro-approved centre**.

  o All assessment records and learner portfolios must be securely transferred to Edupro for audit purposes.

11.2. Saving and Transitional Provisions
To support learners and centres affected by withdrawal, Edupro provides the following transitional measures:

11.2.1. Completion of Ongoing Qualifications
- **For Qualification Withdrawal:** Learners already registered will be allowed to complete their qualification before the certification deadline.

- **For Centre Withdrawal:** Learners will be assisted in transferring to another **Edupro-approved centre** to complete their qualification.

11.2.2. Alternative Qualification or Centre Options
- **If a qualification is withdrawn**, learners will be supported in transitioning to an equivalent qualification with credit exemptions where applicable.

- **If a centre's approval is withdrawn**, learners will be provided with a list of alternative Edupro-approved centres where they can continue their studies.

11.2.3. Transfer to External Institutions
- If no direct Edupro alternative is available, learners may be assisted in transferring credits to a relevant qualification offered by another awarding body.

- Edupro will provide official **transcripts and records** to facilitate external credit transfer applications.

11.2.4. Special Considerations & Support

- Special provisions may be made for learners requiring **extended deadlines** due to exceptional circumstances (e.g., medical issues, disability accommodations).

- Centres must submit a request for **special consideration** before the final certification deadline.

11.3. Compliance with Regulatory Requirements

Edupro follows Ofqual's guidance on qualification and centre withdrawals, ensuring:

- ☑ Adequate notice periods for stakeholders.
- ☑ Clear transition pathways for learners.
- ☑ Compliance with saving provisions to protect learner achievements.
- ☑ Ongoing support for centres during phase-out periods.

12. COMPLYING OFQUAL REGISTER SUBMISSION REQUIREMENTS

12.1. Requirement to Submit Qualifications to the Register

Edupro will **not** make a qualification available until it has been submitted to Ofqual's Register in full compliance with General Condition **E6.1**.

- No qualification will be advertised, promoted, or delivered until it has been successfully registered.

- The **Edupro Qualifications Team** is responsible for managing the submission process.

12.2. Process for Submitting Qualifications to the Register

Edupro ensures compliance with **E6.2** through the following process:

12.2.1. Preparation of Qualification Information

Before submitting a qualification, Edupro will compile all necessary details, ensuring:

- ☑ The qualification specification is complete and aligns with Ofqual's framework.
- ☑ The Total Qualification Time (TQT) and Guided Learning Hours (GLH) are clearly assigned.
- ☑ The qualification title meets Ofqual's titling requirements (Condition E2).
- ☑ The qualification structure, assessment methods, and progression routes are fully documented.
- ☑ The qualification adheres to the Regulated Qualifications Framework (RQF) where applicable.

12.2.2. Submission to Ofqual

Edupro will submit the qualification through the Ofqual Portal in a publishable format, ensuring:

- Accurate and up-to-date information (Condition E6.2b).

- All requested information is included as per Ofqual's submission criteria (Condition E6.2c).

The submission includes:
- ◇ Qualification title and level
- ◇ Qualification objectives and learning outcomes
- ◇ Credit values and assessment criteria
- ◇ Entry requirements and progression opportunities
- ◇ Mapping to national and international qualification frameworks
- ◇ Reasonable adjustments and special considerations

12.2.3. Qualification Categorization on the Edupro Website

Once a qualification is listed on the Ofqual Register, it will be marked with:

- "(Regulated)" on the Edupro website.

- These qualifications will be clearly identified as Ofqual-regulated qualifications.

Other Edupro qualifications are categorised as follows:

☑ **Edupro Standard Qualifications** – These are not Ofqual-regulated but meet Edupro's internal quality assurance standards. They will be displayed with **"EP Level"** on the Edupro website.

☑ **Centre-Customised Qualifications** – These qualifications, quality assured by Edupro but tailored for specific centres, are not usually displayed on the Edupro website. However, they may be listed in the Centres section upon request.

12.3. Certification Marking & Ofqual Logo Usage

To maintain compliance with Ofqual's regulations and ensure clarity in certification, Edupro will apply the following marking distinctions:

Qualification Type	Certification Marking
Regulated Qualifications (Ofqual Registered)	Certificate will bear the **Ofqual logo** as per Ofqual's regulations.
Edupro Standard Qualifications (Non-Regulated)	Certificate **will not bear the Ofqual logo**.
Centre-Customised Qualifications	Certificate will be marked with **"Approved under Edupro Quality Assured Framework"**, indicating that the qualification has been quality assured by Edupro.

All certificates issued by Edupro, regardless of category, will incorporate **high-security features**, including:

- High-quality security paper
- UV invisible ink
- QR code for verification
- Edupro holographic watermark

12.4. Ongoing Compliance & Maintenance of the Register

Edupro is responsible for maintaining accurate records in Ofqual's Register:

☑ **Regular Audits** – Qualifications are reviewed annually to ensure all published information remains accurate.

☑ **Updates & Revisions** – Any changes to qualification content, assessment methods, or regulatory requirements will be updated promptly.

☑ **Withdrawal Procedures** – If a qualification is withdrawn (see **Section 11**), Edupro will notify Ofqual and update the Register accordingly.

12.5. Responsibilities & Oversight

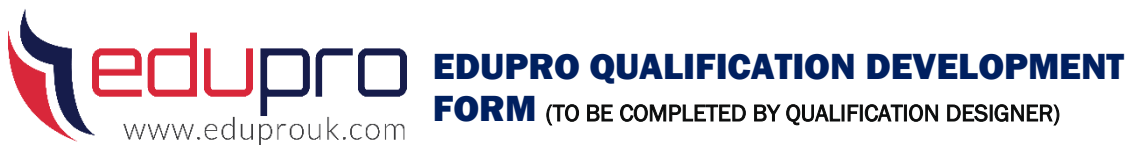| Task	Responsible Team	Frequency
Preparation of qualification details	Qualifications Team	Before submission
Submission to Ofqual Register	Compliance Team	Before qualification launch
Review & update qualification details	Compliance Team	Annually
Notification of changes to Ofqual	Compliance Team	As required

12.6. Compliance Assurance

Edupro ensures full compliance with **Condition E6** through:

✔ Internal quality assurance to validate submission accuracy.

✔ Cross-functional review by the Compliance, Qualifications, and Quality Assurance teams.

✔ Direct liaison with Ofqual for guidance on registration procedures.

LIST OF TEMPLATES
Template 1: Edupro Qualification Development Form

edupro
www.eduprouk.com

EDUPRO QUALIFICATION DEVELOPMENT FORM (TO BE COMPLETED BY QUALIFICATION DESIGNER)

Proposed Qualification Requirements				
Qualification Title			RQF Level	Choose an item.
Qualification Size:	☐ Award	☐ Certificate	☐ Diploma	☐ Other *please specify*
Total Credits:		Total Qualification Time:		Guided Learning Hours:

Objective of the qualification – what is the main purpose of the qualification? Broad knowledge and skills that learners will develop?

Development type

☐ New qualification

☐ Revision of an existing qualification - *please state existing code and title below*

☐ Adaptation of an existing qualification for the international market - *please state existing code and title below*

Summary of Opportunity – 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?

Projected learners per annum	Year 1	Year 2	Year 3	Total

Which country(ies) will the proposed qualification be delivered?	Choose a country. *If international, please list specific country/ies*
Is there any deadline? 19/08/2021	Why this date? Please select all that apply ☐ Required to meet funding window √ Customer / Stakeholder imposed deadline ☐ Qualification must be published by this date ☐ Qualification must be published and support materials available by this date ☐ Other reasons? *please specify*
Is this a critical delivery date? Choose an item	

Learners Group		
Markets aimed at:	Who product is for:	Expected delivery partner:
☐ Widening participation	☐ Adult returners	☐ Further Education Colleges
☐ Workforce development	☐ Employees	☐ Private training providers
☐ 16 – 19	☐ School candidates	☐ Adult and Community
☐ Skills for Life and Work	☐ FE candidates	☐ Centres based abroad
☐ Engaging employer	☐ HE candidates	☐ Employers

SUPPORT FOR QUALIFICATION
Employment opportunities – what possible employment opportunities are there for people who gain this qualification?
Progression pathway – which qualifications will the candidate progress from or to? Will they progress to a qualification at the same or higher level, employment or training?
Articulation – is the qualification designed to articulate with a degree programme and if so which programme?
Professional recognition – does the qualification attract professional recognition and if so from who?
Other information – please add any supplementary information which will be helpful to the case
Documents Attached: ☐ Qualification Specification ☐ Unit Specification ☐ Qualification Entry requirements ☐ Qualification's recognition of prior learning ☐ Market research and evidence of demand

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

Template 2: Edupro Qualification Specification

1) Qualification Title	
2) Qualification Objective	
3) Level of Study	
4) Total Credit value	
5) Total Qualification Time (TQT)	
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)	

Template 3: Edupro Unit Specification

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.

Template 4: Qualification Specification Review Report

1)	Qualification Title		Recommendation and Comments
2)	Qualification Objective	Is the objective of the qualification fit for the purpose and matched with the title?	
3)	Proposed Units	Are the units of the qualification important? *Rate in the following scale:* *1 - Essential 2 - Useful but not essential 3 - Not useful*	
4)	Proposed Level in RQF, England	Do you think that the LOs have been rightly mapped against the right level of qualification?	
5)	Guided Learning Hours (GLH)	*100* Hours; Is this sufficient to cover the content of the qualification?	
6)	Assessment Methods	Learning outcome are assessed by a combination of the assessment: • Assignments and reports • case studies • integrated work activities • group and individual presentations • time constrained tests • examinations	
7)	Reference Material	Do they cover sufficiently?	
8)	Learning Outcomes (LOs)	Do the Learning Outcomes appropriately write for this qualification?	

9) The following core skills should be developed by learners completing this qualification. Please tell us how important these Core Skills are for this qualification:

Core Skill	Very High	High	Moderate	Low
Written Communication				
Spoken Communication				
Numeracy				
Working with others				
Using Technology				
Problem Solving				

10) Are there any additional skills or knowledge which should be included in this qualification which have not been covered above?

11) How useful would this qualification be for learners and centres?

Application into work	Choose an item.
Usefulness into further study	Choose an item.
Centre's easiness for recruiting learners	Choose an item.

12) How important is this qualification achieves professional body recognition?	Choose an item. Please suggest a professional body and level if you think it as important.	

13) Please complete the following box if you have any other relevant comments.

14) Signed by
   Name:

   Organisation:

   Designation:

   Email address:

Should you require further information on this qualification, please contact us.

Many thanks for your support.

Please return completed questionnaire by post or e-mail to qualifications@eduprouk.com as soon as practical.

Template 5: Edupro Centre Self-Assessment Report

1. CENTRE DETAILS

CENTRE Number	CENTRE Name		Current Approval Ends
			20 April 2021
Date of Report	**Staff completing the form (Name, Designation)**		
Tuesday, 20 April 2021			

Qualification Title	Current Learners at CENTRE	Learners in CMP*

*CMP – Centre Management Portal

Other Qualification(s) offered by CENTRE	Number of registrations

Overview of campus facilities				
Campus Ownership	☐ Owned & purpose built ☐ Owned but not purpose built ☐ Leased & purpose built ☐ Leased but not purpose built	• Parking facilities	☐ No	☐ Yes
		• Canteen facilities	☐ No	☐ Yes
		• Library/study area	☐ No	☐ Yes
		• Disability access	☐ No	☐ Yes
		• Indoor game facilities	☐ No	☐ Yes
		• Outdoor game facilities	☐ No	☐ Yes
Availability of power back-up for the whole campus			☐ No	☐ Yes
Total number of floors in the campus				
Total number of rooms available in the campus				
Maximum number of rooms available for the delivery of Edupro Qualifications				
Total number of rooms currently used for the delivery of Edupro Qualifications				
Total number of workstations in the computer lab (available for students)				
Total number of books/journals available in the library				
Campus facilities are consistent with semi-annual electronic submission/declaration			☐ No	☐ Yes
Comment				
Action required?		☐ No		☐ Yes
Action				By Date

2. DETAILED REVIEW OF EDUPRO QA ASPECTS

1. Qualifications Approval and Validation		
• Number of approved qualifications from Edupro		
• Number of qualifications offered but not approved by Edupro		
• Number of Trainers available for Edupro qualifications		
• Number of registered learners for Edupro qualifications		
• Number of Full-time Assessors available for Edupro Qualifications		
• Number of Part-time Assessors available for Edupro Qualifications		
• Number of Assessors in other programmes		
• CVs of all relevant Assessors (as per Qualification) received	☐ No	☐ Yes
• CVs are consistent with semi-annual electronic submission	☐ No	☐ Yes
• Assessor pool are trained enough to conduct relevant Qualifications classes	☐ No	☐ Yes
• Admission staffs are well aware about Edupro Qualifications and their progression	☐ No	☐ Yes
• Assessors and staff CV submitted with this document		
Comment on the available staff and their qualifications. Also state any concern or feedback from the tutors and staff		
Any change expected?		By Date

2. Centre Approval		
Number of rooms to conduct Exam		
Appropriate Air-conditioning and ventilation system	☐ No	☐ Yes
Sufficient invigilation space is available	☐ No	☐ Yes
Adequate lighting system	☐ No	☐ Yes
Appropriate fire exit policy	☐ No	☐ Yes
Comment on the available resources for conducting exams and assessment		
Any change expected?		By Date

3. Student support system, CENTRE policies and procedures		
• Number of students who gave feedback		
• CENTRE staff were present in the meeting	☐ No	☐ Yes
• New students get orientation before starting the programme	☐ No	☐ Yes
• Students are informed on time about the class schedule	☐ No	☐ Yes

• Students get feedback on their appeal	☐ No	☐ Yes
• Students are updated immediately with any changes/addition in the qualifications	☐ No	☐ Yes
• Students are provided with free computing facilities	☐ No	☐ Yes
• Free Internet/wi-fi facilities	☐ No	☐ Yes

• Certificate distribution process	☐ Directly from campus	☐ Mailed to student	☐ Other

Summarise the views expressed by students, including favourable comments and any concerns raised.	
Any change expected?	By Date

4. External and internal communication systems and marketing strategies		
• All staffs have CENTRE domain email address	☐ No	☐ Yes
• Updated marketing materials of Edupro are available to CENTRE staff	☐ No	☐ Yes
• CENTRE website is updated with relevant qualification progression	☐ No	☐ Yes
Comment on the CENTRE's website, student blog, promotional materials and marketing plans etc.		
Any change expected?		By Date

5. Arrangements for administration, registration, retention, counselling and placement		
• Copy of admission policy was available	☐ No	☐ Yes
• Decision makers for recruitment are competent	☐ No	☐ Yes
• Records of recruitment was available with proper audit trails	☐ No	☐ Yes
• Copies of recruitment advertisement and promotional materials were available for inspection	☐ No	☐ Yes
Comments on the registration procedure & particulars, students retention rate, pass ratio, etc.		
Any change expected?		By Date

6. Management and owners support available for quality assurance and quality enhancement	
• Head of the CENTRE	
Change from Last report/ time of approval? (please explain reason if there is any change)	
• Centre Liaison Officer	

Change from Last report/ time of approval? (please explain reason if there is any change)

Comments on the views and concern regarding Edupro Qualifications provision by Head of the CENTRE and Centre Liaison Officer specifically on • Top management's vision on the Edupro Qualifications • Top management's plan on Edupro Qualifications recruitment and marketing • Student projection • Existing support availability

Any Action to be taken?	By Date

7. Verifying student identity, documentation, administration and facilities available for conducting external examination		
• Students have CENTRE identity card	☐ No	☐ Yes
• Minimum hardware equipment is evident	☐ No	☐ Yes
• Minimum software requirement is evident	☐ No	☐ Yes
• CENTRE staffs are aware of responsibilities of Edupro approved invigilation	☐ Fully aware ☐ Partially aware & training required ☐ Not aware at all	
• Special instruction concerning students arrives late or leaving before the assessment end	☐ Instructions are being implemented ☐ Instructions are being partially implemented ☐ Instructions are NOT implemented	
• Procedure at the end of assessment	☐ Instructions are being implemented ☐ Instructions are being partially implemented ☐ Instructions are NOT implemented	
• CENTRE staffs are aware of responsibilities of emergency regulation	☐ Fully aware ☐ Partially aware & training required ☐ Not aware at all	
Comment on the identification of students and assessment procedure specifically on – • Invigilation • Malpractice during exams		
Any Action to be taken?	By Date	

8. Computing facilities, internet and back-up logistics and security measures			
	Satisfactory	Average	Poor
Power backup system for workstations			
Internet connection speed (512Kbps recommended)			
Hardware and software performance			

Back-up internet system			
Distance between workstations to avoid malpractice			
Updated anti-virus software			
Accommodation facility for the disabled students			
Comment on the computer lab and security measures to avoid malpractice.			
Any Action to be taken?		By Date	

9. Proper financial management available (internal checking at Edupro)

• Admission and registration with Edupro lead time	
• Accounts receivable collection period	
Comment on the promptness of payment for registration and certification	
Any Action to be taken?	By Date

10. Arrangements available for improvements in academic, operations and administrative support

• At least one staff training is arranged in each year		☐ No	☐ Yes
• CPD plans of the relevant staffs have been submitted to Edupro		☐ No	☐ Yes
Complaints received against the CENTRE through Edupro portal	☐ No	☐ Yes	
Action required?	☐ No	☐ Yes	
Planned activities to support students and staff	Staff training and orientation for students		
Comments on the availability of • Staff training • Meeting and follow-up • CPD plans of the relevant staffs			
Any Action to be taken?		By Date	

11. Feedback from other stakeholders

• Feedback from competitors	☐ Not obtained	☐ Obtained
Comment		

• Feedback from parents			☐ No	☐ Yes
• Parents' Satisfaction	☐ Fully satisfied	☐ Satisfied with minor objections		☐ Not satisfied
Comment				
Any Action to be taken?				By Date

General Comments	
Mention any points you may wish to make that are not otherwise covered in the report, including: comments on administration; communication within the CENTRE.	

Signature	Date

Appendices

Please list all evidence appended to this document.

If you are interested to read or use any of the above templates, please send an email with your details to quality@eduprouk.com.