



Delivering and Assessing Qualifications

Thank you for choosing to work with Skills and Education Group Awards¹. You are one of over 500 Centres offering qualifications from our portfolio of over 350 regulated qualifications across a wide range of industry sectors. All our qualifications have been designed with the support of relevant stakeholders to ensure that they meet the needs of both learners and industries across the UK. This means that the qualifications are designed to give learners the skills needed to find employment, progress within education or enhance their skills in their current job role.

We recognise the importance of continuing to offer not only a wide range and breadth of qualifications, but just as significantly, excellent customer support.

All our Centres have access to a dedicated Customer Support Officer as well as unlimited access to a Relationship Manager and External Moderator. The latter are all subject specialists and are chosen by us for their experience, knowledge and ability to support Centres to deliver our qualifications successfully.

1 Qualifications

1.1 Each qualification will have:

- clear Learning Outcomes and Assessment Criteria;
- a level from Entry Level to Level 8 indicating the difficulty of a qualification and, where credit is applied, also showing the level of each unit/component;
- a Total Qualification Time (TQT): '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.'² The size of a qualification is determined by the TQT.
- We use the terms Award, Certificate and Diploma in the qualification title to offer a general indication of the size of the qualification.
 - An Award has a TQT value of 120 or less.
 - A Certificate has a TQT value in the range of 121-369.
 - A Diploma has a TQT value of 370 or more.

1.2 TQT is made up of two elements:

- The number of Guided Learning hours (GL) and

¹ Skills and Education Group Awards is a recognised awarding organisation and part of the Skills and Education Group.

² Interpretation and Definitions – Regulatory Conditions of Recognition

- 'An estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or other form of participation in education or training, including assessment, which takes place as directed by - but not under immediate guidance or supervision of - a lecturer, supervisor, tutor or other appropriate provider of education or training.'³

1.2.1 Examples of Guided Learning include:

- Classroom based learning supervised by a tutor: e.g., classroom teaching; supervised practical sessions; 'all forms of assessment which take place under the Immediate Guidance or Supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.'⁴
- Work-based learning supervised by a tutor: e.g., safety in the workplace; other supervised work; observation of competence;
- Tutorial with a tutor in real time: e.g., 1:1 teaching session face to face or otherwise;
- E-learning supervised by a tutor in real time.

1.2.2 Examples of other time spent include:

- Research project;
- Portfolio assessment;
- E-assessments: e.g., those that are not supervised/invigilated;
- Reflective activities;
- Practical sessions which are unsupervised: e.g., unsupervised work in placement or workplace.

1.3 Our regulated qualifications are published on the current registers for regulated qualifications under Skills and Education Group Awards (SEG Awards).

2 Getting started

Once you have selected the qualification you wish to deliver, what do you do next?

2.1 Make sure that you understand the structure of the qualification.

³ Interpretation and Definitions – Regulatory Conditions of Recognition

⁴ Ofqual Guidance to the General Conditions of Recognition

2.2 Read and understand any rules of combination and assessment requirements which are available in the Qualification Guide. Make sure you:

- are aware of the recommended time required to successfully complete the qualification⁵;
- know which units/components are mandatory;
- know how many optional units/components you will need to deliver;
- consider which optional units/components you and your Centre are best equipped to deliver;
- consider which units/components best meet the needs of your learners and, if appropriate, the local area's needs;
- check that the qualification you have selected is at the correct level for your learners to ensure that they have the best opportunity of success;
- consider possible progression routes for learners.

2.2 Check what you need to deliver / assess. In the Qualification Guide, you will find:

- Learning Outcomes and Assessment Criteria;
- Indicative Content: this provides an indication of the range of content to be covered;
- General Teaching and Learning tips;
- Assessment Information;
- Grading criteria where applicable.

2.3 Consider:

- the physical resources you will need to deliver and assess the qualification e.g., specialist equipment;
- the staffing resources you will need including any specific requirements such as qualifications which may be needed to deliver and assess;
- any external resources that you could make use of e.g., visits out, guestspeakers / providers, work placements;

⁵ As stipulated within the Qualification Guide.'

- ways in which learners could gather evidence to demonstrate achievement of the Learning Outcomes and Assessment Criteria;
 - if learners need to demonstrate their competence in the workplace, how will you manage this?
 - ways that you will track and record learner achievement. We provide **Learner Achievement Checklists** to help with this. They are available on our website;
- the Internal Quality Assurance process you are going to use. Please refer to the document [Internal Quality Assurance of Qualifications](#).

3 Planning the delivery of the units/components

3.1 Decide on the order that you will deliver the units/components required.

You may wish to consider delivery of the mandatory units/components first as these often provide the background for the optional units/components, but it may be appropriate to deliver a number of mandatory and optional units/components alongside each other. You decide what would be appropriate in your circumstances.

3.2 Decide if you could combine the delivery of any units/components

You may wish to combine the delivery of units/components within your programme to make learning more relevant to learners. For example, there may be a health and safety unit which will lay down knowledge and principles but will need to be applied in practical units / components.

Remember, all assessment evidence provided by learners will need to be cross referenced to specific units / components.

3.3 Ensure that you have appropriately qualified staff to deliver and assess units/components

3.3.1 The staff delivering and assessing units/components should have specific subject knowledge of the unit/units/components that they deliver and understand the structure of the qualification.

3.3.2 For qualifications with a vocational focus, staff must have knowledge of current professional practice. We advise that staff should spend time in a relevant work environment as part of CPD to ensure that they keep up to date within the sector.

3.4 Think about methods that you could use to bring learning to life for learners

3.4.1 Many qualifications are practically based. Where knowledge needs to be delivered, think how this can be related to practice.

3.4.2 Some qualifications are designed to confer competence in a job role and may be included in an Apprenticeship Framework. In these circumstances, learners will need to demonstrate their competence in the workplace. You will need to consider how learners will be helped to develop these skills to the required level for assessment. This may require some formative assessment of a learner's performance before their final assessment to the required standard.

3.5 Decide where you could make use of external specialists to enhance delivery.

This could involve bringing them into the training environment or arranging visits/placements out in the working environment. If you decide to do this, it is important that the external specialists are well briefed and any legal requirements are met.

3.6 Build in time to discuss progress with individual learners to support them through the learning and assessment process. This is an important aspect of delivery.

3.6.1 This could be through a tutorial process or a reflection/review process.

3.6.2 Where learners are required to demonstrate their ability to perform tasks, it is important that they are given time to practice and develop these skills before their final assessment against specific assessment criteria.

3.7 Learners need to be given ongoing feedback to help them reach the required standard. It is up to you as a Centre to decide on what is best for your learners. You must be aware of the individual needs of your learners. We expect that you make adjustments to delivery to support learners to achieve their best.

3.8 Consider how you will make sure that learners understand what their programme will involve. It is important that your learners understand what their learning programme involves and what is expected of them in terms of:

- a programme outline of the units / components which will be studied;
- any specific requirements for them such as a requirement for work placement;
- their involvement in the learning process e.g., managing their time to meet deadlines, participating in learning activities;
- the assessment process to include production of evidence of achievement, recording/tracking systems;
- their involvement in the review process including receiving feedback from assessors and planning next steps;
- the possible progression routes that they may have on successful completion of the qualification.

This can be achieved in a variety of ways. Some Centres may run an Induction Programme, others may produce information packs/booklets. Some Centres may have a standard approach across all programmes. You need to decide which is best for your Centre and learners. NB Some learners may only be aiming to achieve units/components. All of the above would still apply.

3.9 Decide how you will record learner achievement.

3.9.1 Learner achievement needs to be recorded and referenced so that it is clear where the learner has provided evidence to meet the Learning Outcomes and Assessment Criteria for all units/components which contribute to a qualification.

3.9.2 As an assessor, you will need to be sure that all learners have provided sufficient, authentic evidence of their achievement. This needs to be available for your Internal Quality Assurance process and your External Quality Assurer (External Moderator) who will be allocated to your Centre in line with our Quality Assurance Process.

4 Assessing Learner Achievement

A learner's achievement is based on the presentation of evidence to meet all the Learning Outcomes and Assessment Criteria for a unit.

4.1 Planning assessment activities to demonstrate achievement

4.1.1 You need to plan assessments, identifying relevant methods of assessment and the evidence that the learner needs to produce to meet the required standards set within the Learning Outcomes and Assessment Criteria. This needs to be recorded on documentation provided by your Centre or, alternatively, the templates made available by us.

4.1.2 Each assessment activity needs to be approved and signed off by your internal moderator/IQA.

4.1.3 You will find that some Learning Outcomes and Assessment Criteria within units/components will focus on underpinning knowledge and understanding; others will focus on skills development and/or the demonstration of competence. You need to be clear about this by checking the Qualification Guide for your chosen qualification.

4.1.4 Learners also need to be clear about:

- what is being assessed;

- how it is to be assessed;
 - timescales for assessment.
- 4.1.5 In work-based situations the assessor may be required to work with the individual learner(s) to identify and agree opportunities for assessment; determine an appropriate means of assessment; and agree arrangements for the assessment with the learner(s).
- 4.1.6 You must ensure that all learners are prepared thoroughly prior to assessment activities. Remember, your learners may need to practice skills before they are assessed.
- 4.1.7 You must ensure that all activities are conducted in line with appropriate current legislation and regulations including health and safety and you must ensure that learners are fully aware of what is required.
- 4.1.8 We expect that your Centre will ensure all learners are given fair access to assessment. If you feel that any of your learners would benefit from special arrangements to enable them to access assessment activities, we are happy to discuss this with you.
- 4.1.9 Where possible, you should offer integrated assessment opportunities to learners whereby a number of Learning Outcomes and Assessment Criteria from different units/components can be assessed through a single assessment. This will reduce the assessment burden. It is essential that all evidence is clearly signposted to the relevant Learning Outcome(s) and Assessment Criteria.
- 4.1.10 For some of our qualifications, we provide assessment tasks/sample assessments/workbooks. It is advisable to check what is currently available for the qualifications you wish to deliver.
- 4.1.11 It is important that the assessment task which learners are asked to perform is attached to the evidence which is being put forward to show achievement. This also needs to:
- clearly state what the task/tasks are that a learner is being asked to do;
 - map each task to the Learning Outcomes and Assessment Criteria which are being assessed.

5 Assessing learner achievement

5.1 Do I need any specific qualifications to assess your Qualifications?

5.1.1 We require those involved in the assessment process to be suitably experienced and/or qualified. In general terms, this usually means that

the assessor is knowledgeable of the subject/occupational area to a level above that which they are assessing.

5.1.2 Assessors should also be trained and qualified to assess or be working towards appropriate qualifications or be able to demonstrate experience.

5.1.3 In some sectors and for certain types of qualifications, there may be additional requirements specified by, for example, a Sector Body, professional body and/or the regulatory authorities⁶. These will be identified in sector specific Assessment Strategies. This guidance is available on the Info Hub on our website.

5.2 Making Assessment Decisions

5.2.1 When making an assessment decision there are four key principles which must always be applied. Is the assessment evidence presented by each learner:

Valid? – validity is the extent to which evidence and theory support the interpretation that the assessment outcomes meet their intended uses;

Current? - especially if prior experience of the relevant knowledge / skill is claimed;

Sufficient? - all aspects of the standards set within the learning outcomes and assessment criteria of the unit have been met. When making assessment judgements, you will need, therefore to check the evidence carefully against these learning outcomes and assessment criteria.

Authentic? - especially if work has been done with the assessor not present. Learners are required to confirm they are the sole generator of the evidence by completing a Declaration of Authenticity⁷ and placing it in their portfolios/with their evidence. Make sure that learners always acknowledge the sources of their research when quoting.

5.2.2 We require one Declaration of Authenticity per portfolio or one attached with individual pieces of evidence if submitted separately to the External Moderator.

5.2.3 The evidence produced needs to clearly signpost:

- the Tasks a learner has been asked to complete;
- the Unit(s)/Component(s) to which it refers;
- the Learning Outcome and Assessment Criteria to which the task relates.

⁶ Ofqual for vocational qualifications delivered in England; Qualification Wales; CCEA in NI

⁷ Available on the website

It is up to you to use systems which suit your Centre but all must be clearly documented.

Remember, your Internal Quality Assurance process will require this information to understand the assessment decisions that you as an assessor are making as will our External Quality Assurance Process.

5.2.3 You should always ensure that any assessment takes place in an appropriate environment that provides reliable and manageable opportunities that are comparable and fair for all learners.

5.2.4 You may have set up group activities as assessment tasks. It is important in these situations that all learners are able to provide evidence that they have individually met the required assessment criteria.

5.2.5 If you are assessing performance, you may wish to use witness testimony to confirm the performance of the learner. Assessors must ensure that where witness testimony is used to confirm achievement, the credibility of the witness is confirmed.

For example, if assessing learner competence:

- is the witness providing the testimony occupationally competent in the particular area?
- is the witness qualified in assessment of workplace performance OR has a professional work role which involves evaluating the everyday practice of staff?

5.2.6 You may want to use an Expert Witness. This person will need to be occupationally competent in specialist areas agreed by the assessor and be either qualified in assessment of workplace performance OR holds a professional work role which involves evaluating the everyday practice of staff. The use of an expert witness should always be agreed by the assessor. A template and guidance on the use of witness statements is available on the Info Hub on our website.

5.3 Repeating Assessments

5.3.1 Where appropriate, and in line with any timescales for assessment set by the Centre, learners should be allowed further attempts to provide evidence to meet any learning outcomes and assessment criteria that have yet to be demonstrated.

5.3.2 There is no restriction on the number of attempts at assessment. If learners are not successful at the first attempt, you may highlight mistakes and provide feedback. You must **not** correct mistakes but advise them how they can get to the required standard.

5.3.3 It is an assessor's judgement to consider the requirement for further learning/training or practice.

5.4 Conflict of interest

A conflict of interest in this context can be defined as a situation that has the potential to undermine the impartiality of an assessor because of his/her self-interest, professional interest or public interest in the outcome of the assessment. You must be aware of your Centre's conflict of interest policy and how and when you should declare / report a potential conflict.

Examples of conflict of interest may include but are not limited to the following:

- An assessor works for a centre and a family member takes a qualification at the same Centre;
- A member of staff at the centre is completing a qualification delivered and assessed by the Centre;
- An assessor is working with more than one centre or private training provider;
- An assessor is taking part in the appointment, promotion, assessment, supervision or evaluation of a person with whom they have family connections;
- An assessor has a family connection with a registered learner or learner's family.

Centres must record all conflicts of interest and document any actions taken to mitigate any potential Adverse Effect and inform Skills and Education Group Awards as appropriate.

6 Recognition of Prior Learning

6.1 The recognition of a learner's previous achievements/experience is known as Recognition of Prior Learning (RPL). RPL is a general term and is a process of recognising previous learning, experience or achievement so that a learner does not have to repeat a course of learning or assessment.

6.2 We categorise RPL into the following descriptions:

6.2.1 Credit Transfer

We may attach credit to a qualification, a unit⁸ or a component⁹. Credit transfer is the process of using certificated credits achieved in one

⁸ A unit contains an explicit set of learning outcomes and assessment criteria.

⁹ A component is a discrete part of a qualification which has a specific set of criteria which are assessed and which will differentiate learners' performance i.e. will be graded. Any component that sits within a qualification that has credit assigned will also have a level and a credit value.

qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/components transferred must share the same learning outcomes and assessment criteria. Assessors must ensure that they review and verify the evidence through sight of:

- original certificates OR
- copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available to the External Moderator.¹⁰

6.2.2 Exemption

Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within a qualification but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the qualification to be achieved in order to determine its equivalence.

6.2.3 Non-certificated learning/experience

Centres must take into account and acknowledge any previous non-certificated learning or experience which may exempt a learner from a further course of learning. Evidence of this learning/experience must be presented and mapped against the learning outcomes and assessment criteria in the relevant qualification.

When making decisions using this evidence, assessors must be satisfied that the evidence produced will allow the learner to meet the assessment standard described within the learning outcome and the assessment criteria.

The Centre's assessment tasks which have been developed for the unit/s in question must then be completed.

- 6.3 Any queries about the relevance of any certificated evidence, should be referred in the first instance to your Centre's internal moderator and then to our External Moderator.
- 6.4 It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.

¹⁰ Evidence of certificated achievement may also be verified via the Personal Learning Record (PLR).

6.5 Where past certification only provides evidence that could be considered for exemption for part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.

6.6 RPL Process

6.6.1 Information & Guidance

Prior to enrolment you should discuss the purpose of RPL with your learners and outline the possibility this presents to claim credit or exemption for their previous learning or certificated achievement.

The learner will need to know:

- the process involved in claiming achievement via RPL;
- details of any support and guidance relating to the process which may be available to them;
- details of any associated additional costs, type of evidence required and deadlines for submission;
- the Internal Quality Assurance and Appeals process.

6.6.2 Evidence Collection

This is the stage where the learner has to collect evidence against the requirements of the assessment criteria. For this activity it is recommended that Centres develop assessment plans and tracking documents to support the learner and assessor through this process. It is important that every opportunity is given to learners to prove their ability and to provide the appropriate evidence. This evidence may be drawn from a number of sources e.g., paid/unpaid work/experience or certification which in the case of exemption must also detail the learning covered.

6.6.3 Assessment and Internal Quality Assurance

Assessment of the evidence must follow a planned process and be implemented with integrity as in any other assessment strategy.

The assessor is required to make judgements regarding the evidence and its suitability in relation to the assessment criteria. In making these judgements the assessor may be looking for evidence from:

- review of Work Experience Records and documents confirmed by witness statements which have been validated by a manager/supervisor validation;
- reflective accounts or journals;
- previous portfolios;
- reports;
- projects or case studies.

The assessor must confirm that the evidence gathered is validated as being the learner’s own work and is still valid, sufficient, and reliable.

6.6.4 There is no requirement to develop special arrangements for RPL but the assessment process should be conducted in line with the Centre’s usual assessment and internal quality assurance procedures. All records of assessment and internal quality assurance (internal moderation) should be retained in accordance with the Centre’s and our requirements.¹¹

6.6.5 External Quality Assurance and Certification

Assessments which include the use of RPL will be subject to the normal external quality assurance (external moderation) process. Centres will, therefore, need to have available clear records of assessment tracking, assessor decisions, appeals and internal quality assurance in relation to the assessment decisions made via RPL. These records should be retained in accordance with our requirements¹².

7 Types of Evidence

7.1 Learners will need to present their evidence of achievement of Learning Outcomes and Assessment Criteria in a portfolio of evidence.

7.2 All evidence needs to be appropriate to the Learning Outcomes and Assessment Criteria of particular units / components, and to take into account the circumstances in which learners are operating. We have developed a range of sample documentation that can be used and/or amended by you as appropriate if you wish to use them. These documents are available to approved Centres on the Info Hub on our website and are listed below.

7.3 As an assessor, you should consider what is an appropriate range, type and volume of assessment which may include a combination of the following.

Methods of Assessment	Examples of evidence of Achievement
Observation of learner performance	Video recording of learner performance Written record of learner performance (Observation Template available for assessor to complete)

¹¹ Centre Record Keeping; External Moderation Policy

¹² Centre Record Keeping; External Moderation Policy

	<p>Witness Testimony</p> <p>(Witness Statement Template available for assessor to complete)</p>
Role play	<p>Audio/Video/written record of learner performance in the role play</p> <p>(Observation/Oral Questioning Template available for assessor to complete)</p> <p>Written transcript of learner performance in the role play</p>
Presentations	<p>Audio/Video/written recording of learner presentation</p> <p>Learner's artefacts, photographs, notes and/or products used during the presentation</p> <p>Assessor's feedback on the presentation</p> <p>(Observation/Oral Questioning Template available for assessor to complete)</p>
Interview / professional discussion with learner	<p>Written record of learner responses to interview/contribution to discussion</p> <p>(Professional Discussion Template available</p> <p>Observation/Oral Questioning Template available for assessor to complete)</p> <p>Records may also be in Audio and / or Video format</p>
Oral questioning	<p>Audio/Video recording of learner responses to oral questioning</p> <p>Written record of learner responses to oral questioning</p> <p>(Observation/Oral Questioning Template available for assessor to complete)</p>
Written questions	<p>Written answers / responses</p>
Assignments/Projects/Case Studies	<p>Audio /Video/written reports, reflective journals/diaries</p> <p>Learner's artefacts, photographs, notes and/or products produced</p>
Product evidence	<p>Artefact or product</p>

<p>Recognition of Prior Learning</p>	<p>Certificated and/or authenticated evidence of prior experience/achievement that may include any of the above. Acceptance of this may be subject to time restrictions</p>
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This list is not exhaustive and other types of evidence are acceptable. Often, a variety of forms of evidence are used to demonstrate learner achievement and these are often collated to form a portfolio. We encourage you to use innovative and exciting ways in which to demonstrate learner achievement to ensure that all learners have access to assessment without diminishing the rigour or validity of the assessment process.

Portfolios do not need to be very large and must contain the learners’ own work, not an abundance of handouts produced by the Centre.

7.4 Simulation

This is acceptable in some circumstances. However, in many cases where competence is being assessed, learners need to demonstrate achievement in a real work environment. Specific details relating to the use of simulation can be found in our Assessment Guidance for specific qualifications and/or sectors. This guidance will be sent to the person within your Centre that you have named as the contact for the qualification. It will also be made available on the website to approved Centres.

7.5 Can learners use e-portfolios?

Learners may wish to record evidence of assessment and achievement in electronic format. An e-portfolio is an electronic version of a traditional paper-based recording system. It provides for the management of digital artefacts for assessment and/or verification. For example word documents, digital photographs, digital audio and video files and the systems for storing and structuring the work, such as PowerPoint and other commercial e-Portfolio systems.

Centres who provide such systems for their learners must ensure that they:

- provide a secure facility for the learner to store evidence of assessment and achievement;
- provide an audit trail of assessment decisions and internal quality assurance processes;
- allow access to our External Moderators for quality assurance purposes.

Whatever the evidence produced, it must all be clearly signposted to the relevant Learning Outcomes and Assessment Criteria and recorded appropriately.

8 Recording Achievement

- 8.1 Your Centre may have its own system for recording learner achievement, and we are happy for you to use that.
- 8.2 Alternatively we have developed a range of sample documentation that can be used and/or amended by you as appropriate. These documents are available to approved Centres on the Info Hub on our website.

One of these documents is the Learner Achievement Checklist for learners, assessors and internal quality assurers to use to record evidence produced and assessment decisions. They are available for all qualifications and can be customised to your own needs.

- 8.3 Learners will need to cross reference evidence to specific Learning Outcomes and Assessment Criteria.
- 8.4 Once you as the assessor are satisfied that a learner has provided sufficient evidence of achievement for all Learning Outcomes and Assessment Criteria for a unit, you need to acknowledge this by signing off the unit.
- 8.5 Learners will need to keep a checklist along with their evidence, as it will be required as part of your Centre's Internal Quality Assurance and our External Quality Assurance processes.

Remember recording assessment decisions is clearly an important part of the internal and external quality assurance process.

All evidence produced needs to be clearly signposted to:

- the Tasks a learner has been asked to complete;
- the Unit(s) to which it refers;
- the Learning Outcome and Assessment Criteria to which the task relates.

9 Retaining and Storing Evidence

You must make sure that all internally assessed evidence is retained by your Centre until external moderation is completed, awards made and any period for appeals has elapsed.

Please refer to our requirements for Centre Record Keeping.

10 Quality Assurance Processes

- 10.1 The purpose of internal quality assurance (moderation) is:

- to assure that the assessment decisions made by assessors are accurate and reliable when interpreting the standards set in unit/s by the learning outcomes and assessment criteria;
- to assure the consistency of assessment decisions across assessors;
- to address the key principles of consistency, transparency, validity and reliability.

10.2 Why is it required that your Centre has an Internal Quality Assurance System?

10.2.1 As a regulated Awarding Organisation / Body we have to ensure consistency of assessment decisions within and across Centres.

10.2.2 Irrespective of the size or type of Centre, we require you to have your own Internal Quality Assurance system in place as an integral part of your overall Quality Assurance process.

10.2.3 You will need to make sure that you have a person(s) in your Centre responsible for implementing your Centre's Internal Quality Assurance systems. These people are a vital link between you the Centre, and our External Quality Assurance Process.

For more information please refer to the document Internal Quality Assurance of Qualifications.

11 External Quality Assurance

11.1 The External Quality Assurance process is managed by us to ensure that Centres have provided learners with access to fair and reliable assessment opportunities, and that our qualifications are delivered in accordance with the standards agreed in the Qualification Guide and approval documents.

11.2 It is a flexible system which may be applied at any time of the year, usually when learners have finished their learning programmes and have completed all assessment requirements.

11.3 We appoint External Moderators who will be allocated to your centre to undertake the external moderation. They are subject specialists and have detailed knowledge of the sector and our processes and procedures.

11.3.1 They liaise with Centres to sample and confirm assessment decisions, review evidence of the internal assessment and moderation process and confirm the evidence of achievement for the award of a qualification/unit. In addition they offer advice and guidance to Centres in order to support continuous improvement.

11.3.2 Your allocated External Moderator will make contact with you and will be available for advice relating to delivery, assessment and internal quality

assurance to support you in providing the most appropriate modes of evidence collection for your learners.

- 11.4 Our annual moderation is included in the enrolment fee. Any additional External Moderation will incur a charge.
- 11.5 Centres must ensure that the External Moderator has access to all the assessed evidence, records of the assessment process and internal quality assurance process for the courses and learners included in the moderation. Evidence may include digital media such as video, audio and picture files or e-Portfolios.
- 11.6 Standardisation

The External Moderator may ask for copies of evidence to assist us in conducting standardisation activities across Centres. They may also request your permission to use some of the evidence produced by your learners as exemplars to support other Centres. Your External Moderator will discuss this with you.

And finally...

If you would like to discuss any aspect of the assessment process, contact our CustomerSupport Team on 0115 854 1620 or email customersupport@skillsedugroup.co.uk or contact your allocated external moderator.

If you are a new Centre, you are delivering a new qualification, or have new members of staff, it may be beneficial to ensure that your learners are going to produce the evidence required to meet the standards set in the qualification you are delivering, and that your Internal Quality Assurance process will provide the checks on consistency within your Centre that we expect. For more information on how we can help and support you please contact us on 0115 854 1620 or via customersupport@skillsedugroup.co.uk.

Please remember to check our website regularly for information and guidance on our full range of qualifications, advice, guidance, products and services.

We hope we have provided you with the information to support you in the planning and development of your Internal Assessment Processes.