Regulated and Endorsed Qualification Development Guide

Overview

This guide is to inform centres and proposed centres of what is required in order for Qualifi to approve a regulated or endorsed customised vocationally related qualification / CPD in the UK and globally.

What is a Qualification?

A regulated qualification:

- gives a reliable indication of someone's knowledge, skills or understanding;
- is only awarded to someone who has demonstrated a specified level of attainment;
- awards a certificate naming the qualification to anyone who completes it successfully;
- certification has the Ofqual logo in recognition of it being a regulated qualification;
- available on the UK's Regulated Qualifications Register recognised by Ofqual in England and Qualification Wales regulators.

A regulated qualification is any qualification that Qualifi has submitted to the UK's qualifications register.

Ofqual Regulations:

- Ofqual is the regulator of qualifications in England, and all certificates issued for Ofqual-regulated qualifications are approved to carry the Ofqual logo. Ofqual also regulate awarding organisations and Qualifi is an Ofqual-regulated awarding organisation (AO).
- Regulated qualifications have to conform to Conditions defined by Ofqual that are designed to assure the validity of the qualifications; assuring the learner and other users of regulated qualifications that they are fit for purpose. These Conditions extend to all aspects of qualification development and delivery.
- For the most up to date information relating to Ofqual's General Conditions of Recognition follow the link.

A customised / endorsed (non-regulated) qualification and Continuing Professional Development (CPD):

- is designed by User for the User;
- is not normally available to anyone else to use;
- is written by the User or by Qualifi, or a combination of both;
- is developed using the same process as a regulated qualification but **no**t regulated by Ofqual;
- not available on the Regulated Qualifications Register (RQR);

Standard training courses are not usually qualifications because they only certify that someone attended the course, and do not make a judgement about someone's knowledge, skills or understanding. Qualifi is not able regulate anything that is not a qualification, so we do not regulate most training courses or training providers.

Qualifi does, however, recognise the need for accrediting, ie endorsing customised (unregulated) qualifications/ CPDs: training programmes that will demonstrate a specified level of attainment; skills; knowledge or understanding.

The process of developing a regulated qualification or endorsed qualification/CPD depends largely on what material has already been developed.

In working out a cost and a time scale for development, Qualifi will take into consideration the size and level of the qualification, the preferred assessment methodology, whether it will be Ofqual-regulated and how much of the existing material can be used in the qualification.

Qualifi also expect the applicant to submit a business case that demonstrates a demand for the qualification, how the user proposes to market the qualification and the expected number of registrations.

Qualifi's Scope of Recognition approved by Ofqual

Qualifi has agreed with Ofqual a range of sectors in which it can offer regulated qualifications. This is called the 'scope'. If Qualifi develops customised qualifications that fall within this scope, then they **must** be Ofqual-regulated (and be available on the Regulated Qualification Framework (RQF) unless either of the two conditions below apply:

- The qualification is wholly intended for use abroad;
- The qualification is 'materially different' from other regulated qualifications offered by Qualifi.

Qualifi will provide advice on whether a proposed endorsed qualification / CPD will have to be regulated or not. There is not a major difference in development costs for regulated qualifications and non-regulated customised qualifications, although there is a further cost to submitting the regulated qualification to the UK's Register of Regulated Qualifications.

Qualification Development

Customised qualifications are just like all other Qualifi regulated qualifications, except they are only available for use by the approved centre that submitted these for accreditation or any of its approved satellite centres.

Regulated qualifications are in the public domain for general access and will be reviewed by the UK regulators.

The qualification has four main components:

1. A qualification specification;
2. Formative and summative assessments relating to the learning outcomes;
3. A specific method of marking to decide if the learner has achieved the qualification outcome;
4. A quality assurance process (assessor and internal moderation) to ensure validity of the qualification.

All four components are needed in order to create the regulated or endorsed qualification. The following guidance indicates what is required for each of these components. Some of this will be provided by the centre/user; training programme content; type of assessment method; marking criteria. Emphasis will be on the quality assurance of the award and Qualifi will give guidance to ensure compliance.

The Qualification Specification

The specification must include the following information, further information and guidance is contained in the qualification specification template in this document:

- the qualification's objective;
- any prior qualification, knowledge, skills or understanding which the learner is required to have before registering for the qualification;
- the knowledge, skills and understanding which will be assessed as part of the qualification (giving a clear indication of their coverage and depth);
- units that a learner must have completed before the qualification will be awarded and any optional routes, if appropriate;
- the assessment method (known as methodology) and any associated requirements relating to it;
- the criteria against which learners' levels of attainment will be measured (such as assessment criteria or standards);
- any specified levels of attainment, for example; Pass/Merit/Distinction;
- the Total Qualification Time (TQT), whole time for completing the training (which also includes GLH);
- the qualifications and/or the relevant sector experience required for the trainers/assessors of the qualification;
- Additional guidance to the learner, for example lists of recommended reading or resources.

When completing the specification below (Qualification Specification Template), write; "Not Applicable" for any sections that are not relevant.

Assessments and Mark Schemes

Sample assessment(s) and associated mark schemes must be prepared and presented alongside the Qualification Specification.

The assessment must be designed so that it:
- is fit for purpose;
- can be delivered efficiently (in terms of the arrangements for registration, assessing, certification)
- is manageable for the centre to deliver;
- allows reasonable adjustments to be made for learners in accordance with Equality and Diversity legislation;
- allows learners to generate evidence that can be authenticated;
- allows learners who have reached the relevant standard of knowledge, skills and/or understanding to demonstrate it;
- allows the centre assessor and Qualifi to differentiate accurately and consistently between a range of attainment by learners.

What assessments the developer submits here will wholly depend on how the developer intends to ensure that learners have met the standards.

Typical these forms of assessment are called "summative" and include:

1. Tests carried out under examination conditions at the centre:
- Typically set by Qualifi, and returned to Qualifi for marking;
- Can be short answer, multiple choice or essay-style.

2. A range of evidence gathered together by the learner during the course and internally marked by the centre, and then externally verified by Qualifi:
- This approach is useful for assessing practical competencies;
- A range of different types of evidence can be included in a portfolio of evidence.

The developer must ensure an example of each form of assessment that learners are going to use is provided.

Explain each example to show which Assessment Criteria the assessment is designed to cover.

Assessments should cover all the Assessment Criteria (AC), although in some forms of assessment it is possible to cover a sample of the Assessment Criteria.

NOTE: it is important to include an explanation of which approach you are taking, and why.

There must be included, a mark scheme or a description of how the assessment evidence is to be evaluated to determine if the learner has achieved a Pass grade (met the standard).

Quality Assurance
Quality assurance is all about ensuring that:
- The learner is who they say they are;
- The work produced is all their own work;
- The assessment has been carried out under the prescribed conditions;
- The assessment materials are kept safe and secure.

Quality assurance also ensures that:
- Marking is fair and consistent;
- Assessment does not get more/less difficult over time, as different courses are run;
- That any tests are unbiased, and map into the assessment criteria as they are supposed to.

Include a description of your procedures for ensuring that quality assurance is as required; when submitting your qualification to Qualifi for review.

Level Descriptors
Achievement at Entry 1 recognises progress along a continuum that ranges from the most elementary of achievements to beginning to make use of skills, knowledge or understanding that relate to the immediate environment.

Achievement at Entry 2 reflects the ability to make use of skills, knowledge and understanding to carry out simple, familiar tasks and activities with guidance.

Achievement at Entry 3 reflects the ability to make use of skills, knowledge and understanding to carry out structured tasks and activities in familiar contexts, with appropriate guidance where needed.

Achievement at Level 1 reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance.

Achievement at Level 2 reflects the ability to select and use relevant knowledge, ideas, skills and procedures to complete well-defined tasks and address straightforward problems. It includes taking responsibility for completing tasks and procedures and exercising autonomy and judgement subject to overall direction or guidance.

Achievement at Level 3 reflects the ability to identify and use relevant understanding, methods and skills to complete tasks and address problems that, while well defined, have a measure of complexity. It includes taking responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgement within limited parameters. It also reflects awareness of different perspectives or approaches within an area of study or work.

Achievement at Level 4 reflects the ability to identify and use relevant understanding, methods and skills to address problems that are well defined but complex and non-routine. It includes taking responsibility for overall courses of action as well as exercising autonomy and judgement within fairly broad parameters. It also reflects understanding of different perspectives or approaches within an area of study or work.

Achievement at Level 5 reflects the ability to identify and use relevant understanding, methods and skills to address broadly-defined, complex problems. It includes taking responsibility for planning and developing courses of action as well as exercising autonomy and judgement within broad parameters. It also reflects understanding of different perspectives, approaches or schools of thought and the reasoning behind them.

Achievement at Level 6 reflects the ability to refine and use relevant understanding, methods and skills to address complex problems that have limited definition. It includes taking responsibility for planning and developing courses of action that can underpin substantial change or development, as well as exercising broad autonomy and judgement. It also reflects an understanding of different perspectives, approaches or schools of thought and the theories that underpin them.

Achievement at Level 7 reflects the ability to reformulate and use relevant understanding, methodologies and approaches to address problematic situations that involve many interacting factors. It includes taking responsibility for planning and developing courses of action that initiate or underpin substantial change or development, as well as exercising broad autonomy and judgement. It also reflects an understanding of relevant theoretical and methodological perspectives, and how they affect their area of study or work.

Achievement at Level 8 reflects the ability to develop original understanding and extend an area of knowledge or professional practice. It reflects the ability to address problematic situations that involve many complex, interacting factors through initiating, designing and undertaking research, development or strategic activities. It involves the exercise of broad autonomy, judgement and leadership in sharing responsibility for the development of a field of work or knowledge or for creating substantial professional or organisational change. It also reflects a critical understanding of relevant theoretical and methodological perspectives and how they affect the field of knowledge or work.

Qualification Specification Template

The specification must include the following information, further information and guidance is contained in the specification template:

Qualification Title: use the following wording:

Qualifi CQ Level 4 Award/Certificate/Diploma in Cake Making Practice

The title must reflect what the qualification is about, without unexplained acronyms. The word 'principles' in the title indicates this is a knowledge qualification and word 'practice' that it is competence.

Level: refer to the level descriptors in this document to choose the appropriate level

Award/Certificate/Diploma: this relates to the size of the qualification as described in the Total Qualification Hours. As a general guide:
- Award is up to 130 hours
- Certificate is up to 360 hours
- Diploma is greater than 360 hours

The acronym 'CQ' included in the title is Qualifi's classification to signify a customised ie endorsed qualification.

Qualification Description: insert the description here

This denotes the aims of the qualification; its target audience (industry/sector); benefit to learners if directly based on national occupational or other standards.

Objective and Purpose: insert details here

This is a clear statement of the intended purpose of the qualification, both for the learner, and in relation to the specific skills sector outlined in this document below.

Also indicate the intended age range; 16-18 years or 19+ and include any UK legislation requirements.

Also indicate the area of coverage that may apply to this qualification; eg valid in England, Wales and Northern Ireland, and/or other non-UK country.

Example objectives:
1. preparing learners to progress to a qualification in the same subject area but at a higher level or requiring more specific knowledge, skills and understanding,
2. preparing learners to progress to a qualification in another subject area,
3. meeting relevant programmes of learning,
4. preparing learners for employment,
5. supporting a role in the workplace,
6. giving employees personal growth and engagement in learning.

Example purposes:
1.Recognise personal growth and commitment in learning
1.1 Recognise development of skills for life
1.2 Recognise development of knowledge and/or skills to operate independently and effectively in life, learning and work
1.3 Recognise development of personal skills and/or knowledge
1.4 Recognise development of employability skills and/or knowledge

2. Prepare for further learning or training and/or develop knowledge and/or skills in a subject area
2.1 Prepare for further learning or training in the workplace, higher education, post
2.2 Develop knowledge and/or skills in a subject area

3. Prepare for employment
3.1 Prepare for employment in a broad occupational area
3.2 Prepare for employment in a specific occupational area

4. Confirm occupational competence and/or licence to practice
4.1 Confirm competence in an occupational role to the standards required
4.2 Confirm the ability to meet a licence practice or other legal requirements made by the relevant skills sector, professional or industry body

5. Updating and continuing professional development (CPD)
5.1 Update knowledge and/or skills relating to legal, technical, process or best practice changes/requirements
5.2 Develop knowledge and/or skills in order to gain recognition at a higher level or in a different role
5.3 Develop knowledge and/or skills relevant to a particular specialisation within an occupation or set of occupations

Entry requirements: Insert here

List any prior qualification, knowledge, skills or understanding which the learner is required to have before taking the qualification.

Sector: choose from the following sectors (delete all others)

1. Health, Public Services and Care
1.1 Medicine and dentistry
1.2 Nursing, and subjects and vocations allied to medicine
1.3 Health and social care
1.4 Public services
1.5 Child development and well being

2. Science and Mathematics
2.1 Science
2.2 Mathematics and statistics

3. Agriculture, Horticulture and Animal Care
3.1 Agriculture
3.2 Horticulture and forestry
3.3 Animal care and veterinary science
3.4 Environmental conservation

4. Engineering and Manufacturing Technologies
4.1 Engineering
4.2 Manufacturing technologies
4.3 Transportation operations and maintenance

5. Construction, Planning and the Built Environment
5.1 Architecture
5.2 Building and construction

5.3 Urban, rural and regional planning

6. Information and Communication Technology (ICT)
6.1 ICT practitioners
6.2 ICT for users

7. Retail and Commercial Enterprise
7.1 Retailing and wholesaling
7.2 Warehousing and distribution
7.3 Service enterprises
7.4 Hospitality and catering

8. Leisure, Travel and Tourism
8.1 Sport, leisure and recreation
8.2 Travel and tourism

9. Arts, Media and Publishing
9.1 Performing arts
9.2 Crafts, creative arts and design
9.3 Media and communication
9.4 Publishing and information services

10. History, Philosophy and Theology
10.1 History
10.2 Archaeology and archaeological sciences
10.3 Philosophy
10.4 Theology and religious studies

11. Social Sciences
11.1 Geography
11.2 Sociology and social policy
11.3 Politics
11.4 Economics
11.5 Anthropology

12. Languages, Literature and Culture
12.1 Languages, literature and culture of the British Isles
12.2 Other languages, literature and culture
12.3 Linguistics

13. Education and Training
13.1 Teaching and lecturing
13.2 Direct learning support

14. Preparation for Life and Work
14.1 Foundations for learning and life
14.2 Preparation for work

15. Business, Administration, Finance and Law
15.1 - Accounting and finance
15.2 - Administration
15.3 - Business management
15.4 - Marketing and sales

15.5 - Law and legal services

Guidance on Delivery: insert here

Any guidance that will help learners understand how the course is to be delivered, for example whether there is any e-learning, or on-site learning, work placement observation.

Assessment: insert here

In this section of the specification describe how the learner is to be assessed. Units are usually assessed separately, but this is not compulsory.

Each assessment method must be described, for example:
Unit 1 is assessed by a 30-question multiple choice test;
Unit 2 is assessed by a 3000-word assignment, set by the centre, internally marked and externally marked by Qualifi.

Progression: indicate here

What progression opportunities (if any) exist for the learner because of gaining this qualification?

Tutor/trainer requirements: insert here

A description of the qualifications and experience required for tutors/trainers delivering this course.

Centre requirements: insert here

Any specialised centre requirements necessary to undertake the delivery of this qualification for example for cake making qualification centres must be able to provide suitable facilities.

Qualification Structure Overview: use this format for to submit a qualification for review

A summary of the content of the qualification, in table format as shown (see Qualification Content for details of Units, and Hours)

Unit Title (Compulsory Units)	Level	GLH	TQT
1			
2			
3 (add more if required)			
Unit Title (Optional Units)			
4			
5			
6			
7 (add more if required)			

Rules of Combination: insert here

Rules that relate to the units that must be achieved in order to achieve the whole qualification, for example: to achieve the qualification learners must achieve all compulsory units and three optional units.

Levels of Attainment: insert here

Overall level of attainment that can be achieved by a learner. For example:
- the qualification may be Pass or Fail, or it may have a range of grades such as Pass, Merit, Distinction;
- the detail of how any grades are achieved is usually found in the Assessment section;
- barred units, if any.

Qualification Content

Qualifi's qualifications follow the same format for regulated and non-regulated (customised) qualifications to ensure knowledge, skills and understanding, and the criteria which the learner's achievement is measured:

- *Learning Outcomes (LOs)*;
- *Assessment Criteria (ACs)*

Learning outcomes are grouped into common topics that are called Units. A qualification may have only one Unit. Each LO has an associated set of ACs. These are what the learner needs to do in order to demonstrate that they can be awarded the qualification. Usually, a Unit will have between two and six LOs, and a LO will have between two and five ACs. It may be useful to access other qualifications specifications to see how qualifications are worded.

Learning Outcome (LO): Level 4 Certificate in Health and Social Care – an example of one LO against Unit 3

Learning Outcome:	Assessment Criteria: Toachieveeachoutcomealearner mustdemonstratetheabilityto:	
LO3 Explore the use of information and communication technology (ICT) in health and social care	3.1	access and use standard ICT software packages to support work in health and social care
	3.2	analyse the benefits of using ICT in health and social care for users of services, care workers and care organisations
	3.3	analyse how legal considerations in the use of ICT impact on health and social care.

Unit Title guidance:
A unit title must not replicate the qualification title, except for single-unit qualifications (where both titles must be the same).

A unit title should not be more than 80 characters, including spaces and punctuation.

Titles should use full words and avoid punctuation.

Unit titles should not normally include words such as initial or advanced, as the level of difficulty is identified within the actual level of the qualification.

Learning Outcomes (LOs) guidance:
Learning outcomes describe what the learner knows, understands and/or can do. Taken together across the qualification, they represent the standard of the qualification.

The level of demand (cognitive or practical) of these learning outcomes is one of the main factors that determines the level of the unit. Cross reference this with the level descriptors to check your level matches the learning outcomes.

The use of the word principles is a common way of referring to knowledge about something, while the word practice is often used to indicate being able to do something. Do not write any learning outcomes that are not assessed.

Assessment Criteria (AC) guidance:
Assessment criteria are what the learner needs to be able to do in order to confirm that they have met the standard.

ACs start with a verb which is closely related to the level of the unit:
- Verbs such as: list, describe, give (reasons for) are generally associated with levels 1 and 2;
- Verbs such as: explain, and analyse are examples of verbs for higher level assessment criteria.

Do not use any verbs that are not capable of being assessed.

Total Qualification Time (TQT): insert actual TQT here

Rationale: The TQT is usually calculated separately for each unit, then added up to give a total for the qualification. This total is important to give learners an idea of what the whole-time commitment is. In addition, for regulated qualifications where funding is being sought, the TQT is one of the factors considered by the funding agency.

The TQT has three components that are added together:
- Guided Learning Time (time with a tutor);
- Directed Study Time (time spent carrying out related activities as directed by the tutor);
- Dedicated Assessment Time (time spent carrying out the assessment).

For regulated qualifications, Qualifi will need the evidence of how this was achieved (at least two practitioners must be involved in this process).

Guided Learning Hours (GLH): insert actual GLH here

The GLH has two components that are added together:
- Guided Learning Time (time with a tutor);
- Dedicated Assessment Time (time spent carrying out the assessment).

For regulated qualifications, Qualifi will need the evidence of how this was achieved (at least two practitioners must be involved in the process).

Unit Guidance: insert here

This section provides an opportunity for the developer to expand and explain any aspect of the unit further and to include ideas on how the unit can be delivered and assessed.

Attention should be given to the delivery and assessment needs of all potential candidates, ensuring no barriers to entry, other than those directly related to the integrity of the units; ie does it provide for the needs of race, disability and gender and any other impediments to learning.

Any relevant standards/mapping to standards/NOS'/assessment strategy: insert here

Resources and Useful websites: list any relevant references, resources and websites here

It would be useful to hyperlinks to relevant online materials. Ensure all details are up to date at the time of writing the qualification.