



THE BRITISH WHEEL OF YOGA
QUALIFICATIONS

BWYQ Centre Assessment Standards Scrutiny (CASS) Strategy

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1.1 Introduction

We at BWYQ recognise the importance of robust and consistent assessment in all forms.

Assessment evidence should always adhere to the principles of good assessment. It should be;

- Valid - relates to the learning outcomes and assessment criteria (LOAC) and is at the right level (Level 4 for all current BWYQ qualifications)
- Authentic – solely by the one learner for whom it is offered as evidence of attainment
- Current – produced within the last three years
- Sufficient – covers all the requirements of the LOAC for which it is being used as evidence
- Reliable – consistent over time

We encourage our Centres to develop effective assessment strategies, using these principles to inform teaching and support the learner journey. Strong summative assessment, which usually takes place at the end of units, is a vital part of the assessment of BWYQ qualifications. It is used to assess learners against the learning outcomes and assessment criteria of each of our qualifications, and as such is the basis upon which we award certificates.

Therefore, it is important that all those involved in assessment that leads to one of our qualifications apply the same high standards and veracity. It is equally important that we have measures in place to monitor centres and ensure this quality.

The Ofqual Handbook; General Conditions of Recognition (2021) H2 outlines the requirements when an assessment is marked by a centre. Within this requirement H2.1 explicitly states that;

H2.1 Where evidence generated by a Learner in an assessment for a qualification made available by an awarding organisation is marked by a Centre, the awarding organisation must have in place clear and effective arrangements to undertake Centre Assessment Standards Scrutiny in respect of the assessment.

This document is designed to fulfil this requirement.

1.2 Definitions

The following table provides a definition of key terms as they are used in this document.

Term	Definition
Moderation	In the context of this strategy moderation is used to refer to checks made on evidence that is used as summative assessment to meet the requirements of BWYQ qualifications. This includes evidence created by learners, the assessment of this evidence by

	assessors and the activities of internal quality assurers when they check this evidence.
Monitoring	In the context of this strategy monitoring is the ongoing checking of policies, procedures and associated documentation within a Centre. This includes the setting of summative assessments.
Assessment	Where the term assessment is used without qualification it refers to the summative assessment that is used as evidence that the learning outcomes and assessment criteria of BWYQ qualifications have been met.

2.1 Purpose

The overarching purpose of the Centre Assessment Standards Scrutiny (CASS) Strategy is to ensure that assessment towards all of our qualifications is fit for purpose and of a consistently high standard across Centres, assessors and internal quality assurers (IQAs).

With that in mind, it sets out the procedures that we follow to ensure that all Centre-based assessment meets the necessary standards, and what will happen in cases where it does not.

Assessment towards the following BWYQ qualifications is covered by this CASS strategy;

Qualification Name	Qualification Number
BWYQ Level 4 Certificate in Yoga Teaching	601/0744/3
BWYQ Level 4 Diploma in Teaching Yoga	501/0828/1
BWYQ Level 4 Award in Understanding the Principles of Modifying Yoga for Older Adults	603/7526/7
BWYQ Level 4 Certificate in Teaching Gentle Years Yoga	603/7528/0

3.1 Audience

This CASS strategy is intended for BWYQ staff, external quality assurers, volunteers and trustees as well as Centre staff, assessors and internal quality assurers. It can also be used by Ofqual to demonstrate our adherence to General Conditions of Recognition H2.

It should be read in conjunction with other BWYQ policies and procedure documents, including:

Document Reference	Policy/ Guidance Document
BWYQ 005	Qualification Delivery Manual
BWYQ 006	Centre Recognition Agreement Form
BWYQ 007	BWYQ Recognised Centre Handbook
BWYQ 008	BWYQ Equality and Diversity Statement

BWYQ 009	BWY Equality & Diversity Policy
BWYQ 011	Whistleblowing Policy
BWYQ 012	Reasonable Adjustment Policy
BWYQ 013	Special Consideration Policy
BWYQ 014	Conflict of Interest Policy
BWYQ 015	Risk Management Policy & Risk Log
BWYQ 017	Malpractice and Maladministration Policy
BWYQ 018	Sanctions Policy
BWYQ 019	Complaints Policy & Procedure
BWYQ 020	Appeals Policy
BWYQ 021	Customer Services Statement
BWYQ 025	Recognised Prior Learning (RPL) Guidance
BWYQ 026	Plagiarism Guidance
BWYQ 027	Remote Assessment Policy
BWYQ 029	Data Protection Policy
BWYQ 030	Cybersecurity Policy

4.1 Ongoing Review

This CASS Strategy will be reviewed regularly as part of our self-evaluation process. This review will take into account:

- whether procedures remain fit for purpose
- stakeholder feedback
- regulatory directives

If you would like to provide feedback please contact BWYQ via the details at the end of the document.

5.1 Overall Approach to Centre-based Assessment

See BWYQ 007 BWYQ Recognised Centre Handbook, BWYQ 005 Qualifications Delivery Manual and BWYQ Assessment Guidance document for more details about our approach and expectations.

All BWYQ qualifications use a competence/evidence-based approach to assessment.

We do not assign grades; learners either meet the LOAC being assessed at the necessary standard (level 4) or their evidence is referred/not to standard. So, the following assessment decisions can be made in respect of each component of a learner's work:

- Pass (to standard) – all assessment criteria meet the standard
- Referral– assessment criteria not met but assessor gives suggestions for improvement
- Not to Standard - unsuccessful re-assessment on third submission

Appendix 1 contains detailed assessment guidance as to what constitutes not to standard, to standard (pass) and exceeds standard.

Centre-based assessment is currently used for all the qualifications we offer.

We believe that this is the most appropriate model because the extensive practical components within our competence-based qualifications require assessors to travel to observe learners in their 'workplace'. This can be anywhere in the country, but usually in the same geographical area where the Centre assessors are located. It would not be possible for BWYQ assessors to cover this large number of assessments in all of the locations.

All of our qualifications are at Level 4. We recognise that the evidence necessary to demonstrate achievement at this level can be detailed and is time consuming to assess with the necessary thoroughness. As a small awarding organisation, it is not feasible for us to complete all of this workload ourselves.

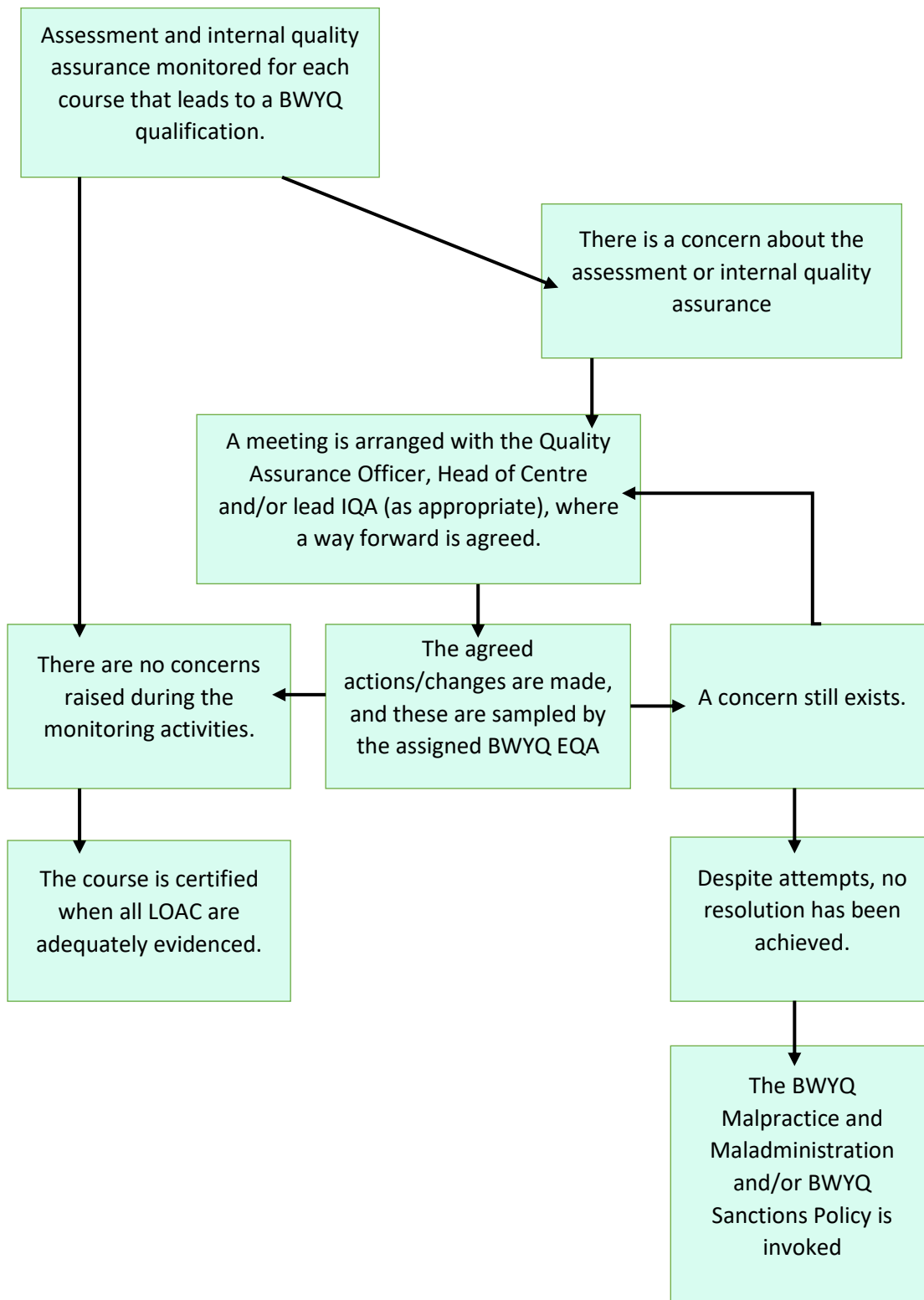
Therefore, we believe that centre-based assessment is the best option to meet the needs of our learners and our qualifications.

However, we have identified potential risks inherent in this approach, which include:

- Inconsistency in the experience, qualifications, skills and approach of different assessors, internal quality assurers and centres
- Opportunities for malpractice and maladministration during assessments and when recording assessment decisions
- Opportunities for malpractice and maladministration during the internal monitoring of assessment decisions
- Potential use of inappropriate assessment methods or materials
- Potential conflicts of interest undermining assessment validity

We believe that the procedures detailed in this document address these potential risks.

The diagram on the next page summarises the overall approach we take:



External moderation of the assessment and internal monitoring process must be completed before certification is authorised. We monitor/moderate at every level of centre-based assessment (see table below for an indication of what this may include). In this way we can

look at both the accuracy and validity of assessment decisions as well as the effectiveness of internal monitoring.

Centre level	IQA level	Assessor level
Monitor practice against written policies, documents and procedures through observation and interviews with Centre staff	Desk-based moderation of IQA decisions	Desk-based moderation of assessment decisions
	Observation of the IQA process	Observations of the assessment process
Interviews with groups of learners	Interviews with IQAs and lead IQA	Interviews with assessors
Monitor standardisation training and training materials		
Monitor staff experience/qualifications for their role(s)		

5.2 Minimum Expectations for a Centre

The minimum expectations a Centre needs to meet are:

- assessments are fit for purpose and competently assessed
- assessors and IQAs meet the competence requirements set out in BWYQ 005 Recognised Centre Handbook
- internal monitoring is carried out for all courses with an IQA assigned as soon as possible
- all records and documentation relating to summative assessments are made available to us when requested

6.1 Compliance with this strategy

The Ofqual Handbook; General Conditions of Recognition (2021) states that:

H2.7 In particular, an awarding organisation must ensure that the Centre Assessment Standards Scrutiny strategy for a qualification sets out how the awarding organisation intends to secure, on an ongoing basis, compliance with Conditions H2.1 to H2.5 in respect of the assessments for that qualification.

At the outset, agreement to comply with the procedures set out in the CASS strategy forms part of the centre agreement signed by the Head of Centre.

We establish compliance through regular and comprehensive monitoring (observation, desk-based monitoring, and moderation, and/or interviews) of centre assessment and internal quality assurance activities as detailed above.

Centres are made aware of our approach through the raft of policies that are in place, and which are regularly communicated to centre staff.

7.1 Centre Approval for Assessment

See BWYQ005 Qualifications Delivery Manual for more details.

Since all our qualifications use centre-based assessment, approving Centres to mark assessments on our behalf is integral to our centre/qualification approval process and to the process we have in place when a new Head of Centre is appointed.

These processes address all of the requirements of Ofqual General Conditions of Recognition C2.

When a Centre has applied for recognition or an existing centre wishes to offer a new qualification, a BWYQ External Quality Assurer (EQA) will visit the Centre to ensure they have the appropriate resources, human and physical, in place to deliver the BWYQ qualification specifications. During this visit the Centre's ability to make assessment decisions will be assessed, taking into account such factors as:

- number of assessors, their experience, skills, and qualifications
- internal quality assurance process in place, including the capacity to deliver.
- support and resources available to assessors and IQAs, including training, peer mentoring etc
- standardisation procedures and practices
- previous centre involvement in assessment

If any issues or concerns are identified at this stage, recognition/approval will be dependent on an action plan being put in place to address them.

To protect the integrity of BWYQ's qualifications, newly recognised centres or centres offering a new type of qualification will not be permitted to claim certificates for their learners until they have had a successful visit from a BWYQ EQA.

When a new Head of Centre is appointed to a Centre that already has recognition BWYQ Directors will schedule an induction meeting within 2 weeks of the Head's start date. This meeting will be an opportunity to clarify rationale and procedures, go through all policies and procedures and will culminate in the signing of a new Centre Recognition Agreement.

8.1 Monitoring and Moderation Strategy

Our strategy is designed to meet the minimum requirements of Ofqual as detailed in the table below.

Ofqual minimum requirement	Section of the strategy that describes how we meet this
<p>Annual activities in respect of each Centre, undertaken either face-to-face or remotely, including –</p> <p>(a) consideration of marking undertaken by the Centre since the last such scrutiny,</p> <p>(b) where appropriate, observation of one or more assessments being taken, and</p> <p>(c) where appropriate, observation of the marking by the Centre of the assessments observed under (b).</p>	<p>Section 4.1 Section 5.1, 5.2 Section 8.7, 8.8, 8.9, 8.10</p>
<p>An awarding organisation must 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.</p>	<p>Section 8</p>
<p>An awarding organisation must ensure that it scrutinises an appropriate sample of marking by the Centre –</p> <p>(a) In considering what sample size is appropriate the awarding organisation must have regard to –</p> <p>(i) any specific risks that relate to that Centre, assessment or qualification,</p> <p>(ii) the number of Learners registered for the qualification at the Centre,</p> <p>(iii) the range of attainments demonstrated by those Learners,</p> <p>(iv) the number of Assessors at the Centre involved in marking the relevant assessment, and</p> <p>(v) the number of persons involved in internal quality assurance in relation to marking at the Centre.</p> <p>(b) Where it considers it necessary in light of any risks that it has identified, an awarding organisation must select for scrutiny examples of marking by the Centre which go beyond those suggested by the Centre itself.</p>	<p>Section 8.3 Section 8.7 Section 8.8 Section 10.1</p>
<p>All Centre Assessment Standards Scrutiny must be carried out by persons who have –</p> <p>(a) appropriate competence,</p> <p>(b) been provided with appropriate training, and</p> <p>(c) no personal interest in the outcome of the scrutiny.</p>	<p>Section 8.2</p>
<p>An awarding organisation must provide effective guidance to a Centre in relation to its Centre Assessment Standards Scrutiny including the minimum expectations that the Centre must meet.</p>	<p>Section 4.1</p>
<p>An awarding organisation 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.</p>	<p>Section 10.1</p>

All assessors and IQAs are moderated for every qualification where they are involved with assessment or the quality assurance of assessment decisions.

In practice this means that prior to approving any request for certification we will have completed CASS monitoring/moderation linked to that course.

This is currently within our capacity because we have a small number of Centres and qualifications, however, should this change then this will be reviewed.

8.2 Who will do the Monitoring and Moderation

In most cases, this will be done by the External Quality Assurer (EQA) assigned to each Centre, with the guidance/support of the lead EQA. This ensures that they have suitable subject and quality assurance expertise/qualifications/recent CPD, since all EQAs must meet key basic standards (see BWYQ 05 Qualifications Delivery Manual for more details). See Appendix 2 for more detail about our approach to external quality assurance.

Where relevant, specific training on completing CASS monitoring/moderation will be provided by the Lead EQA and/or BWYQ trustee-directors. Additional training outside of BWYQ will be facilitated as necessary.

Where individuals outside of BWYQ are used, then they will have relevant subject and quality assurance experience/qualifications (see BWYQ 007 Recognised Centre Handbook for more details)

The person doing the monitoring will declare any actual or perceived conflict of interest and have no personal stake in the outcome.

All CASS activities will be overseen by the Responsible Officer (RO) and BWYQ board of trustee-directors.

8.3 Level of Monitoring and Moderation

This will be based primarily on the risk rating of the Centre and/or status of the assessor/IQA (see BWYQ 015 Risk Management Policy for more details). This is calculated by considering such things as:

- size and experience of Centre
- number of learners
- number of assessor and IQAs
- qualifications offered

A **minimum** level will be;

- one face to face or remote Centre visit annually

- desk-based moderation of assessor and IQA decisions for every course leading to a BWYQ qualification.
- one face to face or remote activity to monitor practical assessments and/or conduct interviews

Where the assessor, IQA or Centre is considered to be a 'higher risk; then additional monitoring and moderation will take place.

8.4 New Qualifications, New Centres

In the following circumstances, a Centre or qualification may have more frequent and/or more extensive moderation:

- the qualification is new (less than eighteen months old)
- the qualification is new to the Centre
- a new Centre (less than eighteen months as an approved Centre)
- a Centre has been categorised as 'at risk'

8.5 Competence of Assessors and IQA

The competencies we expect of assessors and IQAs are described in the BWYQ 005 Qualifications Delivery Manual. Details can also be found in Appendix 3.

In addition to the moderation of assessment and assessment decisions detailed below, we will check that these competencies are being met. If we have any concerns after this check we will raise them with the Quality assurance office/lead IQA as appropriate, in order to agree actions and mitigate any potential risk.

8.6 Storage and Retention of Assessment Evidence

All assessment evidence for each learner must be stored securely for a minimum of three years after the date when the learner was certified. Centres are required to establish and maintain reliable and auditable systems for recording assessment and internal quality assurance decisions. We recommend an electronic approach, where possible with a full system backup, in line with current Data Protection legislation.

We also request that documentation relating to the competency of all current assessors and IQAs is retained, as well as those who have left the role within the last three years.

8.7 What we will Monitor and Moderate

Monitoring of centre-based assessment takes a number of forms, including but not limited to:

- Observation of practical assessments
- Desk-based moderation of assessment evidence, assessment decisions and internal quality assurance of assessment decisions
- Observation of marking, where appropriate
- Interviews with assessors, internal quality assurers and learners
- Monitoring Centre policies and procedures against what we see happening in practice, including expected assessor and IQA competencies.
- Monitoring Centre assessment handbooks and assessment guidance
- Monitoring and delivering centre standardisation activities and training.
- Moderation of computer-based marking

Beyond centre-level monitoring, what is included in CASS activities will depend on the qualification as summarised below;

Qualification Name	Qualification Number	Potential forms of monitoring/moderation
BWYQ Level 4 Certificate in Yoga Teaching	601/0744/3	Observation of practical assessment Observation of marking Desk based moderation Interview
BWYQ Level 4 Diploma in Teaching Yoga	501/0828/1	Observation of practical assessment Observation of marking Desk based moderation Interview
BWYQ Level 4 Award in Understanding the Principles of Modifying Yoga for Older Adults	603/7526/7	Desk based moderation Observation of marking Moderation of computer-based marking if used Interview
BWYQ Level 4 Certificate in Teaching Gentle Years Yoga	603/7528/0	Observation of practical assessment Desk based moderation Observation of marking Moderation of computer-based marking if used Interview

8.8 Observation of Practical Assessments

Every attempt is made to balance the need to moderate centre-based assessments against any potential negative impact on learners as a result of these activities.

However, because our qualifications have significant practical as well as theoretical elements, regular moderation of practical assessment is necessary.

This will be achieved through a mixture of face-to-face visits, synchronous remote moderation, and asynchronous remote moderation as appropriate.

All visits will be planned beforehand in accordance with our EQA practices and procedures (see Appendix 2).

Where recordings of assessment activities are available these will be viewed. This could take the form of:

- Recordings of assessed class teaching and related feedback
- Recordings of presentations and related feedback
- Recordings of professional discussions

The frequency with which an assessor is observed will vary depending on their 'risk rating'. However, all assessors will be observed (face to face or remotely) at least once within a rolling programme.

8.9 Desk-based Moderation of Assessment and IQA decisions

As an awarding organisation we usually monitor 'per unit', which means that we look at all the evidence, assessment decisions and internal monitoring provided for a unit for a given learner.

We use a 'traffic light system' to determine the level of the moderation we perform.

Red: the assessor and/or the IQA is inexperienced (i.e., the first or second course they have assessed/quality assured). This represents the most extensive level of moderation.

Amber: average level of moderation

Green: experienced. An assessor has successfully assessed at several courses with no concerns raised or an IQA has quality assured several with no concerns raised.

In addition, where a course has two or more assessors then the moderation will, as far as possible, be evenly spread between the work of all assessors. However, if, for example, one assessor was responsible for 70% of the assessment, then the sample that is moderated by us will include more from that assessor.

The starting point for moderation will be assessment quality assured by IQAs (i.e., samples selected by the Centre), however sampling will extend beyond this to take into account situations where:

- An IQA has quality assured part, but not all, of a unit
- There is a concern about a unit/assessment method
- We wish to answer a specific assessment question
- We wish to check for sample bias
- The assessor/IQA is inexperienced

Desk-based moderation may be supplemented by an observation of marking if this is appropriate.

8.10 Sampling Summary

Monitoring and moderation will be looking to see that:

- assessors, trainers, and internal quality assurers have appropriate qualifications and experience for the awards/units they assess/verify
- continuous professional development (CPD) for assessors, tutors and internal quality assurers is recorded.
- learners have access to fair and unbiased assessment.
- valid claims for exemptions and/or RPL (recognition of prior learning).
- assessments are structured effectively in terms of planning, assessing, review and feedback.
- assessment instruments, evidence, tasks and assessment methods (e.g., learner portfolio or other evidence or assessment conditions) are appropriate with Centre based assessment activities approved by the internal Quality Assurance Officer or Lead IQA in advance of their use.
- assessors are taking part in standardisation activities.
- the centre is complying with BWYQ policies and procedures.
- assessment decisions of all assessors are available from all assessment locations to ensure standards are being consistently applied.
- internal quality assurance and assessment records including feedback to assessors.
- learner registration and claim records for units and qualifications
- internal quality assurance strategy and sampling records.
- details of any appeals, or reasonable adjustments.
- a centre Equality and Diversity Policy, Appeals Policy, Complaints Policy and Malpractice and Maladministration Policy, also that effective arrangements are in place to prevent and investigate instances of malpractice and maladministration.

8.11 Providing Feedback

Feedback will be offered to Centres in the form of face-to-face/remote meetings and written reports.

After a face to face or synchronous observation, oral feedback will be given at the end of the visit (be it physical or virtual) or at a mutually agreed time shortly afterwards. This will be followed up by a written summary of the observation.

Written feedback on desk-based monitoring and moderation will be sent to the Quality Assurance Officer/Centre contact and where appropriate the lead IQA and/or Head of Centre shortly after conclusion of the monitoring.

9.1 Concerns about Assessment Decisions; Actions and Adjustments to Assessment

If we have concerns about either an assessment or a form of assessment used, i.e., if it is not fit for purpose, then we reserve the right to request changes to that assessment. This also applies if we have concerns about the quality of internal quality assurance.

We will not issue certificates where we feel that the assessment/internal quality assurance has not met the necessary standard, or where the LOAC has not been adequately evidenced, until the necessary changes have been made.

See summary chart on page 7 of this document.

In the first instance we will contact the quality assurance officer/lead IQA to discuss the concern and develop a way forward. This may include:

- additional support/training for the IQA/assessor
- additional assessment undertaken and moderated
- assessment/monitoring completed by another assessor/IQA
- additional monitoring visits
- alternative forms of assessment recommended
- change to the assessment decision

It is always our intention to put support and procedures in place that will minimise the need to change assessment decisions. However, we will change an assessment decision if we feel that this is warranted in order to maintain standards and protect the integrity of BWYQ.

If a decision is going to be changed then this will have been reassessed by a suitably qualified assessor who has the necessary assessor and subject expertise. This will then be moderated, again by an individual with appropriate subject and moderating expertise.

In these cases, we will arrange a meeting with the lead IQA/Quality assurance officer/Head of Centre. We will always explain our reasoning and provide evidence to support our decision. We will then follow this up with a written report.

If the concern relates to malpractice or maladministration then the procedures in our Malpractice and Maladministration Policy (BWYQ 017) will be triggered.

If the concern cannot be adequately resolved in this manner, then as a last resort our Sanctions Policy (BWYQ 018) will be invoked.

9.2 Recalling Certificates

The checks and balances we have in place make it highly unlikely that we will be position where we will need to recall a certificate or certificates due to issues with centre-based assessment.

However, in the event that this does occur, then we will contact the Centre explaining the reasons and contact the learner(s) directly.

This will trigger a review of procedures to determine why the issue was not picked up earlier and what needs to be put in place to prevent it happening in the future.

10.1 Mitigating Risks

The table below summarises potential identified risks and how they will be mitigated:

Identified Risk	Mitigation
Inconsistency in the experience, qualifications, skills and approach of different assessors, internal quality assurers and centres	Routinely monitor the experience and qualifications of all assessors and IQAs. Observations/desk top moderation of all assessors and IQA. Compare practice observed with expected standards and centre policies/procedures Monitor and deliver standardisation training and provide appropriate guidance
Opportunities for malpractice and maladministration during assessments and when recording assessment decisions	Routinely moderate all assessors; observation and desk-top monitoring
Opportunities for malpractice and maladministration during the internal monitoring of assessment decisions	Routinely moderate all individuals engaged in internal monitoring.; observation and desk-top moderation
Potential use of inappropriate assessment methods or materials	Observation and desk top moderation alongside monitoring of standardisation and other training.

Potential conflicts of interest within a centre, between centres and between us and a centre.	Monitor the application of the Centre Conflict of Interest policy. Monitor Conflict of Interest declarations. Ensure that where IQAs are also assessors of the same course that they do not internally quality assure courses where they acted as an assessor.
Centre compliance with regulatory requirements	Complete and enforce a signed centre agreement. Regularly monitor centre policies and procedures (remotely and during centre visits)

11.1 Support and Training

In addition to moderation of assessment and monitoring of policies and procedures we provide training and guidance to centres on aspects of assessment and standardisation. This content is based on:

- what centres tell us they need
- issues that come to light during routine monitoring and moderation
- regulatory requirements

Common themes for training content include, but are not limited to:

- how to manage the process of assessment, complaints, and appeals
- how to interpret BWYQ qualification standards; LOAC and level 4 standards
- how to ensure the validity, reliability and fairness assessment evidence produced by learners
- an overview of Reasonable Adjustment and Special Consideration practices
- how to conduct assessment to ensure that it meets equal opportunities principles
- how to maintain accurate and verifiable assessment records for each learner
- malpractice and maladministration policies and processes
- standardisation across different forms of assessment evidence

This is expected to take place at least annually either remotely or in person, with the expectation that additional sessions may be required at other times during the year. These will be arranged via the Quality Assurance officer/Training lead.

Guidance is also provided through policy and procedure documents. Up to date electronic copies of which are sent to centres. Policy updates and procedures are also discussed with the centre point of contact so that they can be disseminated to other centre staff.

12.1 Malpractice and Maladministration

See BWYQ 017 Malpractice and Maladministration Policy for more details

If there is a concern that malpractice or maladministration has occurred within centre-based assessment, then this will immediately be reported to the lead IQA and RO, initiating the procedures outlined in the BWYQ 017 Malpractice and Maladministration Policy

13.1 Sanctions

BWYQ 018 Sanctions Policy sets out the sanctions BWYQ may impose on centres. It is used to make sure we apply sanctions fairly, consistently and proportionately.

14.1 Complaints

BWYQ 019 Complaints Policy covers complaints made by learners, members of the public or Centres in relation to the qualifications and services offered by BWYQ. **It is not to be used to cover appeals about assessment decisions.**

However, it may be used if a centre or learner feels that they have a valid complaint about the process of monitoring centre assessment that cannot be resolved through the centre's own Complaints policy.

15.1 Appeals

See BWYQ 020 Appeals Policy for more details

If a centre feels that decisions made as a result of CASS monitoring are unfair then in the first instance it is hoped that they will discuss this with us so that we can try to resolve this.

However, there will always remain the last option of an appeal against an assessment decision. The BWYQ 020 Appeals Policy sets out the process for submitting appeals to BWYQ and how BWYQ will respond.

Appeals may be made against:

- (a) the results of assessments, including issues related to equal opportunities.
- (b) decisions regarding Reasonable Adjustments Special Consideration.
- (c) decisions relating to any action to be taken against a learner or a Centre following a malpractice or maladministration investigation.

16.1 Contact Details

If you have any queries about any aspect of this process, please contact BWYQ Operations Coordinator at bwyqcoordinator@gmail.com .

Document History		
Date	Author	Action
September 2021	BWYQ Operations Coordinator	Devised
September 2021	BWYQ trustee Directors	Approved
June 2022	BWYQ Operations Coordinator	Reviewed and Revised
November 2022	BWYQ Operations Coordinator	Reviewed
December 2022	BWYQ Trustee Directors	Approved

Appendix 1; BWYQ Assessment Guidance

CRITERION	Exceeds standard (Good/excellent)	Meets standard (Pass)	Not to standard (Refer/fail)
SUBJECT KNOWLEDGE ASSIGNMENTS			
Content and range of knowledge displayed	Uses written, audio or visual medium to address all the knowledge criteria in-depth. Demonstrates a systematic, detailed, theoretically informed knowledge base using very good terminology.	Uses written, audio or visual medium to meet the knowledge criteria. Demonstrates a factual and conceptual knowledge base using satisfactory terminology.	Provides limited evidence towards the knowledge criteria. Contains errors and/or omissions such as gaps in knowledge and/or misuse of terminology.
Addressing the knowledge criteria/attention to purpose	Addresses all the knowledge criteria in- depth. Fulfills the purpose of the assignment effectively and creatively.	Addresses the knowledge criteria. Addresses the basic purpose of the assignment.	Addresses some, but not all of the knowledge criteria. Does not address the purpose of the assignment.
Clarity of expression (incl. accuracy, spelling, grammar, punctuation)	Fluent writing style appropriate to the assignment.	Generally understandable with satisfactory language supporting meaning. Grammar and spelling mainly accurate.	Meaning often unclear. Frequent errors in grammar and/or spelling that detract from meaning.

CRITERION	Exceeds standard (Good/excellent)	Meets standard (Pass)	Not to standard (Refer/fail)
	Grammar and spelling accurate.		
Coherence and organisation of assignment	Strong, logical organisation and coherence enhances the assignment objectives.	Demonstrates thoughtful organisation and adequate structure.	Shows limited organisation. Poorly presented and structured.
Critical Reasoning/ Analysis/ Conclusion	Well developed, conceptually informed critical thinking is consistently integrated. Shows well developed ability to compare alternative theories/analytic approaches (where relevant). Conclusions are well developed with some originality.	Demonstrates conventional critical insight and recognises alternative positions. Makes some use of techniques of analysis relevant to the discipline (yoga). Reasonable conclusions are drawn.	Critical thought and analysis are limited or incoherent. Lacks any analysis or attempts at analysis. Limited or ineffective attempt to draw together arguments. Lack of conclusions, or invalid conclusions drawn.
Evidence of reading/ quality of sources	Evidence of independent reading from a range of excellent sources. Uses high quality secondary sources with some primary sources.	Evidence of reading from appropriate sources. Uses appropriate secondary sources.	Demonstrates limited evidence of reading. Draws upon unreliable and/or inappropriate sources.
Referencing	Sources are consistently acknowledged in the text/ reference list and used effectively to support the discussion. Accurate referencing follows a systematic approach, with all elements included.	Sources used are generally acknowledged in the text and reference list. Referencing follows an appropriate approach. Entries in the bibliography/ reference list are basically accurate/satisfactory.	Sources in the text are not always acknowledged. When they are, they are often inaccurate or incomplete. Entries in the bibliography/ reference list are incomplete and/or absent.
OBSERVATIONS OF SKILLS AND APPLICATION OF KNOWLEDGE			
Work Products - Planning for delivery of a yoga course (scheme of work, course/lesson plans)			

CRITERION	Exceeds standard (Good/excellent)	Meets standard (Pass)	Not to standard (Refer/fail)
Clarity of learning outcomes and focus of work	Defines appropriate Learning Outcomes in detail and addresses them comprehensively.	Outlines appropriate Learning Outcomes and addresses them in a manner which gives a clear focus to the work.	Learning Outcomes are not appropriate and/or clearly identified.
Code of conduct	Develops specific objectives which are achievable, consistent with professional values / code of conduct and appropriate to the clientele.	Develops objectives which are consistent with professional values/code of conduct and generally appropriate to the clientele.	Inadequate or no attempt to ascertain needs of clientele. Limited use of professional values / code of conduct frameworks.
Information gathering / processing to inform session plans and schemes of work	Selects a variety of highly relevant information and resources to inform session plans and schemes of work. Gathers complex information and incorporates it effectively, imaginatively into teaching resources.	Selects appropriate information and resources to inform session plans and schemes of work and incorporates them effectively.	Little or no evidence of information and resources to inform session plans and schemes of work.
Application of knowledge and theory	Demonstrates a detailed, systematic understanding. Integrates theoretical knowledge into their planning and teaching	Demonstrates a good factual and/or conceptual knowledge base and uses appropriate terminology.	Selection of theory is satisfactory but application and/or understanding limited. Significant gaps in knowledge and/or misuse of terminology.
Teaching and/or presentation delivery			
Demonstration of yoga techniques	Good communication and understanding of yoga techniques with attention to detail. Demonstrates yoga practices with clarity and precision.	Communicates how to perform yoga techniques safely with adequate demonstration of the basic yoga practices.	Communication and commitment are lacking. Knowledge of the asana is poor. Technical ability and/or demonstration skills are weak or non-existent.

CRITERION	Exceeds standard (Good/excellent)	Meets standard (Pass)	Not to standard (Refer/fail)
Communication	Demonstrates effective communication through a strong understanding of yoga ethics, use of Sanskrit names and correct pronunciation.	Communication is generally clear and in a format that is appropriate to yoga ethics. Appropriate English names of asana used.	Communication is unstructured, disorganised or used in a format inappropriate to the ethos of yoga.
Observation and decisions	Observes individuals during the teaching of a class. Decides on the best modifications to meet the needs of individuals, as identified through observation. Gives expert rationale.	Observes class members and gives modifications to ensure that the class is safely practising yoga. Can provide a meaningful rationale for decisions.	Does not observe the students in the class. May make decisions which are unclear or unsafe and/or cannot be supported by tenable rationale.
Presentation skills	Demonstrates a variety of styles and ability to adapt them according to individual need. Oral presentation is well structured and engaging. Pace and audibility are highly effective.	Oral presentation shows awareness of different styles of self-presentation and ability to use them in different situations.	Oral presentation is disorganised and/or pace and audibility are poor.
Reflection on practice	Confidently analyses and critically evaluates strengths and weaknesses relating to own practice as a result of feedback from a variety of sources including peer and student evaluation Develops and implements alternative courses of action.	Demonstrates ability to reflect upon and evaluate own practice using feedback from students and peers. Identifies and implements further actions as a result.	Shows limited ability to reflect on and evaluate own practice as a result of feedback from students and peers. Little or insufficient action as a result.

ADDITIONAL GUIDANCE

1.Referencing:

Referencing is a way of acknowledging sources and providing evidence to support arguments and assertions. It also helps to prevent plagiarism. Any appropriate form of referencing is acceptable. This should use a list of references at the end and in-text citation. Referencing can also take the

form of footnotes or endnotes. Whichever method is used must be consistent; using the same format throughout and ensuring there is enough information for any reader to be able to readily locate the source. A short presentation is available which provides more detailed information on this.

2. Website referencing:

A full reference would include author (if known) or organisation, year published (or 'no date'), title, URL and date accessed in square brackets.

The minimum amount of information required would be the URL and date accessed. e.g. <https://libguides.reading.ac.uk/citing-references/referencingstyles> [accessed 6-9-18]

3. Essay Word Count:

The word count refers to the number of words within the main body of the text not including footnotes, endnotes, bibliography or appendices.

We do not specify a wordcount for any evidence included for summative assessment. However, we expect any evidence to be detailed enough to fully meet the assessment criteria, and not be 'padded out' with too much unnecessary material. A Centre may choose to place their own word limits on assignments.

4. Guidance on record-keeping and signatures:

4.1 The authenticity statement from the learner at the end of the course requires the signature of the learner. A statement at the end of the course verifying that all criteria have been passed needs to be signed by both the Assessor and the Internal Quality Assurer. [The signature can be electronic, either inserted picture or originally signed document scanned and saved as a .pdf. If a learner does not have facilities to complete electronic signature, the originally signed document can be submitted to the QAO at Central Office by post.]

4.2 The typed-in name of the learner and their ULN are required on assessment front sheets and assignments. Likewise, the typed-in name of Assessor and date of assessment are required on the assessment pages.

4.3 Electronic signatures of Assessor and learner are not required on assessment pages.

5. Referrals

5.1 An assignment (in whole or in part) may be referred back to the student twice. The third submission is the final one, and if this does not meet the assessment criteria then this is a 'fail'. Feedback that accompanies a referral should *guide* the student towards attaining the necessary

skills or understanding to meet the criteria, however it must not provide them with the answer or do the necessary research or work for them.

5.2 Referrals, unless they are a safety, safeguarding or legislative issue, are made purely against the assessment criteria for that assignment.

5.3 Referral or Pass will be shown as R or P on the assessment page against each of the assessment criteria with the date of each Referral/eventual Pass shown in brackets next to the R or P.

5.4 If it is clear that the student understands the Referral and provides evidence of achievement in a different format such as professional discussion or questioning (verbal or written), then a Pass can be shown against the relevant assessment criteria, The record of the professional discussion or questioning should be attached to the assignment front sheet along with the other evidence of achieving the assessment criteria.

6. Assessment of Attainment

6.1 Subject knowledge attainment may be evidenced by written work, presentations (audio, video or in-person) and/or professional discussion that meet the assessment criteria of the assignment. The Assessor may use questioning as a further assessment method to determine attainment.

6.2 Evidence of skills and application of knowledge attainment may be assessed from observation of teaching and presentations, professional discussion, questioning, witness testimony, peer review, peer assessments, examination of work products such as schemes of work, lesson plans, evaluations and reflective diaries.

6.3 When using professional discussion, questioning and witness testimony as evidence of assessment criteria attainment, the Assessor should provide written details on the assessment page of how the attainment was achieved.

7. Learning Outcomes and assessment criteria

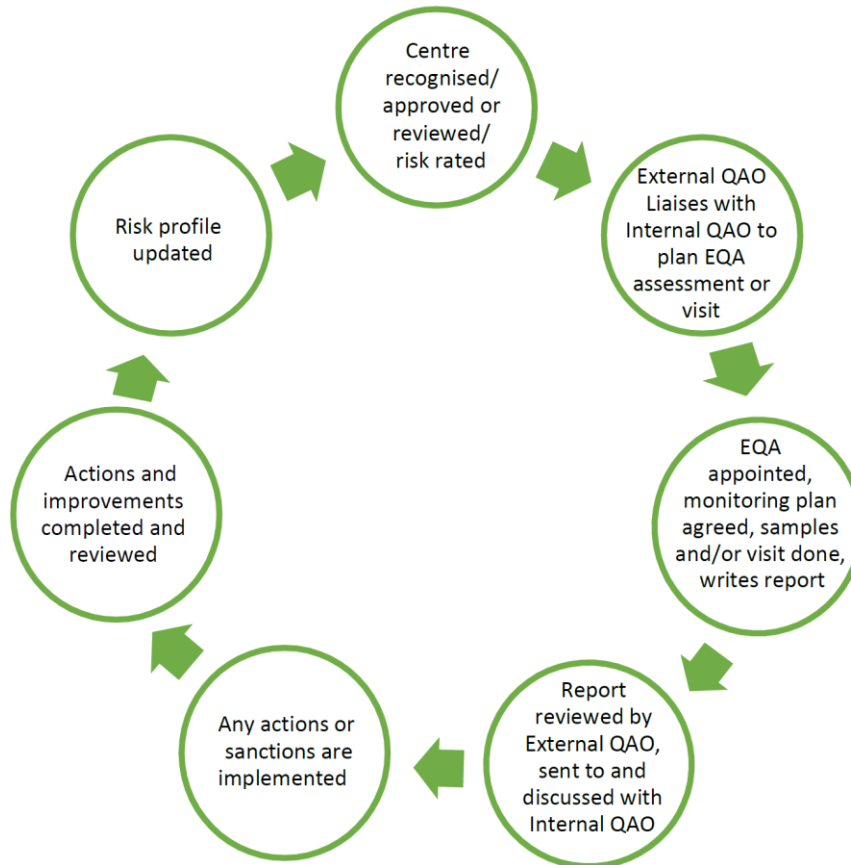
Learning outcomes and assessment criteria should follow SMART principles. A presentation is available providing more information about writing learning outcomes and assessment criteria.

Using domains of learning (Bloom's taxonomy) is recommended because this encourages learners to think critically about what they want to achieve and how this will address the needs of different students within their classes. The domains of learning on lesson plans will not be assessed, but tutors can encourage their use as best practice.

Appendix 2; EQA Guidelines

The EQA Process

The External Quality Assurance Officer is responsible for managing the EQA Process, which follows a cycle as depicted in the diagram below:



EQA Competence

The BWYQ Chair and the External Quality Assurance Officer will ensure that any EQA has:

- appropriate sector competence and qualification level.
- an appropriate EQA qualification or the equivalent occupational experience (or working towards the qualification or experience).
- expertise in the subject, which could be demonstrated through having spent 3-5 years working in the sector.
- a thorough understanding of the standards for BWYQ qualifications.
- an understanding of the Regulated Qualifications Framework (RQF).
- detailed knowledge of the awarding organisation's systems and documentation.
- competence in the systems used to ensure consistency of standards.
- the ability to use language which is plain, clear, accessible, inoffensive, free from bias and appropriate to the BWYQ qualifications and
- a commitment to equality, diversity and safeguarding, particularly in relation to fairness in assessment.

EQA Assessment of Centre

A Centre review may be undertaken to determine current activity, future plans and additional needs. This will usually be a remote communication between the External Quality Assurance Officer and the Centre Quality Assurance Officer. The purpose of this desk-based visit will be to identify whether there have been any significant changes (or planned changes) that may warrant an additional visit, or a planned visit being brought forward. The outcome of these assessments is recorded by External Quality Assurance Officer.

BWYQ may conduct EQA visits to focus on delivery, certification, assessment, internal quality assurance (IQA), sampling learner portfolios, assessor feedback, IQA reports and standardisation activities. During these visits EQAs will aim to meet learners, assessors and IQAs and observe assessment activities where possible.

For centres that are judged low risk, BWYQ may perform remote external quality assurance, sampling documentation that the External Quality Assurance Officer obtains from the centre's internal Quality Assurance officer.

The EQA will sample the documents and compile a report which is then submitted to the External Quality Assurance Officer and forwarded to the centre.

EQA Visit Preparation

In-person visits will be according to need and geographic feasibility.

Before a visit the External Quality Assurance Officer will review the centre's profile to gain an overview of the Centre, using this to guide the EQA activity.

The EQA will then contact the Centre in advance of a Centre visit to explain the scope of the visit and the activities that will take place. Where possible, this contact will include arrangements to observe assessments taking place.

The EQA will review the Centre profile and may request information from the Centre in advance, which will be used to focus the visit more effectively.

Centres must comply with any requests for access to premises, people and records for the purposes of external quality assurance. If a Centre fails to provide access the EQA will inform the External Quality Assurance Officer who will consult the BWYQ Directors on the appropriate action to take with the Centre.

Once a visit date has been agreed, the Centre will need to ensure that the appropriate members of staff attend the meeting, all requested documentation is provided and access to course and staff records is available.

If a centre cancels an EQA visit at short notice the EQA will contact the External Quality Assurance Officer who must be satisfied that there was a legitimate reason for the cancellation. If this cannot be established, BWYQ will reserve the right to withhold certification claims until a monitoring visit is completed.

EQA Visits/Monitoring

During a visit and/or as part of the overall monitoring approach, each EQA should:

- Confirm that assessment decisions are regularly sampled, through internal quality assurance, for accuracy against the qualification standards.
- Ensure, through appropriate sampling/moderation, that assessment arrangements are fit for purpose and the criteria against which learners' performance is differentiated are being applied consistently by assessors in accordance with requirements specified for each qualification.
- Check that any centre-based assessment activities for Ofqual-regulated qualifications have been submitted to BWYQ for approval and review.
- Ensure the centre is taking all reasonable steps to prevent of malpractice or maladministration.
- Ensure that the centre has all of their policies and procedures in place, that they are up to date and that they are being followed.
- Confirm that previously identified action points have been met.
- Confirm that assessments are conducted by appropriately qualified and occupationally expert assessors.
- Confirm the centre has the resources and expertise to deliver qualifications in accordance with BWYQ, sector and/or regulatory requirements
- Sample assessment decisions to confirm that the learner evidence is authentic and valid, and that qualification standards are being consistently maintained.
- Check that claims for certification are authentic, valid and supported by auditable records and that learners have met the specified level of attainment.
- Ensure that the centre is retaining appropriate records of internal quality assurance decisions and assessment documentation for three years
- Ensure that the centre is meeting BWYQ requirements for learner data retention as set out in BWYQ's guidance to centres
- Advise and support centres on the interpretation of qualification standards,

learning outcomes and assessment criteria

- Provide centres with feedback and support in relation to internal quality assurance activities
- Provide centres with up to date information and advice in line with BWYQ guidance and regulatory authority requirements
- Recommend the application of appropriate sanctions in line with BWYQ's Sanctions Policy for centres that fail to meet the requirements.

Sampling at a Centre

The EQA should record details of the sample they select at a centre, and the rationale behind its selection, so that the External Quality Assurance Officer can monitor the characteristics of selected samples over time as well as the effectiveness of the sampling being carried out.

In order to make decisions on the matters listed above, an EQA should see evidence of:

- assessors, trainers and internal quality assurers have appropriate qualifications and experience for the awards/units they assess/verify
- continuous professional development (CPD) for assessors, tutors and internal quality assurers is recorded.
- learners have access to fair and unbiased assessment.
- valid claims for exemptions and/or RPL (recognition of prior learning).
- assessments are structured effectively in terms of planning, assessing, review and feedback.
- assessment instruments, evidence, tasks and assessment methods (e.g. learner portfolio or other evidence or assessment conditions) are appropriate with Centre based assessment activities approved by the internal Quality Assurance Officer or Lead IQA in advance of their use.
- assessors are taking part in standardisation activities.
- the centre is complying with BWYQ policies and procedures.
- assessment decisions of all assessors are available from all assessment locations to ensure standards are being consistently applied.
- internal quality assurance and assessment records including feedback to assessors.
- learner registration and claim records for units and qualifications
- internal quality assurance strategy and sampling records.
- details of any appeals, or reasonable adjustments.
- a Centre Equality and Diversity Policy, Appeals Policy, Complaints Policy and Malpractice and Maladministration Policy, and evidence that effective arrangements are in place to prevent and investigate instances of malpractice and maladministration. The EQA should ensure that staff and learners can access these policies and procedures

The BWYQ EQA will report back to the External Quality Assurance Officer concerning any training needs that have been identified at the visit.

To assist the EQAs in their sampling activities, the Centre will provide information on the learners who are registered by the Centre and whether their learning is in progress or completed.

In developing a sampling strategy, an EQA must consider the specific circumstances of the centre being visited. Factors which will determine the scope of a sample may include:

- Number of registered learners
- Number of certificates claimed
- Assessor and IQA qualifications and/or experience
- Learner/assessor ratios
- IQA/assessor ratios
- Number of sub centre/satellite sites and their geographical location. Where a centre has several assessment sites the sampling plan must enable the EQA to verify that assessment and internal quality assurance practices are maintained with equal rigour and consistency at all locations
- The centre's track record in complying with BWYQ's requirements and any agreed action plans
- Rate of staff turnover

The EQA should ensure that the sampling strategy involves not only the inspection of evidence, but also meetings with IQAs, assessors and learners, in order that the EQA can confirm whether the process of assessment, as well as the standards being used to judge learner competence, are consistent and meet qualification standards.

The EQA should also ensure that the selection of learners, assessors and IQAs for sampling is not left solely to the discretion of the Centre and should therefore select learners at short notice, to minimise the risk of fraudulent claims for certification.

If a Centre fails to make the learners selected for interview available, the EQA will inform the External Quality Assurance Officer who will require the Centre to provide proof that these learners exist. If this cannot be clearly established, the BWYQ Chair and External Quality Assurance Officer will notify the Head of the Malpractice Committee.

The final sample must be sufficient for the EQA to:

- Confirm the consistency and authenticity of assessment decisions
- Confirm the validity of claims for certification and authenticity of learners' evidence
- Provide evidence to support their conclusions

If the sample shows that the Centre is not applying the required standards, the EQA will:

- Identify and record the specific area of concern
- Notify the External Quality Assurance Officer who will engage with the BWYQ Chair to assess the impact on BWYQ's qualifications, materials and/or certificates that have/have not been awarded
- Participate in a short-notice EQA visit that the External Quality Assurance Officer has arranged with the Centre's Internal Quality Assurance Officer (QAO), as per

the BWYQ Recognised Centre Handbook, and request a further sample to ascertain the extent of the non-compliance

- Record the findings in the EQA report
- Recommend sanctions, if appropriate
- Create an appropriate action plan for the Centre

EQA Reports

At the end of each visit the EQA will provide a report to the External Quality Assurance Officer, that:

- records the date of the visit
- details the monitoring and verification activities undertaken, including information on any sampling undertaken and who was interviewed contains feedback to the Centre on the quality and consistency of its assessment process and the effectiveness of internal quality assurance arrangements
- highlights areas of good practice
- specifies what actions the Centre must take if its performance does not meet BWYQ's requirements, when they must be completed and by whom
- gives details of any recommended sanctions in accordance with the Sanctions Policy (if applicable) or any other recommendations to the External Quality Assurance Officer with a rationale for such a decision
- EQAs will be familiar with BWYQ's Malpractice and Maladministration policy and will report any potential or alleged malpractice or maladministration immediately to the External Quality Assurance Officer

The External Quality Assurance Officer will notify the BWYQ Directors who will discuss any non-compliance issues of the Centre and action or sanctions that may need to be imposed in accordance with BWYQ's Sanctions Policy. Any actions/sanctions will be recorded and implemented. The BWYQ directors will determine if an investigation needs to be conducted in accordance with the BWYQ Malpractice and Maladministration policy.

Once the External Quality Assurance Officer has approved the EQA report it can be forwarded to the Centre's internal Quality Assurance Officer or Lead IQA. The Centre's risk profile will be updated. If the Centre is unhappy with the conduct or outcome of a quality assurance visit, the matter should be taken up through the BWYQ's Appeals Policy and procedures.

Appendix 3; Expected Assessor and IQA Competencies

Tutors/Assessors delivering BWYQ qualifications should be suitably qualified and occupationally competent in the subject or vocational area they are teaching and or assessing.

Centres should only use tutors who have been initially trained as a qualified yoga teacher and have been teaching for a minimum of four years.

Assessors should:

- have knowledge and understanding of the National Occupational Standards/ qualification/regulatory frameworks for the yoga course that they are teaching and the necessary key skills and academic ability at the appropriate level.
- hold an appropriate teaching yoga qualification and, where relevant, have completed BWY Diploma Course Tutor (DCT) training.
- ideally have a qualification such as QTS, QTLS, DET, CTLLS, DTLLS, PGCE, Cert Ed, 730/7, 730/6, 740/07, or 740/06 and D32, D33, A1, Level 3 Assessors qualification, or working towards it, or a BWYQ approved equivalent.
- demonstrate competence in the assessment of the technical aspects of the qualification.
- be familiar with the awarding organisation's and regulator's requirements about conducting assessment, recording assessment decisions, and maintaining learners' assessment records.
- use plain language which is free from bias and appropriate to the qualifications.
- understand equal opportunities in assessment and put it into practice.
- deliver the qualification in accordance with the Awarding Organisation and regulator's requirements.

The role of Assessors in Internal Assessment

Assessors will be responsible for:

- managing the process of internal assessment from assessment planning through to making and recording assessment decisions.
- assessing evidence of learners' competence against the standards in the BWYQ qualification specification and assessment handbooks.
- following BWYQ policies, procedures, and guidance for the delivery of regulated qualifications.
- ensuring that they use valid, fair, and reliable assessment methods that are moderated.
- conducting assessment in the way which meets the equal opportunities principles and policies (BWYQ 008), as specified in Section 8.
- maintaining accurate and verifiable assessment records for each learner.
- signing the Certification Request Form to confirm that the learner has successfully met all the assessment criteria.

Main Competencies Expected of IQAs

IQAs perform a key role in ensuring the quality of in-centre assessment and should therefore be suitably qualified and occupationally competent. BWYQ recommends that centres use qualified IQA personnel who have been trained on a nationally recognised Internal Quality Assurance qualification.

As a minimum, Internal Quality Assurers should:

- have, or be working towards, an Internal Quality Assurers Award or a BWYQ approved equivalent.
- provide evidence of the knowledge, understanding and application of the assessed Standards they are verifying and if applicable have key skills at the appropriate level.
- have sufficient subject knowledge to support or challenge the assessment decisions of Assessors.
- be familiar with the awarding organisation's requirements in relation to conducting assessment and internal quality assurance, recording assessment and internal quality assurance decisions and maintaining internal quality assurance records.
- use plain language which is free from bias and appropriate to the BWYQ qualifications.
- be committed to equality and diversity in assessment and to translate this commitment into practice.

N.B. The Lead IQA or internal Quality Assurer Officer will meet the above criteria and will additionally have management experience and skills.