



THE BRITISH WHEEL OF YOGA  
QUALIFICATIONS

**BWYQ**  
**Recognised Centre Handbook**

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# 1: Introduction

## About the Handbook

This Handbook contains the general information needed to deliver BWYQ qualifications in line with BWYQ and Ofqual regulations. It should be read in conjunction with the relevant BWYQ qualification specification and assessment handbook, BWYQ Policies and Guidelines, the BWYQ 006 Centre Recognition forms and the BWYQ 005 Qualification Delivery Manual.

Centres will also have their own policies and procedures in place. They should however familiarise themselves with the most recent versions of the BWYQ Policies, available from: [http://www.bwyq.org.uk/information/74/About\\_the\\_BWYQ.htm](http://www.bwyq.org.uk/information/74/About_the_BWYQ.htm) or contact the BWYQ Operations Coordinator: [bwyqcoordinator@gmail.com](mailto:bwyqcoordinator@gmail.com). All documents are subject to change.

All Centre policies and procedures should reflect BWYQ policies and expectations as well as the Ofqual conditions of recognition. The BWYQ policies include:

Doc. Ref.	Policy/ Guidance Document
BWYQ 005	Qualification Delivery Manual
BWYQ 006	Centre Recognition Agreement Form
BWYQ 006a	Withdrawal of a Qualification Policy
BWYQ 007	BWYQ Centre Handbook
BWYQ 008	BWYQ Equality and Diversity Statement
BWYQ 009	BWY E & D Policy
BWYQ 010a	BWYQ Safeguarding Adults Policy
BWYQ 010b	BWYQ Safeguarding Children 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	Recognition of Prior Learning Guidance
BWYQ 026	Plagiarism Guidance
BWYQ 027	Remote Assessment Policy
BWYQ 028	Centre Assessment Standards Scrutiny (CASS) Strategy
BWYQ 029	Data Protection Policy
BWYQ 030	Cybersecurity Policy

This Handbook should be read before promoting/delivering BWYQ qualifications or registering learners. Centres also need to be familiar with the assessment and internal quality assurance of BWYQ qualifications.

**Learners should be informed of the policies, regulations and procedures affecting them at the time they register.**

## BWYQ and Ofqual

British Wheel of Yoga Qualifications (BWYQ) is an autonomous Awarding Organisation (AO) that was approved for regulation by Ofqual in April 2010. Our mission is to provide yoga teachers and practitioners with cost-effective, Ofqual approved qualifications. This means that Centres and learners can have confidence in all aspects of the qualifications and their delivery.

Ofqual provide the General Conditions of Recognition to which BWYQ and all Centres providing BWYQ qualifications must comply.

<https://www.gov.uk/guidance/awarding-organisations-understanding-our-regulatory-requirements> (Link active May 2022)

The guidance in this handbook and the associated BWYQ policies help to ensure this is met.

## The Regulated Qualification Framework (RQF)

The RQF provides a single, simple system for cataloguing all qualifications regulated by Ofqual. Each qualification must be correctly titled and contain the following:

- the level of the qualification
- the size of qualification (award/certificate/diploma)
- details indicating the content of the qualification

The following BWYQ regulated qualifications are on the framework at level 4;

- **BWYQ Level 4 Certificate in Yoga Teaching (QAN 601/0744/3):**  
Total Qualification Time: 290 hours, Guided Learning Hours: 160 hours, Credits: 29
- **BWYQ Level 4 Diploma in Teaching Yoga (QAN 501/0828/1):**  
Total Qualification Time: 500 hours, Guided Learning Hours: 255 hours, Credits: 50
- **BWYQ Level 4 Award in Understanding the Principles of Modifying Yoga for Older Adults (603/7526/7):**  
Total Qualification Time: 42 hours, Credits: 4
- **BWYQ Level 4 Certificate in Teaching Gentle Years Yoga (603/7528/0):**  
Total Qualification Time: 126 hours. Guided Learning Hours: 26, Credits: 13

*Further information is available in the BWYQ Qualification Specifications and Assessment Handbooks.*

Ofqual provides the following explanation of level and size:

### **Qualification Level**

*Levels indicate the difficulty and complexity of the knowledge and skills associated with any qualification. There are eight levels supported by three 'entry' levels. While most qualifications will be assigned a single level some, such as GCSEs, can span more than one.*

### **Qualification Size**

*Size refers to the estimated total amount of time it could typically take to study and be assessed for a qualification. This can be anything from a matter of hours to several years of study and different students can take different amounts of time to study for the same qualification. Size is expressed in terms of Total Qualification Time. The part of that time typically spent being taught or supervised, rather than studying alone, is known as Guided Learning Hours. Qualifications can sit at different levels but require similar amounts of study and assessment time. Equally, qualifications at the same level can take different amounts of study and assessment time.*

## Head of Centre Induction

When a new Head of Centre is appointed to a Centre BWYQ Directors will schedule an induction meeting within two 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.

## Section 2: Learner Registration and Certification

*Please see the BWYQ 0005 Qualification Delivery Manual*

### Learner Registration

Learner eligibility criteria can be found in each qualification specification and handbook. Learners will need to meet these when registering.

All learner's **MUST** complete the Centre's Learner Registration process and Centres should make them aware of the following statement: "You may request support with assessment to meet your specific needs, and all requests considered justifiable by the awarding body will be granted" . To apply for Reasonable Adjustments use form BWYQ 012 in the Appendix, submitting it at the time of BWYQ learner registration.

Registrations (Form H12) should be returned to BWYQ at least two weeks before the start of the qualification, or as soon as possible thereafter. The Learners' unique identification number from the Centre will be used for the quality assurance trail, but we will also assign a number in line with its registration and bookkeeping procedures.

We will send a registration receipt (Form H13 receipt) to the Centre shortly after the start date of a course.

Centres should make learners aware of the contents of the following documents and encourage them to give feedback on the quality of our service and products by completing the learner Feedback Form (H15).

- BWYQ 0021 Customer Service Statement (Section 7);
- BWYQ 008 Equality and Diversity Statement
- BWYQ 009 BWY Equal Opportunities Policy in relation to Access to, and Fairness in, Assessment (Section 8);
- BWYQ 010a Safeguarding Adults Policy
- BWYQ 010b Safeguarding Children Policy
- BWYQ 012 Reasonable Adjustments Policy & Procedures (Section 9);
- BWYQ 013 Special Considerations Policy & Procedures (Section 10);
- BWYQ 017 Malpractice and Maladministration Policy
- BWYQ 019 Complaints Policy
- BWYQ 020 Appeals Policy (Section 11)
- BWYQ 025 Recognition of Prior Learning (RPL) Guidance.
- BWYQ 026 Plagiarism Guidance

### Certification

A certification request (form 10) can be made once all assessments have been completed and all the learning outcomes and assessment criteria at the specified level of attainment have been achieved.

The certification request must be countersigned by the internal quality assurer (IQA) assigned to the course by the Centre.

By signing the form the tutor/assessor and IQA confirm that the learners have achieved **ALL** of the

assessment criteria for **ALL** learning outcomes for the units indicated.

Errors on the certificate request form could be considered malpractice/ maladministration and be dealt with in accordance with the BWYQ 017 Malpractice and Maladministration Policy. Sanctions may be put in place in line with the BWYQ 018 Sanctions Policy.

Qualification/unit certificate requests will be examined by BWYQ to check that everything has been achieved and that all details are correct before final sign-off.

Once this has been confirmed the BWYQ Operations Coordinator will print certificates and forward to the Centre. In exceptional circumstances certificate may be sent directly to the course tutor or learner.

The Centre's internal arrangements for learner record keeping, including registration, assessment, internal verification and certification, will be monitored by the assigned External Quality Assurer (EQA). This is to ensure that all arrangements minimise the risk of fraudulent or mistaken certificate claims being made. If the validity of a certificate claim is called into question the Head of Centre will be notified immediately, and a formal investigation carried out (see BWYQ 017 Malpractice and Maladministration policy).

To prevent fraudulent misuse, each certificate will:

- Clearly and uniquely identify both the learner and the certificate itself
- Display the title of the qualification as it appears on Ofqual's Register (along with any Endorsement title if appropriate) – and **no other** title for the qualification
- Reflect the results achieved by the learner and not be issued before the learner has achieved all elements of the qualification or unit.
- Not contain the titles of any "unregulated" qualifications on the same certificate that contains details of a "regulated" qualification
- clearly identify the language the assessment was carried out in **if** a language other than English, Irish or Welsh was used

We aim to issue certificates within 6 - 8 weeks after receipt of the Centre's Certification Request Form and all supporting documentation. Occasionally this may not be possible, in which case we will inform the Centre and keep them updated.

If a Learner has been assessed as not meeting all the criteria to gain their qualification they may query, or appeal against the result in accordance with the BWYQ 020 Appeals policy. Alternatively, they may claim unit certificates for the individual unit(s)/credit(s) they have achieved.

### Certification review/recall

If errors and/or inconsistencies in assessment call into question the validity of an awarding decision or if a unit/qualification has been incorrectly awarded/not awarded, then the BWYQ Operations Coordinator will amend the relevant learner records as necessary to reflect this change. BWYQ will inform the learner(s) and Centre(s) and a full review will be launched.

### Replacement certificates

Learners should be made aware of the procedure for requesting a replacement certificate.

When replacement is **not** the result of an administrative error or damage in the post, then there is a £25 replacement fee.

Replacement request that are subject to this fee should be accompanied by a completed BACS form.

Learners, or their Centre acting on their behalf, can request a replacement by sending the following information to the BWYQ Operations Coordinator using the Request for a Replacement Certificate Form (H11):

- Reason for the request (e.g. loss of the original or the learner's name has changed)
- Full name, date of birth, sex of the learner plus the name of the qualification, date of award and the centre where they achieved the award (including centre address if known)
- Supporting evidence – such as the identification of the learner (passport/driving license) or change of name records (e.g. deed poll or divorce records)
- The original certificate – this must be returned if the request is in relation to an error on the original or a change of name, so it can be destroyed.

When the identity of the learner has been authenticated, and the request approved, the BWYQ Chair will authorise a replacement. This will match the original but will be clearly marked as a replacement. Only one replacement certificate will be issued for each qualification unless it has been found that the first replacement certificate contains an administrative error. If the request is not upheld then we will contact those involved, giving them the reason for the decision. In either case, the BWYQ Operations Coordinator will update the learner's records.

### Section 3: Assessment

*Please see the BWYQ Qualification Specifications, BWYQ 027 Remote Assessment Policy, BWYQ 0005 Qualification Delivery Manual, BWYQ 028 Centre Assessment Standards Scrutiny (CASS) Strategy and the Qualification Assessment Booklets for full assessment details.*

*An appeal against an assessment decision is also covered in section 11 and in the BWYQ 020 Appeals Policy.*

Details of the processes we have in place to ensure the standard and consistency of Centre-based assessment can be found in BWYQ 028 Centre Assessment Standards Scrutiny (CASS).

#### General Information on Assessment

Each BWYQ qualification uses a competence/evidence-based approach to assessment. There is no grading system. The learner either meets the Level 4 vocational standards for the assignment or the assignment is referred/failed. The learning outcomes, assessment criteria and the form of assessment are detailed in the qualification specification and assessment handbook. Assessment is based on the Level 4 Knowledge and Skills descriptors for regulated vocational qualifications.

- **Subject Knowledge** attainment may be evidenced by written work, presentations 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.
- **Skills and Application of Knowledge** 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.

The following assessment decisions can be made in respect of each component of a learner's work:

- Pass – all assessment criteria meet the standard
- Referral – some or all assessment criteria not met but tutor/assessor give suggestions for improvement
- Not to Standard (fail) – unsuccessful re-assessment on third submission



An assignment (in whole or in part) may be referred back to the student twice with the tutor/assessor's suggestions for improvement. Feedback accompanying the referral should guide the learner towards the areas they need to develop without providing the answer or doing the research or work for the learner. The third submission is the final one and, if it does not meet the assessment criteria, this constitutes a 'fail'.

A BWYQ Assessment Guidance document with examples of what meets the standards, what does not meet the standards and what exceeds standards is available on the BWYQ website.

Learners with specific needs may request assistance or an alternative assessment method, (reasonable adjustments). Centres should refer to BWYQ 012 Reasonable Adjustment Policy, Section 9 of this handbook and to the BWYQ 012 Reasonable Adjustments Application Form.

Special consideration may also be given to those learners who suffer temporary illness, injury or indisposition at the time of assessment. Centres should refer to BWYQ 013 Special Considerations Policy, Section 10 in this handbook and to the BWYQ 013 Special Considerations Application Form.

In certain circumstances practical elements may be assessed remotely. Please refer to BWYQ 028 Remote Assessment Policy for full guidelines and procedures.

If learners are unhappy with their assessment results, they have the right to appeal (see Section 11 and BWYQ 020 Appeals Policy).

## Competencies Expected of Tutors/ Assessors

Tutors/Assessors should be suitably qualified and occupationally competent in the subject or vocational area they are teaching and/or assessing. Under normal circumstances Centres should only use Tutors/Assessors who have; -

- a yoga teaching qualification and have been teaching for at least four years
- a qualification such as the BWY Diploma Course Tutor (DCT) qualification, or equivalent, as relevant to their role, and ideally also have one of the following:
  - Qualified Teacher Status (QTS) or Qualified Teacher Learning and Skills (QTLS)
  - Diploma in Education and Training (DET)
  - Certificate in Teaching in the Lifelong Learning Sector (CTLLS)
  - Diploma in Teaching in the Lifelong Learning Sector (DTTLS)
  - Post Graduate Certificate in Education (PGCE)
  - Certificate in Education (CertEd)
  - 730/7, 730/6, 740/07, or 740/06
  - D32, D33, A1
  - Assessors Qualification (QCF/ RQF) or working towards it, or an approved equivalent.

Tutors/ Assessors should also meet the following requirements:

- evidence of the knowledge, understanding and application of the National Occupational Standards/ qualification/ regulatory frameworks for the qualification they are teaching
- Key skills and academic ability at the appropriate level
- Demonstrate technical competence in Yoga
- Demonstrate competence in the assessment of the technical aspects of the qualification
- Understand the awarding organisation's requirements in relation to conducting assessments, recording assessment decisions and maintaining Learners' assessment records
- Use plain language which is free from bias and appropriate to the qualification

- Commitment to equal opportunities in assessment and to translate this commitment into practice

## The role of Assessors in Internal Assessment

Centre 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 specified in the qualification specification and assessment handbook and making reliable judgements about this competence
- ensuring that they use valid, fair and reliable assessment methods
- standardising their assessment practice to ensure that they are delivering the BWYQ qualifications to the recognised specifications
- conducting assessment in the way which meets equal opportunities principles and policies (BWYQ 008 Equality and Diversity Policy) 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 learning outcomes and assessment criteria for the qualification.

## Monitoring the Quality Assurance of Assessors

Assessment decisions should be internally quality assured using the Centre Internal Quality Assurance (IQA) processes (see Section 4). IQA processes and decisions are externally quality assured by the BWYQ External Quality Assurance Officer (see Section 5).

Centre assessment will also be monitored by us using the procedures described in BWYQ 028 Centre Assessment Standards Scrutiny (CASS) Strategy.

## Section 4: Internal Quality Assurance of Assessment

### The Purpose of Internal Quality Assurance

Internal Quality Assurance (IQA) of assessment is an important part of monitoring and assuring the quality of Centre assessment. The Centre must have clearly specified internal quality assurance procedures to:

- Monitor and maintain the quality, consistency and integrity of the delivery and assessment of BWYQ qualifications (including all assessment sites and tutor/assessor provision)
- Ensure the accuracy, reliability and consistency of assessment decisions between the centre's Assessors
- Ensure that Assessors are consistent in their interpretation and application of the standards specified in the BWYQ qualification specification.

The centre should have a standardised approach to quality assurance practice, under a single documented quality assurance strategy. The IQA strategy must be reviewed regularly and BWYQ must act on the findings of those reviews, taking all reasonable steps to protect the interest of the learner(s).

Internal quality assurance will be carried out by a suitably qualified person who must be appointed by each centre. Where centres have more than one Internal Quality Assurer, it is good practice to have an internal Quality Assurance Officer or lead IQA to coordinate all internal quality assurance.

## The Role of Internal Quality Assurers (IQAs)

IQAs will be responsible for:

- sampling evidence of assessment decisions made by the Centres' Assessors to monitor, and ensure, consistency in the interpretation and application of standards
- monitoring Reasonable Adjustments (see BWYQ 012 RA Policy and section 9)
- maintaining up-to-date records of internal quality assurance and sampling activity and ensuring that they are available for external quality assurance reviews
- supporting a consistent interpretation of qualification standards across centres' Assessors
- training and standardising the centre's Assessors
- monitoring and supporting the work of trainee assessors within the centre
- providing feedback to the BWYQ External Quality Assurance Officer on the effectiveness, accuracy, reliability and consistency of in-centre assessment
- countersigning the Certification Request Form (H10) to confirm that learners have successfully met all the assessment criteria assessed by the centre
- ensuring that any corrective actions recommended by the awarding organisation in relation to internal assessment are implemented within the agreed timescales
- monitoring and commenting on previous actions from previous IQA activity to maintain a clear audit trail of review and improvement for the Centre and assessors

IQAs may also be Assessors within the Centre provided they have the relevant occupational expertise and qualification(s) and do not-quality assure learners' work which they have assessed.

In exceptional circumstances, internal quality assurance may be performed by a BWYQ External Quality Assurer (EQA) with necessary internal quality assurance competence. BWYQ will then ensure that their work is subjected to independent scrutiny (see BWYQ 014 Conflict of Interest Policy).

## The Sampling Strategy for Internal Quality Assurers (IQAs)

IQAs will be expected to follow the Centre's IQA Procedures.

IQAs should adopt a sampling strategy that allows:

- observation of assessment practice
- inspection of paper-based assessment records
- examination of learners' written work which has been internally assessed with a clear audit trail showing initial, formative and summative assessments
- interview of selected learners.

IQAs must have a rationale that explains their IQA process and outlines the sampling strategy. This is a brief statement which gives the reasons for selecting the IQA sample. The EQA will request a copy of this sampling rationale.

The key areas to consider in a sampling strategy are:

- Assessor experience
- Number of learners
- Methods of assessment
- Recordkeeping
- Assessment locations
- Assessor training and CPD

Sampling should be an ongoing process that takes place over the whole period of the course and covers all

parts, all assessors and all learners. In summary, the sampling strategy should include;

- assessment decisions and records of all the centre’s Assessors
- a variety of internal assessment methods
- all internal assessment locations, and
- where applicable, learners at different stages of their award, certificate or diploma.

Internal Quality Assurance staff will be required to sample an increased ratio of assessment decisions of uncertified and/or inexperienced centre Assessors. The risk level allocated to an assessor affects the number of visits and the amount of sampling. Ideally, at a minimum this should be:

<b>RED</b> <b>(high risk)</b>	<b>Two IQA visits, as follows:</b> a) a physical visit near the end of the first 3 units which will include assessor and learner interviews and an IQA observation of the assessor’s observation/verbal feedback of a learner’s teaching practice and b) a remote visit at another point in the course by web cam, web conferencing or video. Sampling set at 25% (or more if the IQA deems it necessary)
<b>AMBER</b> <b>(low risk)</b>	<b>One IQA visit plus a discretionary remote visit, as follows:</b> a) a physical visit near the end of the first 3 units which will include assessor and learner interviews and an IQA observation of the assessor’s observation/verbal feedback of a learner’s teaching practice and b) if the IQA deems it necessary, a remote visit at another point in the course by web cam, web conferencing or video. Sampling set at 20%.
<b>GREEN</b> <b>(negligible risk)</b>	<b>One Remote IQA</b> visit by web cam, web conferencing or video. Sampling set at 15%.

In addition to observing assessment practices, verifying assessment judgements, checking assessment records and interviewing learners, IQAs should inspect facilities to ensure that assessment conditions are fit for purpose and meet the relevant health & safety requirements

### Main Competencies Expected of IQAs

IQAs perform a key role in ensuring the quality of Centre assessment and should therefore be suitably qualified and occupationally competent.

At a minimum we recommend that Internal Quality Assurers should:

- have, or be working towards, an Internal Quality Assurers Award or an 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.

N.C.

## Centre Training and Standardisation

Standardisation is the process by which a Centre can check that assessment is consistent across all assessors. A centre is required to conduct internal standardisation to ensure that all student work has been marked consistently to the same standard.

This is key to the success of the quality assurance process because it:

- ensures fair and reliable assessment to the same standard
- ensures assessment meets BWYQ qualification specification and awarding organisation requirements, including using the correct recording documents
- ensures consistency of the learning experience
- supports tutors/ assessors throughout the assessment process
- provides EQAs with an accurate overview of assessment at the centre
- protects the interests of the learners by reducing the likelihood of adjustments

If two or more tutors are involved in marking assessments, one must be designated as the lead tutor responsible for internal standardisation; taking responsibility for ensuring a single approach and standard is achieved.

At a standardisation session, common pieces of work are selected and marked by all assessors, and any differences between interpretation and marks awarded must be discussed and reconciled.

## Training and Standardisation of Assessors

Training and standardising the Centre's Assessors is one of the functions of IQAs.

We expect that Centres will have a system in place to identify training needs for the Centre as a whole and for individuals. The content of Centre training will depend on the specific needs identified, however, some common themes could include.

- how to manage the process of assessment from assessment planning through to making and recording assessment decisions, including an overview of the complaints and appeals policy and process
- how to interpret BWYQ qualification standards; including an overview of National qualification frameworks, levels of attainment, qualification standards such as TQT as stipulated in programme specifications
- how to ensure the validity, reliability and fairness assessment evidence produced by learners; including an overview of Reasonable Adjustment and Special Consideration practices
- how to conduct assessment to ensure that it meets the equal opportunities principles specified by the BWYQ 008 Equality and Diversity Policy (see also Section 8)
- how to maintain accurate and verifiable assessment records for each learner; including an overview of malpractice and maladministration policies and processes
- consistency of assessment decisions between assessors

IQA and assessor standardisation events are also organised by BWYQ; to which Centre staff are invited. BWYQ personnel will also provide support and guidance on AO, Regulatory and National matters related to qualification delivery.

Standardisation exercises should involve all the centre's Assessors. Examples of standardisation activities:

- Assessors assessing the same pieces of evidence produced by current learners, then comparing, reconciling and discussing the judgements.
- Work produced by learners in the past and should emphasise the importance of making consistent assessment judgments not only across different qualification options and different assessors but also

from year to year.

- The evidence being scrutinised should cover both practical and written work produced by learners for internal assessment.
- Standardising new paperwork to ensure accuracy and consistency.

This is not an exhaustive list.

At least one face-to-face standardisation weekend should take place each year, attended by all assessors. It is best practice to supplement this with other standardisation sessions which can be conducted by web conferencing and/or video presentations.

BWYQ acknowledges the difficulty in organising the standardisation of practical work, which often takes the form of a teaching session conducted by learner. A possible solution would be to use a recording of assessed teaching sessions.

### **Training and Standardisation of Internal Quality Assurance Staff**

Centres that use more than one IQA must ensure that IQA staff are coordinated, trained and standardised by a Lead IQA or the Internal Quality Assurance Officer.

As with assessor training, the content of IQA training will largely depend on the specific needs of each centre's own Internal Quality Assurance Processes, but some common themes are likely to include:

- how to sample evidence of assessment decisions effectively and consistently.
- how to maintain up-to-date records of internal quality assurance and sampling activity.
- how to promote a common interpretation of qualification standards between the Centre's Assessors.
- how to monitor and support the work of Assessors within the Centre.
- Accurate implementation of key policies and processes that are aligned to BWYQ expectations including those related to; Malpractice and Maladministration, Reasonable Adjustments, Special Consideration, Appeals, Complaints and Equalities Legislation.
- how to provide feedback to the External Quality Assurance reviewer on the effectiveness, accuracy, reliability and consistency of in-centre assessment.

BWYQ are committed to ensuring quality in teaching, learning and assessment, and will also support centres by organising training workshops for Assessors, Internal Quality Assurance staff and any other staff members involved with teaching, learning and assessment as appropriate. These can be in response to things that come up during EQA activities or in response to Centre requests at any time.

### **Monitoring of Internal Quality Assurance**

Monitoring Internal Quality Assurance should be carried out internally by a designated person within the centre; usually the person responsible for the management and quality assurance of BWYQ qualifications or, where there is more than one Internal Quality Assurer, by a Lead Internal Quality Assurer or internal Quality Assurance Officer. Internal Quality Assurance will also be subject to external monitoring as part of the EQA process (see Section 5).

## **Section 5: External Quality Assurance of Assessment (EQA)**

**For detailed explanations of EQA activities see BWYQ 005 Qualification Delivery Manual**

### **The Purpose of External Quality Assurance**

As an Ofqual regulated Awarding Organisation (AO) BWYQ has robust quality assurance procedures to

ensure that the required qualification standards are applied appropriately and consistently across different courses, assessors, Centres and over time. This is carried out by External Quality Assurers (EQAs) and coordinated by the BWYQ External Quality Assurance Officer and/or BWYQ Chair.

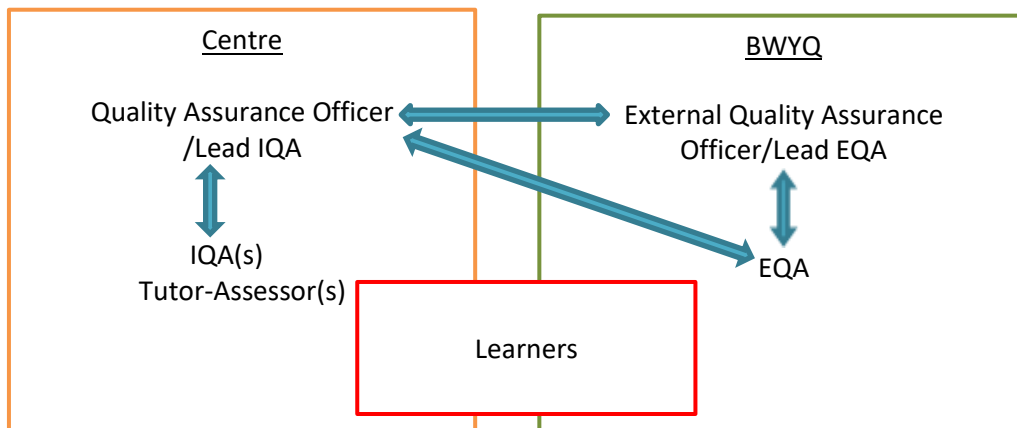
## The Role of External Quality Assurers in Ensuring Quality in Assessment

Specific responsibilities of External Quality Assurance staff include:

- monitoring Internal Quality Assurance staff (IQAs) to support consistency and best practice
- guiding Centres to develop and maintain the quality and consistency of assessment practices, procedures and judgements
- providing feedback to Centres and the awarding organisation

## EQA Communication and Organisational Chart

The External Quality Assurance (EQA) Officer communicates with the Centre's Internal Quality Assurance (IQA) Officer and assigns EQAs to work with a specific centre.



## Main Competencies Expected of External Quality Assurance staff

External quality assurance is crucial to ensure the standards and consistency of our qualifications, therefore External Quality Assurance staff must have;

- an recognised External Quality Assurance qualification OR the equivalent occupational experience (or be in training towards the qualification)
- Sector competence and occupational expertise in the subject they are Externally Quality Assuring through having spent 3 – 5 years working in the subject sector.
- a thorough understanding of the Regulated Qualification Framework (RQF) standards for the BWYQ qualifications-they will be verifying.
- detailed knowledge of the awarding organisation's systems and documentation.
- use language which is plain, clear, accessible, inoffensive, free from bias and appropriate to the BWYQ qualifications in Yoga.
- A commitment to equality, diversity and safeguarding; particularly in relation to access to, and fairness in, assessment.
- ability to travel to a centre for any required site visits.
- willingness to declare any conflicts of interest; for example, being a governor at a centre, delivering the qualification at the centre or having a close relative who works at the centre, or for a competitor centre in the local area. If the EQA has a conflict of interest and is the only EQA that can be allocated to

the centre, then the External Quality Assurance Officer and/or BWYQ Chair will monitor each report by the EQA to ensure no adverse issues emerge.

- sufficient workload capacity to undertake the work.

## External Quality Assurance of Assessment: Centre Monitoring Visits

EQAs will monitor the internal quality assurance of a Centre to;

- ensure consistency within assessment procedures, practices and decisions
- verify that the Centre's policies and procedures support assessors and internal quality assurance staff
- support staff training, standardisation, and delivery management of BWYQ qualifications.

Centre wide EQA activity is conducted regularly. We will ensure that the frequency and duration of Centre monitoring visits (in person and remote) reflect the Centre's performance, number of satellite centres and number of registered learners.

All Centres are expected to allow EQA staff access to their premises, records, information, learners and staff. Centres should also note that BWYQ and the regulatory authorities (e.g. Ofqual) reserve the right to visit at short notice or without any prior notification, to minimise the risk of unsubstantiated claims for certification or when malpractice is suspected. However, the normal practice will be for BWYQ's EQA Officer to liaise with the Centre's internal Quality Assurance Officer in advance to agree the scope of the visit. Once agreed, the EQA will identify the people and evidence that should be made available.

Whenever the Centre cancels a pre-arranged visit at a short notice, the EQA must establish whether there has been a legitimate reason for doing so and notify BWYQ if no satisfactory explanation has been provided. In the latter case, BWYQ reserves the right to withhold the centre's claims for certification until a monitoring visit has been carried out.

## The Sampling Strategy for External Quality Assurance

In carrying out their duties, External Quality Assurance staff will be expected to a sampling strategy. This sampling strategy could include the following (not an exhaustive list):

- meet the centre's Internal Quality Assurance staff, Assessors and learners;
- inspect assessment records
- inspect learners' written work
- inspect internal quality assurance sampling plans and procedures
- observe assessment and/or feedback (live or recorded)
- monitor standardisation and staff training
- inspect policies and procedures

Centres should note that the selection of learners, Assessors and Internal Quality Assurance staff should not be left solely to the discretion of the Centre. EQAs may select some learners at short notice to minimise the risk of unsubstantiated claims for certification. In order to prevent fraudulent activity, EQAs are required to notify BWYQ whenever learners selected for interview are not made available by the Centre. The Centre will then be asked to provide proof that these learners exist. When interviewing learners, EQAs will arrange group interviews. In this way, there will always be witnesses present.

Within any selected sample, an EQA will be expected to pay particular attention to the decisions of unqualified or inexperienced Assessors or Internal Quality Assurers. Whenever an EQA uncovers inconsistency, inaccuracy, erratic practices BWYQ will require a higher level of sampling. The sampling strategy will ensure that, over time, EQAs will sample:



1. decisions and records of all Internal Quality Assurance staff;
2. assessment decisions of all Assessors;
3. the various methods of assessment and types of assessment records;
4. the centre's policies and procedures;
5. staff management, training and support;
6. learner and staff feedback through interviews; and, where applicable,
7. learners at different stages of their qualification

If an EQA finds an issue during the sampling activity, they will notify the BWYQ External Quality Assurance Officer and BWYQ Chair immediately. Further samples may be requested to establish what has happened and what further action, if any, is needed.

## External Quality Assurance Reports

At the end of each visit, the EQA will provide feedback to the centre. This feedback will be followed by a written report. The External Quality Assurance Officer and/or BWYQ Chair will notify the centre's Quality Assurance Officer when certificates can be issued.

If a centre consistently fails to meet expected standards or has not implemented the previously agreed action points, we may impose a sanction in line with BWYQ 018 Sanctions Policy. These could include;

- (i) increased centre monitoring
- (ii) a moratorium on learner registrations by the centre
- (iii) withholding claims for certification
- (iv) suspending or withdrawing the approval of individual qualifications and
- (v) suspending or withdrawing the approved centre status for all qualifications

## Section 6: Recordkeeping by Centres

### Details to be recorded

Centres need to have reliable and auditable systems for recording assessment and internal quality assurance decisions. BWYQ recommends an electronic approach, where possible with a full system backup, in line with current Data Protection legislation and cybersecurity advice.

For registered learners, Centres should keep:

- learner's name
- learner's date of birth
- learner's contact address and other contact details
- learner's unique identifier allocated by the awarding organisation
- learner's registration date
- learner's assessed work
- learner's final result for each assessment component
- learner's final result for the qualification as a whole
- record of the claim for certification
- date of the learner's final award
- proof of certificate(s) received and issued to the learner
- learner's assessment requirements and any reasonable adjustments made to accommodate them,
- any proven malpractice on the part of the learner

For Assessors, Centres keep:

- contact details
- CV with the details of the relevant qualifications, skills and experience;
- record of any relevant training and professional development undergone by the Centre Assessor, charting, if necessary, the Assessor's progress towards the required qualifications and attendance at training and standardisation meetings;
- evidence of the Centre Assessor's assessment activity, including assessment plans for individual learners and assessment records,
- records of internal quality assurance of the Centre Assessor's work;
- records of external quality assurance of the Centre Assessor's work.

For Internal Quality Assurance reviewers, Centres keep:

- contact details;
- CV with the details of the relevant qualifications, skills and experience;
- record of any relevant training and professional development undergone by the Internal Quality Assurance, charting, if necessary, the Internal Quality Assurance's progress towards the required qualifications;
- evidence of internal quality assurance activity, including internal quality assurance plans, details of the quality assured sample and internal quality assurance records;
- records of any training and standardisation carried out by the Internal Quality Assurance;
- records of external quality assurance of the Internal Quality Assurance's work.

For the person accountable for the management and quality assurance of qualifications, Centres keep:

- contact details;
- CV with the details of the relevant qualifications, skills and experience;
- records of any relevant training and professional development undergone by this person;
- records of any training and/or standardisation carried out by this person.

For general dealings with the BWYQ and its External Quality Assurance staff, Centres are advised to keep:

- application for centre approval;
- applications for approval of individual qualifications;
- certificate of centre approval;
- confirmation of qualification approval;
- External Quality Assurance reports, including action plans for improvement/comments to address these actions as in progress reports;
- records of any sanctions for non-compliance imposed by the BWYQ, if applicable;
- reports of any investigations into malpractice on the part of the centre, if applicable;
- details of any formal appeals and/or complaints and those logged with the awarding organisation, if applicable;
- any important correspondence and/or records of other important communications with the BWYQ or its External Quality Assurance staff.

## Period of Retention

Centres will be required to keep all learners' details, assessment, quality assurance and certification records and the selected samples of assessed work for three years.

## Section 7: Customer Service Statement

Please see BWYQ 021 Customer Service Statement

### Quality of the Service

BWYQ is committed to providing Centres and Learners with high quality learning experiences in a courteous and professional manner. We aim to be responsive, open, informative, prompt, efficient and cost effective, as well as collaborative and consistent with other awarding organisations offering yoga teaching qualifications. We also try to make administrative obligations manageable and streamlined. These qualities underpin all aspects of our qualifications and are monitored rigorously.

Customers are encouraged to convey their views and experiences by completing customer satisfaction questionnaires, feedback forms or communicating with us in person or writing.

**Courtesy and Professionalism.** All our employees and contractors will adopt a friendly, professional manner, treating everyone courteously.

**Being Consultative.** Throughout all our activities we consult with, and ask for feedback from, centres, learners and other stakeholders.

**Responsiveness.** We can be contacted by telephone, e-mail and post, and aim to respond to all queries in an appropriate and timely manner. If a query cannot be answered by the first point of contact, it will be referred to the appropriate person. If necessary, a face-to-face meeting may also be arranged.

**Promptness.** We aim to:

- respond to postal correspondence within ten working days, and e-mail within seven working days.
- respond to all telephone requests and enquiries within three working days
- acknowledge all complaints within five working days and provide a written response within twenty working days
- acknowledge all appeals within five working days, consider them within twenty working days and provide a written notification of the outcome within three working days of the decision
- issue certificates for all levels of qualifications within six to eight weeks of receiving a signed certificate request form.

**Openness.** We will try to be open in all its dealings. All decisions about qualifications, assessment or awarding will include the reason for this decision, allowing it to be challenged by appeal (see BWYQ 020 Appeals Policy).

**Being Informative.** We try to be informative, making Centres aware of all relevant procedures, guidance and support in a clear, concise manner.

**Efficiency.** We aim to provide an efficient service that balances quality with cost-effectiveness. We try to avoid unnecessary duplication, wastage and bureaucracy. Our qualifications can then be delivered efficiently with reasonable fees.

**Cost Effectiveness.** We are committed to providing an efficient and cost-effective service. Our products and services are set at a reasonable and justifiable level that does not create unreasonable financial barriers to study. Information about our fee structure can be found in BWYQ 022 Fees and Invoicing Policy, BWYQ 023 Fees Statement and on our website.

**Being Collaborative and Consistent.** Currently we are the only Awarding Organisation delivering regulated Yoga qualifications nationally that are recognised by the British Wheel of Yoga, the Governing Body for Yoga in England. However, BWYQ is always open to working collaboratively with other awarding organisations to ensure that Yoga qualifications meet the needs of all learners who wish to take courses leading to awards within the National Qualification and Credit Framework or Frameworks for Higher Education Qualifications.

**Being Streamlined and Manageable.** We try to make sure that the administrative burden of BWYQ qualifications is as manageable as possible. The requirements outlined in this handbook are largely determined by compliance to regulator conditions of recognition.

We provide a range of support services, including information and guidance on the quality assurance and administrative processes and procedures associated with our qualifications, as well as additional support materials and training. Information is available on our website or can be requested from the BWYQ Operations Coordinator ([bwyqcoordinator@gmail.com](mailto:bwyqcoordinator@gmail.com)).

We inform Centres directly if there are any changes to our services or procedures.

Learners get access to qualification specifications and administrative requirements when they register.

In addition, BWYQ requires Centres to inform learners about specific support with assessment requirements and their right to appeal against an assessment decision should they disagree with it. Learners should be told about the following:

- BWYQ 021 Customer Service Statement.
- the awarding body's Equal Opportunities Policy (BWYQ 008 and 009) and the Centre's own version.
- BWYQ 012 Reasonable Adjustments Policy and Procedures
- BWYQ 013 Special Considerations Policy and Procedures.
- Procedures for Dealing with Maladministration and Malpractice (BWYQ 016)
- Complaints and Appeals policies and procedures (BWYQ 019 & 020).
- Candidate Feedback Form; which Learners should be encouraged to complete.

## Notice Given for Changes to Qualifications

Occasionally we may need, or be required, to make changes to our qualifications or to withdraw qualifications altogether. Changes are likely to occur in response to revisions of the appropriate National Occupational Standards or regulators, adjustments to the technical aspects of the content, or to make improvements in response to feedback. Any significant changes to our qualification or assessment guidance will be communicated to Centres with as much notice as possible. Learners may be registered for a qualification up to the date on which the change is due to be implemented and can complete it against the outcomes of the qualification they were registered for. If a qualification is being withdrawn, BWYQ will communicate all registration deadlines to the Centres and implement a withdrawal plan to support them with this process.

BWYQ's imperative is to protect the outcomes and experiences of the learners, in line with the expectations set out in the Ofqual General Conditions of Recognition.

## Fee Structure

Fee structures, costs and resources associated with our qualifications will be regularly updated and made accessible to centres. The details of our fees will be sent to each new centre as a part of the registration pack and can be requested at any time (see BWYQ 022 Fees and Invoicing Policy and BWYQ 023 Fees Statement).

## Performance Measures and Feedback Arrangements

The performance measures we use (See also Appendix H14/H15) are:

1. A cumulative rating of at least 90% for the service considered by both centres and learners to

be average, good or excellent (scores of 3, 4 and 5 respectively).

2. A cumulative rating of at least 75% for the two highest scores (4 and 5, which denote a good and an excellent service respectively).

Customer Satisfaction Questionnaires for Centres (H14) and the Learner Feedback Form (H15) will be used to gather feedback. Learner feedback will also be gathered by External Quality Assurance staff during their visits.

Stakeholder feedback will contribute to the BWYQ self-monitoring, which will aim to ensure that areas for improvement are identified and addressed. This activity informs the annual statement of compliance (SOC) to Ofqual.

## 8: Equal Opportunities Policy in Relation to Access to, and Fairness in, Assessment

*Please see BWYQ 008 Equality and Diversity Statement and BWYW 009 BWY Equality and Diversity Policy*

BWYQ is committed to ensuring access to, and fairness in, assessment for all learners regardless of race, ethnic or national origin, gender, sexual orientation, disability, age, marital status, social class, political or religious beliefs and affiliations or other personal or professional characteristics which are acknowledged to have no bearing on assessment.

### Principles, Policies and Procedures

BWYQ will ensure equality of opportunity and access in assessment for all learners while, at the same time, safeguarding the integrity of its qualifications.

- All those involved with BWYQ qualifications must always ensure that learners are never discriminated against on the grounds of their race, ethnic or national origin, gender, sexual orientation, disability, age, marital status, social class, political or religious beliefs and affiliations or any other factors which are irrelevant to assessment.
- All Centres must, before they register learners for units and qualifications, carefully assess learners' prior attainment and needs to ensure that the qualification level is appropriate for them. Guidance on pre-requisites for BWYQ courses and levels of attainment are signposted in the programme specification for each course. This may include credits from other courses that are part of the learner record and any prior learning that could be recognised under the RPL process.
- Our units and qualifications have flexible delivery, so they can be accessed by the widest possible range of learners. Moreover, they are underpinned by the belief that learning is a lifelong process for all.
- During the assessment process learners are assessed purely against the specified assessment criteria without discrimination or unfair advantage. Guidance is issued to all concerned, and compliance is monitored.
- While ensuring access to, and equality of opportunity in, assessment, BWYQ will always safeguard the integrity of its units and qualifications. All learners will be assessed against the same specified assessment requirements. This will be reinforced by a structured programme of training, standardisation and monitoring.
- We have comprehensive arrangements for detecting and addressing malpractice. These ensure that only valid certificates are issued while guaranteeing fair treatment to everyone.
- We will also ensure that its equal opportunities arrangements allow a range of reasonable adjustments to accommodate learners' requirements, but do not unfairly benefit performance in the criteria under assessment.

The structure, content and processes of BWYQ qualifications will not create unnecessary barriers to achievement.

- qualification specifications and assessment materials are explicit about what is to be assessed, with detailed learning outcomes, assessment criteria and an assessment strategy in line with the RQF.
- take account of the needs of all learners.
- do not include any hidden or additional requirements.
- are expressed in a plain, clear, accessible and inoffensive language appropriate to the qualification.
- are free from any stereotypical, biased or discriminatory content.
- assessment is fit for purpose and tutors/assessors can use a variety of assessment methods to determine achievement.

BWYQ processes and arrangements have been established on the principles of fairness, transparency, clarity, explicitness, responsiveness and manageability, which is clear in all its documentation.

- Assessment will be based on published specifications of skills, knowledge, understanding and competencies, which are freely available and provide all learners with an equal opportunity to demonstrate their ability to meet the specified assessment criteria.
- All learners who have the potential to make competent teachers will be able to access assessment, even if they require alternative arrangements.

BWYQ allows reasonable adjustments to accommodate learners' specific needs. BWYQ 012 Reasonable Adjustments Policy and Procedures and Section 9 of this Handbook describe these arrangements. They will:

- not invalidate the assessment requirements set out in qualification specifications
- reflect the current needs of the individual learners and, as far as is practicable, their usual methods of working
- not give the learners an unfair advantage
- maintain the relevance, reliability and comparability of assessment.

We will also give special consideration to learners who were affected by unforeseen circumstances at the time of assessment (see BWYQ 013 Special Considerations Policy and Procedures and in Section 10 of this Handbook.)

Centres should make it clear to learners at the time of registration that they may request support to meet their individual needs and that all requests considered justifiable will be granted.

In setting the structure and content of our qualifications and in the processes and arrangements for assessment and awarding, BWYQ has taken into account all current legislation in relation to equality of opportunity:

- The Equality Act 2010 along with health and safety and equal opportunities legislation has informed the development of all qualifications and underpins its policies and procedures.
- Everyone at BWYQ must be familiar with equal opportunities legislation, and will monitor this during quality assurance activities. Training, guidance and advice will be made available as necessary
- All centres are required to use premises and/or a yoga environment for assessments that provide access and arrangements for all learners in accordance with the relevant legislation.

## The Monitoring of Equal Opportunities

Everyone has responsibility for respecting equal opportunities and valuing diversity.

It forms part of routine monitoring of Centres as well as BWYQ self-assessment. In addition, it is reported upon during the annual Statement of Compliance sent to Ofqual.

## Complaints about, and Appeals against, Breaches of this Policy

*Please see BWYQ 019 Complaints Policy and BWYQ 020 Appeals Policy and Section 11*

BWYQ treats any reports of breaches of its equal opportunities policy very seriously and will act to ensure that those incidents have no lasting implications. Learners who believe that they have been discriminated against are advised to approach their Centre in the first instance.

Should the centre policy and procedures be exhausted the Centre/ learner should lodge a complaint with us who will follow the procedures outlined in the BWYQ 019 Complaints Policy.

If the learner is not satisfied with the results of this investigation, the Centre may, on the learner's behalf, submit a formal appeal, which will be adjudicated by the Appeals Panel.

Where possible, complaints should be made within one month of the alleged discrimination occurring, while appeals should be submitted in line with the guidance given in the BWYQ Enquiries and Appeals Procedures.

Further information related to Appeals can be found in Section 11 and BWYQ 020 Appeals Policy.

## Section 9: Reasonable Adjustments Policy and Procedures

*Also see BWYQ 012 Reasonable Adjustment Policy*

BWYQ aims to make all its qualifications and assessment tasks accessible to all learners able to demonstrate their teaching competence. If, however, it is felt that, despite the accessibility of the qualifications, a learner with a particular assessment requirement should be offered additional assistance, we will make, or allow the Centre to make, reasonable adjustments for that learner. These are arrangements approved prior to an assessment so that learners with particular requirements can access assessment and demonstrate their competence.

Learners should tell their Centre about their needs before or at the start of the course. If they wish to apply for reasonable adjustments the Application for Reasonable Adjustments Form (BWYQ 012) should be used by Centres to apply on their behalf.

Centres must keep a record of all reasonable adjustments. These should be kept for 3 years and be available when requested.

Whilst we allow reasonable adjustments that accommodate learners' special assessment requirements, no adjustments will compromise teaching standards or contravene regulatory requirements.

The qualifications offered by us are competence based, with learners assessed against all the specified assessment criteria for the award. Reasonable adjustments will not alter this.

BWYQ will be responsible for the costs of any reasonable adjustments required to complete external written or online examinations. All costs related to practical or written assessments will be the responsibility of the Centre. Costs cannot be passed to the learner

BWYQ and Centres are required to do what is "reasonable", which will depend upon individual circumstances, cost implications and the practicality/effectiveness of the adjustment

Failure to follow the regulations outlined in the BWYQ 012 Reasonable Adjustment Policy may lead to a

learner's results being invalidated and certification withheld.

## Range of Reasonable Adjustments

Centres should note that:

- Not all the adjustments to assessments described below will be reasonable, permissible or practical in particular situations. If in doubt, the Centre should contact us.
- The Learner may not need the same adjustment for all qualifications. Some Learners may need a single adjustment, others may require a combination of several adjustments.
- In deciding what adjustments are appropriate, the current needs of the learner and, as far as is practicable, their usual methods of working, should be taken into account.

The following are examples only and not intended as an exhaustive list. Each case should be assessed individually.

### Practical assessments

- allowed extra time to complete the assessment task
- a physical adjustment may be made to the teaching area – such as to lighting or space
- adapted teaching equipment, or a Learner's own adapted versions
- an enabler (third party) may be used in certain controlled conditions to assist the learner to carry out some of the tasks

### Written assessments

- present their written work in alternative formats – e.g. audio or video
- use assistive technology or software
- use an amanuensis (scribe) in controlled conditions
- extra time for written work.

**Appeals against decisions related to reasonable adjustments are covered in section 11 and BWYQ 020 Appeals Policy**

## Section 10: Special Considerations Policy and Procedures

*Please see BWYQ 013 Special Considerations Policy*

Special considerations are unforeseen circumstances which result in a temporary inability to complete an assessment. **They are not reasonable adjustments.** The latter are longer term impairments and disabilities existing before the assessment.

BWYQ gives special consideration to learners who suffered temporary illness, injury or indisposition at the time of assessment and either:

- were prevented from completing an assessment task by the specified date,

Or

- believe that circumstances beyond their control, such as a sudden indisposition, affected their assessment performance.

**Appeals against decisions related to Special Considerations are covered in Section 11 and BWYQ 020 Appeals Policy.**



## Eligibility for Special Considerations

1. sudden injury or onset of an illness/indisposition (for which a doctor's/hospital note must be provided)
2. an unplanned hospital admission (for which a doctor's/hospital note must be provided)
3. sudden bereavement of a family member or a close friend (for which a learner's note should be supplied)
4. loss of written assessment evidence as a result of fire, flood or theft (in the last case, a police crime number should be provided; for the remaining two, a learner's note is needed)
5. domestic emergency, such as flooding, fire or serious structural damage (learner's note)
6. other circumstances beyond the learner's control – e.g. severe weather, unscheduled work, severe disruption to domestic arrangements (work commitments will require a note from the learner's line manager, while, for other circumstances, a learner's note will be enough)

## Procedures for Special Considerations

All applications should be submitted by Centres using form BWYQ 013 (with supporting evidence) within 5 working days of the deadline for submitting written work having elapsed or of the assessment session having taken place.

Special considerations are considered on a case by case basis. It is not normal practise to accept an extension of final assessment date beyond six months and repeated applications are also not commonly accepted. In these instances, deferral or transfer to another course may be a better option. However, all such considerations will be discussed with the Centre and learner.

When an assessment session is missed it should be rescheduled at no extra cost to the learner. (N.B. Whilst the BWYQ will impose no penalties, Centres should try, where possible, to make no charge. However, this may be unavoidable.) For written work a deadline may be extended.

If the evidence for an assessment is not of passing standard due to sudden illness or indisposition, the learner can take the assessment again at no extra cost. When the assessment evidence is borderline then it will be re-examined in the context of the learner's other assessed work to see if a Pass would be justifiable. If not, the assessment session should be rescheduled at no extra cost. Rescheduled assessments should take place within six months, and no later than one year after the original assessment.

## Aegrotats

Aegrotats are awards made to learners who have been unable, through temporary illness, injury or indisposition, to meet all the assessment requirements for the qualification.

However, for BWYQ qualifications learners must demonstrate their competence in all the specified areas of the qualification, **so aegrotats are not issued.**

## Section 11: Complaints and Appeals Procedures

*Please see BWYQ 019 Complaints and BWYQ 020 Appeals Policies*

### 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.**

Centres will have their own complaints policy which will be compatible with the BWYQ policy. They must make sure learners and staff involved in the management, assessment and quality assurance of BWYQ qualifications are aware of the contents of their complaints policy and that it is published/ accessible. When someone has a complaint they must exhaust the Centre's complaints and/or appeals process before bringing the matter to BWYQ.

## Enquiries

BWYQ will answer accurately, fully and within a sensible timeframe any reasonable enquiries received from users of BWYQ qualifications. Enquiries should be directed to BWYQ Staff in the first instance, who will seek further information and guidance as appropriate.

## The Appeals Procedure

### ***Refer to BWYQ 020 Appeals Policy***

BWYQ 020 Appeals Policy sets out the process for submitting appeals to BWYQ and how we will respond. BWYQ staff will also use it to ensure consistency in how they deal with appeals. **It is important that all Centre staff involved in the management, assessment and quality assurance of BWYQ qualifications and learners are aware of the contents of the policy.**

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.

In addition, Centres must have internal appeal arrangements. If an appeal is against a decision taken by a Centre it must first go through the Centre's appeals process before bringing the matter to BWYQ. Centres may use BWYQ 020 Appeals Policy for guidance when writing their own policy document and refer queries to BWYQ staff. Centre Appeals Policies must be published and accessible to all learners and staff. BWYQ External Quality Assurers will review policy documents in relation to BWYQ and Ofqual regulation as part of the Centre approval process and during follow up monitoring activities.

## Section 12: Risk

### **Please see BWYQ 005 Qualification Delivery Manual Appendix 1**

Both BWYQ and Centres have a responsibility for identifying and managing risks associated with the delivery of BWYQ qualifications.

Centres should have a process for identifying risk and appropriate contingency planning in place as well as identified personnel to communicate with BWYQ.

The task of identifying the current level of compliance at Centres rests with our EQA s and this should be done within each section of the visit form completed during the visit/engagement.

BWYQ Risks and Risk Management are recorded on the Risk, Business Continuity, Centre-based Risk and COI Log, stored on secure external drives by the BWYQ Operations Coordinator and BWYQ Chair. Individuals can also log their own Risks and Conflicts of Interest.

## Section 13: Procedures for Dealing with Malpractice

*Please refer to BWYQ 017 Malpractice and Maladministration Policy*

*In order to be compliant with Ofqual regulations, Centres should have appropriate policies and procedures in place to counteract malpractice and maladministration.*

**Centres should make all staff aware of their own Malpractice and Maladministration policy/procedures as well as the BWYQ 017 Malpractice and Maladministration Policy.**

### Definitions

Malpractice is any activity or practice which deliberately contravenes regulations and compromises the integrity of the assessment process and/or validity of certificates. It covers deliberate actions, neglect, default or other practice that compromises, or could compromise the assessment process, the integrity of a regulated qualification, the validity of a result or certificate, the reputation and credibility of BWYQ or the wider qualifications community. It also covers misconduct and discrimination or bias towards individuals or groups of learners.

Maladministration is any activity or practice, which results in non-compliance with administrative regulations, including the application of persistent mistakes or poor administration within a centre.

### Reporting Malpractice by Centres

Centres must report any malpractice or maladministration that is suspected/brought to their attention. Malpractice and maladministration can also be reported by learners and others with knowledge of the suspect assessment activity or evidence.

Failure to report any suspected malpractice or maladministration can lead to certificates being withheld or future registrations not being accepted. In addition, BWYQ 018 Sanctions policy may be instigated.

### Monitoring and Investigating Malpractice by the BWYQ

We will conduct a full investigation whenever there are grounds to doubt the integrity of the assessment process and/or the legitimacy of claims for certification and will take all necessary action to maintain the integrity of the relevant qualifications. The BWYQ Malpractice Committee will ensure that the people who carry out investigations are independent and impartial. Regulatory authorities will be informed when evidence of invalid certificates is found, and appropriate remedial action will be agreed with them.

**All actions taken will be commensurate with the seriousness of the malpractice.** Please refer to BWYQ 017 Malpractice and Maladministration Policy and BWYQ 018 Sanctions Policy.

## Section 14: Sanctions

BWYQ 018 Sanctions Policy is aimed at Centres delivering BWYQ approved qualifications or units who have failed to meet aspects of delivery requirements and/or the standards laid down by the regulatory authorities. It sets out the sanctions BWYQ may impose on centres in such situations. It is also for use by us to make sure they apply sanctions in a consistent manner.

Staff involved in the delivery of BWYQ qualifications should be made aware of the contents of the policy and the possible implications of non-compliance. The requirements specified for delivery of BWYQ qualifications are outlined within this Centre Handbook and the Qualification Delivery Handbook in addition to the policy documents and the BWYQ qualification specification and assessment guidance documents.

## Section 15: Appendices

The following documents are examples of forms being used by BWYQ. Please note that forms are monitored and updated as necessary. BWYQ will notify Centres when updates have been made.

If you have any queries, please contact [bwyqcoordinator@gmail.com](mailto:bwyqcoordinator@gmail.com)

	Title
<b>H4a</b>	External Quality Assurance Sampling Planner/Schedule (older form being used on older courses)
<b>H4b</b>	External Quality Assurance Sampling Outcomes Form (older form being used on older courses)
<b>H5</b>	Observation of Centre Assessors' Performance Form (OLD but still being used on older courses)
<b>H6</b>	Learner quality assurance Interview Form (OLD but still being used on older courses)
	Certification Request Form
<b>H11</b>	Request for a Replacement Certificate Form
<b>H12</b>	Learner Registration Form
<b>H13</b>	Course Receipt and EFT Form
<b>H14</b>	Customer Satisfaction Questionnaires for Centres (Parts A & B)
<b>H15</b>	Learner Feedback Form
	End of Course Review Document: to be completed at the end of a course
<b>Additional Forms used in conjunction with BWYQ Policies and Procedures</b>	
<b>BWYQ 012</b>	Application for Reasonable Adjustments Form (to be used with BWYQ Policy 012)
<b>BWYQ 013</b>	Application for Special Consideration Form (to be used with BWYQ Policy 013)

## H12 BWYQ Learner Registration Form

To be completed by the learner during the enrolment process if online registration is not available. Learner must sign this form, in ink or by adding a scanned signature, which should be returned via the Centre to BWYQ.

### Learner's Personal Details

Title	First Name(s)	Surname	Gender M/F	D.O.B.
Address		Tel: (Home)	Tel: (Work)	
Post Code		Mobile:	Email:	

### Qualification Details:

Qualification Title	Qualification N°	Qualification provider (centre) number	Start date	End Date

Additional Information to be seen by Tutor/Assessor:

Unique Learner Number (if Learner has one)	
Confirmation that identification has been checked by the Centre staff	Please delete or strikethrough accordingly: YES NO
Please state what identification was seen by Centre staff	Passport                      Driving licence Identity card                  Other , please state:.....

### Equal Opportunities Monitoring: Disability

Do you consider yourself to have a disability?	Please delete or strikethrough accordingly: YES NO PREFER NOT TO SAY					
If yes, what is the nature of your disability? [insert x accordingly]	Please provide further details and suggest any support required					
<table style="width: 100%; border: none;"> <tr> <td>Hearing <input type="checkbox"/></td> <td>Multiple <input type="checkbox"/></td> </tr> <tr> <td>Learning <input type="checkbox"/></td> <td>Visual <input type="checkbox"/></td> </tr> <tr> <td>Mobility <input type="checkbox"/></td> <td>Other <input type="checkbox"/></td> </tr> </table>		Hearing <input type="checkbox"/>	Multiple <input type="checkbox"/>	Learning <input type="checkbox"/>	Visual <input type="checkbox"/>	Mobility <input type="checkbox"/>
Hearing <input type="checkbox"/>	Multiple <input type="checkbox"/>					
Learning <input type="checkbox"/>	Visual <input type="checkbox"/>					
Mobility <input type="checkbox"/>	Other <input type="checkbox"/>					
<p><i>Please be aware that BWYQ is committed to equal opportunities and fairness in access and assessment. BWYQ has produced the following policies and procedures, found on <a href="http://www.bwyq.org.uk/information/74/About_the_BWYQ.htm">www.bwyq.org.uk/information/74/About_the_BWYQ.htm</a></i></p> <ul style="list-style-type: none"> <li><i>Equality Opportunities and Diversity Policy</i></li> <li><i>Reasonable Adjustments Policy and Procedures,</i></li> <li><i>Special Considerations Policy and Procedures</i></li> </ul>						

I declare that all information contained within this application form is accurate and understand the role and requirements of the BWYQ.

Applicant's signature	Date

**Applicants:** Please forward or upload your completed BWYQ Learner Registration Form for the attention of your Centre's registration officer, as identified by your course tutor/assessor.

**[Centre registration officer:** Please collect all completed BWYQ Learner Registration H12 Forms for a course's registration into one zip folder that is securely encrypted and send to BWYQ Operations Coordinator ([bwyqcoordinator@gmail.com](mailto:bwyqcoordinator@gmail.com)).]



## External Quality Assurance Sampling Planner/Schedule (Example - other forms are also in use)

1. This form is used to enable the External Quality Assurance to plan and time manage a visit. It can also be used to ask centres to have specified evidence/learners/assessors available.
2. The sections used and the number of rows in each section should be adjusted to suit the purpose of the quality assurance visit, using several pages if appropriate.

External Quality Assurance	Qualification/Level to be externally quality assured	Date of quality assurance Visit
Approved Centre	Venue/Location	

Internal Quality Assurance(s) (scrutinise internal quality assurance process, methods, decisions and records)

Name	External Quality Assurance's comments and action points

Assessors (interview; directly observe assessment practice; inspect assessment methods and paper-based records of individual learners at various stages of the award; scrutinise assessment decisions)

Name	External Quality Assurance's comments and action points

Facilities (inspect to ensure that they are fit for assessing and preparing learners for assessment)

Description	External Quality Assurance's comments and action points

Unit Sampling (assess learners; inspect assessed evidence; scrutinise Assessor's decisions and records)

	External Quality Assurance's comments and action points	
Planned learners	Practical Assessment notes	Written Assessments

Learners (interview)

Planned learners	External Quality Assurance's comments and action points

## External Quality Assurance Sampling Outcomes (Example - other forms are also in use)

1. This form can be used to enable the EQA to record the actual sampling outcomes, which may be different from the planned sampling planner/schedule.
2. The number of rows in each section should be adjusted as necessary, using several pages if appropriate.

External Quality Assurance	Qualification/Level	Date of EQA
Approved Centre	Venue/Location	

### Internal Quality Assurance(s)

Description	External Quality Assurance's comments and resultant action points

### Assessors

Name	External Quality Assurance's comments and resultant action points

### Facilities

Description	External Quality Assurance's comments and resultant action points

### Unit Sampling

Learner's Name		Assessor	What quality assured	External Quality Assurance's comments and resultant action points
Planned	Actual			

### learners to interview

Learner's Name		External Quality Assurance's comments and resultant action points
Planned	Actual	



## External Quality Assurance Feedback Form (Example - other forms are also in use)

This form should be used by an External Quality Assurance together with the checklists to give feedback to, and to specify any action points for, the centre visited for the purposes of centre approval or monitoring/external quality assurance.

Qualification:	
Centre:	Date of the visit:
Key centre contact (name and position):	
Purpose of the visit:	

Discussion with/ questioning of the centre: <b>(delete as appropriate)</b> Assessor/ Internal Quality Assurance/ Senior Internal Quality Assurer/Key centre contact/ Other (please specify)		
Feedback/Action Points	Target Completion date	Actual Completion date

<b>Statement by the interviewee</b> I have agreed the feedback/action points as stated above.		
Name:	Signature:	Date:

<b>Statement by the External Quality Assurance:</b> <i>I have: *observed assessment activities; *quality assured assessment decisions; *interviewed IVs/Assessors/learners/others; *checked systems, procedures and records; *inspected facilities; *quality assured resources (delete as appropriate) and completed the appropriate checklist.</i>		
Name:	Signature:	Date:

## Centre Assessor's Performance Form (IQA forms are more commonly used)

1. This form can be used by an Internal Quality Assurer or an External Quality Assurer when observing a Centre Assessor as part of their quality assurance activities.
2. IQAs should follow the internal quality assurance sampling strategy, according to which each Centre Assessor should be observed at least once a year. The specific sampling strategy for each centre will depend on the number of Assessors it employs.
3. EQAs should follow the external quality assurance sampling strategy ensuring that, over time, all assessment decisions, methods and records are sampled. The actual observation of Centre Assessors by EQAs will fit into this schedule.
4. It is quite possible that some criteria will not be observed during a single session because the opportunity will not arise.
5. EQAs should use form H6 to record a professional discussion with an Assessor, to convey feedback and to record action points.
6. For feedback/action points from Internal Quality Assurances, centres could either adapt form H6 or devise their own.

Quality Assurance (IQA or EQA) (Name)	Assessor (Name)	Date					
Qualification/Level	Approved Centre	Venue/Location					
<b>Assessment Activity Observed:</b>							
<i>1= Outstanding; 2= Exceeds required standard; 3= Meets required standard                  4= Minor weaknesses; 5= Significant weaknesses; 6= Unacceptable</i>							Status
							N A
Did the Assessor	Comments						
1 Explain and negotiate the assessment process?							
2 Encourage the learner to present evidence and relate it to the performance criteria?							
3 Use the specified documents for recording assessment?							
4 Judge evidence against elements, performance criteria, range and knowledge accurately?							
5 Record evidence and assessment decisions according to quality assurance requirements?							
6 Complete and agree an assessment plan according to requirements?							

7 Use only the specified performance criteria, range and knowledge?																			
8 Select fair and reliable assessment opportunities?																			
9 Ensure that the evidence is valid and can be reliably attributed to the learner?																			
10 Involve the learner in the assessment activity?																			
11 Use relevant questions, which are clear and do not lead the learner?																			
12 Use valid and sufficient questions to infer competence?																			
13 Consider all feasible sources of evidence?																			
14 Clarify and resolve inconsistencies in the evidence?																			
15 Remain as unobtrusive as practicable during the observation?																			
16 Give and record evaluative feedback as soon as practicable?																			
17 Confirm successes to the learner as soon as evidence is valid and sufficient?																			
18 Agree further action with the learner where appropriate?																			
<b>Assessor Statement:</b> I have agreed the action points as stated.																			
<b>Name:</b>					<b>Signature:</b>					<b>Date:</b>									
<b>Quality Assurance Statement:</b> <i>I have observed the Assessor's performance &amp; recommend the Assessor should:</i>																			
<input type="checkbox"/> Continue to assess considering the agreed action plan.																			
<input type="checkbox"/> Cease to assess until the agreed action points have been met.																			
<b>Name:</b>					<b>IV or EV</b>					<b>Signature:</b>					<b>Date:</b>				

## Learner Quality Assurance Interview Form (H6)

This form can be used by an IQA to interview a learner or for an EQA to interview a group of learners as part of the quality assurance activities.

Quality Assurance Assurer (IQA or EQA) (Name)	Learner (Name)	Date
Qualification/Level	Approved Centre	Venue/Location

### Nature and timing of interview – state:

- whether the learner has been called in just for an interview or whether the interview follows an observation of assessment;
- the timing of the interview, i.e. beginning, middle or end of assessment programme.

Question N.B. Choose relevant questions only	Answer
1. Was the process of preparing for your qualification explained to you? If so, what do you understand this process to be?	
2. What assistance have you received to help you to prepare for the qualification?	
3. Did you draw up an action plan with your Assessor to outline how you would work towards achieving the qualification?	
4. Were you involved in ongoing planning for your assessment(s) with your Assessor?	
5. Were the arrangements for reasonable adjustments and special considerations explained to you?	
6. Was the enquiry and appeals procedure explained to you?	
7. If you needed to make an appeal, how would you proceed?	
8. What parts of the preparation for assessment have gone particularly well and why?	
9. What parts of the preparation for assessment have not gone particularly well and why?	

10. What difficulties (if any) did you experience during the preparation for assessment(s) in the qualification?	
11. When, where and how is assessment for your qualification conducted?	
12. What types of evidence have you collected so far in preparation for assessment?	
13. Who assesses your written work and practical performance?	
14. Does your Assessor give you feedback after assessment?	
15. How is the feedback on your assessment(s) given?	
16. How do you rate the feedback that you have received from the Assessor? Quote an example with comment on relevance and usefulness.	
17. What kind of help and guidance have you received from people other than your Assessor to prepare for the assessment(s)	
18. Do you think the qualification will help you in your work now and in the future? If so, in what way?	
19. Are there any other aspects of assessment you would like to comment on?	

General Comments
------------------

I agree that the contents of this form may be shared with my Assessor.

<b>Name of Learner</b>	Signature of Learner	<b>Date</b>
<b>Name of Quality Assurance (IQA or EQA)</b>	Signature of Quality Assurance	<b>Date</b>



**Assessment and Internal Quality Assurance:**

Please note the final date on this section must be the IQA's.

I hereby sign to confirm that I have assessed all of the above students in line with Awarding Organisation and Regulator requirements; that they have passed all of the learning outcome assessment criteria as indicated and can therefore be awarded the units/ qualification listed.			
Tutor/Assessor	Name:	Signature:	Date:
I hereby sign to confirm that I have completed internal quality assurance, in accordance with Awarding Organisation requirements, for the named course and confirm that the above learners have demonstrated competence and achieved a pass for all of the qualification learning outcome assessment criteria as indicated			
Centre's Internal Quality Assurance	Name:	Signature:	Date:

**The External Quality Assurance:**

Please note the final date on this form must be the EQA's.

I hereby sign to confirm that I have externally quality assured the Centres decisions and verification processes and confirmed that they are fit for purpose. I therefore approve the certificates being issued as indicated for the listed student achievement.			
External Quality Assurance	Name:	Signature:	Date:
Date request received by BWYQ;			

Please e-mail this form to the BWYQ office: [bwyqcoordinator@gmail.com](mailto:bwyqcoordinator@gmail.com)

For Office Use only

Date form received	
Date Certificates sent	





Please note the required members of staff must sign this form. Signatures can be in ink or scanned in. NO typed signatures accepted.

**Assessment and Internal Quality Assurance:**

Please note the final date on this section must be the IQA's.

I hereby sign to confirm that I have assessed all of the above students in line with Awarding Organisation and Regulator requirements; that they have passed all of the learning outcome assessment criteria as indicated and can therefore be awarded the units/ qualification listed.			
Tutor/Assessor	Name:	Signature:	Date:
I hereby sign to confirm that I have completed internal quality assurance, in accordance with Awarding Organisation requirements, for the named course and confirm that the above learners have demonstrated competence and achieved a pass for all of the qualification learning outcome assessment criteria as indicated			
Centre's Internal Quality Assurance	Name:	Signature:	Date:

**The External Quality Assurance:**

Please note the final date on this form must be the EQA's.

I hereby sign to confirm that I have externally quality assured the Centres decisions and verification processes and confirmed that they are fit for purpose. I therefore approve the certificates being issued as indicated for the listed student achievement.			
External Quality Assurance	Name:	Signature:	Date:
Date request received by BWYQ;			

Please e-mail this form to the BWYQ office: [bwyqcoordinator@gmail.com](mailto:bwyqcoordinator@gmail.com)

For Office Use only

Date form received	
Date Certificates sent	



**Authorisation: (Please complete one of the two statements below)**

Please note the required members of staff must sign this form. Signatures can be in ink or scanned in. NO typed signatures accepted.

**Assessment and Internal Quality Assurance:**

Please note the final date on this section must be the IQA's.

I hereby sign to confirm that I have assessed all of the above students in line with Awarding Organisation and Regulator requirements; that they have passed all of the learning outcome assessment criteria as indicated and can therefore be awarded the units/ qualification listed.			
Tutor/Assessor	Name:	Signature:	Date:
I hereby sign to confirm that I have completed internal quality assurance, in accordance with Awarding Organisation requirements, for the named course and confirm that the above learners have demonstrated competence and achieved a pass for all of the qualification learning outcome assessment criteria as indicated			
Centre's Internal Quality Assurance	Name:	Signature:	Date:

**The External Quality Assurance:**

Please note the final date on this form must be the EQA's.

I hereby sign to confirm that I have externally quality assured the Centres decisions and verification processes and confirmed that they are fit for purpose. I therefore approve the certificates being issued as indicated for the listed student achievement.			
External Quality Assurance	Name:	Signature:	Date:
Date request received by BWYQ;			

Please e-mail this form to the BWYQ office: [bwyqcoordinator@gmail.com](mailto:bwyqcoordinator@gmail.com)

For Office Use only

Date form received	
Date Certificates sent	



**Authorisation: (Please complete one of the two statements below)**

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Tutor/Assessor	Name:	Signature:	Date:
I hereby sign to confirm that I have completed internal quality assurance, in accordance with Awarding Organisation requirements, for the named course and confirm that the above learners have demonstrated competence and achieved a pass for all of the qualification learning outcome assessment criteria as indicated			
Centre's Internal Quality Assurance	Name:	Signature:	Date:

**The External Quality Assurance:**

Please note the final date on this form must be the EQA's.

I hereby sign to confirm that I have externally quality assured the Centres decisions and verification processes and confirmed that they are fit for purpose. I therefore approve the certificates being issued as indicated for the listed student achievement.			
External Quality Assurance	Name:	Signature:	Date:
Date request received by BWYQ;			

Please e-mail this form to the BWYQ office: [bwyqcoordinator@gmail.com](mailto:bwyqcoordinator@gmail.com)

For Office Use only

Date form received	
Date Certificates sent	

## Request for a Replacement Certificate Form (H 11)

Wherever possible, BWYQ is happy to supply replacement certificates to the centre on behalf of learners. Replacement certificates will normally be issued within 20 working days of receipt of request. Please tick your reason for request and note the appropriate charge.

- Replacement for certificate damaged in the post (Please enclose original certificate) Free
- Correction of spelling or typographical error resulting from BWYQ administrative error (Enclose original cert) Free
- Correction of spelling due to incorrect entry details on registration form (Enclose original certificate) £25
- Replacement for lost/stolen certificate (Enclose proof of identity e.g. copy of birth cert or driving licence) £25
- Replacement for certificate damaged after receipt (Enclose original certificate) £25
- Change of name (Please enclose original certificate plus copy of marriage certificate or deed poll) £25

BWYQ will make every effort to trace registration and assessment records of learners requesting a replacement certificate. However, if we are unable to find the relevant details, we will be unable to issue a replacement certificate.

### Learner's details at the time of certification *(required to identify the learner in our records)*

Forename(s)	Surname	D.O.B.	Unique Learner Number
Title of Certificate		Date of certification	Centre Name/Number
Address	Name and address of centre where qualification was gained		
Telephone			

Reason for requesting a replacement certificate
---

Return address for replacement certificate	Supporting documentation supplied (Tick as appropriate): <ul style="list-style-type: none"> <li><input type="checkbox"/> Original Certificate</li> <li><input type="checkbox"/> Birth Certificate copy</li> <li><input type="checkbox"/> Driving Licence copy</li> <li><input type="checkbox"/> Marriage cert or Deed Poll cert copy</li> </ul>
--	---

**This Request for a Replacement Certificate should be completed and signed by all parties at the Centre (overleaf) and forwarded to BWYQ with a copy of the details and date of £25 Electronic Funds Transfer (EFT) made to BWYQ:**

**Name on Account:** The British Wheel of Yoga Qualifications **Sort Code:** 40-38-10 **Account No.:** 91453130

**H11 Continued**

I confirm all above information to be correct	
Signature of applicant:	Date:

I confirm all above information to be correct	
Name of Assessor:	
Signature of Assessor:	Date:

I confirm all above information to be correct	
Name of Internal Quality Assurance:	
Signature of Internal Quality Assurance:	Date:

**BWYQ Office Use Only**

Date received:	Result of database search: <input type="checkbox"/> Found <input type="checkbox"/> Not found	Date certificate/letter sent:	
<input type="checkbox"/> Original Certificate. <input type="checkbox"/> Birth Certificate <input type="checkbox"/> Driving Licence <input type="checkbox"/> Marriage cert or Deed Poll cert	Action taken: <input type="checkbox"/> Replacement certificate issued <input type="checkbox"/> Replacement not issued <input type="checkbox"/> Database amended <input type="checkbox"/> Explanation letter sent	Dealt with by Name:  Signature:	
Dealt with by:		Request N°	

## Application for Reasonable Adjustments Form (BWYQ 012 Reasonable Adjustments)

**This form refers to learners with special assessment requirements. BWYQ is allowed to offer assistance with assessment (referred to as reasonable adjustments) to those who have a specific learning need, although it will not be able to authorise any adjustments if the candidate’s ability to teach was hindered or if the adjustment affected the integrity of the award.**

Centres should use this form to request assistance with assessment – or reasonable adjustments – for their learners who have special assessment requirements. Full details of reasonable adjustments can be found in BWYQ 012 Reasonable Adjustments Policy and Procedures, which must be referred to before this form is completed.

Centres should note that, while they are given discretion over allowing learners additional time to complete their teaching session and/or written work and over physical access to, and unrestricted movement within, the teaching facilities where assessment takes place, all other assistance must be determined by the awarding organisation itself.

An application for reasonable adjustments should be submitted to the awarding organisation at least 2 weeks before the planned date of assessment by the person accountable for the centre’s quality assurance and management of qualifications. It should be accompanied by documentary evidence confirming the learner’s impairment or disability.

Centre’s name:	Centre’s number	Date of application:
learner’s full name:	learner’s number	
The qualification for which reasonable adjustments are being requested:	Planned assessment date:	
Details of the learner’s special assessment requirements (supporting documentary evidence should be attached to this form):		
Reasonable adjustments suggested to accommodate the learner’s special assessment requirements:		

### Contact details of the centre’s representative

Name:	Signature:	Position
Tel:	Email:	

BWYQ response:		
Name:	Signature:	Position
Tel:	Email:	



## Application for Special Consideration Form (BWYQ 013)

Centres should use this form to request special consideration for their learners who suffered temporary illness, injury or indisposition at the time of assessment and either:

- were prevented from attending an assessment session/completing an assessment task by the specified date, or
- attended assessment but believes that circumstances beyond their control, such as a sudden indisposition, affected their assessment performance adversely.

**Full details of special considerations can be found in BWYQ 013 Special Considerations Policy and Procedures, which must be referred to before this form is completed.**

An application for special consideration should be forwarded to the awarding body within two weeks of the deadline for submitting written work having elapsed or of the assessment session having taken place. The form should be completed by the person accountable for the centre's quality assurance and management of qualifications and, where appropriate, should be accompanied by the required supporting documentation.

Centre's name:	Centre's number	Date of application:
Learner's full name:	learner's number	
The qualification in respect of which special consideration is being requested:	Date of assessment session or deadline for submitting written work	
Please describe the circumstances which affected the learner at the time of assessment, giving as much information as you can (supporting documentation, where relevant, should be attached to this form):		

Contact details of the DCT or centre's representative

Name:	Signature:	Position
Tel:	Email:	

BWYQ response:		
Name:	Signature:	Position
Tel:	Email:	

## Customer Satisfaction Survey For Centres (H14)

As an organisation, BWYQ is committed to providing a high-quality service to all its customers, centres and learners. In striving for excellence all aspects of BWYQ operations are continually monitored. BWYQ actively encourages dialogue with, and feedback from, all our centres and stakeholders as this contributes towards our effective self-assessment and monitoring.

### CUSTOMER SATISFACTION QUESTIONNAIRE FOR CENTRES GENERAL QUALITY OF SERVICE (A)

Use the following scale to rate the quality of the service you have received from us:

**1 = poor, 2 = below average, 3 = average, 4 = good, 5 = excellent, N/E = not experienced (if there was no opportunity for you to experience a particular quality, for example that in 11)**

No	OVERALL QUALITY OF OUR SERVICE TO YOU	RATING	COMMENTS, IF ANY
1	<b>Courtesy and Professionalism</b> To what extent has BWYQ been courteous and professional in its dealings with you?		
2	<b>Responsiveness</b> To what extent has BWYQ been responsive to your requests, enquiries, suggestions, complaints or any other approaches?		
3	<b>Manageability</b> To what extent do you consider the administrative obligations imposed on your centre by BWYQ to be manageable?		
5	<b>Openness</b> To what extent has BWYQ been open in its dealings with you?		
6	<b>Consulting and being Informative</b> To what extent has BWYQ consulted with you and been informative in its dealings with you?		
8	<b>Efficiency</b> Have you found that BWYQ has been efficient in its dealings with you? (Please give explanation).		
9	<b>Cost-effectiveness</b> Have you found BWYQ operations and services to be cost effective? (Please give explanation).		
11	<b>Being Collaborative and Consistent</b> To what extent do the products and services offered by BWYQ show that it is consistent, and has collaborated, with other organisations		

Contact details of the DCT or centre's representative (only if you wish to be identified)

Name:	Signature:	Position
Tel:	Email:	

Centres should e-mail completed questionnaires and summary reports to [bwyqaofficer@gmail.com](mailto:bwyqaofficer@gmail.com)

## Customer Satisfaction Questionnaire For DCTs and Centres

### QUALITY OF INDIVIDUAL ASPECTS OF SERVICE (B)

Use the following scale to rate the quality of individual aspects of our service and products:

**1 = poor, 2 = below average, 3 = average, 4 = good, 5 = excellent, N/E = not experienced (if there was no opportunity for you to experience a particular aspect)**

No	HOW DO YOU RATE THE FOLLOWING ASPECTS OF OUR SERVICE AND PRODUCTS?	RATING	COMMENTS, IF ANY
1	BWYQ centre approval arrangements		
2	BWYQ arrangements for fair assessment and access to assessment (equal opportunities)		
3	BWYQ arrangements for reasonable adjustments for learners with particular assessment requirements		
4	BWYQ arrangements for special considerations for unforeseen circumstances affecting learners' assessment arrangements and/or results		
5	The operation of BWYQ service for enquiries about results and about other decisions related to qualifications and assessment		
6	The operation of BWYQ appeals service		
7	The operation of BWYQ complaints service		
8	The operation of BWYQ external quality assurance		
9	The structure, content and language of BWYQ qualifications delivered in your centre		
10	The quality of assessment materials for BWYQ qualifications delivered in your centre		

11	The quality of BWYQ support and guidance for centres, including training		
----	--	--	--

Contact details of the centre's representative (only if you wish to be identified.)

Name:	Signature:	Position
Tel:	Email:	

Centres should e-mail completed questionnaires and summary reports to [qualityassurance@bwy.org.uk](mailto:qualityassurance@bwy.org.uk)

## Learner Feedback Form (H15)

As an organisation, BWYQ is committed to providing a high-quality service to all its stakeholders, customers, centres and learner. By completing this form, you will help us to improve our service to you. Your comments will be treated in the strictest confidence, and you needn't identify yourself. However, if you do wish to include your contact details, please feel free to do so. Please also provide as much detail as you can in the comments box to support our quality improvement processes.

Use the following scale to rate the quality of the service you have received from us:

**1 = poor, 2 = below average, 3 = average, 4 = good, 5 = excellent, N/E = not experienced (if there was no opportunity for you to experience a quality/aspect of our service)**

No	QUALITY/ASPECT OF SERVICE	RATING	COMMENTS, IF ANY
1	To what extent has BWYQ been responsive to your requests, enquiries, complaints or any other approaches?		
2	To what extent has BWYQ been open in its dealings with you?		
3	To what extent has BWYQ been informative in its dealings with you?		
4	To what extent has BWYQ been prompt in its dealings with you?		
5	How do you rate BWYQ arrangements aimed at guaranteeing you access to, and fairness in, assessment?		
6	How do you rate BWYQ reasonable adjustments to accommodate your assessment requirement(s)? (where applicable)		
7	How do you rate the special consideration which you received from BWYQ to mitigate the effect of unforeseen circumstances on your assessment? (where applicable)		
8	How do you rate BWYQ handling of your enquiry on results or another decision affecting your assessment? (where applicable)		
9	How do you rate BWYQ handling of your complaint and/ or appeal? (where applicable)		
10	How do you rate the external quality assurance visit at your centre (if you participated in it)? PLEASE NAME THE CENTRE HERE		

11	How do you rate the structure, content and language of the qualification(s) towards which you are working? PLEASE NAME THE UNIT(S)/ QUALIFICATION(S) HERE		
12	How do you rate the quality of assessment materials for the qualification(s) towards which you are working?		

Learner's contact details (only if you wish to be identified)

Name:	Daytime phone number:  E-mail:
-------	--------------------------------------

Centres should e-mail completed questionnaires to [bwygcoordinator@gmail.com](mailto:bwygcoordinator@gmail.com)

## End of Course Review

<b>Course Code</b>		<b>Course Title</b>		<b>Course Tutor</b>	
<b>Course Start Date</b>		<b>Course End Date</b>		<b>Course Certification End date</b>	
<b>Students enrolled</b>	<i>Insert number</i>	<b>Students withdrawn</b>	<i>Insert number and Add detail re: why they withdrew</i>	<b>Students partially completed</b>	<i>Add detail: why did they only partially complete?</i>
<b>Students completed successfully</b>	<i>Insert number</i>				
<b>Qualification TQT</b>	290/ 500	<b>Qualification GLH</b>	Minimum 160/ 255	<b>Level and Credit value</b>	Level 4 29 Credits / 50 Credits
<b>Number of Sessions</b>		<b>Residentials</b>		<b>Additional Learning Opportunities</b>	
<b>1. What went well?</b>	<i>Self-Assessment and Reflection Include comments from IQA/ EQA and any other reviews that have taken place</i>				
<b>2. What did not go so well?</b>	<i>Self-Assessment and Reflection Include comments from IQA/ EQA and any other reviews that have taken place</i>				
<b>3. What changes were made during the qualification?</b>	<i>Quality Improvement and Assurance on-programme (reflection in action) Answers to this question may also relate to question 2 above and 4 below Include comments from IQA/ EQA and any other reviews that have taken place</i>				

<b>4. What changes will be made to the course for the next academic year?</b>	<p><i>Quality Improvement Action Planning for sustained development and improvement of provision</i>  <i>Answers to this question will also relate to question 2 and 3 above</i></p> <p><i>Include comments from IQA/ EQA and any other reviews that have taken place</i></p>				
<b>Student Satisfaction/ Feedback</b>	<p><i>Insert results from students' questionnaire delivered during course (see appendix and examples given in red as to how you can calculate overarching statistics) e.g.10 out of 12 students rated very satisfied with their course OR 75% of students (12) were very satisfied with their course. Ensure that you give a balanced view including positive outcomes and areas for development.</i></p> <p><i>Include comments from IQA/ EQA and any other reviews that have included capturing the student voice/ quotes from students – include suggestions for improvement as well as positive outcomes</i></p>				
<b>Stakeholder satisfaction/ Feedback</b>	<p><i>Insert any other survey or opinion poll data</i></p> <p><i>Include comments from IQA/ EQA and any other reviews that have taken place</i></p> <p><i>Stakeholder (tutors/ public/ staff) satisfaction comments including those from lesson plan feedback</i></p> <p><i>Other comments and quotes from stakeholders (tutors/ public/ staff) – include suggestions for improvement and positive outcomes</i></p>				
<b>Student Complaints Received</b>		<b>Student Complaints Resolved</b>		<b>Additional Comments</b>	
<b>Tutor/Assessor Signature</b>			<b>Date</b>		



<b>For BWYQ Office Use</b>		<b>Received Date:</b>	
<b>Name and Job Title:</b>		<b>Signature:</b>	
<b>Has the qualification been reviewed in line with Ofqual Conditions of Recognition? (E5)</b> <i>Add detail including date and outcome</i> <b>Had the qualification been reviewed to ensure that the specified levels of attainment are accurate to its level? (H3)</b> <i>Add detail including date and outcome</i>			
<b>Actions/ Comments:</b> <i>Include details concerning who this form has been passed to for actions/ areas for development to ensure that any outstanding requirements observed in this document are addressed. Ensure all actions are SMART – Specific, Measurable, Achievable, Realistic, and Time-bound (i.e. set dates for completion).</i>			

The completed form should be emailed to the Centre, which is required to store evidence of students assessed work for three years after they have completed.

The British Wheel of Yoga Qualifications  
 BWY Central Office  
 BWYQ - 25 Jermyn Street, Sleaford, Lincolnshire, NG34 7RU

## Student Questionnaire

Please ensure that your students complete the following evaluation in order that you are able to comment on learner satisfaction in the End of Course Review above. You should aim to evaluate all the questions for the End of Course Review commentary above to identify areas of strength and areas for development through this quality assurance activity.

### EVALUATION QUESTIONNAIRE

The British Wheel of Yoga continually seeks to review and improve the quality of its teaching and learning. The responses that you make will be reviewed and where appropriate acted upon to improve the student learning experience. To make it more straightforward, most questions are fixed choice but there is space to comment. Overleaf there are open questions that invite your constructive and honest comment about the Certificate Course.

Please state how you would rate your satisfaction with the following aspects of the course	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Any other comments: You need only comment where you have something specific to highlight.
<b>1. Quality of Teaching</b> Including standard of teaching; variety of teaching methods; tutors' knowledge of subject areas					
<b>2. Support of your learning</b> Inclusion of underpinning knowledge for the subject areas in the course; 1:1 support in preparing for written and practical assessments; accessibility of tutor(s)					
<b>3. Quality of assessment</b> Arrangements for assessment; quality of feedback including areas of strength and weakness; constructive comment and support in addressing areas of weakness					
<b>4. Arrangements for equal opportunities;</b> Fair assessment and reasonable adjustments to ensure access to assessment.					
<b>5. The quality of qualification assessment materials</b> The structure, content and language of BWYQ qualifications delivered in your centre					
<b>6. Teaching environment</b> Including standard of venue; size related to student numbers; appropriateness					

Please state how you would rate your satisfaction with the following aspects of the course	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Any other comments: You need only comment where you have something specific to highlight.
<b>7. Resources</b> Quality and variety of resources; quality of handouts; use of visual aids (flip chart /OHP/PowerPoint); suggested reading					
<b>8. Overall Satisfaction with the Course.</b>					
<b>7. I found the best features of the course to be:</b>   					
<b>8. I would like to see the following changes:</b>   					
<b>9. General Comments:</b> Please use this space to make any comments about your course or the way in which the BWY administers it.					

Signature of student teacher (optional):

Date:

The British Wheel of Yoga Qualifications Publication 2016  
BWYQ - 25 Jermyn Street, Sleaford, Lincolnshire, NG34 7RU

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<b>Document History</b>		
<b>Date</b>	<b>Author</b>	<b>Action</b>
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<i>November 2018</i>	<i>BWYQ Directors</i>	<i>Approved</i>
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