



Quality Assurance Policy

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1. Introduction

1.1 Staff Power Training (SPT) are committed to providing fit for purpose training and qualifications. As a provider of regulated qualifications, SPT ensures that all qualifications issued under its approval are safe and that the assessment, training and internal quality assurance of their delivery is robust.

1.2 SPT is committed to ensuring that quality plays an integral role in the development and delivery of its qualifications. For this reason, SPT must meet the quality assurance standards required by awarding organisations to gain and retain approval centre status.

1.3 This document has been created to outline the requirements for the management, delivery, assessment and internal quality assurance of training and qualifications. This document also provides support and guidance for SPT on best practice for implementing the required quality assurance systems as well as how awarding organisations will monitor compliance with their requirements.

2. Our Commitments

2.1 SPT is committed to ensuring that our learners are given the right opportunities and support in order for them to achieve all that they are capable of achieving.

2.2 We will support learners by:

- *Providing current and up to date information in relation to the qualifications that we offer.*
- *Identifying the correct qualification for their needs.*
- *Offering points of referral for any needs that we are unable to meet.*
- *Providing a clear and transparent fees list.*
- *Providing any pre-course information or guidance in good time.*
- *Ensuring delivery staff, assessors & quality assurers are occupationally competent.*
- *Ensuring learners are aware of the assessment requirements of the training/qualification.*
- *Ensuring learners have fair access to assessment.*
- *Ensuring learners are aware of our appeals and complaints procedures.*
- *Ensuring successful learners receive certificates within good time.*

3. Communication with Awarding Organisations

3.1 SPT will ensure all awarding organisations are kept informed of any material changes to centre practice or operations, this includes:

- *Change of company details*
- *Changes to key members of staff*
- *Changes to pre-approved delivery/assessment materials*

4. Promoting our Training & Qualifications

4.1 Where it has been identified that a learner will be undertaking a regulated qualification, it is important that they are not misled into undertaking an unregulated course. We therefore consider the following when promoting our regulated qualifications:

- *Titling*
- *Use of logos*
- *Access to qualification specifications*
- *Fees*
- *Logistical information*

4.2 Titling - To ensure learners are not misled, all of our regulated qualifications are identified by their official. We will also avoid using similar terms for unregulated courses.

4.3 Use of logos - Logos help learners to identify any accreditations related to the qualification. Inappropriate or incorrect use may again mislead our learners. Where logos are used, we ensure we comply with any guidance in their correct usage.

4.4 Access to Qualification Specifications - A qualification specification for each qualification has been created by the awarding organisation. We ensure learners have access to the qualifications by providing by emailing a copy on request.

4.5 Fees - To ensure learners are not disadvantaged by additional or hidden fees we have a transparent list of fees. This fees list ensures learners are aware of any costs associated with undertaking training and qualifications provided by us.

4.6 Logistical information - Some learners may have difficulty accessing courses in certain locations or at certain times, dates. It would be unfair to accept a learner onto a course for them to find out they are unable to attend for the required duration. We therefore ensure prospective learners are made aware of the logistical information prior to accepting bookings. Logistical information is available on our website/course booking page and on request.

5. Booking Confirmation & Pre-course Information

5.1 To ensure learners have sufficient preparation time we will ensure, once bookings have been made, we will confirm their place and reconfirm the details of the venue, dates and times and any other logistical information, i.e. parking etc.

5.2 Where required by the qualification, we will ensure learners receive copies of any course materials in reasonable time.

6. Staff Competence

6.1 We are committed to ensuring our delivery, quality assurance and office staff are competent and conversant in our products and services.

- 6.2 Our staff that deal with customer enquiries and bookings are often relied on by learners to ensure that the course of study they require, is what they book onto. We therefore ensure staff are aware of the needs and benefits of each qualification. They are also aware of where they can access additional information for uncommon questions and requests.
- 6.3 In order to continually provide suitable information to learners we record customer queries. This enables us to inform awarding organisations of any queries and to update our staff with correct, current information.
- 6.4 We ensure that those involved in the delivery, assessment and quality assurance of qualifications are suitably qualified and experienced and meet at least the minimum requirements outlined by the awarding organisation for each qualification.
- 6.5 Our Head of Quality & Curriculum is responsible for ensuring that we retain copies of CVs, certificates and activity logs for our delivery, assessment and IQA staff. These are available on request.

7. Staff Responsibilities

7.1 Below is an outline of our roles and responsibilities in relation to the deliver and assessment of training and qualifications.

7.2 The Head of Quality & Curriculum is responsible for:

- *Planning and auditing course delivery and the quality assurance system*
- *Monitoring the Internal Quality Assurance (IQA) Strategy*
- *Ensuring compliance with awarding organisation requirements*
- *Recruitment of course delivery and quality assurance team*
- *Writing and updating policies and procedures*
- *Liaising with external auditors and external quality Assurer(s) (EQA)*
- *Ensuring awarding organisation/EQA recommendations are carried out*

7.3 Lead Internal Quality Assurer is responsible for:

- *The quality of assessment and the IQA of assessment*
- *Compiling an overall IQA Strategy*
- *Leading the IQA team planning process*
- *Monitoring and observing internal quality assurance*
- *Providing or organising training and guidance for internal assurers and assessors*
- *Reporting issues, trends and concerns to the Head of Quality & Curriculum*

7.4 Internal Quality Assurer is responsible for:

- *Planning individual IQA activities*
- *Monitoring the assessment practise of assessors*
- *Verifying the accuracy, consistency and quality of assessors' decisions*
- *Modifying practise and procedures as a result of evaluation*
- *Maintaining a record of their own professional development*
- *Reporting to the Lead IQA*

7.5 Trainer/Assessor is responsible for:

- *Planning, managing and delivering courses*
- *Conducting formative and summative assessment*
- *Collating and preserving learner portfolios where relevant*
- *Agreeing an individual learning plan with learners as appropriate*
- *Providing all the paperwork needed to maintain the IQA process*
- *Providing feedback on assessment practice*
- *Providing guidance and support to meet the assessment requirements of courses*
- *Maintaining a record of their own professional development*
- *Reporting to Line Managers and/or Head of Quality & Curriculum*

8. Resources & Equipment

8.1 SPT is responsible for using only appropriate, safe venues which will be conducive to learning and will not hinder a learner in demonstrating achievement of assessment requirements. This includes ensuring that the venue provides a comfortable atmosphere for learners, including in terms of hygiene, noise levels, temperature and the provision of clean toilet facilities.

8.2 A risk assessment must be carried out for all delivery sites where training or assessment will take place. The risk assessment must confirm whether the venue has appropriate facilities, including adequate learner welfare facilities and access for learners who may have a disability. Any risks regarding health and safety must be flagged to the Head of Quality & Curriculum and addressed prior to the venue's use. Records of these risk assessments must be kept and shared with authorised persons upon request.

9. Delivery Tools (lesson plans, handouts, schemes of work)

9.1 SPT is responsible for the creation and use of appropriate training and assessment tools and templates to support the delivery of training/qualifications.

9.2 SPT will ensure that all resources created are in line with training/qualification requirements, awarding organisation quality standards and sector body assessment strategies. Resources will be created for each training/qualification held and is being sought for and will include schemes of work/learning, lesson plans, course materials, handouts and practice tests/assessments (where relevant).

9.3 All delivery tools will be reviewed on an annual basis to ensure that they remain compliant with the principles of VCARS (valid, current, authentic, reliable and sufficient).

10. Training Practice

- 10.1 Trainers must ensure that an initial assessment takes place at the beginning of each course for each learner. The initial assessment process should be used to ascertain a learner's previous knowledge and experience relevant to their registered qualification. The outcomes of the initial assessment should confirm qualification entry requirements, support or reasonable adjustment requirements, and the consideration of Recognition of Prior Learning (RPL).
- 10.2 By carrying out an initial assessment, SPT ensures that the learner meets the requirements to be registered onto the training/qualification. This includes having the appropriate levels of English language skills. SPT will also ensure that learners are assessed to ensure that they are subsequently registered onto the most appropriate level of the product (i.e., ensuring that a learner who is deemed to be at Level 2 in terms of skills and knowledge is not registered on a Level 1 qualification). Full records of initial assessment will be kept for quality assurance purposes.
- 10.3 The initial assessment process will ascertain whether the learner has any specific learning or support requirements and whether any adaptations to the SPT standard assessments or assessment practices are required. This includes ensuring that any access arrangements, including Reasonable Adjustments, are considered and applied, where appropriate.
- 10.4 All delivery staff within SPT must ensure that they are aware of the specific requirements of the training, assessment and IQA of the qualifications with which they perform a role.
- 10.5 SPT must refer and adhere to the Guided Learning Hours (GLH) and Total Qualification Time (TQT), as detailed within each individual qualification specification, for each learner they train or assess. TQT is split into two areas, Guided Learning Hours (GLH) and Other Learning Hours (OLH).

Guided Learning Hours (GLH) - Learning activity under the immediate guidance or supervision of a Tutor, or other appropriate provider of education or training. This includes the activity of being assessed if the assessment takes place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

Other Learning Hours (OLH) - An estimate of the number of hours a learner will spend, as directed by (but not under the immediate guidance or supervision of) a Tutor, or other appropriate provider of education or training, including preparatory work, self-study or any other form of education or training, including assessment.

- 10.6 SPT will consider GLH when using distance learning or self-study methods as this will affect the amount of contact time the learner has with their trainer/assessor. Certain qualifications have specific requirements around the use of distance learning or self-study and for some qualifications it is prohibited.

- 10.7 Where GLH or TQT has not been met, the IQA must have confirmed in writing the rationale as to the reasons why and how they have demonstrated that the learner is assessment ready before submitting the learner for assessment. This must be available for EQA purposes.
- 10.8 Trainers who are repeatedly found to be demonstrating unacceptable and poor training or record keeping practices, with no acceptable signs of improvement, may be suspended or their approval removed by the awarding organisation.

11. Assessment

- 11.1 Assessment is a key area for quality assurance. Failures or discrepancies in assessment show that a learner has been unsuccessful in achieving the qualification they have set out to achieve. This, in turn prompts us to look for any failings in our systems.
- 11.2 The relevant awarding organisations have provided us with documents to support the undertaking of assessments. For some qualifications these documents include MCQ papers. Others require more input from the assessor, for example those qualifications that require a learner to build a portfolio of evidence.
- 11.3 Regardless of whether assessments are created by an awarding organisation or within SPT, we are responsible for ensuring that all assessments remain compliant with the principles of VCARS.
- Valid
The validity of an assessment decision is ensuring that the right thing has been assessed in the right way to deliver an accurate assessment result.
 - Current
The assessment process must ensure that the evidence used to claim qualification or unit achievement reflects current industry/qualification practice. This can be done by ensuring that the evidence is relevant at the time of the assessment as well as ensuring that the assessor has used the most-up-date assessment documentation.
 - Authentic
The assessment process must ensure that all evidence of achievement is authentic in that it has been created solely by the learner (unless otherwise required) and has not been plagiarised. If work was not authentic, it would undermine the entire the assessment process and overall qualification system.
 - Reliable
The Assessor must ensure that they are making reliable and consistent assessment decisions across their learners and with other Assessors within the Centre. Assessment decisions must also be consistent over time

and across academic/programme cycles. This can be supported by attending standardisation activities.

- Sufficient
The Assessor must review assessment evidence to judge whether the learner has generated enough evidence at the right level to confidently cover all relevant learning outcome or assessment criteria requirements. The Assessor must also ensure their records of the assessment are complete, legible and accurate.

Where we have identified that assessments may not meet these principles, the Head of Quality & Curriculum will be responsible for reporting our concerns to the relevant awarding organisation.

11.4 Assessors who are repeatedly found to be demonstrating unacceptable and poor assessment or record keeping practices, with no acceptable signs of improvement, may be suspended or their approval removed by the awarding organisation.

12. Access to Fair Assessment

12.1 How we ensure learners have access to fair assessment can be found in our access to fair assessment policy. This has been written to reflect the requirements of relevant awarding organisations, outlined in their reasonable adjustments policy and qualification delivery manuals.

13. Recognition of Prior Learning (RPL)

13.1 Recognition of Prior Learning (RPL) is an assessment method that considers whether a learner is able to demonstrate that they meet the assessment requirements for a unit through knowledge, understanding or skills that they already possess (and can evidence), which do not require further development through a course of learning. The purpose of RPL is to recognise a learner's previous learning or experience rather than allowing exceptional entry to, or exemption from, a programme of study.

13.2 RPL is a recognised and valid assessment method and therefore there is no difference between a learner's achievement of the required standards (i.e., learning outcomes and assessment criteria), being met through RPL or through a formal programme of study. RPL must be treated in the same way as any another assessment methodology and therefore it will be subject to, and must comply with, all regulatory requirements for assessment.

13.3 All evidence must be evaluated using the stipulated learning outcomes in the unit or units being claimed. In assessing a unit using RPL, the Assessor must be satisfied that the evidence produced by the learner meets the assessment standard established by the learning outcomes. For this reason, the use of RPL should be clearly documented within the relevant learner's assessment documentation.

14. Quality Assurance of Assessment

14.1 To ensure assessments are fit-for purpose, assessor and IQAs have a range of responsibilities:

14.2 The Trainer/Assessor should ensure that the quality of assessment is assured by.

- *Planning and facilitating formative assessment throughout the course using a range of methods*
- *Planning and facilitating summative assessment as per awarding organisations guidelines*
- *Ensuring all learner papers are marked correctly*
- *The confidentiality and safety of assessment papers and/or learner portfolios is maintained*
- *Being familiar with and following the assessment requirements as outlined by the awarding organisation*
- *Cooperating with the IQA Team and EQA visits*

14.3 The Internal Quality Assurer (IQA) should ensure that the quality of assessment is assured by.

- *Verifying the suitability of lesson plans and assessment tools*
- *Sampling the work of trainer/assessors from each stage of the process*
- *Observing trainer/assessors' performance*
- *Sampling candidate work*

15. Risk Rating Trainers, Assessors & IQAs

15.1 The quality of assessment and quality assurance can be affected by the trainers/assessors and verifiers, whether this be because of inexperience or even complacency. Because of this, we assess assessment and quality assurance staff on a risk basis. The level of risk is recorded using a “traffic light” system, with green being low risk and red being high.

15.2 Each trainer/assessor’s level of risk is recorded on Centre Deliver Risk Matrix. Examples of contributing factors to each individual’s level of risk is outlined below.

High Risk

- *Newly appointed trainers/assessors/IQA staff*
- *Not yet qualified trainers/assessors/IQA staff*
- *Trainers/assessors/IQAs that have not updated their practise or with no record of CPD*
- *Trainers/assessors/IQAs with frequent remedial actions identified via observation reports*
- *Trainers/assessors/IQAs having made unsafe decisions*
- *Newly appointed trainers/assessors/IQA staff*
- *Not yet qualified trainers/assessors/IQA staff*

Medium Risk

- Trainers/assessors/IQAs with few remedial actions identified
- Qualified and experienced assessors new to the centre

Low Risk

- Trainers/assessors/IQAs that demonstrate, consistently, up to date practise and have rare remedial actions identified on sampling.

16. Dealing with Learners that are Not Yet Competent

16.1 The integrity of a qualification and associated assessments should be called into question if there is a significantly high number of successful candidates.

16.2 Therefore, on occasion, it should be accepted that some learners will fail to achieve the desired level of competence. Where we have ensured learners are aware of the required standard, the learner should not be surprised if the assessment decision is that they are not yet competent.

16.3 Each learner that is not yet competent will be provided with feedback on where any weaknesses appear to lie. We will then ensure suitable and sufficient support is provided in order for skills and knowledge gaps to be filled.

16.4 We will then arrange a re assessment. Learners should already be aware of any reassessment fees (*if applicable*).

17. Appeals & Complaints

17.1 On occasion candidates may not be satisfied with the decisions related to their assessments. They are therefore able to appeal these decisions.

17.2 The process, including escalations are outlined in our appeals policy. This is available to learners on request/via our website.

18. Processing of Certificates

18.1 On successful completion of their qualification learners have the right to receive their certificate. We will ensure the swift registration of results onto the awarding organisation system. We will also ensure that once received certificates are signed and distributed as soon as possible.

18.2 Where we receive replacement certificate requests, we will ensure that the identity of the learner is confirmed and that requests are registered with the awarding organisation within 5 working days. Learners should also be made aware of any fees (*if applicable*).

19. Quality Assurance Activities

19.1 To ensure the quality of our processes the Head of Quality & Curriculum is responsible for ensuring the following quality assurance activities are undertaken:

- *Website audit*
- *Marketing materials audit*
- *Customer service audit*
- *Fees list audit*
- *Staff records audit*
- *Policy audit*

19.2 These audits are undertaken on an annual basis or where a significant change occurs. Results of audits are recorded and retained for at least 3 years.

19.3 In addition to auditing our quality process we also undertake verification activities in relation to the assessment.

20. Planning IQA Activities

20.1 The Head of Quality & Curriculum/IQA team are responsible for producing a sampling plan based on the current risk rating for each individual trainer/assessor. The sampling plan would identify who requires an IQA assessment, what units need to be verified and when.

20.2 Individual IQA staff should then produce an IQA Activity Plan for each activity they will be undertaking. This plan outlines what units/outcomes are to be verified, how the assessment will take place (*methods*), any resources needed by the IQA, any special needs identified by the assessor, how feedback will be given and how outcomes will be recorded. This plan ensures transparency, consistency and standardisation across the IQA team.

20.3 Verification visits can be unnerving for some individuals, and transparency can help to reassure trainers/assessors of what to expect on the day of the visit. As such, it is important that this plan is shared with them and the Head of Quality & Curriculum/Lead IQA in advance, unless it is decided to conduct an unannounced visit.

20.4 The IQA may choose which assessment methods to use from the following.

- *Observation of trainer/assessor performance*
- *Sampling of trainer/assessor work*
- *Sampling of learner work*
- *Witness statements (from learners/co-workers)*
- *Learner Evaluation*
- *Learner Interviews*
- *Verification of lesson plan validity and application*

21. Sampling Plan

21.1 It is important that sufficient planning of quality assurance activities takes place prior to training/qualification delivery. This should be documented on an IQA sampling plan, which should illustrate what will happen, when it will happen, who is to be involved. The course of an IQA cycle will operate over a 'rolling' annual basis.

21.2 SPT will make use of formative, interim and summative sampling:

- **Formative sampling**
Takes place at the beginning of a learner's course and allows for a review of the induction and assessment planning process.
- **Interim sampling**
Allows for learner work to be reviewed early on in their programme of delivery and before any decisions have been made regarding unit completion. This allows the IQA to prevent any issues regarding weak Assessor judgements or practice as well as highlighting good practice which can be shared with the wider teaching and/or assessment team.
- **Summative sampling**
Allows for the completed assessment judgements for a qualification to be reviewed by the IQA. This will allow the IQA to sample completion of records, assessment decisions and evidence appropriateness and referencing.

21.3 The amount of paperwork reviewed by our IQA's is comparative to the assessor's current risk rating.

For example, a high-risk assessor will have all paperwork completed at the time of the visit reviewed by the IQA to ensure that marking is correct and documents have been completed properly and according to centre policy. For a medium risk assessor, it is sufficient to review only half of written papers (50% of the class) and for low risk IQAs will sample a small percentage, such as 25% of the class.

21.4 Each IQA report should highlight areas of good practice as well as setting any recommendations or required actions for quality improvement. Actions must be set where there are clear weaknesses in the Assessor's practice, and these must be mandatory to address. Recommendations may also be provided by the IQA, however these are optional for the trainer/assessor to complete. Any actions set must be SMART (specific, measurable, achievable, realistic and time-bound). The IQA must ensure that there is a full audit trail of actions being set, followed up on and addressed to evidence how quality improvement is being completed.

21.5 To differentiate who has marked/reviewed questions papers/assignments/ reports etc is important that we have a system in place that allows a clear and consistent audit trail. Our system is as follows:

- *Assessor mark/verify work in blue or black ink.*
- *IQAs verify work using red ink*
- *Lead IQA should use a different colour to clearly show when/where they have reviewed IQA reports or have some way of distinguishing themselves from the other IQAs*
- *EQAs verify using green ink*

21.6 IQAs who are repeatedly found to be demonstrating unacceptable and poor internal quality assurance or record keeping practices, with no acceptable signs of improvement, may be suspended or their approval removed by the awarding organisation.

22. Observation of Teaching, Learning & Assessment

22.1 An effective way of ensuring that trainers/assessors are performing effectively is to observe them carrying out assessment activities. SPT aim to carry out a minimum of 2 observations a year (1 announced and 1 unannounced), this frequency maybe increased due to contractual obligations and/or trainer/assessor risk ratings. In planning to carry out an observation, an IQA must ensure that they have the appropriate documentation to record their observation, such as using a checklist, which will also help to ensure that the IQA makes objective decisions regarding performance.

22.2 Observations will be carried out both announced and unannounced.

- **Announced observations:** The trainer/assessor is told in advance when the observation will take place. This usually includes the date, lesson focus, and sometimes even the observation criteria. Announced observations give the trainer/assessor the chance to plan a purposeful lesson that reflects programme aims, learner needs, and sector expectations. By knowing the focus in advance, the trainer/assessor can prepare vocational resources and demonstrate their strengths with confidence. This supportive approach reduces anxiety, promotes transparent professional dialogue, and leads to fairer evaluation and more targeted feedback that drives continuous improvement across teaching, learning and assessment.
- **Unannounced observations:** The trainer/assessor is not informed before the observation. The observer enters the classroom at any point during normal instruction. Unannounced observations provide a realistic picture of everyday practice by seeing teaching, learning and assessment as they naturally occur. They help quality teams understand how well routines, behaviour management and learner support are embedded across typical sessions. This approach strengthens QA, highlights consistent strengths, and identifies where further support may be needed to ensure learners experience high-quality teaching across the curriculum.

22.3 It is important that the IQA does not second-assess during an observation; they are observing the trainer/assessor and their performance in the facilitation of the assessment. This includes communication with the learner, the recording of their assessment decisions and the provision of feedback to the learner.

23. Learner Evaluation Forms

23.1 Learner evaluation forms can be used when a sampling activity is taking place after an assessment has been conducted. This may have been necessary due to IQA/Assessor availability or due to delays in arrival or a change to the expected course delivery/assessment schedule. They can be used at other times but are best suited for these occasions

24. Learner Interviews

24.1 Learner interviews can be used to support observed practice using the 'Learner Interview Checklist' or for longer interviews where assessment has not been observed using the 'Learner Interview Sheet'.

24.2 When conducting interviews, IQAs ensure the activity does not cause unnecessary disruption to the class and does not detain a learner from participating in course delivery.

25. Assessor Feedback

25.1 At the end of the sampling activity the IQA will provide the assessor with an opportunity to reflect on their performance and to identify any development points or concerns. The IQA will need to liaise with the assessor on the best time and place to conduct the feedback/review session but, whenever possible, this should be completed at the time of the visit.

25.2 On rare occasions, the assessor may be requested to submit a written reflection; however, this must be clearly detailed in the IQA report and action plan.

25.3 Feedback should relate to the learning outcomes and assessment criteria only.

26. Reports

26.1 Upon completion of the verification activity, the IQA will submit their reports to the Lead IQA/Head of Quality & Curriculum as soon as possible.

26.2 Reports should be sent electronically.

26.3 Should any urgent issues have been identified during the activity, the IQA will report to the Lead IQA/Head of Quality & Curriculum immediately.

27. Standardisation

27.1 Standardisation ensures the validity and reliability of the IQA process. IQA team members are required to attend regular meetings to review best practise, raise ideas/concerns and to receive updates on process/policy/training etc.

27.2 Standardisation activities should encompass all trainers, assessors and IQAs, qualifications and assessment methods within the Centre and must take place at appropriate intervals in relation to the SPT provision. This is to ensure that given the same or similar piece of evidence, all members of the delivery team would come to the same conclusion.

28. Continuous Professional Development (CPD)

28.1 CPD is a crucial aspect of a trainer, assessor & IQA's journey to success. In the rapidly evolving landscape of education, everyone must constantly update their skills, knowledge, and teaching methodologies to meet the dynamic demands of the workforce. CPD involves more than merely teaching; instead, it encompasses a comprehensive approach that includes various activities to foster continuous growth and improvement.

28.2 Different qualifications and awarding organisations may have their own requirements; however, in general 35 hours of CPD in the subject area should be completed each year.

28.3 SPT will provide a CPD log for recording CPD. This makes it easier to record the type of CPD completed and to record reflections. While it is not mandatory to use the SPT CPD log, it is a requirement that CPD is recorded by an equivalent means.

28.4 All trainers, assessors and IQA's must complete and submit to the Head of Quality & Curriculum their CPD logs on an annual basis. This allows SPT to confirm that the whole delivery team is working in line with the requirements for the qualifications they are approved for.

29. Unable to Deliver Qualifications

29.1 If SPT are unable to deliver a qualification all learners enrolled on the qualification will be offered some of the following support to learners:

- *Enrolment onto an equivalent qualification*
- *Refund*
- *Signposted to another training provider*