

External Quality Assurance Sampling Strategy

External Quality Assurance team



Purpose	3
Sampling size and guidance	4
Qualifications which have internal assessments set and marked by the centre	4
Duration of review	5
Portfolio status	6
Additional information	6
Generic sampling examples	7
Sampling to maintain DCS	7
Functional Skills	8
Essential Digital Skills Qualifications (EDSQ)	9
Health, Childcare and Education (CACHE branded qualifications)	10
Additional requirements	10
Northern Ireland qualifications	11
License to practise qualifications	11
Dental qualifications	11
Active IQ (AiQ) branded qualifications	12
AiQ Sports Massage qualifications	12
International centres	13
Version control	14

Purpose

External quality assurance reviews need to be carried out for every centre who are delivering NCFE qualifications and will be undertaken either remotely or face-to-face. Activities included in the review are:

- (a) consideration of assessment and internal quality assurance undertaken by the centre since the last review
- (b) where appropriate, observation of one or more assessments being taken, and/or observation of internal quality assurance.

Training and competence: all review activity will be carried out by External Quality Assurers (EQAs) who have:

- a) appropriate competence
- b) been provided with appropriate training
- c) no conflict of interest in the outcome of the activity.

Sampling: as an awarding organisation we must ensure that assessment of all components of a qualification are subject to quality assurance activity.

We must ensure that as an awarding organisation we review an appropriate sample of assessment by the centre. When agreeing what sample size is appropriate for the centre we must consider the:

- a) specific risks that relate to that centre, assessment or qualification
- b) number of learners registered for the qualification at the centre
- c) range of attainments demonstrated by those learners
- d) number of assessors at the centre involved in assessing the relevant criteria
- e) number of persons involved in internal quality assurance in relation to assessment at the centre including all satellite centres and centre sites as appropriate.

Risk – based approach: as an awarding organisation we must take a risk-based approach to sampling activity and must put in place arrangements which go beyond our minimum requirements where it is appropriate to do so, both as part of our obligation under Condition D3.1 of the Ofqual General Conditions of Recognition to keep our approach under review and, under Conditions A6 and A7, in response to any particular risk identified or incident which has occurred.

Sampling of centre devised tasks

The external quality assurance review will incorporate the scrutiny of centre devised tasks, including the internal quality assurance of them (only for those linked to the requested sample of learner work). The EQA will review whether they are fit for purpose, enabling learners to meet the assessment criteria (AC), as well as ensuring that safeguarding, equality, diversity and inclusion have also been considered.

The EQA will ensure that the centre devised tasks are reliable, valid and authentic, allowing a learner to fully achieve all qualification criteria, to meet the required standards. It is expected that centre devised tasks are reviewed by the centre, each academic year and are comparable to both industry standards and standardised across centres.

The External Quality Assurance team will ensure centre devised tasks are reviewed at each review linked to the requested sample of learner work. This is our mechanism for monitoring centre devised tasks for all units, over time. Centres will be given feedback from the EQA, alongside recommendations and actions, where applicable within the external quality assurance report.

Sampling size and guidance

Qualifications which have internal assessments set and marked by the centre

EQAs will ensure that sampling is undertaken across each qualification selected for the planned review.

The current direct claims status (DCS) (if applicable) for each qualification, alongside the centre's annual monitoring review (AMR) risk rating, and if the centre is based intentionally, will be considered to ensure an appropriate sample size is selected from each qualification.

To manage risk and support centres effectively, the following sampling rationale offers clarification of sampling required.

Selecting the sample size

- A minimum of three learners will be sampled per qualification, if a centre does not have DCS.
- If a qualification exceeds 50 registrations, this number will increase to ensure a sufficient sample is reviewed in line with the sampling detail below. A minimum of five learners will be sampled per qualification for all international centres, regardless of DCS status.
- If a qualification is being sampled to maintain DCS, then a minimum of one learner sample is required, unless it is an international centre.

The sampling of individual units will be rotated at each external quality assurance review to ensure a range of units are sampled over time.

When selecting the sample, the below information will be taken into consideration:

High-Risk	Medium Risk	Low Risk
• New international centre, based outside the UK • First time the centre has assessed a particular qualification • Previous grade 4/5 actions or high-risk on AMR • Previous assessment graded C/D • Staffing issues/changes* • Intelligence from third party such as whistle-blower/Ofqual • Centre has not achieved DCS for eligible qualifications (despite adequate learner numbers) • Known compliance issues/sanctions • Significant change in the number or profile of registrations for the qualifications • Known instances where the centre has issued incorrect results	• Previous actions grade 3 • Previous assessment graded B in Section 5 • Key staffing personnel changes such as Lead IQA • Existing UK centre, with first time international delivery	• No actions or compliance sanctions for two consecutive reviews • No major changes to delivery team, well established and competent staff • Centre has DCS if eligible • Only recommendations on previous review • Previous assessment graded A

*For example, conflicts of interest (COI) not being appropriately managed, new staff on the team, staff competence or the use of contracted assessors.

The EQA will continuously risk assess throughout the review and as a result the sampling rationale for a centre may change as the review progresses where concerns arise.

Where a centre is deemed as low risk the sampling will incorporate the following:

- EQA will drive the full sample size for each qualification
- all internal quality assurers (IQAs) and assessors over time will be reviewed
- all/range of batches (wherever possible) will be reviewed including all registration dates within batches if applicable
- all satellite centres will be reviewed
- if delivered via distance and/or blended learning, a range of learners will be sampled based on UK/International locations
- a range of assessed units within a qualification
- a range of assessment methods will be reviewed where applicable
- full range of awarded grades will be reviewed where applicable and over time
- a variety of completed and in progress portfolios including a mixture of those that have and have not been internally quality assured where applicable
- if the centre has DCS the sample will include current learners and previous learners who've been certificated through DCS since the previous EQA review

Where a centre is deemed as medium risk the sampling will incorporate the above, plus the following:

- Widened sample based on areas of risk identified in previous report for example assessment practice, internal quality assurance practice, understanding of AC, assessment methods.

Where a centre is deemed as high-risk sampling will incorporate the above, plus the following:

- Where issues are identified sampling will be expanded to inform a detailed review of areas of risk. Based on the centre's risk rating, the EQA will ensure a robust sampling plan is created and documented in line with the points above.

Duration of review

The duration of the review will be driven by the number of samples required.

Sample size is defined by the sampling required to quality assure the assessment decision for each learner. A sample may be defined as, for example – one learner sample equates to a unit that comprises a range of learning outcomes (LOs) and assessment methods.

Number of samples required	Length of EQA review
Up to 10	Half a day – 3.5 hours
Up to 20	1 day – 7.5 hours
Up to 30	1.5 days
Up to 40	2 days
Up to 50	2.5 days
Up to 60	3 days
Up to 70	3.5 days
Up to 80	4 days
Up to 90	4.5 days
Up to 100	5 days

Not all reviews will fit into the guidance given, there will be exceptions. For example, where translation is used. In these instances, the EQA will use professional judgement and outline this in their rationale within Section 3 of the report.



Portfolio status

For a learner portfolio to be considered for **final** sampling, at least 50% of the required evidence must have been completed and assessed. This should include a representative range of units, LOs and AC sufficient to enable the EQA to review assessment/IQA decisions and learner progress towards achievement.

When making this decision the below factors will also be taken into consideration, given that the final status will allow certification and could permit DCS to be achieved and/or maintained (if the qualification is eligible):

- number of units/LOs/assessments
- type of qual/high-risk/Licence to Practise (LtP)
- centre risk rating from AMR
- any grades of four or five within the current or previous reports
- reliability of assessment graded C or D
- staffing changes
- significant actions
- any intelligence from another awarding organisation/Ofqual

Where a selected learner portfolio contains less than 50% of the qualification evidence but demonstrates that assessment/IQA activities have commenced, the portfolio will be treated as a **mid**-sample.

If at the point of sampling, a selected portfolio contains insufficient evidence of learner attainment and assessment/IQA decisions the portfolio will be treated as a **new** sample.

Additional information

Centres are not permitted to remove learners from the EQA sample. All learner evidence requested must be provided for the review. Where a learner chosen for the sample has been withdrawn prior to the review, the centre must ensure that they are withdrawn on the NCFE Portal and notify their EQA. The EQA will then choose another learner to sample.

Should the requested samples not be available for the review, EQAs must grade the report criteria accordingly. EQAs must include in their report the action to be taken, for example, arrange an additional review to sample learners or withdraw learners who have left.

Should a sample be requested and not provided for a learner who has been certificated via DCS, the certificate may be revoked, and the centre could lose DCS.

Graded Qualifications – the centre must submit their grades on the Portal to allow the EQA to select a sample.

Customised Qualifications – follow the same sampling guidance as all other qualifications.

Nested Qualifications – Where a centre is delivering nested qualifications (Award, Certificate, Diploma and Extended Diploma qualifications), the EQA will either:

- sample a minimum of three learners from the largest qualification, provided that the sample includes units that are linked to the smaller qualifications, or
- sample a minimum of three learners from across the Award, Certificate, Diploma (Extended Diploma) qualification, where applicable.

The sampling strategy for nested qualifications must also ensure that all assessors and IQAs are sampled over time, to confirm the validity, consistency and quality of decisions across the full qualification suite.

The EQA must check the DCS outcome following completion of the report, and if the largest achieves DCS, the EQA will be required to submit a DCS override for the smaller qualification, if this has not automatically been applied.

This will only apply to centres where learners are registered across numerous nested qualifications and where this is documented in the Qualification Specification.

COI – must be identified and discussed with the centre. If it is highlighted that centre staff are completing NCFE qualifications themselves for continuing professional development (CPD), that fall into the sector being sampled, the EQA will widen to include a sample of these learners to ensure that the risk has been mitigated. The details of the centre staff with a potential COI and mitigations should be documented clearly within the EQA report, as well as in Section 8 action for head office.

Portfolio access for reviews – it is good practice for centres to provide full access to all learners (as per our Centre Agreement) prior to a review, including those learners that have completed since the last review that may have been certificated through DCS. This will enable the EQA, if needed, to widen the sample effectively.

Reasonable adjustments – where centres have made reasonable adjustments for learners the EQA may wish to select the learner for sampling however this is not mandatory and the EQA does not need to expand the sample size solely to include learners with reasonable adjustments. For internally assessed qualifications, centres no longer need to notify NCFE and must make reasonable adjustments that reflect a learner's normal way of working, in line with the **guidance**.

All reasonable adjustments made in relation to internal assessments must be recorded on our **Reasonable adjustment tracking document** and held on file within the centre for inspection by NCFE during the external quality assurance review.

Generic sampling examples

Three registered learners (where available) per qualification will be sampled where a centre does not have DCS. If during the review an EQA needs to widen their sample based on findings from evidence provided, a maximum of an additional six learners would be requested per qualification should it be required.

One learner sample equates to a unit that comprises a range of LOs and assessment methods.

The EQA will cover a range of assessors, IQAs and units over time.

If the EQA does not agree with any of the assessment decisions made within the original sample, they may expand the sample.

If the sample is expanded, the EQA will explain their rationale within Section 3 of the external quality assurance report.

Sampling to maintain DCS

For most qualifications, a minimum of one learner must be sampled at each review to maintain DCS.

For all qualifications relating to spectator safety and stewarding, DCS was introduced in January 2026. While the criteria for achieving DCS are the same as for other qualifications, they only apply to external quality assurance reviews conducted after this date and cannot be applied retrospectively. To maintain DCS for these qualifications, a **minimum of three learners** must be sampled at each subsequent review.

Examples

Approval actions

- The centre has just had an approval review which highlighted that the staff do not hold the relevant occupational competence and therefore actions have been set for the EQA to follow-up. A wider sample of the identified staff member's assessment decisions will be included within the sample to confirm that decisions have been made in line with the Qualification Specification.

Compliance issue

- The centre had a previous action related to invalid certificate claims. The centre had claimed for certificates without having sufficient learner evidence to support the claim. The EQA will widen the sample to include additional learners.

Centre risk status

- The centre has received a high-risk status from AMR. The risk rating of a centre may be used to inform an external quality assurance review and may be considered when an EQA selects the sample size they wish to review, if the risk rating is directly linked to the sector/qualifications being reviewed.

Functional Skills

Selecting the sample size

In line with the sampling size and guidance provided earlier in this document:

- Where a centre is deemed as low risk the sampling will include a minimum of three learners per qualification, if a centre does not have DCS.
- If the sample is increased in line with risk, this must be included within the sampling rationale.
- The sample should include:
 - All IQAs over time
 - All assessors over time
 - A range of assessed units (reading, writing, speaking, listening and communicating, maths) within a qualification

Controlled assessments: reading, writing and maths

Sample from the Controlled Assessment Booking Report

The EQA must select the minimum sample size from learners that have been booked and sat a controlled assessment for reading, writing and maths. This sample plan will be drawn from the most recent Controlled Assessment Booking Report (to ensure the assessments have been booked) in conjunction with the Assessment Tracking Document (to ensure assessments have been sat).

Internal assessments: speaking, listening and communicating

Sample from the Assessment Tracking Document

The EQAs must select the minimum sample size from the Assessment Tracking Document, which must be provided for review.

EQAs will need to quality assure the Learner Observation and Assessment Records (including centre devised topics) for all learners selected for sampling.

EQAs are required to check one recording for each SLC assessor selected in the sample plan. This can either be an audio or video recorded file. Where issues are identified, the EQA may wish to check further SLC recordings. All assessors to be covered over time.

Accepting certificate claims (no DCS in place)

Once sampling has taken place and if the centre does not have DCS, the EQA will be able to sign off certificate claims for learners who are registered and who have a controlled assessment booking up to the day before the EQA review.

Essential Digital Skills Qualifications (EDSQ)

EDSQ sampling

The EQA will sample assessments in Surpass. The centre must 'Release Results' so that the EQA can view them. If the assessments are not visible, the 'Completed' filter may need to be removed.

Pre-awarding

EDSQ assessments are released with no set pass mark. The pass mark is arrived at during awarding. Pre-Awarding happens before awarding and takes place to check accuracy of marking before awarding.

Pre-awarding takes place approximately 6 weeks after paper release, once a suitable range of results have been marked by the centre. At pre-awarding, the EQA team will sample 100% of available assessments within or close to the expected pass range.

- If assessments are correctly marked, they will be banked at this point, without an EQA review taking place
- If assessments are not marked correctly, they will be flagged for re-mark and results will be rejected.

EQAs will provide feedback to centres about marking adjustments, and these will need to be checked for accuracy before the result is banked.

- For inaccurate results out of the pass mark range, the EQA allocated to the centre will plan an EQA review to sample the assessments, within 3 months
- For inaccurate results within the pass mark range, an EQA review will be planned as soon as the centre make new bookings, and the EQA will sample only the newly booked assessments.

Awarding

Once awarding has taken place, banked results will be certificated.

Mop up awarding – embargoed assessments

If a pass mark is not set, a pass mark range will be agreed. Any accurately marked assessments that fall into this range will be awarded, and this may delay results.

EQA review

Once an assessment has been awarded, there will be a pass mark or pass mark range in place. This will be communicated to EQAs internally.

- Where there is a pass mark range, EQAs will need to sample 100% of assessments with results in the pass mark range
- Where there is a final pass mark, EQAs will need to sample assessments with results at and around the pass mark.

If marking is accurate, the result will be banked. Where inaccuracies are identified, actions will be set for future assessment.

If marking inaccuracies have affected the outcome of the assessment, the assessment will be flagged for re-mark and rejected. The corrected result will be banked once the EQA checks that the re-mark is accurate.

Fail results



The EQA can bank a fail result outside of an EQA review. This allows the centre to book a resit as soon as the learner is ready.

Direct claims status

Where marking is found to be consistently inaccurate, including during awarding, DCS will be removed.

Health, Childcare and Education (CACHE branded qualifications)

The **Assessment Principles** for the health, health and social care and early years sector must be adhered to in all centres delivering competence and work-based qualifications to the adult workforce in England.

These are included in the Support Handbook:

<https://www.ncfe.org.uk/media/coedrku4/support-handbook-v1-3.pdf>

EQAs must ensure that where centres have used a '**Contracted assessor**' to work directly with the centre, that the centre ensures they contribute to all aspects of standardisation. The EQA must ensure the centre has a process of training to follow which includes induction and quality assurance activities.

The EQA must check the following and record the findings in their report:

- Contract
- Induction procedure
- CPD
- Standardisation meeting minutes – attendance and themes
- Interview learner linked to the contracted assessor
- Interview the Contracted assessor (at the EQAs discretion)
- Evidence completed by the contracted assessor for example observations, feedback.

Additional requirements

Longitudinal study:

- Level 3 Diploma in Early Years Workforce (EYE) QRN: 601/2629/2 (now withdrawn)
- Level 3 Technical Diploma Early Years Education and Care (EYE) QRN: 601/8438/3 (now withdrawn)
- Level 3 Diploma Early Years Education and Care (EYE) QRN: 601/2147/6. (now withdrawn)

Within the above qualifications (EYE) there is a longitudinal study which will be selected for sampling.

Work placement

Across health, childcare and education, within many of the qualifications, learners will need to be working or on a suitable practical placement to be able to demonstrate competence in both knowledge and skills. The EQA will need to check the work placement evidence, as part of the external quality assurance review, to ensure that learners meet these requirements as in the Qualification Specification.

Level 4 and 5 qualifications

The CACHE brand has a number of high-risk qualifications at Level 4 and 5, which are typically advanced, work-based vocational courses for professionals in early years, education, and health and social care. They enhance leadership, pedagogy, and specialised knowledge. These qualifications enable practitioners to move into senior roles in the sector, such as SENCOs, managers, and advanced practitioners, and typically require learners to be aged 18+ and employed in a relevant and suitable setting. Additional scrutiny will be implemented, particularly focusing on those units which are linked to **research projects**.

Northern Ireland qualifications

When the EQA plans to complete the review for the NCFE CACHE Level 3 Extended Diploma in Children's Care Learning and Development (Northern Ireland) – 603/7477/9, they must check and record in Section 3 in the external quality assurance report that learners have completed the NCFE CACHE Level 3 Diploma in Children's Care Learning and Development (Northern Ireland) – 603/6039/2 prior to signing off any certificate claims for this qualification.

The same principle applies to the following qualifications:

- NCFE CACHE Level 3 Extended Diploma in Health and Social Care (Adults) (Northern Ireland) – 603/5355/7
- NCFE Level 3 Diploma in Health and Social Care (Adults) (Northern Ireland) – 603/4724/7.

License to practise qualifications

Some of our qualifications are license to practice which need close scrutiny. Additional sampling and the occupational competency of staff may be reviewed where assessment decisions are not in line with the Qualification Specification.

- NCFE CACHE Level 2 Diploma for the Early Years Practitioner QN: 603/3723/0
- NCFE CACHE Level 3 Diploma for Working in the Early Years Sector (Early Years Educator) QN: 610/4164/6
- NCFE CACHE Level 3 Extended Diploma for Working in the Early Years Sector (Early Years Educator) QN: 610/6133/5
- NCFE CACHE Level 3 Technical Occupational Entry for the Early Years Workforce (Early Years Educator) (Diploma) QN: 610/3984/6

Dental (Registered Professions) qualifications

- NCFE CACHE Level 3 Diploma in the Principles and Practice of Dental Nursing 601/2251/1 (now withdrawn)
- NCFE CACHE Level 3 Diploma in the Principles and Practice of Dental Nursing (Integrated apprenticeship) 610/1340/7 (now withdrawn)
- NCFE CACHE Level 3 Diploma in the Principles and Practice of Dental Nursing (610/3114/8) (New- Live)

NCFE use a robust EQA approach for the dental qualifications, with additional checks put in place to assure the regulator – General Dental Council (GDC).

A minimum of three of the learners registered and units will be sampled across each cohort of learners, or across the sample chosen if roll on, roll off, prior to certification.

Throughout the session, the sampling of learners must include new, mid and final checks. This does not mean that every learner has to have three checks, as this relates to all learners within that cohort.

To risk-manage registered professions, the EQA will apply more scrutiny to the learners sampled at all points in their journey (new, mid and final). This may increase the number of EQA reviews that take place across the session in line with the action plan set at the EQA review. The EQA will widen their learner sample where inaccuracies are found and therefore the risk increased.

- All final portfolios, as stated below, must be checked and confirmed that they are 100% complete, including the 2 MCQs. (This will be recorded in Section 5 of the EQA report).

Please see the User Guide to the external quality assurance report which lists the additional requirements separately.

Dental qualifications



Additional checks to be completed prior to certification of dental qualifications:

- centre trackers and/or e-portfolio systems to ensure all learners presented for certification have completed 100% of the qualification
- all learner portfolios presented for certification have been agreed and signed off by the IQA
- the EQA will cross reference completed learner names (confirmed by the centre) with previous EQA reports. Sampling may have taken place at a new or mid-point, or just at this final certification stage, where the 100% administration checks will be applied
- should learners have been claimed for where additional checks have not been completed, the EQA will request further evidence that the learners have completed 100% of the qualification and been agreed/signed off by the IQA. An additional EQA review will be required to sample learners that require certificating
- only once these checks have been carried out and confirmed can a certificate be signed off by the EQA.

Active IQ (AiQ) branded qualifications

AiQ Sports Massage qualifications

Centres who deliver any of the AiQ Sports Massage Qualifications must adhere to the minimum delivery standards set by the **Sports Massage Association (SMA)** if their learners wish to become a member of the SMA once qualified.

The EQA is to ensure that Sports Massage Qualifications at **Level 3** must run over **a minimum of 8 weeks with at least 48 hours of tutor contact**, scheduled across the delivery period to allow consolidation of learning and hands-on experience to be gained. The final assessment should follow the taught phase without an extended gap.

Sports Massage Qualifications at **Level 4**, must run over **a minimum of 6 weeks with at least 48 hours of tutor contact**, scheduled across the delivery period to allow consolidation of learning and hands-on experience to be gained. The final assessment should follow the taught phase without an extended gap.

CACHE and AiQ First Aid qualifications

- NCFE CACHE Level 3 Award in Paediatric First Aid QRN: 603/0752/3
- NCFE CACHE Level 3 Award in Emergency Paediatric First Aid QRN:603/3400/9
- Active IQ Level 3 Award in Emergency First Aid at Work: 603/2388/7
- Active IQ Level 3 First Aid at Work: 603/2387/5

These qualifications provide learners with the first aid skills they require to enter the workforce, and specifically for CACHE qualifications, the children's workforce. The aim of the qualifications is to guide and assess the development of knowledge and skills in first aid and paediatric/emergency paediatric first aid. Centres must deliver the qualifications in line with the Assessment Principles for Regulated First Aid Qualifications, published by the First Aid Awarding Organisation Forum. For the CACHE qualifications, the completed required documents linked to PFA1/PFA2, where the unit is a requirement of the qualification, must be provided for external quality assurance review. Mandatory practical demonstration evidence must also be provided at external quality assurance review for all qualifications in first aid.

- Take an increased sample size for this qualification, not just focusing on IQA reviewed work, but the
- Units as a whole (especially 'be able to' criteria)
- Ensure CV/certs and CPD records are checked for all tutors/assessors/IQAs linked to these qualifications and ensure this is documented on the EQA Report.

International centres

NCFE work with many international education providers in numerous countries, including private training providers, schools, nurseries/kindergartens, colleges and universities. International external quality assurance can pose additional risks due to distance, differing regulatory frameworks, staffing models, such as the use of contracted assessors, and potential variation in processes.

EQAs will apply additional scrutiny to risk-manage the international delivery of NCFE qualifications.

Translation requirements (international only, not devolved nations)

Centres are approved to deliver and assess qualifications in English only, unless they apply to become approved to deliver and assess qualifications in a language other than English. If a centre is approved to deliver a qualification in a language other than English, centres will be responsible for the additional operational and quality assurance costs incurred when delivering and processing assessments in another language.

All translated documents must be submitted to NCFE with evidence of who has carried out the translation for EQAs to carry out external quality assurance, as part of the external quality assurance review process.

Sampling rationale

For each qualification delivered by an international centre, including regulated and non-regulated qualifications, a minimum of five learners will be sampled. Centres that are based within the UK and deliver internationally will follow the normal sample strategy of three samples as a minimum.

Sampling of all international centres must focus on the following:

- all IQAs
- all assessors
- all satellite centres
- a range of assessment methods; this must include work placement details and logs, along with observations in practice and/or recorded practical assessments for Licence to Practice/Speciality qualifications (CACHE/AiQ)
- completed and in progress portfolios
- portfolios that have and haven't been internally quality assured.

Widening a sample

Where an EQA does not agree with assessment and/or grading decisions, a deep-dive review may be required. In cases where learner evidence requires translation, the EQA must complete and finalise the current external quality assurance report, clearly setting out the required actions and recommendations.

The EQA must also identify the specific learners, units, and methods of assessment to be sampled as part of the deep-dive, along with CVs and CPD Records. The EQA will confirm the date of the follow-up external quality assurance review, which must take place within four weeks of the current external quality assurance review. The EQA will document this information in Section 9 of the EQA Report.

Regulators and partners

Reps UAE (AiQ)

REPs UAE require EQA reviews to be completed face-to-face. It is agreed that each centre will receive a face-to-face EQA review biannually. For the years where a face-to-face review does not take place, this must be replaced with a remote EQA review and include a recorded practical assessment that the EQA will review. The EQA must ensure that centres are meeting REP's UAE



requirements when delivering the AiQ qualifications and these checks must take place on every EQA review.

<https://www.repsuae.com/>

Version control

Date approved	July 26
Approved by	Rachael Lacey
Review date	July 27

Only approved versions of this document should be documented in the below table:

Version	Date	Revision author	Summary of changes
v21	29/01/2021	Rachael Lacey	Layout, RAG rating, duplicated information removed.
v22	22/11/2021	Rachael Lacey	EDSQ and EERF pages updated.
v23	01/02/2022	Louise Fisher	EDSQ and EERF pages updated.
v24	01/05/2022	Louise Fisher	Remote Supervision
v25	15/08/2022	Louise Fisher/Rachael Lacey	Customer facing tone of voice
v26	April 23	Rachael Lacey	Update to sampling of international learners
v27	October 23	Louise Fisher Juliet Meeres Rachael Lacey	Update to EDSQ section Update to Registered Professions – new dental qualification added and sample size reviewed. Sample size explanation reviewed
v28	March 24	Louise Fisher Juliet Meeres	Update to certificate release guidance for Speaking, Listening and Communicating EDSQ and SLC updates Assessment Principles guidance for the health, health and social care and early years sector added.
v29	August 24	Juliet Meeres, Craig Coates, Teresa Muckle	Review for 24/25 session
v30	August 25	Craig Coates	Review for 25/26 session
v31	October 2025	Craig Coates	Added change to sampling for spectator safety products
v32	July 2026	Annette Tinkler Zoe Turner Rachael Lacey Juliet Meeres Louise Fisher	Review for 26/27 session Updates made to portfolio status International sampling Nested qualifications Functional Skills update