



College of
Policing

SKILLS for **JUSTICE**

Developing skills for a safer and fairer society

The Strategic Governance of National Policing Qualifications in England and Wales 2015

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Foreword

This overarching strategy has been developed by the College of Policing and Skills for Justice to explain how national policing qualifications will be governed and managed at a strategic level on behalf of the service. National policing qualifications articulate the agreed minimum assessment requirements for formal accreditation, by awarding organisations, of an area of learning and development within the National Policing Curriculum.

The document sets out the expectations of partners to maintain the value, quality and consistency of the qualifications. The strategy aligns to the quality assurance processes defined by national schemes and aims to provide contextualisation within a policing context¹.

The College of Policing has a remit to set standards of learning and assessment for the police service of England and Wales, to support the professional development of those working in policing. It develops, and strategically manages, associated national policing qualifications, in conjunction with Skills for Justice. The College and Skills for Justice provides support for implementation of these qualifications and works with a wider range of partners to achieve this.

Fundamental to the successful implementation of education, learning and professional development across policing is national consistency and standardisation of assessment. The College and its partners are committed to ensuring that all policing qualifications developed are valued and have credibility. Key to this is valid and reliable assessment. Employers in policing require a consistency of approach to assessment for qualification purposes to ensure there is transferability between forces, awarding organisations and different providers without the need for re-assessment. Increasingly the service requires greater portability of recognised prior learning, to enable career movement both within, and between forces, other sectors and educational and training providers. With this in mind, uniformity in outcomes becomes ever paramount. For qualifications in policing to be successful, employers must be confident about the quality of assessment, the related quality assurance and that there are robust mechanism in place to guard against quality being compromised.

The strategy is underpinned by detailed policies, procedures and guidance to be used by partner organisations for the day-to-day operational management of all policing qualifications, related assessments, quality assurance and administrative activities.

¹ The Office of Qualifications and Examinations Regulation (Ofqual) General Conditions and The UK Quality Code for Higher Education (QAA)

This strategy replaces the 'Guidance on the Principles of Assessment Practice for Vocational Qualifications in England and Wales May 2014'.

It will be maintained by the College and Skills for Justice and be updated accordingly to reflect any new national requirements as part of the transition from Qualifications Credit Framework (QCF) to the Regulated Qualifications Framework (RQF).

Partner organisations

To align to the overarching objective of ensuring there is national consistency in terms of the development, delivery and management of national policing qualifications, all College owned and developed qualifications (authorised) will only be released to partner organisations.

This strategy applies to all partners involved in offering national policing authorised qualifications in England and Wales². These include, but may not be limited to:

- College of Policing
- Skills for Justice
- Awarding organisations and their centres
- Home Office forces in England and Wales
- Wider government agencies with law enforcement responsibility
- Other organisations wishing to adopt or utilise any aspect of College of Policing approved and authorised qualifications
- External providers to policing licensed and approved to deliver College of Policing learning products and qualifications, including higher education, further education and private sector training providers.

² The RQF is England only. Wales are initiating Qualification Wales, and this document may need to be updated as more details emerge on the Welsh mechanisms

Aims of this strategy

The aims of having this overarching strategic governance framework include provision of:

- An infrastructure that at its core strives to ensure consistency and confidence in the qualifications offered
- An aligned partnership approach that is operationally interwoven at both a national and local level and universally applied in both the educational and training arenas
- Mechanisms through which partners will best determine how individual qualifications can be delivered efficiently, effectively and contextualised to meet the specific needs of the service
- A robust system which ensures the validity, reliability and authenticity of the evidence produced, and the assessment decisions made
- Rigorous processes for internal and external quality assurance
- Greater transparency of expectation and outcomes, supporting the recognition of prior learning, leading to more opportunities for transferability and portability of qualifications across all organisations
- An established channel of governance through which innovative practice can be promulgated and shared.

Principles of this strategy

There is an underlying commitment to the following principles in terms of strategic governance. All authorised qualifications will:

Principle 1 – Be developed to achieve validity, currency, reliability, comparability, manageability and to minimise bias.

Principle 2 – Support consistency in the delivery of specific qualifications. Each qualification developed will have its own detailed programme specification, setting out the minimum requirements for delivery of individual qualifications. These requirements will be appropriate and proportionate to the qualification to be offered.

Principle 3 – Be created to meet the service's needs. Where the police service determines that for a specific qualification it must be undertaken in exactly the same way, to ensure absolute consistency in terms of content, using specified assessment resources, this will be set out in the qualification-specific programme specification.

Principle 4 – Be developed in consultation with all relevant stakeholders groups, as appropriate to each qualification.

Principle 5 – Be managed through a defined governance framework working in partnership with the College of Policing and Skills for Justice i.e. offered by partner awarding organisations and higher education institutions (HEI) (and by virtue of their centres and awarding status) that have undertaken to offer the qualification in line with the programme specification pertaining to it. The overall aim here being to facilitate national standardisation across individual qualifications.

Principle 6 – Have an infrastructure through which all those involved in undertaking the roles of assessment, internal and external quality assurance will have the right skills and knowledge to perform the role in accordance with the defined and agreed requirements.

Principle 7 – Have a robust and rigorous processes for internal and external quality assurance of assessment practice. As this is of paramount importance, this will also include periodic national standardisation activity led by the College and Skills for Justice. This will ensure consistency and support continuous improvement. Ongoing control, monitoring and support to individual centres/HEIs will be provided as appropriate to each centre's/HEI's level of risk.

Principle 8 – Have their own specific requirements which may include delivery by external providers to policing (e.g. Certificate in Knowledge of Policing – CKP). For any area of learning where this is the national strategy, delivery will only be undertaken by external providers that are licensed and approved by the College having successfully demonstrated they have met specific quality criteria.

If an awarding organisation/HEI seeks to use an assessment method which falls outside the qualification unit specification or programme specification, approval from the College of Policing and Skills for Justice must be sought. Final sign off would be managed via the College of Policing's Learning Programme Approval process, following consultation and agreement with partner organisations.

The College of Policing and Skills for Justice will work with its partners to ensure these principles are consistently applied to all current and future policing qualifications in England and Wales from November 2015.

Roles and relationships between partners

What is the role of the College of Policing?

The College develops learning standards for the police to ensure that all officers have the right skills and knowledge to fight crime, protect the public and secure public trust. It supports the consistent and effective implementation of policing qualifications. The College will produce, in consultation with stakeholders, a programme specification (setting out the specific requirements) for each qualification designed. It may also develop specific assessment tools for use, which form part of the strategy. It will work collectively with Skills for Justice in facilitating national standardisation activity to ensure consistent performance and support continuous improvement in the delivery of the qualifications.

Where it has been determined by the service that delivery of learning and assessment relating to a specific qualification can be undertaken by external providers to policing, the College will license and approve providers that meet specific criteria. The criteria are to ensure consistency and transferability, whether the learning is provided in further education, by independent providers or in higher education. Further information on the criteria and the processes involved is provided in the specific assessment strategies that relate to each qualification.

What is the role of Skills for Justice?

Skills for Justice is the independent, employer-led body covering all employers, employees and volunteers in the Justice Sector. It advises on qualifications, standards, apprenticeships and the development of workforce skills. From September 2015 Skills for Justice is a division within a wider organisation that includes Skills for Health. Justice related work includes:

- Police forces
- Law enforcement bodies including National Crime Agency, HMRC, Border Force, Immigration Enforcement
- Custodial care including the public and private sector establishments
- Community justice
- Forensic science
- Courts and tribunals services
- Prosecution services
- Youth justice.

Skills for Justice work in partnership with the College in the development and strategic management of qualifications for the policing and law enforcement strand of the justice sector. Skills for Justice also have responsibility for National Occupational Standards within the sector. Skills for Justice and the College will work with awarding organisations and higher education to ensure the requirements set out in this strategy are consistently applied.

What is the role of the awarding organisation (AOs)?

The awarding organisation is a body recognised by the qualifications regulators to award credits and qualifications according to regulatory arrangements stipulated by either Ofqual³, or QAA, for higher education.

The role of Ofqual regulated AOs is to govern and manage their approved centres. This includes supporting them in the consistent delivery of qualifications and the provision of a rigorous process of external quality assurance conducted by external quality assurers (EQAs – see below).

Higher education providers use the Framework for Higher Education Qualifications (FHEQ) and the QAA UK Quality Code to help them maintain the academic standards of programmes and awards, assure and enhance the quality of learning opportunities, and to provide information about their higher education provision.

What is the role of approved centres?

An approved centre is an organisation that has met the regulatory criteria and has been approved by an AO to deliver one or more of the qualifications it accredits. In a policing context this could be a force, law enforcement agency or an external provider licensed by the College. The role of an approved centre includes managing assessment and verification on a day to day basis. The approved centre will have sufficient competent assessors and internal quality assurers (IQAs) to carry out such roles (see below).

All arrangements for assessment should be agreed with the awarding organisation and will be monitored through the external quality assurance process (see below). Centres need to comply with the malpractice policy of their awarding organisation and be alert to the risks that all such arrangements could present.

³ As per earlier footnote, RQF is England only. This document may need to be updated to reflect arrangements for Wales as they evolve.

What is the role of external quality assurers (EQAs)

EQAs conduct external quality assurance activities on behalf of their awarding organisation. This includes participating in best practice and standardisation activities and may involve supporting the training and development of new and existing centres. The knowledge and experience necessary to effectively carry out the role is outlined in Appendix A – Required occupational or competence of assessors and internal and external quality assurers⁴.

What is the role of assessors?

An assessor is an individual assessing the knowledge or competence of candidates to ensure they meet the work related standards to achieve a qualification. This may be a dedicated role or form part of an individual's wider role e.g. supervisor, manager or tutor. Where the supervisor etc. is not the assessor they may still submit evidence to the assessor as to the competence of the candidate in any given unit. This evidence must directly relate to the candidate's performance in the work place which they have observed. The knowledge and experience necessary to effectively carry out the role is outlined in Appendix A – Required occupational or competence of assessors and internal and external quality assurers.

What is the role of internal quality assurers?

Internal quality assurance is a critical aspect in ensuring the integrity of assessments. This role includes ensuring there is a quality provision throughout the learner journey, there is accuracy and consistency of decisions, management of risk and the provision of support and development to assessors. The knowledge and experience necessary to effectively carry out the role is outlined in Appendix A – Required occupational or competence of assessors and internal and external quality assurers.

⁴ Where there are any qualification-specific requirements relating to these roles, these will be set out in the programme specification for the qualification.

The design and delivery of policing qualifications

All qualifications will be developed in accordance with Ofqual's 'General Conditions of Recognition for Awarding Organisations' and the QAA UK Quality Code with particular regard to the following:

'The objective of a qualification must be such as to lead to a benefit for Learners who have reached a specified level of attainment, and may include:

- a. preparing Learners to progress to a qualification in the same subject area but at a higher level or requiring more specific knowledge, skills and understanding,
- b. preparing Learners to progress to a qualification in another subject area,
- c. meeting relevant programmes of learning,
- d. preparing Learners for employment,
- e. supporting a role in the workplace, or
- f. giving Learners personal growth and engagement in learning⁵.'

For all qualifications developed it will be transparent what the candidate is expected to achieve and the summative processes to measure it. Candidates must demonstrate they have achieved all assessment criteria of the qualification and be able to generate evidence of this which can be authenticated. How this will be undertaken will depend on the nature of the qualification i.e. is it solely knowledge based, knowledge and competence based etc.

Consideration will be given to reasonable adjustments being made, where appropriate. Applying the principle of reasonable adjustment for those candidates who may be disadvantaged through use of certain assessment methodologies and deliveries will also better ensure that assessments remain fair. Partner organisations will manage reasonable adjustments in line with their own organisational guidelines.

Where a programme specification includes any one, or more, of the requirements listed below, the assessment rules must be made clear. The rules will apply to all learners taking the qualification (with the exception of where reasonable adjustments are necessary). Such requirements could include where:

⁵ Ofqual's 'General Conditions of Recognition for Awarding Organisations', Condition E1.2, Qualifications to have an objective

- An assessment must be completed under specified conditions
- There must be a quantity or type of evidence generated by learners
- A final mark for a qualification will be calculated from marks for different assessments.

All partners must ensure that they have appropriate measures in place for maintaining the validity, currency and integrity of assessments. They must also have a clearly defined and rigorous appeals process.

To support consistency in the delivery of the qualification by partners, each of the assessment units will include indicative content e.g. specific legislation to be covered.

All summative assessments whether created by the College of Policing, awarding organisations or providers must be:

- Limited to the content of the qualification units/and/or elements and its learning outcomes so as not to create a demand on the candidate which is beyond the requirements of the qualification
- Current, legally up to date and align to current authorised professional practice at the time the assessments are undertaken.

To promote consistency in the design and use of summative assessments some key considerations are provided below.

Summative assessment

Summative assessment is used to indicate the extent of a learner's success in meeting the assessment criteria used to gauge the intended learning outcomes of a module or programme.

In developing a programme specification to support the consistent delivery of individual qualifications, the selection of summative assessment methodology should always be based upon the requirement to test effectively whether the learner has satisfactorily achieved the learning outcomes. Use of an appropriate blend of assessment methods will obtain greater accuracy in measuring candidate achievement. The range of assessment methods to be used will be determined to meet the specific nature of the qualification. All assessments must be fair, robust, rigorous, appropriate, authentic, sufficient and transparent.

Where written assessments are used, centres must maintain a sufficient bank of assignments which are changed regularly.

Knowledge-based assessment

Knowledge-based assessment is about the learner knowing or understanding and not necessarily demonstrating by doing.

Methodologies to be considered for knowledge-based assessments might include:

- Written tests/essays in a controlled environment
- Multiple choice questions
- Evidenced questions and answers sessions with assessors
- Evidenced professional discussions; for example on legislation, principles and practices
- Scenario based demonstrations (in a classroom or other environment)
- Individual scenario based written assignments⁶.

For the employer, the key to knowledge-based assessment is that the learner is able to apply the knowledge they have attained in a relevant context. This means that whilst the term knowledge based assessment is used to describe these assessments, the requirement is not just knowledge (or recall) but rather, it extends to understanding (including theoretical application).

Good practice around policing knowledge-based assessments includes use of a blend of assessments methods that require recall of facts and the ability to test a broader understanding of a policing context (this might be an answering questions around specific points of law and how this relates to given policing incidents). ‘Assessment Exemplars’ are one such tool that can be used to test a broader understanding through holistic, contextualised assessment. The ‘exemplars’ are a set of scenarios that are fully mapped to the assessment units for the qualification and which can be used as a basis to develop actual assessments.

Key to the success of policing knowledge qualifications is that they are a valid measure of a candidate’s knowledge and understanding and there is confidence that it is actually the candidate completing the assessment. As such, when considering the development of the programme specification for each qualification, the strategy must set out how a proportion*

⁶ In addition to partner’s own organisational guidance on the use of assessment methodologies, other useful sources of guidance include that provided by Oxford Brookes University through their Assessment Standards Knowledge exchange <https://www.brookes.ac.uk/aske/index.html>

of the summative assessment is conducted in a controlled environment. Considerations here include use of:

- Invigilation
- Closed book conditions (i.e. without the availability of reference material)
- Time-bound conditions to ensure the conditions are the same for all candidates.

*The definition of what constitutes an appropriate proportion will be considered in the context of the blend of methods to be utilised for each qualification, to be agreed in consultation with awarding organisations.

Workplace assessment

Workplace assessment is the gathering and judging of evidence during normal work activities in order to determine whether a required standard has been achieved.

Workplace assessment is any real policing situation where a candidate demonstrates their competence against the qualification unit or units, without intervention from a tutor, supervisor or fellow officer.

Direct observation

Direct observation in the workplace by a competent assessor is the preferred methodology in work-based assessment because of the opportunities it presents for validity and reliability.

Line managers/supervisors

Given the nature of their role, line managers and supervisors (who are occupationally competent in the area being assessed and are not performing the role of assessor) are well-placed to provide evidence as an 'expert witness'. Such evidence is encouraged as a contribution to the provision of performance evidence presented for assessment.

The candidate may also demonstrate competence as part of a team, but it will be the performance of the individual assessed within the team context.

Alternative assessment methods may be used where direct observation is not possible or practical. Examples of these include:

- Work products
- Records e.g. case files submitted by the candidate or other colleagues

- Testimonials e.g. where evidence has been prepared by the candidate for court purposes
- Reflective accounts
- Professional discussion
- Simulations.

Technology

Technology, will also play a greater part in supporting valid assessment. The introduction and greater use of mobile phones (with cameras), body worn video and more sophisticated CCTV can all add to the range of assessment opportunities.

Scenario/simulation-based assessment

Scenario/simulation based assessment of knowledge and understanding may take place in a non-operational environment for example in a training and development centre which is not the immediate workplace.

Scenarios/simulations based assessment can be used when:

- A qualification allows it, as set out in the qualification-specific programme specification
- There are limited opportunities to demonstrate competence in the workplace against all of the learning outcomes or the length of time for opportunities to arise is considered too long by the employer or assessor
- Scenarios/simulations would provide a more consistent demonstration of competence
- It would enable candidates to be assessed in more difficult circumstances than is likely to happen day to day
- It is considered appropriate, for instance where there is a health and safety consideration, for example firearms, or there are legal implications, for example driving.

The use of scenarios/simulations cannot be used to cover all of the workplace assessment requirements. They should be used to supplement when necessary for the reasons listed above. Where simulations are used, the methodology should have previously been agreed as part of the programme specification and be part of ongoing quality assurance by the awarding organisations.

The awarding organisations should issue adequate guidance and strategies to their centres as to how these simulations should be planned and organised. In general, this guidance must ensure that the demands on the candidate during simulation are neither more, nor less than they would be in a real work situation. Simulations must be agreed between the representative from the awarding organisation who is responsible for external quality assurance and with the person who is responsible for internal quality assurance in the assessment centre, prior to use.

All simulations should follow these basic principles:

- The nature of the contingency and the physical environment for the simulation must be realistic and candidates should be given no indication as to exactly what they may come across
- Where simulations are used they must reflect the requirements of the qualification criteria
- The location and environment of simulation must be agreed with the person responsible for internal quality assurance, prior to its taking place and be in accordance with agreements made with the awarding organisation's representative
- All simulations must be planned, developed and documented by the centre in a way that ensures the simulation correctly reflects what the specific qualification unit seeks to assess and all simulations should follow these documented plans
- There should be a range of simulations and they should be regularly rotated.

Internal and external quality assurance

In all forms of assessment, the assessor is responsible for making the final judgement in terms of the candidate meeting the evidence requirements for the unit, confirmed via the process of internal and external quality assurance.

Key to ensuring the validity, reliability and consistency of assessments is quality assurance. All centres/HEIs will have their own strategies/processes for internally quality assuring their provision in line with awarding organisation/HEI requirements.

External quality assurance of their centres is the responsibility of awarding organisations/HEIs, and the mechanisms required to achieve it are set out in Ofqual and QAA guidelines. The roles and responsibilities of those involved in the quality assurance process can be found at Appendix A.

The College of Policing is responsible for quality assuring the external providers they license in accordance with the requirements set out in the Approval and Re-approval criteria and associated guidance.

In addition to the above, the College and Skills for Justice will work in collaboration in the provision of national standardisation activity (such as events, workshops, meetings), as appropriate, to individual qualifications.

Recognition of prior learning (RPL)

‘Recognition of prior learning is the process of recognising previous formal, informal or experiential learning and prior achievement so that the learner avoids having to repeat learning/assessment within a new qualification. RPL is a broad concept and covers a range of possible approaches and outcomes to the recognition of prior learning (including credit transfer where an awarding organisation or higher education has decided to attribute credit to a qualification)⁷.’

The transferability and portability of qualifications is a key driver for the employer. The College of Policing and Skills for Justice encourage awarding organisations to offer RPL arrangements to permit transferability and employer/learner choice. Consistency and standardisation will provide greater confidence in the uniformity of outcomes to facilitate a more streamlined approach to the recognition of prior learning. This is both within the context of the transferability of RPL from one qualification to another (for example the PCSO Certificate as RPL to the Diploma in Policing) and transferability within the service without the need for re-teaching and reassessment. Increasingly as the service considers portability of qualifications as part of career pathways both laterally and within specialisms, the suite of qualifications supporting these programmes will grow and will need to operate within a single framework that has both academic and vocational credibility. For credit transfer to work effectively between different awarding organisations there has to be transparency of outcomes and clear evidence (recording documentation) to demonstrate this has been achieved (for example CKP equivalency in HEI as RPL to the Diploma). Where RPL arrangements apply these will be explained in the qualification-specific programme specification.

⁷ Ofqual ‘After the QCF: A New Qualifications Framework’ (March 2015)

Appendix A – The required occupational knowledge or competence of assessors and internal and external quality assurers

The below sets out the generic requirements. Where it has been agreed that there are any qualification-specific requirements, these will be set out in the programme specification for the qualification.

Assessors

All assessors must:

- Be qualified as an assessor by having the relevant qualifications or have been trained to assess through a programme that meets the 'Police Sector Standard for the Training of Assessors', 'Assessor Standard'. Assessor training approved and monitored by an awarding organisation would also be acceptable, for example those that lead to formal accreditation of recognised assessor qualifications such as the L3 Certificate in Assessing Vocational Achievement. Those carrying out assessment whilst working towards a qualification must have a lead assessor's sign-off for their work until they achieve the qualification.
- Have the role of assessor identified within their role profile, where assessment forms part of an individual's role.
- Be occupationally competent in the unit (subject areas) they are assessing. For knowledge-based qualifications they must be occupationally knowledgeable.
- Be familiar with the units that relate to the qualification and must be familiar with the correct application of current working practices and technologies within the area of work.
- Have knowledge and/or competence in the assessment methodology they are utilising.
- Have an appropriate induction to qualifications and the standards that they are assessing provided to them by the centre, including how to identify and deal with plagiarism. Assessors must have access to ongoing training and updating on current issues relevant to these qualifications. Information on the induction and continuing professional development of assessors must be made available to the assessor.
- Engage in continuous professional development activities to maintain their:

- Occupational competence and/or knowledge (e.g. by attending role specific seminars, exercises and refresher events).
- Professional competence and/or knowledge (e.g. through regular assessor standardisation meetings).

Assessors are not required to occupy a position in the organisation more senior than that of the candidate they are assessing.

Internal quality assurance (IQA)

All IQAs must:

- Be qualified as an IQA by having the relevant qualifications or have been trained through a programme that meets the 'Police Sector Standard for the Training of Internal Verifiers', 'Internal Verifier Standard' Where centres use trained IQAs, they must provide evidence of the training undertaken to awarding organisations.
- Be occupationally knowledgeable, displaying sufficient operational knowledge and experience. Due to the risk critical nature of the work and the legal implications of the assessment process, IQAs must understand the nature and context of the assessors' work and that of their candidates. This means that they must have worked closely with staff who carry out the functions covered by the qualifications, possibly by training or supervising them, and have sufficient knowledge of these functions to be able to offer credible advice on the interpretation of the standards.
- Sample the assessment process and resolve differences and conflicts on assessment decisions.
- Ensure that assessment has been carried out by persons who are 'occupationally competent' or in the case of knowledge based qualifications 'occupationally knowledgeable' within the area they are assessing.
- Have an appropriate induction to qualifications and the standards that they are verifying provided to them by the centre, and have access to ongoing training and updating on current issues relevant to these qualifications. Information on the induction and continuing professional development of internal quality assurer must be made available to the external quality assurer.
- Engage in continuous professional development activities to maintain their:
 - Occupational knowledge to keep up-to-date with developments relating to the changes taking place in the policing sector.

- Professional competence as an internal assurer by (e.g. by attending regular internal assurer standardisation meetings).

External quality assurance (EQA)

All external quality assurers must:

- Be occupationally knowledgeable and have gained their knowledge working within the sector or associated professional/occupational area.
- Have a thorough understanding of the qualification units that they will be quality assuring.
- Hold or be working towards an external quality assurance qualification for example the L4 Award in the External Quality Assurance of Assessment Processes and Practice.
- Have a detailed knowledge of the awarding organisation's systems and documentation.
- Have a thorough understanding of the qualification system and national policy and guidance documents produced by the regulatory authorities and awarding organisations describing assessment and quality assurance practice.
- Have, where appropriate, undergone relevant security checks due to the nature and confidentiality of the information that they will be exposed to.
- Engage in continuous professional development activities to maintain their:
 - Occupational knowledge to keep up-to-date with developments relating to the changes taking place in the policing sector.
 - Professional competence as an EQA (e.g. activities offered by the awarding organisation, Skills for Justice, the College of Policing or other relevant providers in the sector).

The awarding organisation may seek clarification from Skills for Justice on the appropriateness of the specific external quality assurance applicant where appropriate.

For HEI provision, external examiners will be used. The role of external examiners is essentially that of a moderator. They do not carry out the marking of individual students' assessed work but moderate the marking carried out by internal examiners. This involves viewing student work (whether reading scripts or viewing live or recorded performances), usually on a sample basis. This enables the external examiner to form a view as to whether the internal marking has been carried out so as to rigorously judge students' performance against the university's standards, and against the sector's threshold standards as described in 'The framework for higher education qualifications in England, Wales and Northern Ireland'.