

# QUALIFICATION DEVELOPMENT POLICY

<b>Policy Owner</b>	<b>Quality Assurance and Compliance Department</b>
<b>Approved By</b>	<b>Governing Body</b>
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## 1. Introduction

B-TIC is highly responsible to maintain and improve the quality of all the Qualifications that we Design, Deliver, Assess, Quality Assure and Award as per the standard and recommend of the Regulators.

We are fully committed to every compliance of all the agencies who regulate us thus we are highly dedicated in setting Policies with timely revisions to meet the regulatory requirements, assure the standards, guide and support Recognised Centres and the Learners to achieve a world class learning experience.

## 2. Scope

This document is applicable for the following B-TIC products:

Ofqual Regulated Qualifications and Units	<input checked="" type="checkbox"/>
Quality Assurance Agency Regulated	<input type="checkbox"/>
B-TIC Quality Assured and Endorsed Courses	<input checked="" type="checkbox"/>

## 3. Audience

This document is for use by the following:

- a. Recognised Centre Staff
- b. Assessors and Quality Assurers
- c. Learners

B-TIC

- a. Staff
- b. Registrar
- c. Quality Assurers

## 4. Regulations and Compliance

As set out in “Ofqual General Conditions of Recognition” requires Awarding Organizations to establish and maintain evidence of their compliance as Conditions for Recognition.

B-TIC builds and improve the Policy consistently to comply with and maintain evidences in cross reference to Regulations.

Policy cross reference to “Ofqual General Conditions of Recognition (OGCR). “Ofqual General Conditions of Recognition” shall fill the gaps in this Policy.

<b>OGCR Reference</b>	<b>Page</b>	<b>Title of the Section</b>
Condition - B1	30	Representations regarding Qualifications
Condition - D1	41	Fitness for Purpose of Qualifications
Condition - D2	41	Accessibility of Qualifications
Condition - D3	42	Reviewing Approach
Condition - D4	44	Responding to Enquires and Complaints Procedures
Condition - D5	45	Compliance of Qualifications with Regulatory Documents
Condition - E1	49	Qualifications having an Objective and Support
Condition - E2	50	Requirements on Qualification Titling

<b>OGCR Reference</b>	<b>Page</b>	<b>Title of the Section</b>
Condition - E3	52	Publication of a Qualification Specification
Condition - E4	54	Ensuring an Assessment is Fit for Purpose and can be Delivered
Condition - E5	55	Assurance that Qualifications Comply with the Conditions
Condition - E6	56	Submitting Qualifications to the Register
Condition - E7	56	Total Qualification Time
Condition - E8	63	Credit
Condition - E9	63	Qualification and Component levels
Condition - E10	65	Recognition of Prior Learning
Condition - G1	80	Setting the Assessment
Condition - G9	98	Delivering the Assessment
Condition - H5	114	Results for a Qualification must be based on Sufficient Evidence

Relevant Policies to be used in conjunction with,

1. B-TIC Assessment Policy
2. B-TIC Academic Appeal and Complaints Policy
3. B-TIC Academic Misconduct Policy
4. B-TIC Credit Transfer Policy
5. B-TIC Equality and Diversity Policy
6. B-TIC Glossary of Terms
7. B-TIC PLAR Policy
8. B-TIC Quality Assurance
9. B-TIC Reasonable Adjustment and Special Consideration Policy
10. B-TIC Standardisation Policy

## 5. Definitions

<p><b>Guided Learning Hours (GLH)</b></p>	<p>The number of hours that a Lecturer, Tutor or Facilitator spends with a Learner(s) providing lectures or guidance in order to deliver a Qualification or Unit of a Qualification</p>
<p><b>Qualification</b></p>	<p>A record of achievement Awarded by B-TIC to a Learner on completion of a course of learning, Assessment and Quality Assurance against a set of specific Units, Learning Outcomes and assessment Criteria.</p>
<p><b>TQT (Total Qualification Time)</b></p>	<p>Total Qualification Time (TQT) is the total count of hours a Learner would commit to complete on all varieties of activities demonstrating Learning Outcome achievements of a specific whole Qualification.</p>

## 6. Policy Statement

### 6.1 General

B-TIC shall ensure that each Qualification which it makes available or proposes to make available,

- a. Has a clear objective in accordance with this condition and
- b. Meets that objective.

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 learning (E1.2).

BTIC shall review the specified Levels of attainment set for,

- a. The Qualification previously
- b. Similar Qualifications it makes available and
- c. Similar Qualifications made available by other Awarding Organisations before setting Level of attainment for a Qualification in order to promote consistency in measuring the Levels of attainment of Learners over time and between similar Qualifications (H3.1).

Learning Outcomes, learning activities and Assessment Criteria shall be measurable in each B-TIC Qualification.

B-TIC must ensure that the result of each Assessment reflects the Level of attainment demonstrated by that Learner in the Assessment (H5.1).

B-TIC shall ensure that Learners generate admissible evidences for Assessment for marking (H5.2).



B-TIC shall set clear rules to generate qualitative and qualitative admissible evidences in Assessments ensuring that the rules applies to all Learners accept for any alteration for Reasonable Adjustments or Special Consideration (H5.3).

B-TIC shall sets clear rule as to how the final mark for a Qualification will be calculated from marks for different Assessments to ensure that the rule applies to all Learners accept for any alteration for Reasonable Adjustments or Special Consideration (H5.4).

Every Unit must have stated intended Learning Outcomes which take into account requirements for attaining the relevant Academic Standards for progression and which are directly related to the Assessment of the Unit.

Every Unit must provide opportunities for all intended Learning Outcomes to be assessed.

Where a Qualification forms part of the Qualifications regime of a Professional or Statutory Body B-TIC shall provide clear information in the programme documentation about the specific Assessment requirements which must be met for progression towards the Professional Qualification. This will include the options/Units which must be passed and the Level at which the Qualification or any part of it must be passed in order to meet the requirements of the Professional or Statutory Body.

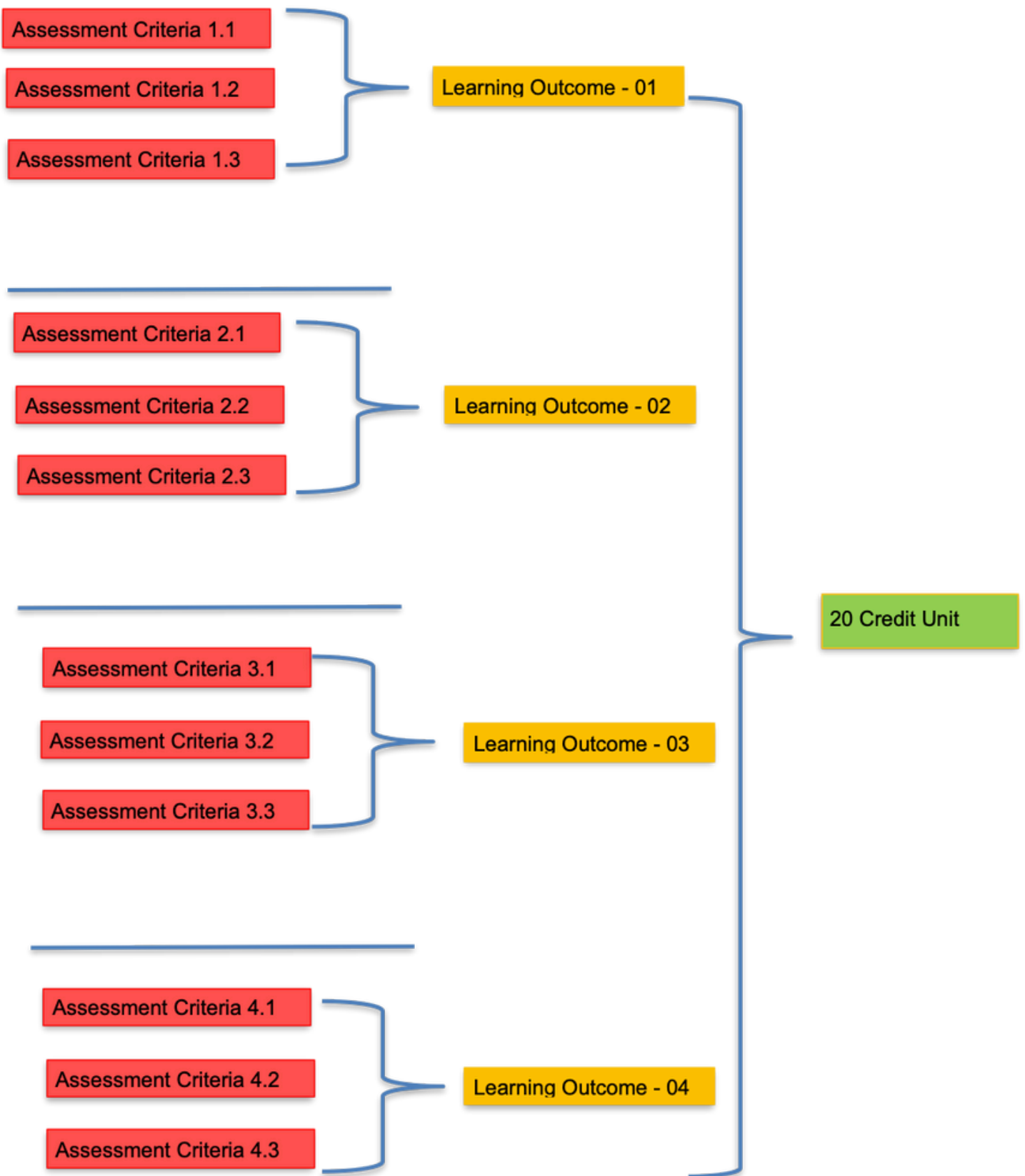
## **6.2 The Unit Structure**

The Unit structure have been designed as follows. Learners shall complete all the Units of the Qualification to get the Certification.



<b>Unit Title</b>	A general statement of what the Unit will cover.
<b>Unit Code</b>	The Ofqual unit code
<b>Unit Type</b>	There are three Unit types, a. Core (mandatory to all pathways) b. Specialist (mandatory to specific pathways) c. Optional (available to most pathways).
<b>Unit Level</b>	Level of the Unit
<b>Credit Value</b>	The Credit Value relates to the Total Qualification Time (TQT) and Unit Learning Hours (ULH).
<b>Introduction</b>	Some general notes on the unit, a. Setting the scene b. Stating the purpose and c. Outlining the topics and skills gained through the Unit.
<b>Learning Outcomes</b>	These clearly explain what students will be able to do after completing the Unit. There are usually four Learning Outcomes for each Unit
<b>Unit Teaching Content</b>	This section covers the content that Learners can expect to study as they work towards achieving the Learning Outcomes.
<b>Learning Outcomes and Assessment Criteria</b>	Tutors can refer to this table when Grading Assignments. The table connects the Unit's Learning Outcomes with the Learner's work. Assignments can be Graded at 'Pass' (P), 'Merit' (M) and 'Distinction' (D) depending on the quality of the Learner's work.
<b>Essential Reading and Resource List</b>	Lists of resources that Learners should use to support their study for this Unit. It includes books, journals and online material. The programme Tutor may also suggest resources for the local needs.

## Typical Unit Structure



### 6.3 Size of the Qualification

The size of Qualification refers to the amount of time it is likely to take to complete a Qualification. B-TIC Qualifications are referred to as Awards, Certificates, Diplomas and Extended Diplomas. This reflects the Total Qualification Time as shown below,

SIZE OF QUALIFICATION	CREDIT VALUE	MINIMUM NUMBER OF COMPULSORY UNITS	TOTAL QUALIFICATION TIME (TQT)	TOTAL GUIDED LEARNING HOURS	INDEPENDENT LEARNING HOURS
AWARD	20	01 COMPULSORY UNIT (1*20 C UNIT)	200	100	100
		01 COMPULSORY UNIT+01 OPTIONAL UNIT (2*10 C UNIT)			
CERTIFICATE	40	01 COMPULSORY +01 OPTIONAL (2*20 C UNIT)	400	200	200
		01 COMPULSORY +03 OPTIONAL (4*10 C UNIT)			
DIPLOMA	60	02 COMPULSORY+ 01 OPTIONAL (3*20 C UNIT)	600	300	300
		02 COMPULSORY+ 04 OPTIONAL (6*10 C UNIT)			
EXTENDED DIPLOMA	120	03 COMPULSORY + 3 OPTIONAL (6*20 C UNIT)	1200	600	600

C = Credit Value

Specific requirement of individual Learners and the differing delivery styles may cause variation in the actual time to complete a Qualification thus values for Total Qualification Time, Guided Learning Hours and Credit are estimates.

## 6.4 Qualification Design

The Qualification Manager and team is responsible for designing, reviewing and revise Qualification.

Typical Qualification designing may take minimum 3 months to 1 year. However, the time frame varies depending on whether the Qualification is a revision of an existing Qualification or a brand new Qualification.

## 6.5 Qualification Package

A Qualification shall contain the following documents,

- a. Qualification Specification
- b. Student Hand Book
- c. Assignment Briefs
- d. Assignment Brief IVQA Form
- e. Marking Grid
- f. IVQA Sheet
- g. Sample Teaching Materials
- h. Session Plan

## 6.6 Qualification Design Process

### Stage 1: in-depth need analysis

Who is the potential Learner?

Meet with potential Learners

Meet with potential Employers, Professional Bodies, Universities and Centres

Meet with subject experts

What potential Learners already know?

What potential Learners do not know?

What potential Learner need to know?

What Qualification is needed to help Learners make progress or improve their personal and Professional life?

What are the Assessment Methods?

## **Stage 2: Initial Sketch of Qualification**

What are the Objective of the Qualification?

How to achieve the Objectives of the Qualification

What will Learners learn by the end of this Qualification?

How will Learners demonstrate what they've learned?

What teaching materials will help Learners meet these goals?

How will Learners engage with the Qualification?

## **Stage 3: Choose the right Qualification teams to get it done**

A Project Manager

Content Writers, Scriptwriter,

Graphic Designer, Animator,

Videographer/Editor and a Developer.

## **Stage 4: Qualification Design**

Continue to design the course based on the initial sketch, including,

a. Entry Requirement

b. Qualification Level

c. Credit Value

d. Modules | Learning Outcomes | Assessment Criteria

e. Assessments Methods

f. Strategies for Engagement

g. Progression Routes

## **Stage 5: Course Development**

Meet weekly with the team

Content development

Prepare and finalise detailed materials for the course and build the Qualification

## **Stage 6: Evaluation**

**Format:** Gather Qualification feedback and meet with an instructional designer.

**Goal:** Evaluate the course and prepare revisions for the next iteration of the course. Collect early feedback midway through the Qualification and make any necessary adjustments.

Collect Assessment and Learner engagement data during the course.

Review Learner evaluations and feedback and Learner performance results.

Revise the Qualification for the next iteration

## **Stage 7: External Assessment**

External expert review the course (External Assessors)

## **Stage 8: Final Product**

Complete the Qualification pack.

Sign-off

Submit to the Regulators for Approval.

## 6.8 Advertising and Promotion of Qualifications

B-TIC shall not advertise or promote its Qualifications in a manner that is likely to be misleading to users of Qualifications.

B-TIC shall take all reasonable steps to ensure that any persons connected with it do not advertise or promote its Qualifications in a manner that is likely to be misleading to Users of qualifications (B5.2).

B-TIC shall ensure that B-TIC Staff, Centres, Business Partners who are involved in the Design, Deliver, Assessment, Quality Assurance and Award of its Qualifications, accurately differentiate between regulated and unregulated Qualifications and other products when representing its Qualifications.

B-TIC shall clearly differentiate between regulated and unregulated Qualifications in its marketing materials, publications, websites, Qualification Specification or on any other documents which of its Qualifications are regulated by Ofqual and which are not so there is no scope for confusion by users of Qualifications.

***End of Policy***



**B-TIC has taken all effort to ensure that the Policy and information contained in this version of publication are true and accurate to the best of knowledge when published.**

**Disclaimer: However, Policies, Products and Services of B-TIC are subject to continuous learning and improvement frequently. Thus we reserve the right to improve the Policies, Products and Services accordingly. We cannot accept any responsibility for loss or damage of any nature upon the usage of in this document.**



**Email- [info@b-tic.uk](mailto:info@b-tic.uk)**



**[www.b-tic.uk](http://www.b-tic.uk)**