



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

Guidelines for Trainers, Assessors, IQAs and EQAs



National Qualifications Centre
United Arab Emirates
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About the National Qualifications Centre

In reference to the Prime Minister's Office resolution number (21) for the year 2021, regarding the Ministry of Education (MoE) organisation chart the National Qualifications Centre (NQC) key functions can be summarised as:

- designing, developing/updating and implementing a comprehensive and unified qualifications framework for the Emirates; The *QF Emirates*, which is used to place, design, develop and recognise qualifications in the UAE;
- facilitating the transfer, articulation and continuity of learning of individuals between different education pathways and promoting further education principles;
- establishing, maintaining, and updating standards and regulations for qualifications and national occupations
- promoting the principles of lifelong learning with Recognition of Prior Learning (RPL) and its articulation with other modes of learning;
- establishing and accrediting Awarding Bodies (AWB);
- quality assuring AWB/approved authorities;
- developing policies and standards related to Technical and Vocational Education and Training (TVET) in the UAE in accordance with international best practices.

The NQC is committed to developing the skills of learners preparing them for employment and/or the next level of their learning. The NQC aims to deliver outcomes that assist the United Arab Emirates (UAE) to keep pace with scientific and technological progress and meet the country's economic and social development needs.

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1: Trainers/ Teachers

Roles and requirements of the Trainer/ Teacher

The primary role of the trainer/teacher involves delivering training/teaching to learners in accordance with the qualification standards being delivered. Trainers are usually based in workplace, while teachers are based in the training organizations.

Trainers therefore need to have occupational expertise in vocational delivery (with an appropriate number of years of recent work experience for the respective subject area), as well as training certification such as teaching qualification and/or Train the Trainer certifications in the area to be quality assured. Trainers will be required to update their occupational expertise and training capabilities by being involved in continuous professional development activities.

Trainers should have UAE recognised teaching and/or training qualifications or hold the equivalent international qualifications.

Where a trainer does not have the training experience and/or qualification/certification, they should be working towards achieving this as well as being mentored and supported by one or more qualified experienced trainer(s) via a CPD plan. The mentor/trainer must assist in the training delivery for developing the trainer's competency.

In larger organisations there will be the need for a Lead Trainer or a Training Coordinator to manage the trainers.

Trainers' duties and role responsibilities

Trainers must do the following:

1. Support induction and initial assessment processes.
2. Adhere and promote current legislation relating to and concerned with their assessment, especially equal opportunities and health and safety.
3. Coordinate and work closely with assessors on all aspects of training delivery especially assessment planning.
4. Take the responsibility for learning/training quality in the classroom/workplace
5. Develop and update training materials and other learning resources in line with learning objectives.
6. Develop and participate in curriculum and lesson planning.
7. Participate in standardisation sessions within the ATP to ensure consistency across delivery and learn from best practice.
8. Promote various methods of assessment and conduct and record formative assessments.
9. Develop and maintain individual learning plans and progress reviews and support individual learner needs/gaps throughout the delivery of the qualification in line with assessment outcomes.
10. Provide feedback during formative assessments as part of the training process.
11. Participate in training and learning observations, as well as peer observation, and contribute to the overall quality assurance in training and assessment.
12. Maintain confidentiality of sensitive information.

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2: Assessor Roles and Duties

Role of the Assessor

The primary role of the Assessor is to assess learners' performance and/or related knowledge demonstrated meets the requirements of the learning objectives, ATP Quality Standards, and that of the AWB. Assessors therefore need to have occupational expertise in the area to be assessed. They will be required to update their expertise by being involved in continuous professional development activities.

Where an assessor does not have the occupational expertise, they should be accompanied by one or more occupational competent subject matter expert/s (with an appropriate number of years of recent work experience for the respective subject area) in the subject matter must assist in the assessment decision and feedback where applicable.

Assessors must have UAE recognised Assessor qualification or international equivalent assessor qualification.

Assessor duties

1. Key functions are planning assessments, conducting assessments, recording assessment decisions, and providing feedback to learners.
2. Assessors are responsible for managing the assessment procedure from planning through to making and recording assessment decisions.
3. Assessors are responsible for identifying the holistic assessment opportunities to avoid the risk of over assessment.
4. Assessors are responsible for the carrying out the learner induction which includes any associated initial assessment before commencing the qualification and establishing the correct qualification and level to be undertaken.
5. The assessor must ensure that the learner is aware of current legislation relating to the and all concerned with their assessment especially equal opportunities and health and safety.
6. Assessors must ensure that learners are fully aware of their own responsibilities with regards to the collection of evidence and taking into account any accreditation or prior learning or achievement.
7. The assessor must fully explain the assessment process to the learner and other who may be involved.
8. Assessors must follow the guidance issued by the ATP and that of the AWB with regards to assessment practice and completion of all assessment documentation and records.
9. Assess all learners at 100% of the performance criteria of the respective qualification being undertaken in line the qualification specification, using various forms of assessment methods to generate evidence to meet the learning objective and AWB standards.
10. Ensuring all evidence generated towards meeting the learning objectives and standards of the qualification being undertaken is recorded and maintained in line with the ATP and AWB Quality Standards.

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11. Assessors must ensure that assessment decisions are at the correct level of the respective qualification.
12. Assessors must provide learners with prompt, accurate and constructive written and oral feedback.
13. Assessors are responsible for ensuring validity, authenticity, currency, and sufficiency of evidence produced by learners, and informing learners when they have or have not met the criteria required of the assessment.
14. Assessors are responsible for agreeing new assessment plans with learners when evidence has been deemed as insufficient to meet the assessment criteria.
15. Assessors must maintain accurate learner assessment and achievement records which can be subjected to IQA/IV.
16. Assessors are responsible for keeping the IV up to date with learners' progress.
17. Assessors must make themselves accessible to IQA/IV and EQA/EVs when required.
18. Assessors must attend regular standardisation meetings within the ATP to ensure consistency with other assessors.
19. Assessors must maintain confidentiality of sensitive information.

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3: IQA Roles and Duties

Role of the IQA

The primary role of the IQA developing, monitoring, and evaluating the internal quality assurance and assessment processes of the ATP in line with the NQC ATP Quality Standards, and that of the AWB. IQAs therefore need to have occupational expertise (with an appropriate number of years of recent work experience for the respective subject area) in the area to be quality assured. IQAs will be required to update their expertise by being involved in continuous professional development activities.

Where an IQA does not have the occupational expertise, they should be accompanied by one or more occupational competent subject matter expert/s (with an appropriate number of years of recent work experience for the respective subject area) in the subject matter must assist in the assessment decision and feedback where applicable.

IQAs must have UAE recognised Assessor and IQA qualifications or international equivalent IQA and Assessor qualifications.

In larger organisations there will be the need for a Lead IQA or a IQA Coordinator. It is important to note that Internal Verification (IV) of assessments is only one aspect of the IQA process and IQA represents a more holistic approach to ensuring quality is built into all areas of the ATPs delivery and that of the learner journey. IQA follows the principals of: Plan, Do, Check, Act.

IQA duties

IQAs are responsible for:

1. Ensuring quality processes are built into the ATP delivery from the start. “It is much more difficult to audit poor quality out than build good quality in”. Quality and quality assurance measures need to be built into all processes in the Learner Journey-These include the:
 - Recruitment process
 - Induction process
 - Initial assessments
 - Learning plans
 - Training
 - Facilitating learning
 - Reviews of progress
 - Assessment processes
 - Achievement
 - Progression planning
2. Ensuring quality in the assessment process and these include:
 - Support those involved in the assessment process
 - Develop, implement and coordinate sampling assessments i.e., sample strategy, plan, and IV activity.

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- Monitor internal assessments
 - Evaluate the internal assessment process
 - Manage the standardisation of the internal assessment processes and assessment judgment
 - Auditing internal assessment quality assurance systems
 - Meeting external quality assurers from AWBs
3. Ensuring the that the ATP meets the AWB requirements and NQC ATP Quality Standards for training, assessment and quality assurance and any other criteria that relates to quality assurance systems and processes.
 4. Development, implementation and standardisation of policies, procedures, systems, processes, and documentation in relation to assessment and IQA where applicable to maintain a unified standard.
 5. Developing and supporting assessors, and this includes ensuring assessors receive feedback on IQA activities as well as, planning and delivering professional development in line with quality assurance findings and improvement plans.
 6. Managing quality assurance processes in relation to stakeholder feedback and how feedback factored into improvement planning.
 7. Evaluating outcomes of quality assurance initiatives, processes and strategies and producing evidence to support these outcomes.
 8. Ensuring all safety standards are met and adhered to in line with AWB requirements and ATP Quality Standards.
 9. Documentation and records in relation to all ATP and learner documentation such as, portfolios of evidence, IQA records, certification, staff records etc. are, filed and securely stored and accessible for EQA review when requested.
 10. Being the main point of contact with the AWB and NQC in relation to all IQA related queries especially for issuing certificates and transcripts and reporting documentation to NQC/AWB.
 11. Managing all processes in relation to appeals complaints and compliments.
 12. Management of the ATPs Quality Review, Self-Assessment and Quality Improvement Plan (QIP).
 13. Where applicable the IQA is responsible for establishing and managing and monitoring internal improvement plans i.e., Qualification withdrawal, AWB/NQC improvement plan reports to mitigate any adverse effects on learners.
 14. Where applicable, the IQA must keep the EQA up to date with progress on the action points and the filled gaps.

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4: EQA Roles and Duties

Roles of the EQA

The primary role of the EQA involves monitoring and evaluating the internal quality and assessment processes of the ATP in line with the NQC ATP Quality Standards, and the NQC AWB Quality Standards.

This includes:

- Approving the eligibility of providers seeking to become an ATP as well as seeking to renew or change their scope of registration with the scope of the AWB accreditation.
- Approving the eligibility of ATPs seeking to deliver qualifications as well as seeking to renew their qualification approval

EQAs are appointed for specific qualifications to ensure that all assessments, including those of practical competence, undertaken within ATPs are fair, valid, and consistent and meet the requirements of the qualification. Their responsibilities also relate to systems and quality assurance.

EQAs therefore need to have occupational expertise (with an appropriate number of years of recent work experience for the respective subject area) in the area to be quality assured. EQAs will be required to update their expertise by being involved in continuous professional development activities.

EQAs must have NQC recognised Assessor and IQA qualifications and/or international equivalent IQA and Assessor qualifications as well as NQC permit. Where an EQA does not have the occupational expertise, they should be accompanied by one or more occupational competent subject matter expert/s (with an appropriate number of years of recent work experience for the respective subject area) in the subject matter must assist in the evaluation and feedback where applicable.

EQA duties and responsibilities

EQAs must ensure the following in relation to ATPs:

1. Regulatory obligations are met.
2. Risk is monitored and managed.
3. ATPs are supported and advised, this includes helping with the interpretation of standards and promoting best practice. And also involves helping ATPs to develop internal assessment and evidence evaluation systems that are fair, reliable, flexible, non-discriminatory.
4. IQA is taking place within the ATP.
5. Assessments are being conducted in accordance with the AWB and NQCs requirements. This is monitored through sampling i.e., conducting external verification on assessments and all associated assessment documentation. These include direct observation, assessment activities, methods and records.
6. ATP staff are occupational competent and sufficiently qualified in order to deliver and assess qualifications.

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7. ATPs operations meet NQC ATP Quality Standards and that of the AWB. Monitoring activities are conducted by EQAs via approval visits, site verification visits (may be unannounced), and remote/desk based verification and involves inspections of audit trails to ensure ATPs continue to comply with NQC ATP Quality Standards.
EQAs must collect and maintain associated evidence/records as part of the audit, such as (this is not limited to the following and only serves as an example):
 - Evidence that the assessors and IQAs have the appropriate qualification and occupational competence.
 - Evidence of CPD
 - Evidence of valid claims for exemptions
 - Evidence of EV sampling activity
 - Evidence of assessment practice
 - Evidence of policies and procedures
 - Evidence on appeals and complaints
 - Evidence on standardisation meetings
8. Providing prompt, accurate and constructive feedback to all relevant parties on the operation of ATPs assessment systems. And confirming that ATPs have implemented any corrective actions required.
9. Dealing with any appeals and complaints in accordance with AWB/NQC policy and procedures.
10. Checking learner registration and claims for certification to ensure they are authentic, valid and supported by auditable records.
11. All ATPs are held to a common high standard, in order to provide learners with a qualification of substance, integrity and validity.

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