



Prince's Trust

QUALIFICATIONS

Level 3 Award in Education and Training

January 2021

Purpose of this document

The Qualification Specification is designed to give centres information so that they can offer the Award In Education and Training qualification to their learners. It contains the information to ensure learners complete the correct number of units and in the correct combination to meet the qualification structures and the rules of combination required.

This document must be read in conjunction with the following documents to ensure centres and learners have all the information about how to achieve these qualifications.

Qualification Support Pack 00 – Centre Handbook

This handbook explains the administration processes that support qualification delivery, for example how to become an Approved Centre, what access arrangements Prince's Trust Qualifications (PTQ) has for learners with special requirements, what level of service you can expect from ourselves and what systems and sanctions PTQ uses should malpractice or maladministration be suspected.

This handbook also outlines the roles and responsibilities expected of an Assessor and Internal Quality Assurer within a centre and provides competency profiles for each role.

Qualification Support Pack 01 – Building a Portfolio

This handbook is a good practice guide to building a portfolio and is intended to support centres when designing assessment activities and supporting portfolio evidence formats. It gives examples of common issues and practical steps to overcome them.

The examples used are not all specific to the Award in Education and Training qualification, but the principles explained still apply.

Qualification Support Pack 02 – Internal Quality Assurance

This handbook describes the different internal quality assurance activities that may be undertaken within centres and gives good practice examples which centres can use to support their own practice.

Qualification Support Pack 03 – Making Claims and Results

This handbook explains the administration processes when making a claim for units or qualifications, issuing of certificates, the resubmission process as well as the Appeals Procedure. PTQ's assessment strategy can also be found in this handbook as well as information outlining the retention of evidence requirements.

All these handbooks can be found on our Qualifications webpage (www.princes-trust.org.uk/qualifications) by clicking on the country where the qualification will be delivered and then following the link to '[Guidance for Centres](#)' or by following the hyperlink above..

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In 40 years, The Prince's Trust has worked with over 825,000 young people giving practical and financial support to develop key work skills helping them move into employment, education and training.

The Prince's Trust is recognised by the qualification regulators to develop, offer and award qualifications.

Prince's Trust Qualifications seek to:

- Ensure learners have every opportunity to gain formal recognition of their skills and achievements
- Develop qualifications that offer flexibility, choice and pathways to progression
- Provide excellent support and service to our centres to ensure they are best placed to support learners

Recognising that many young people lack formal qualifications we actively promote our qualifications to those who need them most; young people who have struggled at school or are long term unemployed, those who have poor mental health, are addicted to drugs or alcohol, have been in care, are homeless or have been in trouble with the law, single parents, asylum seekers and refugees.

Quality of Service:

Prince's Trust Qualifications believes that all young people should have the chance to succeed. In order to ensure you have a positive experience when you work with us, we are committed to ensuring that:

- You will be treated equally and with respect
- Your information will only be used in a way we've agreed with you, unless you tell us something that places you or others at risk of harm
- You can expect to be treated by staff in a professional manner
- You can also expect our staff to be approachable, inspiring, enabling, passionate and committed

Contact details:

Prince's Trust Qualifications

020 7543 1391

qualifications@princes-trust.org.uk

www.princes-trust.org.uk/qualifications

Qualification Aim

The Prince's Trust Level 3 Award in Education and Training aims to recognise post 19 learners:

The qualification gives learners the opportunity to:

- Develop their own personal growth and engagement in, and through, learning
- Engage in learning that is relevant to them and support their development and understanding of working within the education and training sector of further education
- Prepare themselves for employment in a specific occupational area

Qualification Summary

| Qualification title | Prince's Trust Level 3 Award in Education and Training |
|-------------------------------------|--|
| Qualification framework | RQF |
| Qualification number (QN) | 601/1860/X |
| Date for registrations | 1 st November 2013 |
| Age range | 19+ |
| Credit value | 12 |
| Credits required at Level 3 | 12 |
| Assessment of qualification | Portfolio of Assessment; Practical Demonstration |
| Guided Learning Hours (GLH) minimum | 48 |
| Guided Learning Hours (GLH) maximum | 61 |
| Grading information | Pass |
| Entry requirements | All learners should undertake an initial assessment of skills in English, mathematics and ICT. |

Level 3 Award in Education and Training

12 credits

3 unit groups

1 unit from each group

Group A unit - Mandatory

Understanding roles, responsibilities and relationships in education and training

Group B units - Optional

Understanding and using inclusive teaching and learning approaches in education and training

Facilitate learning and development for individuals

Facilitate learning and development in groups

Group C units - Optional

Understanding assessment in education and training

Understanding the principles and practices of assessment

Award Qualification Structure

The rules of combination detailed below need to be met before Prince's Trust Qualifications can award the qualification.

| | |
|----------------------------------|----|
| Number of credits to be achieved | 12 |
| Number of credits from Group A | 3 |
| Number of credits from Group B | 6 |
| Number of credits from Group C | 3 |

For the qualification all the units must be at the level of the Award.

| Unit Title | Unit Reference Number | Level | GLH | Credit |
|--|-----------------------|-------|-----|--------|
| Group A – mandatory unit | | | | |
| Understanding roles, responsibilities and relationships in education and training | H/505/0053 | 3 | 12 | 3 |
| Group B – optional units | | | | |
| Understanding and using inclusive teaching and learning approaches in education and training | D/505/0052 | 3 | 24 | 6 |
| Facilitate learning and development for individuals | J/502/9549 | 3 | 25 | 6 |
| Facilitate learning and development in groups | F/502/9548 | 3 | 25 | 6 |
| Group C – optional units | | | | |
| Understanding assessment in education and training | R/505/0050 | 3 | 12 | 3 |
| Understanding the principles and practices of assessment | D/601/5313 | 3 | 24 | 3 |

For more detail of the individual units, the assessment criteria and any specific assessment guidance please see Appendix 1.

Rules of Combination

When meeting rules of combination, learners do not have to achieve units in any particular order and teachers/tutors should tailor learning programmes to meet individual learner needs. It is recommended that, wherever possible, centres adopt a holistic approach to the delivery of these qualifications and identify opportunities to link the units and levels.

Learners not able to complete a full qualification will have their achievements recognised through certification at unit level.

Unit summaries

Please use the unit summaries in Appendix 1 for details of the unit learning outcomes and assessment criteria.

Progression

Learners are not required to have a Level 3 Award in Education and Training before progressing onto the Level 4 Certificate or Level 5 Diploma in Education and Training. However, some individuals may choose to do so.

The unit in 'Understanding roles, responsibilities and relationships in education and training' from the Level 3 Award is also mandatory in the Level 4 Certificate in Education and Training. It is recommended that for both qualifications this is the first unit undertaken to support progression. Learners who have achieved this unit through the Level 3 Award, will be able to apply for a credit transfer when undertaking the Certificate qualification.

Language

If you wish to offer these qualifications in Welsh or Irish (Gaeilge) please contact The Prince's Trust.

Assessment of Qualifications

Grading

The Award in Education and Training qualification is 100% centre assessed using portfolios of evidence and practical demonstration and is graded as pass or fail. The portfolios are internally assessed and externally moderated.

The assessment process is as follows:

- Activities are internally set by the centre to meet the requirements detailed in the unit assessment criteria
- The learners are assessed internally at the centre by an assessor whilst they engage in activities
- The learner's evidence is collated into a portfolio, which includes evidence tracking sheets
- The centre undertakes internal quality assurance activities which includes, but not limited to, sampling portfolios assessed by each assessor.
- A further sample of portfolios is then externally moderated by Prince's Trust Qualifications

With these qualifications the best practice approach is to assess by 'continuous assessment'. This means that the learner is assessed throughout their programme of study, allowing for alternative activities to be set and further evidence produced while there are still opportunities in the programme. Continuous assessment keeps learners motivated and engaged as it provides the learner with opportunities to discuss progress, check they are working at the correct level for their ability and produce sufficient evidence of their achievements. This open dialogue with the learner should be recorded on their portfolio in some way, either directly on the work or on the tracking sheet in the form of assessor feedback. The writing of comments on learners' work, and tracking sheet, provides a means of communication between tutors and assessors during the internal standardisation and with the moderator if the work forms part of the moderation sample.

Evidence

To achieve the units and qualifications, learners need to gather evidence from activities which demonstrate they have met each of the assessment criteria. Some evidence of a learner's performance will also be derived from observation records and testimonies from witnesses, who observe the learner carrying out activities. Evidence can be in a variety of forms and can be varied according to learners' interests and needs.

Through completion of activities on the learning programme, the learners should generate evidence to demonstrate they have completed all of the assessment criteria sufficiently.

More detailed information is provided in the Building a Portfolio handbook (QSP 01) which is available on our website [Guidance for centres](http://www.princes-trust.org.uk/qualifications)

Recording Achievement

When learners have gathered their evidence, Tracking Sheets are used to record which piece(s) of evidence meets each assessment criteria. Learners are likely to collect far more evidence than they need and it is therefore important that the Tracking Sheets are only used to record the specific evidence needed to meet the criteria and not every piece of work produced.

The Tracking Sheets must be signed and dated by the learner and the Assessor. By signing the Tracking Sheets the learner and Assessor are declaring that the portfolio submitted is the learner's own work. The qualification will not be awarded without a signed declaration.

The Trust does not require every piece of evidence to be signed and dated.

Tracking Sheets for this qualification can be downloaded from our [website](#).

Making Claims

Centres should only claim units and qualifications for learners when they are satisfied that their portfolio meets all the assessment criteria and the work has undergone internal quality assurance. Making claims is the official stage of notifying Prince's Trust Qualifications that the learners are being submitted for external moderation.

There will be regular opportunities to submit learners' portfolios throughout the year. Please check the qualification web page for the latest dates.

Centre Requirements

Each centre needs to gain approval to offer these qualifications and complete a Centre Approval Agreement. Please refer to the [webpage](#) for more information.

Staff requirements

To adhere to The Prince's Trust quality assurance arrangements for these qualifications, the centre must ensure that the following internal posts are adequately staffed:

- tutors
- assessors
- internal quality assurer(s)
- data officer

It is acceptable for the same person to be responsible for more than one task, i.e. the tutor could also be the assessor, the internal verifier could also be responsible for submitting the data. However, the same person must never internally verify work they have assessed. Competency profiles are provided for both the Tutor/Assessor and Internal Quality Assurer roles in Appendix 4.

Support for centres

Training

Prince's Trust Qualifications offers training to support centres deliver and administer these qualifications.

Website

Our website is regularly updated to ensure the latest information about the qualification is available to centre staff. Qualification documentation and best practice examples are also available. The website can be accessed via the following link: <http://www.princes-trust.org.uk/qualifications>

Appendix 1

All those delivering units and/or observing and assessing practice for the Award in Education and Training should have all of the following:

- ➔ A teaching or training qualification
- ➔ Evidence of relevant teaching experience in an education or training context
- ➔ Access to appropriate guidance and support
- ➔ On-going participation in related programme quality assurance processes.

Group A Units

Understanding Roles, Responsibilities and Relationships in Education & Training (H/505/0053)

The purpose of the unit is to enable the learner to understand the role and responsibilities of a teacher in education and training and the relationship between different professionals in education and training.

| Learning Outcome | Assessment criteria |
|--|--|
| 1. Understand the teaching role and responsibilities in education and training | 1.1 Explain the teaching role and responsibilities in education and training 1.2 Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities 1.3 Explain ways to promote equality and value diversity 1.4 Explain why it is important to identify and meet individual learner needs |
| Learning Outcome | Assessment criteria |
| 2. Understand ways to maintain a safe and supportive learning environment | 2.1 Explain ways to maintain a safe and supportive learning environment 2.2 Explain why it is important to promote appropriate behaviour and respect for others |
| Learning Outcome | Assessment criteria |
| 3. Understand the relationships between teachers and other professionals in education and training | 3.1 Explain how the teaching role involves working with other professionals 3.2 Explain the boundaries between the teaching role and other professional roles 3.3 Describe points of referral to meet the individual needs of learners |

Group B Units

Understanding and Using Inclusive Teaching and Learning Approaches in Education and Training (D/505/0052)

The purpose of the unit is to enable the learner to understand and use inclusive teaching and learning approaches to meet the needs of learners. It includes how to create a learning environment that engages and motivates learners, and the planning, delivery and evaluation of inclusive teaching and learning.

It requires the learner to deliver a microteaching session and to evaluate their own delivery practice.

| Learning outcome | Assessment criteria |
|--|--|
| 1. Understand inclusive teaching and learning approaches in education and training | <ul style="list-style-type: none">1.1 Describe features of inclusive teaching and learning1.2 Compare the strengths and limitations of teaching and learning approaches used in own area of specialism in relation to meeting individual learner needs1.3 Explain why it is important to provide opportunities for learners to develop their English, mathematics, ICT and wider skills |
| Learning outcome | Assessment criteria |
| 2. Understand ways to create an inclusive teaching and learning environment | <ul style="list-style-type: none">2.1 Explain why it is important to create an inclusive teaching and learning environment2.2 Explain why it is important to select teaching and learning approaches, resources and assessment methods to meet individual learner needs2.3 Explain ways to engage and motivate learners2.4 Summarise ways to establish ground rules with learners |
| Learning outcome | Assessment criteria |
| 3. Be able to plan inclusive teaching and learning | <ul style="list-style-type: none">3.1 Devise an inclusive teaching and learning plan3.2 Justify own selection of teaching and learning approaches, resources and assessment methods in relation to meeting individual learner needs |
| Learning outcome | Assessment criteria |
| 4. Be able to deliver inclusive teaching and learning | <ul style="list-style-type: none">4.1 Use teaching and learning approaches, resources and assessment methods to meeting individual learner needs4.2 Communicate with learners in ways that meet their individual needs |

| | |
|--|--|
| | 4.3 Provide constructive feedback to learners to meet their individual needs |
| Learning outcome | Assessment criteria |
| 5. Be able to evaluate the delivery of inclusive teaching and learning | 5.1 Review the effectiveness of own delivery of inclusive teaching and learning 5.2 Identify areas for improvement in own delivery of inclusive teaching and learning |

Assessment Guidance

For this unit, trainee teachers must be involved in at least one hour of microteaching. They must deliver at least one 15-minute microteaching session that is observed and assessed by a member of the delivery team. For the additional 45 minutes, they can either deliver additional microteaching sessions or observe the microteaching of other trainee teachers.

Trainee teachers who are currently teaching may prefer to use their practice instead of microteaching to meet the requirement of this unit.

Facilitate Learning and Development for Individuals (J/502/9549)

The aim of this unit is to assess a learning and development practitioner's understanding of how to facilitate learning and development for individuals. This could be someone in a coaching or mentoring role. They are required to understand the use of a variety of methods.

Practitioner means anyone with a learning and development responsibility as part of their role.

| Learning outcome | Assessment criteria |
|--|--|
| 1. Understand principles and practices of one to one learning and development | 1.1 Explain purposes of one to one learning and development 1.2 Explain factors to be considered when facilitating learning and development to meet individual needs 1.3 Evaluate methods for facilitating learning and development to meet the needs of individuals 1.4 Explain how to manage risks and safeguard individuals when facilitating one to one learning and development 1.5 Explain how to overcome individual barriers to learning 1.6 Explain how to monitor individual learner progress 1.7 Explain how to adapt delivery to meet individual learner needs |
| Learning outcome | Assessment criteria |
| 2. Be able to facilitate one to one learning and development | 2.1 Clarify facilitation methods with individuals to meet their learning and/or development objectives 2.2 Implement activities to meet learning and/or development objectives 2.3 Manage risks and safeguard learners participating in one to one learning and/or development |
| Learning outcome | Assessment criteria |
| 3. Be able assist individual learners in applying new knowledge and skills in practical contexts | 3.1 Develop opportunities for individuals to apply their new knowledge and learning in practical contexts 3.2 Explain benefits to individuals of applying new knowledge and skills |
| Learning outcome | Assessment criteria |
| 4. Be able to assist individual learners in reflecting on their learning and/or development | 4.1 Explain benefits of self-evaluation to individuals 4.2 Review individual responses to one to one learning and/or development |

| | |
|--|---|
| | 4.3 Assist individual learners to identify their future learning and/or development needs |
|--|---|

Assessment Guidance

For this unit there is a requirement to undertake observed and assessed practice in a real work environment. The practice should be in the appropriate context i.e., with individual learners. The number of hours of practice required and the number of hours to be observed and assess are not specified for these units.

Facilitate Learning & Development in Groups (F/502/9548)

The aim of this unit is to assess a learning and development practitioner's understanding of group dynamics and facilitating learning and development in groups. They are required to understand the use of a variety of methods, for example, presentations, instructions, demonstrations, small group activities, skills practice and feedback, e-learning, blended learning, role-plays, simulations and experiential learning.

Practitioner means anyone with a learning and development responsibility as part of their role.

| Learning outcome | Assessment criteria |
|---|--|
| 1. Understand principles and practices of learning and development in groups | 1.1 Explain purposes of group learning and development 1.2 Explain why delivery of learning and development must reflect group dynamics 1.3 Evaluate methods for facilitating learning and development to meet the needs of groups 1.4 Explain how to manage risks and safeguard individuals when facilitating learning and development in groups 1.5 Explain how to overcome barriers to learning in groups 1.6 Explain how to monitor individual learner progress within group learning and development activities 1.7 Explain how to adapt delivery based on feedback from learners in groups |
| Learning outcome | Assessment criteria |
| 2. Be able to facilitate learning and development in groups | 2.1 Clarify facilitation methods with group members to meet group and individual learning objectives 2.2 Implement learning and development activities to meet learning objectives 2.3 Manage risks to group and individual learning and development |
| Learning outcome | Assessment criteria |
| 3. Be able to assist groups to apply new knowledge and skills in practical contexts | 3.1 Develop opportunities for individuals to apply new knowledge and skills in practical contexts 3.2 Provide feedback to improve the application of learning |
| Learning outcome | Assessment criteria |

| | |
|--|--|
| <p>4. Be able to assist learners to reflect on their learning and development undertaken in groups</p> | <p>4.1 Support self-evaluation by learners 4.2 Review individual responses to learning and development in groups 4.3 Assist learners to identify their future learning and development needs</p> |
|--|--|

Assessment Guidance

For this unit there is a requirement to undertake observed and assessed practice in a real work environment. The practice being observed and assessed should be in the appropriate context i.e., with groups of learners. The number of hours of practice required and the number of hours to be observed and assess are not specified for these units.

Group C Units

Understanding Assessment in Education & Training (R/505/0050)

The purpose of this unit is to enable the learner to understand how different types and methods of assessment are used in education and training. It includes ways to involve learners in assessment and requirements for record keeping.

| Learning outcome | Assessment criteria |
|--|---|
| 1. Understand types and methods of assessment used in education and training | <ul style="list-style-type: none">1.1 Explain the purposes of types of assessment used in education and training1.2 Describe characteristics of different methods of assessment in education and training1.3 Compare the strengths and limitations of different assessment methods in relation to meeting individual learner needs1.4 Explain how different assessment methods can be adapted to meet individual learner needs |
| Learning outcome | Assessment criteria |
| 2. Understand how to involve learners and others in the assessment process | <ul style="list-style-type: none">2.1 Explain why it is important to involve learners and others in the assessment process2.2 Explain the role and use of peer- and self-assessment in the assessment process2.3 Identify sources of information that should be made available to learners and others involved in the assessment process |
| Learning outcome | Assessment criteria |
| 3. Understand the role and use of constructive feedback in the assessment process | <ul style="list-style-type: none">3.1 Describe key features of constructive feedback3.2 Explain how constructive feedback contributes to the assessment process3.3 Explain ways to give constructive feedback to learners |
| Learning outcome | Assessment criteria |
| 4. Understand requirements for keeping records of assessment in education and training | <ul style="list-style-type: none">4.1 Explain the need to keep records of assessment of learning4.2 Summarise the requirements for keeping records of assessment in an organisation |

Understanding the Principles & Practices of Assessment (D/601/5313)

The aim of this unit is to assess the learning and development practitioner's knowledge and understanding of the principles and practices of assessment.

| Learning outcome | Assessment criteria |
|--|--|
| 1. Understand the principles and requirements of assessment | 1.1 Explain the function of assessment in learning and development 1.2 Define the key concepts and principles of assessment 1.3 Explain the responsibilities of the assessor 1.4 Identify the regulations and requirements relevant to the assessment in own area of practice |
| 2. Understand different types of assessment method | 2.1 Compare the strengths and limitations of a range of assessment methods with reference to the needs of individual learners |
| 3. Understand how to plan assessment | 3.1 Summarise key factors to consider when planning assessment 3.2 Evaluate the benefits of using a holistic approach to assessment 3.3 Explain how to plan a holistic approach to assessment 3.4 Summarise the types of risks that may be involved in assessment in own area of responsibility 3.5 Explain how to minimise risks through the planning process |
| 4. Understand how to involve learners and others in assessment | 4.1 Explain the importance of involving the learner and others in the assessment process 4.2 Summarise types of information that should be made available to learners and others involved in the assessment process 4.3 Explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning 4.4 Explain how assessment arrangements can be adapted to meet the needs of individual learners |
| Learning outcome | Assessment criteria |

| | |
|--|--|
| 5. Understand how to make assessment decisions | <p>5.1 Explain how to judge whether evidence is:</p> <ul style="list-style-type: none"> a) sufficient, b) authentic, c) current <p>5.2 Explain how to ensure that assessment decisions are:</p> <ul style="list-style-type: none"> a) made against specified criteria, b) valid, c) reliable, d) fair |
| Learning outcome | Assessment criteria |
| 6. Understand quality assurance of the assessment process | <p>6.1 Evaluate the importance of quality assurance in the assessment process</p> <p>6.2 Summarise quality assurance and standardisation procedures in own area of practice</p> <p>6.3 Summarise the procedures to follow when there are disputes concerning assessment in own area of practice</p> |
| Learning outcome | Assessment criteria |
| 7. Understand how to manage information relating to assessment | <p>7.1 Explain the importance of following procedures for the management of information relating to assessment</p> <p>7.2 Explain how feedback and questioning contribute to the assessment process</p> |
| Learning outcome | Assessment criteria |
| 8. Understand the legal and good practice requirements in relation to assessment | <p>8.1 Explain legal issues, policies and procedures relevant to assessment, including those for confidentiality, health, safety and welfare</p> <p>8.2 Explain the contribution that technology can make to the assessment process</p> <p>8.3 Evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment</p> <p>8.4 Explain the value of reflective practice and continuing professional development in the assessment process</p> |

Appendix 2

Level Descriptors

The Regulated Qualification Framework (RQF) incorporates levels from Entry 1 through to Level 8. For the purposes of this document only the Level 3 descriptors have been included below.

The descriptors set out the generic knowledge and skills associated with the typical holder of a qualification at that level. The level descriptors are framed as outcomes and each category starts with a stem statement (“the holder can...”) which then links into the outcomes associated with each level of the framework.

Centre staff and learners can use the descriptors to understand more about the difference between and relative demand of the units and qualifications offered by PTQ.

| Knowledge and understanding | Skills Descriptor (the holder can...) |
|--|--|
| <ul style="list-style-type: none">➔ Has factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks and address problems that, while well defined, may be complex and non-routine.➔ Can interpret and evaluate relevant information and ideas.➔ Be aware of the nature of the area of study or work.➔ Have awareness of different perspectives or approaches within the area of study or work | <ul style="list-style-type: none">➔ Identify, select and use appropriate cognitive and practical skills, methods and procedures to address problems that while well-defined, may be complex and non-routine➔ Use appropriate investigation to inform actions➔ Review how effective methods and actions have been |

Appendix 3

Price list

There are no centre approval fees or minimum spend requirements.

Education and Training

| | |
|---|---|
| Level 3 Award in Education and Training | £45.00 inclusive of qualification certificate |
|---|---|

Enquiries and Appeals

| | |
|-----------------------------------|---------|
| Stage 1 Enquiry | £50.00 |
| Stage 2 Enquiry / Appeal | £100.00 |
| Stage 3 Independent Appeals Board | £100.00 |

Resubmissions

| | |
|--|------------------------|
| Within six months of original submission | Free |
| Over six months from original submission | Charged as a new entry |

Replacement Certificates

| | |
|-------------------------|--------|
| Replacement certificate | £20.00 |
|-------------------------|--------|

All invoices are subject to payment within 30 days of the date of invoice. Please see our invoicing policy for more information. Any invoices not paid will be subject to our malpractice and maladministration sanctions.

Appendix 4

Tutor/Assessor Competency Profile

| Qualifications/Training | |
|---|---|
| Qualified to RQF Level 4 or above with → a teaching or training qualification (see note below *) → evidence of relevant teaching experience in an education or training context | E |
| Knowledge and Experience | |
| Relevant industry experience in the area you are assessing | E |
| Assessment experience and knowledge of assessment types and methods appropriate for the qualifications being assessed | E |
| Experience of giving constructive feedback to learners | E |
| Experience of involving learners in the assessment process | D |
| Access to appropriate guidance and support | E |
| Skills and Abilities | |
| Confident – able to engage with team members, centres and learners | E |
| Excellent negotiating/influencing skills | E |
| Excellent standard of written and oral communication skills | E |
| Excellent organising and time management skills to meet tight deadlines | E |
| On-going participation in related programme quality assurance processes | E |
| Professional Membership | |
| Continued commitment to CPD | E |

*This does not include qualifications that only provide an introduction to teaching, for example, the Level 3 Award in Education and Training or the Level 3 or 4 PTLLS Awards. However, awarding organisations may decide to accept individuals who do not meet this criterion if they have evidence of substantial and successful teaching experience in education and training.

In addition to the above, the responsibilities of the assessor are to:

- ensure that each learner is fully briefed on the assessment process
- collect and assess evidence put forward by learners to meet the unit's learning outcomes and assessment criteria

- support the completion of Tracking Sheets and any other necessary documentation and keep accurate records
- provide advice and guidance to learners on evidence to put forward and on the construction of portfolios
- attend events and training workshops

Assessors should not compare one learner's performance with another's, but rather with the standards. As such they judge the learners' work against the assessment criteria and ensure the evidence is authentic, reliable, sufficient and valid.

The Tracking Sheets are used to record the assessment decisions.

The Internal Quality Assurers (IQA) Competency Profile

| Qualifications/Training | |
|---|----------|
| Qualified to RQF Level 4 or above, or suitable relevant experience teaching or training in the subject being assessed | E |
| Knowledge and Experience | |
| Relevant industry experience in the area you are assessing | E |
| Assessment experience and knowledge of assessment types and methods appropriate for the qualifications being assessed | E |
| Experience of giving constructive feedback to learners | E |
| Experience of involving learners in the assessment process | D |
| Skills and Abilities | |
| Confident – able to engage with team members, centres and learners | E |
| Excellent negotiating/influencing skills | E |
| Excellent standard of written and oral communication skills | E |
| Excellent organising and time management skills to meet tight deadlines | E |
| Professional Membership | |
| Continued commitment to CPD | E |

It is important that all Tutors/Assessors work to common standards. Centres must ensure that, within each unit, internal standardisation across Tutors/Assessors and teaching groups takes place using an appropriate procedure.

The IQA is responsible for ensuring standardisation within a centre and that assessment decisions and practices are consistent across all assessors and learner cohorts within a centre.

Internal quality assurance is more than just sampling completed portfolios, IQAs need to have a position within the centre where they can be responsible for training and supporting Assessors, conducting standardisation activities with Assessors and undertake observation of Assessors' performance.

It is a requirement for the Internal Quality Assurer to have relevant qualifications (or be working towards them), as some of the units within this qualification assess learner competency, for example:

- D34
- V1

→ IQA

The responsibilities of the Internal Moderator are to:

- monitor the quality of assessor's decisions
- complete Internal Moderation Report Forms and keep accurate records
- provide general assessment advice and guidance to groups of Assessors to standardise the assessments made within the centre
- undertake formative sampling to pick up problems at an early stage. Formative sampling will also highlight individual Assessors in need of more support or training which in turn may be used to develop the assessment team as a whole.
- provide opportunities to identify and share good practice

As part of the continuous assessment for these qualifications it is strongly recommended that internal moderation/quality assurance is both formative (i.e. throughout the programme) and summative (i.e. at the end). Formative moderation is crucial to ensure learners are being fully supported by their Assessor and if required, additional assessment activities can be provided to meet assessment criteria.

In terms of the number of portfolios to sample for internal verification, the sampling strategy for each centre will vary according to the needs of the programme and the units being taken, but in *all* cases this should include work from **at least five** learners for each unit which has been completed.

In defining a strategy, the following should be considered, and the sample must:

- be sufficient to ensure reliability, typically this will include work from at least 50% of learners
- include examples of all assessment methods used by centre and formats of the portfolio (product evidence, observation, paper based, electronic etc)
- include examples from all assessors – considering number of learners, experience, and workload of the Assessors
- include examples from all assessment sites if there is more than one
- be representative of the learner cohort e.g. full-time/part time, different programme start dates, gender, ethnic origin, age etc.