



Prince's Trust



QUALIFICATIONS

Qualifications Support Pack 1

Building a Portfolio and Assessment



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INTRODUCTION

The Prince's Trust became an awarding organisation in 2010 and is currently recognised by the relevant qualifications regulators in England, Wales, Northern Ireland and Scotland to design, deliver and award qualifications. We also provide qualifications outside the UK.

The structure of our qualifications allows a wide range of learners the opportunity to get the qualifications they need, in a way that suits them. All our qualifications are designed with the help of employers so learners can be assured that they're gaining skills that employers are looking for. Other benefits include:

- The ability to design more flexible programmes, suitable to the needs of individual learners;
- Improved retention and progression rates by recognising smaller steps of achievement more frequently;
- The ability to track all learners' achievements through the use of a unique learner identifier;
- Achievements describable to employers and learners in easy to understand language, enabling comparison and equivalence to be established between qualifications.

The information in this handbook is intended to support centres with the delivery and assessment of our units and qualifications.

Contacting Prince's Trust Qualifications

All approved centres can contact us through The QualsHub or we can be emailed at qualifications@princes-trust.org.uk

Telephone and video calls can also be arranged.

PORTFOLIO OF EVIDENCE

Through completion of activities on the learning programme, learners should generate evidence to demonstrate they have completed the units sufficiently. When designing learning programmes Assessors should focus on ensuring that the initial group activity and evidence generated from it adequately address the criteria, as this will hopefully avoid the need for learners to complete unnecessary worksheets to plug any assessment gaps identified at a later date. It needs to be clear from the evidence generated that the learner has met each of the assessment criteria.

Evidence must always be **sufficient, authentic and current**. Evidence can be in a variety of forms, there is no pre-set format. Some examples of different evidence types are outlined in this support pack. For each evidence type, a summary of potential uses and good practice is provided as well as robust examples of use.

Evidence within a portfolio should be signposted accurately on a Tracking Sheet. Tracking Sheets are used to record which pieces of evidence meet each assessment criteria. It is important that these Tracking Sheets only record the specific evidence needed to meet the criteria and not every piece of work produced by the learner. They should be completed as part of an on-going process. An example of a completed Tracking Sheet can be found in Appendix 1.

Evidence may include:

- photographic evidence
- witness statements
- observation records
- audio evidence
- video evidence
- group evidence
- worksheets/workbooks

Using a variety of evidence formats within a portfolio ensures that different learning styles can be catered for and the needs of different learners can be met. It also enables more creative working to ensure that the learning remains engaging.

Portfolios of evidence will be submitted electronically for external moderation through The QualsHub. It is the centre's responsibility to ensure that the evidence is in an accessible format for moderation.

PHOTOGRAPHIC EVIDENCE

Photographs can be an effective way to capture evidence to meet assessment criteria that require learners to “demonstrate”, “communicate” or “contribute to” as they can authentically depict a learner’s performance.

Photographs should be annotated to identify the learner and explain what they are doing, clearly addressing how they meet the assessment criteria being targeted. The annotation should be completed by the learner with support from the Assessor if required. In some cases, pre-printed worksheets with space to stick a photograph and lines below to write the annotation can serve as a reminder to learners of what is required.

If the photographs contain other people, including but not exclusively children and young people, written consent might need to be obtained for it to be used as evidence.

Where multiple people appear in photographs the learner should clearly identify themselves.

Summary:

<p>Good Practice:</p> <ul style="list-style-type: none">• Learner is clearly identified in a group photograph• Annotation offers an explanation of what is happening and clearly relates to the assessment criteria• Assessment support is provided to learner to enable them to fully annotate photograph themselves• Photograph is clear	<p>Examples of where evidence format may be used:</p> <ul style="list-style-type: none">• Learner giving a presentation• Group of learners taking part in a team activity such as football, building a tower etc• Assessment criteria requiring evidence of performance
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Examples of photographic evidence - Good Practice:

Identification: This is me, working with Dafydd from my team.



Explanation: In this photo I am doing some gardening with my team.

Reference to Assessment Criterion: I am taking part in team activities, working with my team of 3 people to plant vegetables to sell to raise money for charity.



This is me climbing at the climbing centre. I climbed all the way to the top of the wall and then abseiled down.

In this photo I am having fun, feeling confident and I am laughing. This demonstrates positive body language.

WITNESS STATEMENTS

A witness statement is used to provide a written record of learner performance against assessment criteria. Learners should be encouraged to ask for witness statements from people they have been working with, e.g. volunteers, work experience provider, etc. This person providing the witness statement needs to be able to make a judgement about the performance of the learner in the given situation. The Assessor should be convinced that the evidence presented by the witness statement is current, sufficient and authentic.

Witness statements can be an effective way of supporting a learner to evidence their performance in a practical task but should not be relied upon as a replacement of the learner's own evidence.

Witness statements should be individual to a learner and clearly explain how the learner has met a particular assessment criterion. The statement must provide an explanation of what the learner actually did; simply stating they met the criteria is not sufficient. Identical witness statements between learners do not provide authentic or sufficient evidence for an individual learner.

Witness statements should be signed and dated to confirm authenticity.

A Witness Statement Template can be found in Appendix 2.

Summary:

<p>Good Practice:</p> <ul style="list-style-type: none">• The statement is specific to the learner and explains what that individual did• The statement relates to a specific assessment criterion• The statement is signed and dated and the role of the witness is clear• The statement can be used to support other learner generated evidence	<p>Examples of where evidence format may be used:</p> <ul style="list-style-type: none">• Work experience provider feedback• Interviewer feedback from a real or mock interview• Volunteer supporting a community project providing feedback on learner involvement
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Examples of Witness Statements - Good Practice:

Witness Statement

Learner Name: Selena Begum

Unit: Community Project

Assessment Criteria: Contribute to completion of group task/s

I worked with Selena on the community project where her group painted a mural on the wall at Walworth community centre. Selena is very creative and was responsible for drawing the outline of the space themed section of the mural with Jonah which their team mates then helped to fill in. Selena worked well with Jonah, taking in turns to paint different pieces and sharing the spray cans. They regularly stopped to discuss ideas and included the other team members on all decisions. Selena did a fantastic job in helping to create a bright, colourful mural for the centre and the group as a whole created an amazing piece of art.

As a volunteer at the centre I am very grateful for her work!

Name: J Robertson

Role: Volunteer

Signature:

Date: 21/03/2021



Unit; Presentation Skills

Assessment Criterion; Give a presentation

Kayanne Bond did well giving a presentation in front of me, Mr Smith (subject leader) and the rest of the class. Kayanne had prepared well and clearly spent a lot of time putting together the PowerPoint slides which were very detailed and a flipchart was used when needed. Kayanne was very enthusiastic about the chosen subject and was able to answer questions from the group with knowledge and confidence.

Signature:

Date: 30/09/20

Name: Mr Smith (Head of Vocational Learning)



This is a photograph of Kayanne delivering the presentation:



SELF-ASSESSMENTS

Self-assessments are activities where learners have reflected upon their own skills, behaviours or competencies. Many self-assessments require learners to give themselves a rating of how good/competent they are on a particular skill, behaviour or competency. Other more advanced self-assessments require the learner to give details about the area they are self-assessing and possibly provide examples to support the information they have provided. Self-assessments are useful assessment activities, and are often used at the beginning of programmes, as they enable the Assessor to find out how confident and/or competent the learners are.

Using self-assessments as evidence in a portfolio of work means the learners are able to look at the assessment criteria in more detail and be more reflective of the activity than they might otherwise be. It is also usual for self-assessments to be reviewed by a member of teaching staff or the Assessor as a way of working with the learner and supporting them to be realistic in how they perceive themselves. The activity of completing the self-assessment can be very insightful for the learner and the support provided by the Assessor afterwards can provide opportunities for constructive feedback and positive reinforcements.

Summary:

<p>Good Practice:</p> <ul style="list-style-type: none">• The self-assessment activity clearly relates to specific assessment criteria• The self-assessment must be signed and dated• There is evidence of the self-assessment being reviewed	<p>Examples of where evidence format may be used:</p> <ul style="list-style-type: none">• Self-assessment of an interview or presentation the learner has undertaken• A copy of a skills self-assessment
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PEER ASSESSMENTS

Learners could be encouraged to provide peer assessments for each other. Peer assessments can provide a good source of evidence and be engaging for learners. They help learners to develop the skills to give constructive, supportive feedback to others. It also gives them a greater understanding of the assessment criteria and what is required of their peers to achieve it, and therefore by default what they are required to do to achieve it for themselves.

When using peer assessments the Assessor needs to ensure that learners understand their responsibility and can provide an insight which is specific to the assessment criteria as required. The Assessor will also need to support learners to ensure that feedback is supportive and appropriate. Giving and receiving feedback can be an emotive process for some learners so appropriate support must be given.

The evidence presented by the peer assessment must be current and authentic.

Summary:

<p>Good Practice:</p> <ul style="list-style-type: none"> • The assessment is personalised to the individual learner • The assessment clearly relates to a specific assessment criterion • The assessment must be signed and dated 	<p>Examples of where evidence format may be used:</p> <ul style="list-style-type: none"> • Giving feedback on a team member's presentation performance • Giving feedback on a team member's contribution to a project • Providing constructive feedback to a team member in a team activity
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Example of a Peer Assessment - Good Practice:

AC 3.3, 3.5 Teamwork Skills
 Feedback on participation of team activities:
 Dani took part in all the team activities that we did today. She was really good during the raft building game as she helped make sure everyone had something to do and listened to all their ideas. During the spider web game she helped me through the web and told me I was OK when I got a bit frightened.
 Constructive Feedback:
 She sometimes shouted at other people when they were being a bit lazy, she could probably find other ways to get them to join in without shouting.
 Peer Signature:  (Rhian Taylor) Date: 01/08/20
 I have read the feedback given to me by a team member:
 Learner Signature:  Date 01/08/20
 Comments from Learner:
 I think Rhian gave me good feedback and I will try not to shout so much in future

OBSERVATION RECORDS

Observation records are used to provide a formal record of an Assessor's observation of learner performance (e.g. during a presentation or a practical activity) against specific assessment criterion.

The observation record is completed by the Assessor whilst they are observing the learner carrying out an activity or their day-to-day routine, to see whether or not the learner achieves the requirements of the assessment criteria. The learner is aware that the observation is being undertaken, and in some cases that might be the sole reason why the Assessor is there. The record is a detailed account of what the Assessor has observed the learner doing and at the end of the observation it would be signed and dated by both the learner and the Assessor as an accurate depiction of what took place.

Observation records can also be used to record observations of different learners in the single record document, the key is to make it clear who have been observed doing what and what assessment criteria has been met by that observation. As with all assessment activities forward planning is crucial so having the assessment criteria laid out on the document in advance and using it as a checklist to 'tick' off if observed will help with ensuring the observations are valid and accurate against each learner.

Observation records can also be used to give learners feedback on their performance of an activity and support them when they need to complete a self-review.

Summary:

<p>Good Practice:</p> <ul style="list-style-type: none">• Signed and dated by the Assessor and learner• Specifically relates to a learner's performance against specified assessment criteria• Supporting evidence is included where required	<p>Examples of where evidence format may be used:</p> <ul style="list-style-type: none">• Observation of learner using positive body language• Observation of learner giving a presentation• Observation of learner leading a group activity
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Examples of an Individual Observation Record – Good Practice:

Unit: Practising Leadership Skills

Level 2

Activity: leading a group activity called ‘spiders web’ while at an outdoor activity centre with 5 other group members

Learner’s name: Roshan Ali

2.1 Select a suitable activity to demonstrate own leadership skills	Roshan chose to lead the spider’s web activity as he has completed it on an earlier occasion and feels comfortable with the <u>aims of the activity</u>
3.1 Communicate the objectives of the activity to the group	Roshan gather the full group together to explain that the spider’s web was an activity to improve teamwork and communication skills, while also building trust within the group. He went on to explain how the task was to be carried out and allocate the roles each person was to have so that the task could <u>be completed in the time allocated.</u>
3.2 Allocate tasks or roles to individual group members	As the activity is time limited Roshan allocated time keeping to Helen he explained that this was due to her previously being too scared to complete an activity and therefore this way she could still be involved, Alex was to be a carrier, with Ram, Priya and Lauren to be the ‘food’ which is passed through the <u>web</u>
3.3 Lead a group activity	Roshan lead the activity well, he ensured the group stayed focused on the aims of the task and was motivating them along the way so that they could see the progress they were <u>making</u>

The matrix records the assessor’s observations against the assessment criteria listed.

Learner’s signature 

Assessor signature: 

Date: 13/12/20

Example 2 - Group Observation Record

Unit: Community Project and Interpersonal and Self-management skills at Level 1

Activity: The group took part in a discussion to evaluate the effectiveness of the community project at the local care home.

The matrix below records their comments and the assessment criteria covered. (Community Project 4.1, 4.2 and 4.3, Interpersonal and Self Management Skills 3.1, 3.2 and 4.1)

	4.1 Identify what went well with the community project	4.2 identify what could have been improved	4.3 State what skills you have developed by completing the community project	3.1 use appropriate body language when responding to others	3.2 communicate appropriately with others	4.1 identify own strengths in relation to interpersonal or self-management skills
Carter-Rae Smith	residents now have a newly painted games room	make sure to arrive on time so that we could spend more time there and do a better job	Improved my numeracy skills with the measuring and the pots of paint		Rather than speaking over others Carter-Rae waited until she was asked	I got to the residential home early to make sure I wasn't late
Jaydon Hart	On the Fridays we got to speak with the residents	More fundraising so we had more money for the actual project	Teamwork, realising that painting walls can be boring without mates to have a laugh with	Jaydon showed that he was listening to others by nodding his head and sitting forward during the discussion		I'm a great listener
Kane Sale	residents enjoyed telling us stories and I learnt something new about my town	More time to spend playing games in the new room with the residents	Confidence when meeting new people and speaking to them		Kane did not swear during this discussion	Not losing my temper when the residents didn't understand how to play the x box game

Learners' signatures

Assessor signature:

Date: 24/08/20

AUDIO EVIDENCE

Where learners struggle with writing and literacy an audio recording of either group discussions or question and answer sessions between the learner and the Assessor can be a good way to capture spoken evidence. If recording group discussions, it is important to make sure learners identify themselves so that it is clear that all individuals are making contributions to the discussion.

A test run is recommended to be sure that the quality of the recording will be good enough and that all voices can be clearly heard. If more than one learner is using the same recording as evidence each learner must record on their own Tracking Sheet the time referencing for the recording which relates to them. This way there only needs to be one recording provided for moderation, with each learner referencing the same source material and noting their individual time reference.

Summary:

Good Practice:

- Learner identifies themselves each time they speak in a group discussion
- The time reference of each learner's recording is referenced on their individual Tracking Sheet
- The audio recording is clear and easy to understand

Examples of where evidence format may be used:

- Group discussion to generate ideas for a project
- Learner and Assessor question and answer session.

VIDEO EVIDENCE

Many learners find video evidence a creative and engaging assessment tool. As with audio evidence, it can be used as a way to capture group discussions or one-to-one question and answer sessions, but it has the additional advantage of being able to capture “performance evidence”, e.g. learners demonstrating particular body language, demonstrating ways in which they worked safely, or giving presentations.

Group discussions need to be particularly well planned so as to ensure that all those involved in the discussion identify themselves and get a chance to contribute in a way that enables them each to meet the assessment criteria being targeted. If the facilitator plans the session well and keeps learners to the point, recordings need not get too lengthy. Where a recording is rather long, it is important to put time references on individual learners’ Tracking Sheets so that an IQA or External Moderator can quickly find the relevant contribution of an individual.

A test run is recommended to be sure that the quality of the video recording will be acceptable in terms of both picture and sound. A single video clip can be submitted for a whole group of learners so long as time references for individual learners are made explicit on the Tracking Sheets. It is helpful if individuals introduce themselves before they speak.

Not all learners may be comfortable being videoed and this should, of course, be respected, but Assessors can explain the advantage that this assessment tool presents in terms of enabling learners potentially to meet several criteria effectively through just a single piece of evidence.

Summary:

Good Practice:

- Video has suitable quality of picture and sound
- Learners identify themselves
- The time reference of each learner’s recording is referenced on their individual Tracking Sheet

Examples of where evidence format may be used:

- Visual evidence of a presentation, sports session or interview.
- Demonstrating criteria
- Communicating with others
- Question and answer session

GROUP EVIDENCE

Generating evidence as a group is encouraged, particularly for criteria where the skills being assessed require team working. Sometimes individual portfolios include images of materials created through group work with individual contributions highlighted. In other cases, original materials created by a group are submitted for all learners in a folder and the group evidence folder is referenced on the Tracking Sheets. Either method can work well but Assessors need to ensure the evidence clearly identifies an individual's contribution and that each learner fully meets the command word/plural requirements of the criterion.

Use of flip charts

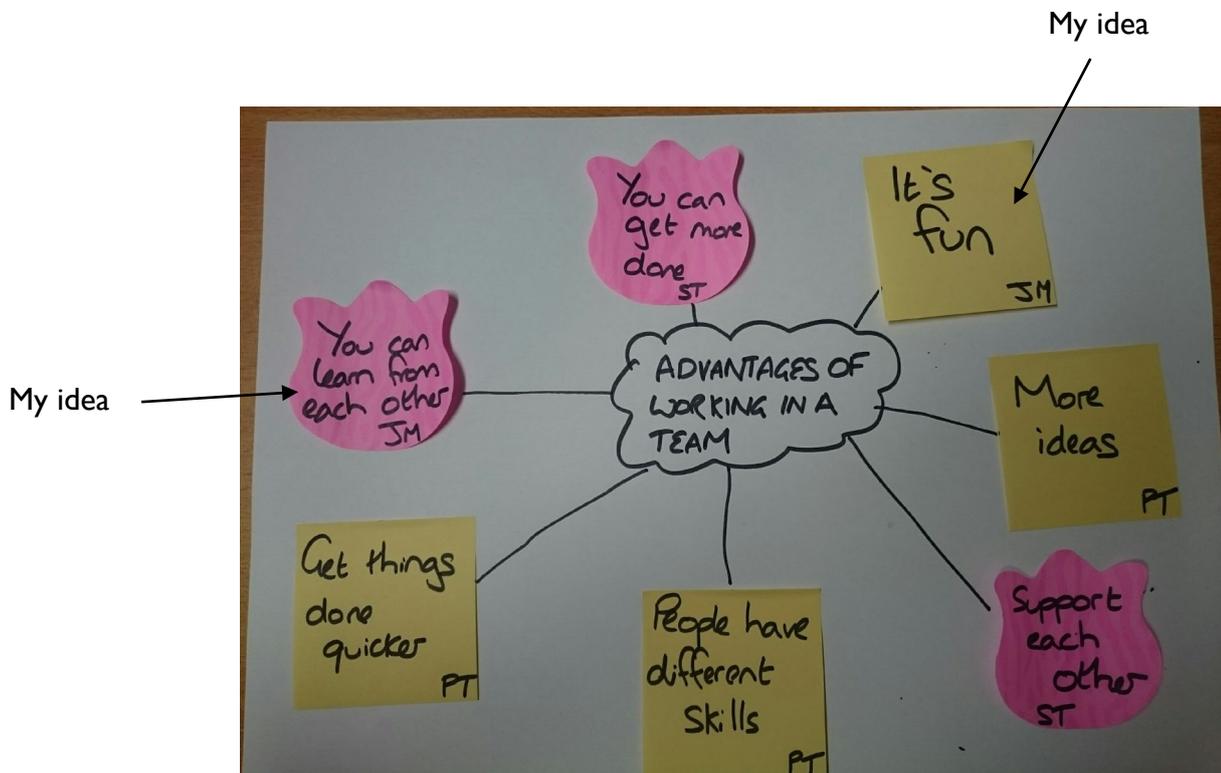
Images of flipcharts and posters that have been generated as a result of group activities where a learner has their name/initials next to points they made gives a clear indication of their input. A learner simply signing the flipchart does not help identify their individual contribution.

Submitting the flipchart as group evidence is acceptable as long as all learners reference it on their Tracking Sheets. Another way of presenting flipchart evidence is for each learner to have a photograph of the flipchart, which they annotate to show which contribution(s) they made and how this meets the criteria. Each learner must still meet the plural requirements of a criterion, so they might need to give more than one answer.

Summary:

<p>Good Practice:</p> <ul style="list-style-type: none">• Learners identifies their own individual contribution to the group work• Learners meets command word and plural requirements of assessment criteria• Work is easy to decipher and sufficiently clear• Additional written commentary is added by the learner to clarify their involvement if needed	<p>Examples of where evidence format may be used:</p> <ul style="list-style-type: none">• Mind map of ideas of a community project or team activity• List of advantages/disadvantages of a particular way of working
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Example of Group Evidence – Good Practice



Highlight your own contribution above and add any comments below:

We all had to give 2 ideas of the advantages of working in a team. I worked with Mohammed and Sam, we shouted out ideas and Alex wrote them down. I called out that in a team people can learn from each other and that it is fun to be in a team. We wrote our initials next to our own ideas and Miss Spiteri took a photo of the work.

WORKSHEETS / WORKBOOKS

Worksheets are useful where criteria require learners to be very specific about certain points or require a more personal approach, which is less easily captured in group discussions. Learners who struggle with writing may find writing extensively on worksheets challenging. A well-constructed worksheet can support the learner through the stages of identifying, listing and finally to producing a more descriptive response. Starting with easy tasks, learners experience success and this motivates them to continue to a more complex task, building on ideas already generated. This type of scaffold sequence can lead learners to an insight about a concept they might initially have found daunting.

Some common pitfalls of using worksheets:

- ➔ Not providing enough space on a worksheet for the response to a question. If an assessment criterion requires a description, the learner must be given enough space to write a full description.
- ➔ Asking two questions at the same time. This often leads to a learner only responding to one part of the question and forgetting that there is a second part.
- ➔ Questions on a worksheet may not allow learners to meet the assessment criteria if they have been re-worded in a way which does not ask for the same information.

Some suggestions:

- Ensure that the prompt questions on the worksheet are aligned/ match the assessment criteria.
- Pre-printing bullet points can help remind a learner that they need to provide several ideas rather than just one if the criterion requires multiple.
- After posing a question on a worksheet, give an example, so that the learner has a model to work with.
- Using a table format can enable several tasks to be amalgamated into just one. It is satisfying and less onerous for learners if the completion of a single table enables them to provide sufficient evidence for several assessment criteria.
- Ensure there is sufficient space on the worksheet for the learner to meet the command word of the assessment criterion.

Summary:

Good Practice: <ul style="list-style-type: none">• Ensuring sufficient space to allow learners to fully meet criteria, in particular regarding command word and plural requirements• Using a scaffolding approach to build up ideas and support learners• Matching questions to assessment criteria directly	Examples of where evidence format may be used: <ul style="list-style-type: none">• Creating a budget• Producing an action plan with timescales, persons responsible etc for a project• Setting goals and objectives
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PROFESSIONAL DISCUSSION

Professional discussion is a planned, detailed two way conversation between the Assessor and learner. It can be an effective way of assessing the learner's understanding and knowledge of a particular topic. In some instances it is an effective use of time and an efficient holistic assessment method. Professional discussion can be particularly helpful for a learner who finds written evidence difficult to produce.

The suitability of using professional discussion as a form of evidence depends on the experience of the Assessor in using this technique and the communication skills of the learner.

The professional discussion should be carefully planned by the Assessor, with the learner involved in this process. The Assessor should consider the purpose of the discussion and the required outcomes. Learners should be notified of the format the discussion will take, timings and a list of areas or points which will be covered during the discussion to allow them to prepare for the discussion.

During the professional discussion, the Assessor should encourage the learner using active listening and putting the learner at ease where possible. Assessors should allow time for learners to think and organise their thoughts before they respond. Probing questions can be asked when appropriate to encourage the learner to further develop their thinking or to clarify certain points. The discussion should be time managed and this should be agreed with the learner as part of the planning process. The Assessor must take care not to lead the learner in order to capture the evidence required. It is good practice to give the learner feedback and agree the next steps at the end of the discussion.

The discussion can be recorded in a number of ways for the learner's portfolio:

- Handwritten/typed notes from the Assessor, ideally these are authenticated by the learner to confirm they are a true record of the discussion.
- Audio recording; discussion providing evidence against a specific assessment criterion should be time referenced on the tracking sheet.
- Digital recording using relevant technology such as Skype, smart phones etc. The saved recording can be submitted for external moderation with the Tracking Sheet confirming time references in the recording where each criterion has been met.

Summary:

Good Practice:

- Assessor plans agenda for professional discussion and shares with learner.
- The discussion is time managed.
- A suitable method of recording is used which can be clearly referenced for moderation.
- The Assessor provides the learner with feedback and next steps

Examples of where evidence format may be used:

- When the Assessor feels that a learner will achieve the assessment criterion more succinctly via a discussion than through written evidence.
- When a free flowing discussion is more appropriate than a formal Q&A session.

QUESTION AND ANSWER

Assessors can plan a question and answer session with a learner or group of learners to collect evidence against specific criterion. Questioning can be used to inform dialogue with learners, confirm understanding and apply learning. The aim is to get the learner to think out loud with reference to a specific assessment criterion.

Assessors should consider the best type of question to elicit the required information. Closed questions usually only require the learner to answer 'yes' or 'no' so may not provide valuable evidence. Open questions require the learner to think and formulate a response.

The question and answer session should be clearly recorded in a format suitable for external moderation. Such formats include a video or audio recording, written question and answer sheet.

Questioning could be used to provide learners with an opportunity to share their opinions or ideas, create a sense of shared learning and to explore the learner's understanding.

Summary:

Good Practice: <ul style="list-style-type: none">• A range of open questions are used• A suitable method of recording the evidence is used.	Examples of where evidence format may be used: <ul style="list-style-type: none">• To seek the views/opinion of the learner• To confirm learner's understanding
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CROSS REFERENCING EVIDENCE

Cross referencing refers to evidence for one unit being used to demonstrate achievement of assessment criteria in a different unit. Where evidence is relevant for different units this is known as integration of assessment. Cross referencing can be used within The Prince's Trust's qualifications where learners have completed appropriate evidence to be used across more than one assessment criteria or multiple units.

The Assessor should consider the units on a holistic basis to ensure that work can be cross referenced where possible; this may involve identifying activities that relate to more than one unit or learning outcome and then arranging the most suitable way to collect a single piece of evidence that satisfactorily covers all the assessment requirement. Work can be cross referenced between units of a Prince's Trust qualification, between qualifications and even from outside of the learning environment, for example from other subject areas where appropriate.

Cross referencing can considerably reduce the quantity of evidence required from learners and prevent duplication of work. Evidence needs to be referenced accurately and clearly for moderation.

Example of cross referencing in practice

For example; to demonstrate teamwork skills learners are asked to evidence their participation in team activities. The witness statement on page 8 for Selena Begum clearly identified that teamwork skills have been well used by the learner. So although this statement was written to provide evidence for an alternative unit of work, it could be referenced within the Teamwork Skills unit as an example of the learner participating in team activities. This must be made clear on the learner's Tracking Sheet for the Teamwork Skills unit.

Summary:

<p>Good Practice:</p> <ul style="list-style-type: none">→ Taking a holistic approach to qualification to ensure integration of assessment is planned and unnecessary duplication of work avoided.→ Cross referencing is clear on Tracking Sheets	<p>Examples of where cross referencing may be used:</p> <ul style="list-style-type: none">→ Between criteria or learning outcomes which require demonstration of similar skills.→ Where work completed in another unit, subject area or qualification provides valid evidence against an assessment criterion in The Prince's Trust qualification
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PLAGIARISM

In order to ensure that the integrity of qualifications is maintained; all stakeholders have a responsibility to ensure that the process of assessment and validity of the assessment result is not compromised and that the credibility and reputation of the awarding organisation is protected. Therefore, centres must ensure that all work is authentic and not plagiarised.

Plagiarism is a form of malpractice which can compromise the authenticity of learner work and the integrity of the qualification or unit and awarding organisation. Plagiarism is defined by the Joint Council for Qualifications (JCQ) as ‘unacknowledged copying’.

The following are potential reasons why learners might plagiarise:

- Lack of awareness about what plagiarism is and what the regulations are
- Time management issues
- Striving for better results
- Poor assessment
- Cultural difference

Centres may be able to recognise plagiarism:

- Where the content of work varies greatly in terms of style, vocabulary, grammar and spelling from the general standard of the learner’s work or within a piece of work; Assessors may identify a case of plagiarism
- Some colleges and training providers will have access to software that will allow them to identify plagiarism

To help avoid plagiarism centres can:

- Make learners aware that the following actions constitute plagiarism:
 - Copying sections of work from a peer
 - Having someone dictate a piece of work to them
 - Copying from the internet or books without citing the source
 - Omitting quotation marks from a quotation
 - Copying word for word from group notes taken as part of discussion
- Provide learners with information about the consequences of plagiarism
- Review learners’ work to verify authenticity
- Ensure that Tracking Sheets are signed by both the Assessor and the learner to authenticate the work

Consequences of plagiarism

If work is submitted to Prince's Trust Qualifications with a signed declaration of authenticity (i.e. a completed Tracking Sheet) and the Moderator suspects that work has been plagiarised, it will be treated in accordance with our Malpractice and Maladministration Policy. Work which has been plagiarised will not be passed and sanctions could be invoked. It is therefore essential that centres take all possible steps to mitigate against plagiarism.

ASSESSOR FEEDBACK

Feedback can be:

- **Formative** = as the learning is happening, throughout the programme. Learners should receive ongoing feedback in relation to their learning and should be set achievable targets for improvement throughout each unit. Feedback should be constructive not just congratulatory.
- **Summative** = at the end of the unit once the unit has been signed off as completed on the Tracking Sheet.

Learners should be given the opportunity to develop and improve their work to ensure that they are meeting assessment criteria. It is important to ensure that even when verbal feedback is more commonly given, some written feedback is captured within the learner's portfolio.

Often formative feedback is needed to support learners to fully meet the demands of an assessment criterion when their work is not detailed enough. If the Assessor does ask the learner to expand on their answer, the work will need to be reviewed at a later stage to acknowledge that the learner has actioned the feedback. Praise should be given when a learner has provided more information as this will help motivate them with the next piece of work. From a quality assurance point of view, it is important to document this type of written exchange between Assessor and learner so that an Internal Quality Assurer or Rexternal Moderator has evidence of a supportive working relationship in practice.

In the example below, the Assessor recognises that the learner has missed out some of the information requested and has asked them to add that information. It is clear that the learner does so on the back of the feedback they are given:

Plan your own journey to ensure that you arrive on time at your work experience; consider transport, length of journey and cost.

I will get the bus to the hairdressers every day for work experience. It will cost me £1 each way. The bus stop is outside my house and will take me very close to the salon. It will take me half an hour on the bus to get there.

Good information - you need to add what time you need to leave to arrive on time

I start work at 9am so I have to leave home at 8.30 at the latest

Excellent!

In the example below, the Assessor confirms that an adequate response has been provided and adds a comment to encourage the learner:

My personal strengths – use words and/or pictures to identify at least 3 things that you are good at:

1) Being a good friend



2) Being positive



3) Good at computers



Nathan this is great work and I'm sure you'll use each of these strengths when working with your team 😊

In the example below, the Assessor prompts the learner for more detail through the use of questions and also supports the learner with their literacy, which is good practice. The Assessor acknowledges their effort to develop their work:

Identify what aspects of your presentation could have been improved:

Nothing (Sp; *Nothing*)

Rhian have another think about what you might do differently next time you give a presentation? Is there anything that you weren't completely happy with or anything that you could develop for next time?

I would practice more as I didn't know the words and I had to look at the screen when I talked. I will try to remember what I want to say next time. And I will try not to feel so nervous.

Well done Rhian, I'm sure your next presentation will be even better than this one!

SUPPORTING INDIVIDUAL LEARNERS

The Prince's Trust is committed to ensure we facilitate open access to all our units and qualifications for learners, without compromising the assessment of the skills, knowledge, understanding or competence being measured.

We support equal opportunities in education, training and employment and are committed to ensuring that anyone who wants to gain one of our qualifications faces no unnecessary barriers in doing so. We will make appropriate reasonable adjustments to remove any barriers.

Centres should have their own policies in place to ensure learners are supported throughout their learning. Where adjustments need to be made centres should follow the correct processes for access arrangements as set out in QSP 00: Centre Handbook.

Special Consideration

Special Consideration is a process which may result in an adjustment to the results of learners who have not been able to demonstrate attainment because of temporary illness, indisposition or an unforeseen incident at the time of the assessment.

Reasonable Adjustments

Reasonable adjustments are any actions that help to reduce the effect of a disability or difficulty. Reasonable adjustments can cover the entire course and should be approved **before** an assessment takes place. Reasonable adjustments must not, however, affect the reliability or validity of assessment outcomes nor must they give the learner an assessment advantage over other learners undertaking the same or similar assessments.

LITERACY, LANGUAGE & NUMERACY

The Prince's Trust recognises that effective Literacy, Language and Numeracy (LLN) skills are critical to employment and educational opportunities for learners.

Our Vision

We hope that learners will:

- Describe themselves as more confident in their LLN skills and recognise that with new strategies, support and hard work they can improve these skills.
- Regard employment and education programmes which require English and maths as within their reach.

We will:

- Provide every learner with an opportunity to build their literacy, language and numeracy skills in a personal social development (PSD) or vocational context.
- Promote the importance of literacy, language and numeracy in everyday life and work and encourage positive attitudes: "everyone can improve their literacy and numeracy skills"

Prince's Trust qualifications provide naturally occurring opportunities for learners to develop their literacy, language and numeracy skills in practical and meaningful contexts. For example, writing a CV or calculating the cost of a community project. Developing skills in contexts that relate to a learner's everyday life or career aspirations can make literacy and numeracy learning less threatening, more engaging, and can help learners develop a deeper and more sustained understanding of LLN concepts.

Although learners will not be measured on their literacy, language and numeracy skills within the qualifications portfolio, it is expected that centres support learners to build their skills whilst working towards their qualification portfolio.

LLN Hints and Tips for Supporting Learners

Tips to support writing

- Allow learners to use a computer if handwriting is poor and encourage them to use spell check. (check they know how to use spell check).
- Help learners to plan and structure before they write. Please provide time for this before doing any written tasks. Encourage them to use spider diagrams and mind maps to organise thoughts and ideas, or a writing frame to organise a more structured piece of writing such as a letter or CV.
- Encourage learners to write a draft and proof-read it together, or if you are working with a group, pair them up and allow them to peer assess each other's

work. (For an activity like this consider pairing up higher and lower level learners).

- ➔ Write any new words or key vocabulary on the board or on flip chart paper, e.g technical language related to a specific job sector.
- ➔ If a learner's work is littered with errors, rather than marking it all incorrect, pick out 1-5 errors (depending on the learner) and explain what is wrong. Next, ask them to proof-read it again and see if they can highlight other mistakes. Encourage them to become more independent.

Tips to support speaking and listening activities

- ➔ Discuss what makes a speaking and listening activity effective: voice, body, tone, language used etc.
- ➔ Speaking in different situations – discuss how to prepare for formal and informal situations where you have to communicate with other people, e.g. in a job interview or delivering a presentation.
- ➔ Give learners time to prepare and practice speaking and listening e.g. mock interviews, phone calls to employers, presentations, speaking and listening games.
- ➔ Pre-teach any vocabulary required: job/sector specific language.

Tips to support numeracy

- ➔ Make practical equipment available: calculators, rulers
- ➔ Concentrate on the basics of number: addition; subtraction; multiplication and division in order to build confidence.
- ➔ Demonstrate their 'unconscious competence' i.e. how they use numeracy in their daily life. For example - going to the shop and working out the correct change.

Please contact The Prince's Trust Qualifications for support with the embedment of LLN at your centre.

GLOSSARY OF COMMAND WORDS

Agree – to reach a joint decision (with one or more person(s)). Evidence should include details of the decision and confirmation from those that it has been agreed with.

Allocate - to give something to someone as their share of a total amount, to use in a particular way

Allow - to give permission for someone to do something, or to not prevent something from happening

Analyse – to examine something methodically and in detail, typically in order to explain and interpret it

Apply - to put into action, to request something or seek assistance. Evidence of the application should be provided.

Assess – to provide a reasoned judgement or rationale of the standard, quality, value or importance of something, informed by relevant facts/rationale.

Calculate – to work out the value of something. Evidence of a basic calculation is required.

Carry out - to do or complete something. Evidence of participation in the process and of the completed task/activity should be provided.

Communicate – to pass on information either written or orally. Oral communication requires evidence of learner performance. If written communication is used a copy of this should be provided.

Compare - to look at (two or more things) closely in order to see what is similar or different about them or in order to decide which one is better. An overall judgement or conclusion should be given.

Compile - to collect information from different places and arrange it in a suitable format

Complete – finish a task by adding to information

Conduct - to organise and carry out a particular activity

Contribute – to help bring about a result for a common purpose. Each individuals' involvement should be clear.

Cook – to prepare (food, a dish, or a meal) by mixing, combining, and heating the ingredients

Create - to make something new, or invent something

Define – specify meaning / say (orally or in writing) what the meaning of something, especially a word, is (e.g. defining a particular term)

Demonstrate – show how something should be done. This requires evidence of learner performance

Describe –to provide an extended range of detailed, factual information to set out characteristics and/or give details about the topic or item in a logical way.

Determine - to discover the facts or truth about something through research or calculation.

Distinguish - to show understanding of the difference between two things

Estimate – assign an approximate value

Evaluate – Consider the strengths and weaknesses, arguments for and against and/or similarities and differences then judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement.

Examine - to look at, inspect or scrutinise carefully or in detail.

Explain – set out purposes or reasons / to make something clear or easy to understand by describing in more detail or giving information about it. Typically explanations will include reasons as to why or how something is.

Follow - to obey or to act as ordered by someone i.e. to follow instructions. Evidence will usually require corroboration.

Identify – name or otherwise characterise / to recognise something (or someone) and say (or prove) what (or who) they are

Interpret - To explain or clarify what the intended meaning of something is so that it can be more easily understood

Lead - to control a group of people or a situation. This requires evidence of learner performance.

List – to write or state (orally) at least two items.

Make – to produce something, often using a particular substance or material

Monitor – to watch and check a situation carefully in order to discover something about it. Evidence should clearly show that monitoring took place over a period of time.

Maintain - to continue to have; to keep in existence, or not allow to become less

Obtain – to gain possession of something

Outline – set out main characteristics / give a general explanation or description

Participate - to take part in or become involved in an activity. This requires evidence of learner involvement.

Perform – to carry out, accomplish, or fulfil (an action, task, or function). This requires evidence of learner actions.

Plan – a scheme, program, or method worked out beforehand for the accomplishment of an objective, a proposed course of action

Prepare – to make things or oneself ready

Present - to give, provide, or make something known

Produce – to create by physical or mental effort

Provide - to give someone something that they need

Reflect - to think carefully, especially about possibilities and opinions

Respond – to reply / give an answer or do something as a reaction to someone or something. Evidence may need to be corroborated.

Review – a retrospective view or survey, looking at positives/negatives, or strengths/weaknesses, with the intention of making future changes

Revise – to alter, edit, reconsider, change or modify. Revisions/changes should be made clear.

Select – to make a choice from among several i.e. pick out

State – to express in clear terms. This can be written or oral evidence

Summarise – to give a brief statement of the main points of something; state or express in a concise form.

Undertake - to do something. Evidence of participation and/or completed task/action should be provided.

Use - to put into service or employ for a purpose. Evidence of use should be provided.

For further clarification on any of the above, centres should contact The Prince's Trust Qualifications.

APPENDICES

Appendix 1 – Example of a Completed Tracking Sheet

Teamwork Skills
Level 1/SCQF Level 4

Learner name: Zara McDonald

Centre name: The Prince's Trust School

Referencing should be clear and precise. Specific page number/s should be stated rather than a range of pages.

Assessment criteria state what the learner is expected to do in order to demonstrate that a learning outcome has been achieved.

To do this you must	Page number	Assessment date
1. Understand the importance of teamwork		
1.1 Identify the advantages of working as a team	1	06/05/20
1.2 Give examples of the problems that could occur when working as a team	1	06/05/20
1.3 Identify two situations where teamwork is essential	2	10/05/20
2. Understand roles and relationships within a team		
2.1 Identify different roles for team members whilst completing an activity	3	10/05/20
2.2 Describe the need for different roles within a team	3	10/05/20
2.3 Identify different ways of making decisions in a team	4	22/05/20
2.4 Give examples of ways to resolve conflict within a team	4	22/05/20
3. Be able to take part in team activities		
3.1 Identify objectives for a team activity	5	15/05/20
3.2 Participate in team activities	6, 7, 8	02/06/20
3.3 Identify your role within the team activities	9	15/05/20
3.4 Give constructive feedback to a team member	USB track 2	02/06/20
3.5 Obtain constructive feedback from a team member	USB track 3	05/06/20

The assessment date is when the Assessor confirms that the evidence produced meets the criterion.

4. Be able to evaluate own performance		
4.1 Give examples of how the team worked well	USB track 4	10/06/20
4.2 Give examples of skills you have developed while working as a team	10	10/06/20
4.3 State ways to improve own team working skills	10	10/06/20
Assessor feedback		
<p>You came up with some good ideas about how to work effectively as a team Zara, which shows a good understanding of what teamwork is all about. During the team activities you showed that you can take the initiative to do things yourself but you are also a very supportive team member. Well done on such a confident, mature approach to giving and receiving constructive feedback.</p>		
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: auto; margin-right: auto;"> <p>This is where the Assessor gives feedback to the individual learner about their learning in this unit</p> </div>		
<p>Declaration I confirm that the details above are correct, that the evidence submitted is the learner's own work and that the learner meets all the requirements for the unit:</p>		
Learner Name xxxxx		Assessor Name xxxxx
Learner Signature xxx		Assessor Signature xxxxx
Date 01/07/20		Date 05/07/20

The learner and Assessor must both sign and date the Tracking Sheet once the unit is complete. These signatures act as the declaration that all evidence is authentic to the learner and negate the need for all individual worksheets to be signed.

Appendix 2 – Witness Statement Template



QUALIFICATIONS

Witness Statement

Learner name:

Unit: Assessment criteria:

What was the task?

Please provide clear details/ comments of what was witnessed. Comments should be linked to the assessment criteria and must be specific to the learner.

Name of witness:

Role of witness:

Date: Signature:



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