



Fine Art Qualifications

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www.princes-trust.org.uk/qualifications

Purpose of this document

The Qualification Specification is designed to give centres information so that they can offer the Diploma in Fine Art at Level 3 and/or Level 4 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 document 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.

The handbook 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 in England, Wales, Northern Ireland and Scotland 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 partners to ensure they are best placed to support young people

Recognising that many people lack formal qualifications we promote our qualifications to those who need them most; young people who struggle at school, people who 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 everyone should have the chance to succeed. We want you to have a positive experience when you work with us, so 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, empowering, passionate and non-judgemental

Regulatory requirements

Prince's Trust Qualifications is regulated by all UK qualification regulators and as such our regulatory responsibilities are:

- Maintaining the integrity of nationally recognised qualifications
- Issuing formal qualifications
- Ensuring qualifications are accessible to all and free from barriers and discrimination
- Continuous self-assessment to ensure units and qualifications are robust and fit for purpose
- Meeting regulatory criteria and principles

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Royal Drawing School

Prince's Trust Qualifications and the Royal Drawing School have worked together to ensure these qualifications give the learners who undertake the Foundation Year at the Royal Drawing School a regulated outcome to support their progression within art and design.

The Foundation Year at the Royal Drawing School is a one-year, fulltime, skills-based programme delivered over 5 days per week and 36 weeks of the year. The programme provides a thorough grounding into a broad range of skills and disciplines within the field of artistic practice. Through expert advice and guidance the programme provides a rigorous and dynamic experience that is designed to prepare students for entry to all degree level art and design programmes both nationally and internationally. The programme provides a stimulating, creative and thought-provoking environment, which prepares creatively independent learners to meet present and future demands of BA degree programmes.

The fast-paced and intensive structure of the programme is overseen by a core team of staff and is delivered by professional and practicing artists. The teaching faculty also includes alumni from the Royal Drawing School Post Graduate level programme. The programme is taught within a studio, gallery and lecture environment where learners explore, through practical application and 'thinking through drawing and making', a wide range of fine art media including painting, sculpture, animation, printmaking and photography (utilised through the workshops available in Trinity Buoy Wharf), with drawing emphasised as a means of informing and expressing ideas. Throughout the year, drawing from observation in the studio, on the streets of the city and from art in galleries and museums, remains at the core of the programme. Students develop the practical, critical, evaluative and contextual skills needed to progress onto the next level of education.

Qualification Aim

The Prince's Trust Diploma in Fine Art qualifications enable learners to:

- Develop an understanding of fine art as a means of communicating ideas and problem solving
- Have a critical and contextual awareness of different approaches within art and design subjects of study or work
- Understand the role of 'process' in the development of ideas
- Respond creatively to a range of visual and theoretical proposals
- Understand, adapt and safely use appropriate practical methods and skills for creative production
- Gain an understanding of a wide variety of practices and methods to develop their skill base
- Take responsibility for the research, planning, time management & actions to access progression opportunities
- Critically review the effectiveness and appropriateness of methods and results
- Use evaluative and reflective skills to take responsibility for own learning, development, decision-making and problem solving
- Effectively present themselves and their work to appropriate audiences

Progression

The disciplines, skills, techniques and processes which learners experience through the qualifications allow them to make an informed decision about their progression route.

This preparation supports learners' progression, enabling them to meet the demands of challenging degree and apprenticeship programmes, or gives them a good grounding for different work environments. The qualifications enable learners to be independent well informed creative thinkers prepared for modern creative industries.

Qualification Summary

Prince's Trust Level 3 Diploma in Fine Art	
Qualification framework	RQF
Qualification number (QN)	603/3343/1
QW Approval/Designation No.	N/A
Date for registrations	September 2018
Age range	18+
Assessment methods	Portfolio of Evidence, Practical Demonstration/Assignment
Guided learning hours (GLH)	960
Total Qualification Time (TQT)	1290
Minimum number of credits required at Level 3	84
Grading information	Pass, Merit, Distinction
Entry requirements	Learners are expected to produce a portfolio of personal work demonstrating their aptitude and artistic potential in fine art.

Prince's Trust Level 4 Diploma in Fine Art	
Qualification framework	RQF
Qualification number (QN)	603/4317/5
QW Approval/Designation No.	Not yet available
Date for registrations	September 2019
Age range	18+
Assessment methods	Portfolio of Evidence, Practical Demonstration/Assignment
Guided learning hours (GLH)	960
Total Qualification Time (TQT)	1290
Minimum number of credits required at Level 4	70
Grading information	Pass, Merit, Distinction
Entry requirements	Learners are expected to produce a portfolio of personal work demonstrating their aptitude and artistic potential in fine art.

Qualification Structure

Diploma Qualification Structure

The rules of combination detailed below need to be met before Prince's Trust Qualifications can award a Diploma in Fine Art.

Level 3 Diploma in Fine Art

Number of units to be achieved	6
Total number of credits to be achieved	129
Minimum number of Level 3 credits to be achieved	84
Maximum number of Level 4 credits to be achieved	45

Level 4 Diploma in Fine Art

Number of units to be achieved	6
Total number of credits to be achieved	129
Minimum number of Level 4 credits to be achieved	70
Maximum number of Level 3 credits to be achieved	59

Units

The Diploma in Fine Art qualifications have six mandatory units which must be completed for the qualification to be gained. Unit 5 Fine Art Project is the unit which is assessed externally and is awarded at Pass, Merit, or Distinction. The other units are assessed internally and are graded as Pass or Fail.

Unit number	Unit Title	Level 3	Level 4	GLH	TQT	Credits
1	Introduction to Fine Art	•		150	180	18
2	Solving Problems through Fine Art	•		150	180	18
3	Critical understanding of Fine Art techniques and styles	•	•	150	180	18
4	Fine Art project – centre brief	•		160	230	23
5	Fine Art project – self directed		•	290	450	45
6	Personal Planning and Progression	•	•	60	70	7
				960	1290	129

For more detail of the individual units and the assessment criteria please see Appendix 1.

Rules of Combination

When meeting the rules of combination, it is recommended that learners complete units 1 and 2 prior to commencing unit 4, and unit 4 is recommended as a precursor to unit 5. This ordering will allow learners time and opportunity to develop their practices, gain exposure to new and different media while also allowing for experimentation to be encouraged before final art projects are commenced. Centres should tailor learning programmes to meet individual learner needs.

It is recommended that centres adopt a holistic approach to units 3 and 6 as the delivery of these units is best when the opportunities are integral to the assessment activities designed for the other units.

To achieve the Level 4 Diploma units 3, 5 and 6 must be achieved at Level 4.

Prior learning

Learners should evidence their prior learning and achievement, ideally through a portfolio of work. Where possible, learners should be invited to attend a personal interview to enable delivery staff to assess their aptitude and potential to benefit from the programme.

As some university degree programmes require learners to have gained GCSEs at C/grade 4 or above in Maths and English centres are reminded that learners may be required to complete these qualifications, alongside this qualification if not achieved already, to ensure that they have the best possible chance to progress to Higher Education.

There is a requirement as part of this qualification for learners to critique work undertaken by themselves and that of others, this will involve communication skills. Learners should be aware that written work is part of the formal assessment process and centres are encouraged to support learners develop this skill to support their work and progression.

[Access Arrangements](#)

Detailed information about the Special Consideration and Reasonable Adjustments policies for this qualification is provided in the Centre Handbook (QSP 00)

Assessment of Qualifications

Grading

The Level 3 and Level 4 Diploma in Fine Art are centre assessed using portfolios of work and are graded as Pass, Merit or Distinction. The portfolios of work are internally assessed by the centre and then externally moderated by Prince's Trust Qualifications.

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 of evidence, and their achievements are recorded on assessment sheets completed by the Assessor/s
- The centre undertakes internal quality assurance activities which includes verification of evidence assessed by each Assessor.
- A sample of learners' portfolio of evidence is then externally moderated by Prince's Trust Qualifications

As detailed under the Rules of Combination there is an expectation that units will be completed in a certain order and centres are advised against allowing learners to move onto other units before they have fully completed and been internally assessed as passing the preliminary units.

In order to achieve the qualification all units have to be passed by the learner. Unit 5 (Fine Art Project- self-directed) is the unit which determines the final overall grade for the qualification as Pass, Merit or Distinction.

Distinction To achieve a Distinction grade learners must perform at Distinction grade for all the assessment criteria within Unit 5.

Merit To achieve a Merit grade for Unit 5 a learner must meet the Merit grade for the majority of the assessment criteria.

Pass To achieve a Pass grade for Unit 5 a learner must meet the Pass grade for the majority of the assessment criteria.

Evidence of Achievement

Throughout the qualification and programme of study, learners will use different methods to demonstrate their learning, while evidence is not prescribed and it would typically include:

- Written Statement of Intent for projects
- Portfolio of supporting work (including preparatory and developmental studies)
- Final Work/s
- Tutor and peer feedback – formal feedback given to support learners' development on the programme
- Research File –used to record and collect wide-ranging artistic and non-artistic personal research

- Learning Journal – a personal, reflective records for recording and analysing personal discoveries, learning, ideas to visual and academic research and evaluate advice and guidance from tutors to improve own learning
- Gallery Sketch books – used to record the learners’ visual and analytical evaluations to historical and contemporary art and design practices, noting thoughts about gallery curation and influences these might have for their own work
- Personal Sketch books – used to record visual experimentation and the exploration of personal ideas
- Written evaluation – used to demonstrate how effective the learners’ learning methods and actions have been and how creative solutions and research have informed outcomes
- Progression file – recordings of any relevant progression routes for future study or work and preparation undertaken for the different routes, including records of advice and feedback from a range of sources

Recording Achievement

When learners have gathered their evidence, assessment sheets are used to record whether each assessment criteria has been met or not. If learners have not met the assessment criteria they should have the opportunity to make changes and resubmit. It is at the centres’ own discretion how they support learners with this opportunity, taking into account any learning support needs individual learners might have.

The assessment sheets will be subject to Prince’s Trust Qualifications’ external quality assurance processes.

Making claims

Centres should only claim qualifications for learners when they are satisfied that their portfolio meets all the assessment criteria and the work has under gone internal quality assurance. Making claims is the official stage of notifying Prince’s Trust Qualifications that the learners are being submitted for external moderation. More detail can be found in Appendix 6.

Staff requirements

To adhere to The Prince's Trust quality assurance arrangements for this qualification, the centre must ensure that the following roles and responsibilities have been undertaken:

- Tutors
- Assessors
- Internal Quality Assurer (IQA)

It is not uncommon for the same person to take on both the tutor and assessor role, and this is acceptable practice, however the same person must never complete the internal quality assurance processes on portfolios they have assessed.

More detailed information for the Assessor and Internal Quality Assurers roles, with competency profiles, is provided in Appendix 4 and 5 of this specification.

Appendix list

Appendix 1 - Unit content

Appendix 2 - Level descriptors

Appendix 3 - Qualification price list

Appendix 4 – Assessor Role and Competency Profile

Appendix 5 – Internal Quality Assurer Role and Competency Profile

Appendix 6 – Registering Learners and Claiming Achievement

Appendix 1 Unit content

The units listed below are available for use from 1st September 2019.

Unit title	Reference number	Credit value	Level
Introduction to Fine Art	M/617/4708	18	3
Solving problems through fine art	T/617/4709	18	3
Critical understanding of fine art techniques and styles	K/617/4710	18	3
Critical understanding of fine art techniques and styles	M/617/4711	18	4
Fine art project – centre brief	T/617/4712	23	3
Fine art project – self directed	A/617/4713	45	4
Personal planning and progression	F/617/4714	7	3
Personal planning and progression	J/617/4715	7	4

As a reminder learners registered for the Level 4 Diploma in Fine Art, must complete all the units available at Level 4 to achieve the qualification.

Unit 1 Introduction to Fine Art

In this unit learners will consider the use of fine art materials, techniques and processes while safely producing work which shows experimentation across disciplines. Learners will research and evaluate different practices to inform their own practice.

Learning Outcome Learners will be able to	Assessment criteria
1. Research and evaluate relevant information and ideas in order to develop creative solutions	1.1 Undertake personal research to support different approaches to art and design practices
2. Work experimentally through personally directed studies	2.1 Explore different approaches to a) Media b) Image creation c) Personal ideas 2.2 Interpret, analyse and assess different perspectives and approaches
3. Develop an evaluative approach to historical and contemporary art practice	3.1 Demonstrate an evaluative approach, both visually and analytically to a) historical art and design practices b) contemporary art and design practices

Assessment guidance

This unit will be internally assessed and quality assured by the centres through their learners' portfolios of evidence and will be subject to Prince's Trust Qualifications external quality assurance processes. The assessment activities should be combined with those for Unit 2.

Evidence is not prescribed but would typically consist of:

Written Statement of Intent for projects

Portfolio of supporting work (including preparatory and developmental studies)

Final Work/s

Research File

Learning Journal.

Gallery Sketch books

Personal Sketch books

Written evaluation

Progression file

Unit 2 Solving problems through fine art

In this unit learners will experiment with finding creative solutions to problems through the application of practical, theoretical and technical understanding. There will be both simple and complex problems that need solving by the use of fine art techniques.

Learning Outcome Learners will be able to	Assessment criteria
1. Solve problems through the application of developing practical, theoretical and technical understanding	1.1 Problem-solve through visual experimentation and the exploration of personal ideas
2. Develop a number of creative solutions to given objectives, proposals or subjects	2.1 Use practical skills safely to produce creative solutions 2.2 Record different observations when working on your creative solutions
3. Research and evaluate relevant information and ideas in order to develop creative solutions	3.1 Evidence personal research 3.2 Integrate research, interpretation and evaluation of information and ideas to develop creative solutions

Assessment Guidance

This unit will be internally assessed and quality assured by the centres through their learners' portfolios of evidence and will be subject to Prince's Trust Qualifications external quality assurance processes. The assessment activities should be combined with those for Unit 1.

Evidence is not prescribed but would typically consist of:

Written Statement of Intent for projects

Portfolio of supporting work (including preparatory and developmental studies)

Final Work/s

Research File

Learning Journal.

Gallery Sketch books

Personal Sketch books

Written evaluation

Progression file

Unit 3 Critical understanding of fine art techniques and styles

In this unit the learner will develop and use their reflective and evaluative skills to analyse and give personal criticisms of their own and other people's work to further their own development and understanding of fine art techniques and styles. Formal communication is assessed as part of this unit.

Learning Outcome Learners will be able to	Level 3	Level 4
	Assessment criteria	Assessment criteria
1. Use reflective skills to record own learning and development	1.1 Record each of the following: a) personal discoveries, b) learning, c) ideas, d) visual and academic research 1.2 Use and maintain records of your planning, methods and actions taken	1.1 Record and analyse each of the following: a) personal discoveries, b) learning, c) ideas, d) visual and academic research 1.2 Use and maintain reflective records of your planning, methods and actions taken
2. Use evaluative skills in order to take responsibility for own learning and development	2.1 Explore approaches to individual solutions to problem solving 2.2 Evaluate advice and guidance from tutors to improve own learning 2.3 Reflect on outcomes to extend creative intentions	2.1 Explore approaches to individual solutions to problem solving 2.2 Give examples of how comparing own work to other artists has helped development of own practice 2.3 Evaluate advice and guidance from tutors to improve own learning 2.4 Reflect critically on outcomes to extend creative intentions
3. Reflect on different perspectives and approaches within contemporary and historical practice	3.1 Evaluate historical and contemporary fine art practice with an analytical approach to a) contextual studies b) visual and theoretical research	3.1 Critically evaluate historical and contemporary fine art practice with an analytical approach to a) contextual studies b) visual and theoretical research
4. Integrate research with personal learning	4.1 Use visual and written skills in order to integrate research with practical learning	4.1 Use visual and written skills in order to integrate research with practical learning
5. Communicate ideas, and development of them, to others	5.1 Participate in critiques and group presentations 5.2 Explain own ideas and development of them to other people	5.1 Effectively participate in critiques and group presentations

	5.3 Give feedback to others about their ideas and developments	5.2 Justify own ideas and development of them to other people 5.3 Give constructive feedback to others about their ideas and developments
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Assessment Guidance

This unit will be internally assessed and quality assured by the centres through their learners' portfolios of evidence and will be subject to Prince's Trust Qualifications external quality assurance processes. The assessment activities should be combined with those for Units 1, 2, 4 and 5.

Evidence is not prescribed but would typically consist of:

Written Statement of Intent for projects

Portfolio of supporting work (including preparatory and developmental studies)

Final Work/s

Research File

Learning Journal.

Gallery Sketch books

Personal Sketch books

Written evaluation

Progression file

Unit 4 Fine Art project – centre brief

In this unit learners will interpret, analyse and assess different perspectives and approaches within a chosen area of study. During this unit learners will be expected to manage their time and other resources accordingly, and use the opportunity to explore and experiment with different media, approaches and techniques that will support their completion of unit 5.

Learning Outcome Learners will be able to	Assessment criteria
1. Analyse and assess different perspectives and approaches within a chosen area of study	1.1 Direct and manage a self-initiated project 1.2 Write a statement of intent that outlines time frames and proposal of the project
2. Use an integrated approach and processes for creative production	2.1 Identify methods, materials and planning to develop ideas 2.2 Record any adaptations made through the exploration of methods, materials and planning 2.3 Select the most appropriate methods and materials to realise the intended outcome
3. Safely use practical methods and skills for creative production	3.1 Identify hazards and risks for the methods used 3.2 Implement precautionary measures to eliminate hazards or reduce the risks 3.3 Safely use the methods and skills for creative solution of the project
4. Present the project	4.1 Present the project to a specified audience
5. Evaluate the project	5.1 Analyse the different methods, materials and adaptations made against the initial statement of intent

Assessment Guidance

This unit will be internally assessed and quality assured by the centres through their learners' portfolios of evidence and will be subject to Prince's Trust Qualifications external quality assurance processes. The assessment activities should be completed before the learner moves onto unit 5

Evidence is not prescribed but would typically consist of:

- Written Statement of Intent for projects
- Portfolio of supporting work (including preparatory and developmental studies)
- Final Work/s
- Research File
- Learning Journal.
- Gallery Sketch books
- Personal Sketch books
- Written evaluation
- Progression file

Unit 5 Fine Art Project –self-directed Level 4

In this unit learners will make use of the skills, knowledge and understanding learnt from the previous units to plan, organise and produce a personal self-directed fine art project. The project will be completed within an agreed timeframe and will be presented to a specific audience.

Learning outcomes Learners will be able to	Assessment Criteria
1. Be able to conceive and develop a fine art project proposal.	1.1 Use a range of critical and contextual views to conceive and document a proposal for an ambitious personal fine art project. 1.2 Use specified investigations and considered evaluation to develop a personal, self-directed fine art project proposal.
2. Be able to utilise research, analysis and evaluation in order to develop solutions and realise intentions.	2.1 Use a wide range of in-depth research to assist in the development of a personal, self-directed fine art project. 2.2 Use analytical and evaluative skills to develop a range of solutions to assist the completion of the personal fine art project and realise intentions.
3. Be able to decipher and resolve practical, theoretical and technical issues.	3.1 Resolve complex technical and practical problems throughout a personal, self-directed fine art project. 3.2 Resolve complex theoretical problems within a personal, self-directed fine art project.
4. Be able to plan organise and produce a fine art project.	4.1 Within a specified time frame, clearly demonstrate efficient planning and organisational skills in the production of a personal, self-directed fine art project
5. Be able to use practical methods and skills in a fine art project.	5.1 Through exploration and modification, demonstrate the use of a range of practical methods and skills to complete the personal, self-directed fine art project.
6. Be able to use evaluative skills and reflect on outcomes.	6.1 Demonstrate detailed, critical and evaluative records, including reflection on the production of a personal, self-directed fine art project and outcomes. 6.2 Use evaluative and reflective skills to make perceptive decisions in support of a personal, self-directed fine art project.
7. Be able to present a fine art project to a specified audience.	7.1 Explore a range of considered strategies to present a personal, self-directed fine art project.

	7.2 Present a personal independent fine art project, demonstrating proficiency in skill and fully realising intentions.
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Assessment Guidance

This unit will be internally assessed and quality assured by the centres through their learners' portfolios of evidence and will be subject to Prince's Trust Qualifications external quality assurance processes.

Evidence is not prescribed but would typically consist of:

Written Statement of Intent for projects

Portfolio of supporting work (including preparatory and developmental studies)

Final Work/s

Research File

Learning Journal.

Gallery Sketch books

Personal Sketch books

Written evaluation

Progression file

Unit 6 Personal Planning and Progression

In this unit learners will identify and plan for their personal progression within art and design opportunities.

Learning Outcome Learners will be able to	Level 3	Level 4
	Assessment criteria	Assessment criteria
1. Research and prepare for their own progression	1.1 Identify relevant progression routes for future study or work and prepare for these 1.2 Record advice and guidance from a range of appropriate sources including tutors, peers, university visits and industry professionals	1.1 Identify relevant progression routes for future study or work and prepare for these 1.2 Record and evaluate advice and guidance from a range of appropriate sources including tutors, peers, university visits and industry professionals
2. Actively engage with and apply a committed approach to learning, presenting themselves and their own work	2.1 Participate in individual and group learning 2.2 Present work to others and reflect on own communication skills	2.1 Demonstrate effective participation in individual and group learning 2.2 Present work to others and reflect on own communication skills
3. Use evaluative skills in order to take responsibility for own learning and development	3.1 Reflect on outcomes to extend creative intentions	3.1 Critically reflect on outcomes to extend creative intentions
4. Evaluate and summarise own learning and development	4.1 Identify opportunities for future development 4.2 Reflect on how effective own learning methods and actions have been 4.3 Review how creative solutions and research have informed outcomes 4.4 Review advice and guidance from tutors to improve own learning 4.5 Reflect on own learning and development to inform outcomes	4.1 Summarise opportunities for future development 4.2 Reflect on how effective own learning methods and actions have been 4.3 Evaluate how creative solutions and research have informed outcomes 4.4 Evaluate advice and guidance from tutors to improve own learning 4.5 Independently and critically reflect on own learning and development to inform outcomes

Assessment Guidance

This unit will be internally assessed and quality assured by the centres through their learners' portfolios of evidence and will be subject to Prince's Trust Qualifications external quality assurance processes. The assessment activities should be combined with those for Units 1, 2, 3, 4 and 5.

Evidence is not prescribed but would typically consist of:
Progression file
Learning Journal

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 levels at which these qualifications are offered at 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 Princes Trust Qualifications.

Level	Knowledge descriptor (the holder)	Skills descriptor (the holder can...)
Level 3	<p>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.</p> <p>Can interpret and evaluate relevant information and ideas.</p> <p>Is aware of the nature of the area of study or work.</p> <p>Is aware of different perspectives or approaches within the area of study or work.</p>	<p>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.</p> <p>Use appropriate investigation to inform actions.</p> <p>Review how effective methods and actions have been.</p>
Level 4	<p>Has practical, theoretical or technical knowledge and understanding of a subject or field of work to address problems that are well defined but complex and non-routine.</p> <p>Can analyse, interpret and evaluate relevant information and ideas.</p> <p>Is aware of the nature of approximate scope of the area of study or work.</p> <p>Has an informed awareness of different perspectives or approaches within the area of study or work.</p>	<p>Identify, adapt and use appropriate cognitive and practical skills to inform actions and address problems that are complex and non-routine while normally fairly well-defined.</p> <p>Review the effectiveness and appropriateness of methods, actions and results.</p>

Source: ‘Qualification and Component Levels’ (Ofqual/15/5774)

Appendix 3 Price list

Keeping Costs Low

We are committed to ensuring that everyone has an opportunity to gain formal recognition of their skills and achievements so we continue to offer competitively-priced qualifications.

Art and Design

Diploma in Fine Art	£95.00
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Replacement Certificates

Replacement certificate	£20.00
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Enquiries and Appeals

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

More detailed information about these processes is provided in the [Making Claims and Results Handbook \(QSP 03\)](#)

Resubmissions

Centres are able to apply for resubmissions. This will be chargeable per resubmission moderation visit required as opposed to charging for each learner to resubmit. Please speak with Prince's Trust Qualifications to discuss.

Appendix 4 Assessor 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

“E” = Essential, “D” = Desirable

Appendix 5 Internal Quality Assurer role profile

Qualifications/Training	
Qualified to RQF Level 4 or suitable relevant experience teaching or training in the subject being assessed	E
Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice qualification / other equivalent qualifications / or suitable relevant experience in Internal Quality Assurance	D
Knowledge and Experience	
Relevant industry experience in the area you are internally verifying	E
Assessment experience and knowledge of assessment types and methods appropriate for the qualifications being assessed	E
Knowledge of the principles and practices of internal quality assurance	E
Experience of giving constructive feedback to assessors	E
Awareness of awarding body systems	D
Skills and Abilities	
Confident – able to engage with awarding organisation senior management, team members, centres and learners	E
Excellent negotiating/influencing skills	E
Excellent standard of written and oral communication skills	E
Excellent attention to detail	E
Excellent organising and time management skills to meet tight deadlines	E
Professional Membership	
Continued commitment to CPD	E

“E” = Essential, “D” = Desirable

Appendix 6 Registering Learners and Claiming Achievement

Learners should be registered directly with Prince's Trust Qualifications using the Registration Form provided at centre approval. A copy of this form can be obtained by contacting Prince's Trust Qualifications.

Making Claims for External Moderation

Once assessment and internal quality assurance has taken place, a centre can make claims for External Moderation (EM). For support on assessment and internal quality assurance please speak with the qualifications team directly.

Prince's Trust Qualifications operates EM Assessment Windows for each of the qualifications it offers. Please see our dedicated webpage for submission deadline dates for the Level 3 Diploma in Fine Art.

New qualification and unit claims should be made via the qualifications email inbox, via the qualification spreadsheet issued upon receipt of the Registration Form.

Centres should ensure that:

- ➔ learner names are spelt correctly on qualification Claim Spreadsheet and notify the qualifications team of any changes required. Please note that certificates will be issued in the name as the claim is submitted on the spreadsheet and there is a charge for replacement certificates.
- ➔ learners have a unique learner number (ULN)
- ➔ learners are only entered for qualifications once they have fully completed.
- ➔ claims are only made after internal quality assurance (IQA) processes have been completed.

Failure to comply with the above may lead to Malpractice or Maladministration processes being invoked. Please see our guidance on Malpractice and Maladministration in our QSP 00: Centre Handbook.

Samples for External Moderation

Sample requests will be emailed back to the centre by 5pm on the date advertised for each EM assessment window. The email confirming the sample requested will be sent back to the email address from which the claim was submitted to Prince's Trust.

If Prince's Trust Qualifications has decided not to view a sample of work, the person who submitted the claims will be contacted by email by the sampling deadline advising them of what is required for submission. If you have not received an email for a window then please contact Prince's Trust Qualifications immediately.

Where centres fail to have work ready on time, the claims will be recorded as a fail and the centre will have to resubmit learners which may incur a charge. Your centre may also be subject to sanctions as outlined in our Maladministration Policy.

Before requesting an external moderation visit centres should check the following:

- ➔ That the Assessment sheets have been fully completed and signed by both the learner and the Assessor.
- ➔ That only work relevant to the units is laid out for the External Moderator to view. The portfolios should include the work which is referenced on the Assessment Sheets; any superfluous work should be removed if it is not to be used as evidence.
- ➔ That any Reasonable Adjustment or Special Consideration Form for the learners and units entered, regardless of whether the learner's work has been sampled or not, is available for the External Moderator to view.
- ➔ That any Internal Quality Assurance (IQA) documents are available.
- ➔ Information showing changes that have been made in light of previous External Moderator feedback is included.

Centres should **not** submit:

- ➔ any personal information about the learners – including details of medical conditions or educational needs, summaries of personal circumstances or other documents/details that should be kept secure under the Data Protection legislation unless specifically requested by Prince's Trust Qualifications.
- ➔ personal letters to the EMs. Only the correct official paperwork should be completed and submitted. If you have any problems that you would like to highlight please contact Prince's Trust Qualifications prior to submitting entries.

A full list of all deadlines relating to entry, sampling, and results can be found on our website. Centres who do not meet these deadlines will have this noted in their centre report. If deadlines are not met the External Moderator may not have chance to moderate the work. In this case the work will be marked as a fail and it will need resubmitting at a later date.

Moderation Results

Prince's Trust Qualifications employs a team of External Moderators, many of whom are contracted to Prince's Trust Qualifications and work across other awarding organisations. The External Moderators will write an External Moderation Report for all centres making claims within a window, offering feedback on actions, improvements and good practice where applicable.

During each assessment window a selection of work is referred to the Qualifications Review Group, which consists of a number of Moderators who standardise the work submitted. All External Moderator Reports are subject to review.

Once results have been finalised the centre will receive an email confirmation of the results, along with the Moderator Report for that centre.

The Level 3 Diploma in Fine Art is awarded as Pass, Merit, Distinction or Fail.

EM Reports, and certificates (if requested), will be returned to the name and address provided on the Claim Spreadsheet. If no address was included on the Claim Spreadsheet then the work will be returned to the centre's registered address.

Resubmissions

If a centre has failed they have the opportunity to make amendments as per the EM Report and resubmit.

When the centre receives the EM Report they should review the feedback given. If the centre has any queries or wishes to clarify points highlighted in the report they should contact Prince's Trust Qualifications.

If the centre decides that they would like to resubmit the work, they should review all learners' work and make any amendments required based on feedback from the EM process.

There will be a charge per resubmission moderation visit required as opposed to charging for each learner to resubmit.

When the work is ready for resubmitting centres should:

- ➔ ensure the work undergoes a further internal quality assurance check if required
- ➔ contact Prince's Trust Qualifications to request the resubmission documents.

Resubmissions will be processed outside the next assessment window and the centre will be notified which learners have been sampled by email to the person who made the resubmission.

Please note that the sample selected for external moderation for a resubmission may not be the same as the sample for the original submission, depending upon the number and reasons for the resubmission. Therefore it is imperative that all learners resubmitted have met the standards as outlined by the original report.

Results of resubmissions will be emailed to the centre in line with the agreed dates. A Resubmission Report will be issued to the centre.

Appeals

Prince's Trust Qualifications aims to ensure that all of its decisions and assessment outcomes are fair, consistent and based on valid judgements. As part of our commitment to ensuring quality standards Prince's Trust Qualifications provide support for centres to ensure they can meet the regulatory requirements for qualifications, as imposed on us by the regulators. However, Prince's Trust Qualifications recognises that there may be occasions when a centre or a learner wishes to question a decision.

In the case of learner enquiries or appeals against decisions or assessment outcomes made within a centre, these must go through the centres' own internal Appeals Procedure. Each centre is required to have an Appeals Procedure as part of their conditions of being an approved centre, and should make this available to learners.

Where a centre or learner wishes to enquire about an assessment decision or any other decision made by Prince's Trust Qualifications an enquiry or appeal can be made directly to Prince's Trust Qualifications. Enquiries and appeals can relate to any matter including issues relating to centre approval, assessment outcomes, malpractice/maladministration, or reasonable adjustments/special consideration. Details of Prince's Trust Qualifications Appeals Policy and Process can be found in the Qualification Support Pack 00: Centre Handbook.

Retaining Evidence

Centres must retain all learners' work until after the qualification results have been issued and any appeals have been completed or the deadline for submitting an appeal has passed.

In addition, a selection of work may be copied by Prince's Trust Qualifications and retained to form an archive after each assessment window. This may be used during training events and moderation events to ensure that standards are maintained and appropriately carried forward year on year.

Centres must keep complete accurate records for all qualifications, for at least three years from the end of the academic year to which they relate. These must be made available to Prince's Trust Qualifications or the appropriate Regulator on request. Centres are advised to retain the following records:

- ➔ Name of learner, date of birth and contact address
- ➔ Title and accreditation number of each qualification and unit studied
- ➔ Name(s) of Assessor(s)
- ➔ Assessment records, including assessment decision and reason for decision
- ➔ Name(s) of IQAs(s)
- ➔ Internal Quality Assurance records
- ➔ Copies of Assessment Sheets should be kept until results have been issued

Direct Claim Status

If a centre has consistently met all the required criteria, delivered high quality assessments, shown evidence of robust IQA processes and addressed all action points, they may be eligible for Direct Claim Status (DCS). This is when centres can claim for identified qualifications and units without the requirement to wait for an External Moderation visit.

Centres which have consistently delivered high quality assessments, addressed all the feedback they have been given and meet the criteria below may be eligible for

DCS. A centre with direct claim status is judged to have an appropriate Internal Quality Assurance processes and suitably skilled and competent Assessors. DCS is given to named individuals who have been approved and not to the centre itself. Any change in an individual's responsibilities within a centre may result in the DCS being revoked. The centre is responsible for contacting Prince's Trust Qualifications to declare any changes. Failure to do so may result in a Malpractice process being instigated.

The main benefits of DCS are that the process of receiving certificates is faster and staff time preparing portfolios for external moderation is reduced. The centre simply makes qualification claims as soon as their learners have completed the work and the IQA process has been completed. This is especially useful for short qualifications or roll-on roll-off modes of delivery.

If you are awarded DCS, you carry on doing what you're doing - deliver the qualification to your learners, assess their work and make sure it's internally quality assured, then you make your qualification claims. Prince's Trust Qualifications will endeavour to process these claims and produce your certificates within one month of the entries being made.

The following criteria must be met before a centre will be considered for DCS:

- ➔ The centre has successfully delivered a Prince's Trust qualification for a minimum of 12 months;
- ➔ The centre has two consecutive EM Reports with no action points;
- ➔ The centre is considered to be a low risk to Prince's Trust Qualifications;
- ➔ The centre has comprehensive assessment plans, standardisation records and internal quality assurance (IQA) procedures and processes;
- ➔ The centre has not been subject to any sanctions, malpractice or maladministration within the last 12 months;
- ➔ The centre has no outstanding payments owed to The Prince's Trust;
- ➔ The centre is deemed to be compliant with the Approved Centre Agreement.

At various points throughout the qualification cycle centres with DCS will be subject to quality monitoring. This is usually on an annual basis, but may be more frequent if changes to the qualifications, units or Regulatory standards are implemented. Centres are therefore recommended to keep hold of all assessment and IQA evidence until certificates have been issued by Prince's Trust Qualifications, and ensure they retain evidence as advised in the Retaining Evidence guidance.

All centres will be subject to the quality assurance procedures of The Prince's Trust, regardless of their status. Details of our Quality Assurance Reviews can be found in our QSP00: Centre Handbook.

DCS is not transferable between IQAs, Assessors or centres.

Prince's Trust Qualifications will keep your DCS status under review and renew it each year. You will need to make sure that you continue to operate to the high standards that you already have in place. The status is retained as long as the centre runs Prince's Trust Qualifications unless:-

- ➔ the approved individual no longer performs the same role for Prince's Trust qualifications because s/he leaves the centre or moves to another job within the centre. Direct Claim Status is given to named individuals who have been approved and not to the centre itself.
- ➔ any random sampling of the portfolios raises doubts about the quality of the assessments and IQA decisions, resulting in the Direct Claim Status being withdrawn, suspended or kept under review.
- ➔ the centre has not made entries for a Prince's Trust qualification in the previous 12 months.

Issuing of Certificates

Certificates are issued in the learner's name, which is taken as it is entered on Registration Form. Centres are advised to enter learners in their legal name which can be supported by appropriate documentation, e.g. passport, birth certificate. Replacements will not be provided to accommodate a subsequent change of name (including a change by Deed Poll).

Centres are responsible for ensuring that names are correctly spelt on the Claim Spreadsheet before they submit qualification claims. Please contact Prince's Trust Qualifications if there are any errors at the point claims are made. Errors noted after the certificates have been issued will result in replacement certificate fees being charged.

A certificate is and remains the property of Prince's Trust Qualifications and is issued on the following conditions:

- ➔ A certificate must be returned upon request. Prince's Trust Qualifications reserves the right to replace certificates if necessary.
- ➔ It is the responsibility of the centre to forward certificates to its learners. Certificates may be handed to the learners, and centres should obtain proof of identity and signatures confirming receipt. Alternatively, certificates may be posted to learners by a traceable method at the centre's discretion and responsibility.
- ➔ Any alteration or defacement renders a certificate invalid and may result in its withdrawal.
- ➔ Centres must retain all unclaimed certificates under secure conditions for a minimum of 12 months from the date of issue.
- ➔ Centres can destroy any unclaimed certificates after retaining them for a minimum of 12 months. A record of certificates that have been destroyed should be retained for four years from their date of destruction.

Replacement certificates

Requests for replacement certificates must be made by the centre or the learner in writing. Requests must be accompanied by the original certificate, highlighting the

change required. If the request is made within six months of the certificate issue date and if the error was made by The Prince's Trust, replacements will be provided free of charge. A fee is charged for replacement certificates made more than six months after the date of issue or if incorrect details were given by the centre at the time of the claim.

A Replacement Certificate Request Form can be obtained from Prince's Trust Qualifications on request.

Details on fees can be found within Appendix 3.

Records of Achievement

Personal Learning Record

The Personal Learning Record (PLR) provides valuable evidence for young people when they are looking for careers advice, applying to study or when seeking employment. Young people can log-in to a secure website to view their Personal Learning Record providing they have a Unique Learner Number (ULN).

A key aim of the PLR is to improve the flow of information about learners from schools to other education providers and ultimately employers, leading to more effective information and data sharing and better informed decision making for young people.

Learners aged 14+ who are involved in any kind of education or training should not need to provide copies of different certificates each time they apply for a course, seek careers guidance or take examinations. A personal learning record (PLR) report will list regulated qualifications.

Learners aged 16+ can view their PLR online and choose to allow access to others and share their information. For more information on the PLR please visit the gov.uk website.

Unique Learner Number (ULNs)

Unique Learner Numbers (ULNs) are 10-digit identifiers which are issued to learners aged 14+ and stay with them throughout their lives. They are issued by the Learning Records Service (LRS) who use the numbers to index learner identity details as well as education and training qualifications within the PLR. ULNs are currently mandatory in 14-18 State Funded schools and State Funded FE establishments in England, Wales and Northern Ireland, as well as some coverage in the HE sector.

For all learners undertaking a Prince's Trust Qualification the ULN should be provided to us on registration or as soon as possible thereafter. Details of qualifications achieved will be uploaded to the PLR using the details provided by the centre.

Learner Records Service (LRS)

This is the internet-based service which enables you to generate a ULN for your learners. However, the majority of learners aged 14 or above since 2007/08 will have already been allocated a ULN. The LRS help desk telephone number is 0845 602 2589.

Data Submissions

As an approved awarding organisation, Prince's Trust Qualifications, has an obligation to provide data to the Regulators, Government departments and other external providers. The information on attainment will also be used internally within The Prince's Trust to inform evaluation and monitoring.