



Prince's Trust

**QUALIFICATIONS**

# Assessor, Internal and External Quality Assurance Qualifications

March 2018

## **Purpose of this document**

The Qualification Specification is designed to give centres information so that they can offer the Assessor and Internal and External quality assurance qualifications to their learners. It contains the information to ensure learners complete the correct number of units and in the correct combination to meet the qualification structures and the rules of combination required.

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

### **Qualification Support Pack 00 – Centre Handbook**

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

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

### **Qualification Support Pack 01 – Building a Portfolio**

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

The examples used are not specific to the Assessor, Internal and External quality assurance qualifications but the principles explained still apply.

### **Qualification Support Pack 02 – Internal Quality Assurance**

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

### **Qualification Support Pack 03 – Making Claims and Results**

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

All these handbooks can be found on our Qualifications webpage ([www.princes-trust.org.uk/qualifications](http://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 learners

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

#### Quality of Service:

Prince's Trust Qualifications believes that all learners 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, enabling, passionate and committed

#### 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 qualification and unit certificates
- 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

#### Contact details:

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## Assessor Qualifications

### Prince's Trust Level 3 Award in Assessing Vocationally Related Achievement

#### Qualification Aim

The Prince's Trust Level 3 Award in Assessing Vocationally Related Achievement is intended for those who assess vocational skills, knowledge and understanding in a workshop, classroom or other training environment rather than assessing competence in a work environment.

The purpose of this qualification is to confirm competence in an occupational role to the standards required.

#### Qualification Summary

Qualification title	Prince's Trust Level 3 Award in Assessing Vocationally Related Achievement
Qualification framework	RQF
Qualification number (QN)	603/2976/2
QW Approval/Designation No.	n/a
Date for registrations	1 <sup>st</sup> March 2018
Age range	19 +
Credit value	9
Credits required at Level 3	9
Assessment of qualification	Portfolio of evidence
Guided Learning Hours (GLH) minimum	54
Total Qualification Time (TQT)	90
Grading information	Pass
Entry requirements	None

Unit Title	Unit Reference Number	Level	GLH	Credit
Understanding the principles and practice of assessment	D/601/5313	3	24	3
Assess vocational skills, knowledge and understanding	F/601/5319	3	30	6

Full details of the units can be found in Appendix 1.

## Prince's Trust Level 3 Certificate in Assessing Vocational Achievement

### Qualification Aim and Purpose

This qualification is intended for those who assess both occupational competence in the work environment and vocational skills, knowledge and understanding in a workshop, classroom or other training environment other than assessing competence in a work environment.

There must be evidence to cover all of the assessment methods listed in the units.

The purpose of this qualification is to confirm competence in an occupational role to the standards required.

### Qualification Summary

Qualification title	Prince's Trust Level 3 Certificate in Assessing Vocational Achievement
Qualification framework	RQF
Qualification number (QN)	603/2977/4
QW Approval/Designation No.	n/a
Date for registrations	1 <sup>st</sup> March 2018
Age range	19 +
Credit value	15
Credits required at Level 3	15
Assessment of qualification	Portfolio of evidence
Guided Learning Hours (GLH) minimum	84
Total Qualification Time (TQT)	150
Grading information	Pass
Entry requirements	None

Unit Title	Unit Reference Number	Level	GLH	Credit
Understanding the principles and practice of assessment	D/601/5313	3	24	3
Assess occupational competence in the work environment	H/601/5314	3	30	6
Assess vocational skills, knowledge and understanding	F/601/5319	3	30	6

## Internal Quality Assurance Qualification

### Prince's Trust Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice

#### Qualification Aim

The Prince's Trust Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice is intended for those who maintain and improve the quality of assessment from within an organisation or assessment centre.

The purpose of this qualification is to confirm competence in an occupational role to the standards required.

#### Qualification Summary

<b>Qualification title</b>	<b>Prince's Trust Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice</b>
Qualification framework	RQF
Qualification number (QN)	603/2978/6
QW Approval/Designation No.	n/a
Date for registrations	1 <sup>st</sup> March 2018
Age range	19+
Credit value	12
Credits required at Level 4	12
Assessment of qualification	Portfolio of evidence
Guided Learning Hours (GLH) minimum	90
Total Qualification Time (TQT)	120
Grading information	Pass
Entry requirements	None

Unit Title	Unit Reference Number	Level	GLH	Credit
Understanding the principles and practices of internally assuring the quality of assessment	T/601/5320	4	45	6
Internally assure the quality of assessment	A/601/5321	4	45	6

Full details of the units can be found in Appendix 1.

## External Quality Assurance Qualifications

### Level 4 Award in Externally Assuring the Quality of Assessment Processes and Practice

#### Qualification Aim

The Prince's Trust Level 4 Award in Externally Assuring the Quality of Assessment Processes and Practice is intended for those who maintain the quality of assessment from outside an organisation or assessment centre, usually on behalf of an awarding organisation.

The purpose of this qualification is to confirm competence in an occupational role to the standards required.

#### Qualification Structure

Qualification title	Prince's Trust Level 4 Award in the External Quality Assurance of Assessment Processes and Principles
Qualification framework	RQF
Qualification number (QN)	601/6698/8
QW Approval/Designation No.	n/a
Date for registrations	1 <sup>st</sup> August 2015
Age range	19+
Credit value	12
Credits required at Level 4	12
Assessment of qualification	Portfolio of evidence
Guided Learning Hours (GLH) minimum	75
Total Qualification Time (TQT)	120
Grading information	Pass
Entry requirements	None

Unit Title	Unit Reference Number	Level	GLH	Credit
Understanding the principles and practices of externally assuring the quality of assessment	F/601/5322	Level 4	45	6
Externally assure the quality of assessment	J/601/5323	Level 4	30	6

Full details of these units can be found in Appendix 1

## Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practices

### Qualification Aim

The Prince's Trust Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practices is intended for those who lead a team of people responsible for assuring the quality of assessment from outside an organisation or assessment centre, usually on behalf of an awarding organisation.

The purpose of this qualification is to confirm in an occupational role to the standards required.

### Qualification Structure

<b>Qualification title</b>	<b>Prince's Trust Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Principles</b>
Qualification framework	RQF
Qualification number (QN)	601/6697/6
QW Approval/Designation No.	n/a
Date for registrations	1 <sup>st</sup> August 2015
Age range	19+
Credit value	17
Credits required at Level 4	17
Assessment of qualification	Portfolio of evidence
Guided Learning Hours (GLH) minimum	100
Total Qualification Time (TQT)	170
Grading information	Pass
Entry requirements	None

Unit Title	Unit Reference Number	Level	GLH	Credit
Understanding the principles and practices of externally assuring the quality of assessment	F/601/5322	Level 4	45	6
Externally assure the quality of assessment	J/601/5323	Level 4	30	6
Plan, allocate and monitor work in own area of responsibility	H/600/9674	Level 4	25	5

Full details of these units can be found in Appendix 1

## Rules of Combination

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

Learners not able to complete a full qualification can have their achievements recognised through unit only certification.

### Barred Combinations

There are no barred unit combinations for these qualifications.

### Progression

These qualifications provide a platform for learners to progress into assessment and/or quality assurance of assessment roles.

The following units can be completed by the learner prior to them being in an assessment or quality assurance role, thus demonstrating their ability to understand the process. Should they wish to progress onto the other qualifications offered, learners will need to be in a position where they can carry out the full requirements for the other units as simulations are not permitted for these qualifications.

- Understanding the principles and practice of assessment (D/601/5313)
- Understanding the principles and practices of internally assuring the quality of assessment (T/601/5320)
- Understanding the principles and practices of externally assuring the quality of assessment (F/601/5322)

Please refer to the table in Appendix 1 for further information about which qualifications these units are used in.

### Language

If you wish to offer these qualifications in a language other than English please contact The Prince's Trust.

### Access Arrangements

More detailed information about the Special Consideration and Reasonable Adjustments policies for these qualifications is provided in the Centre Handbook (QSP 00)

## Assessment of Qualifications

### Grading

The Assessment, Internal and External Quality Assurance qualifications are assessed by portfolio of evidence and are graded as pass or fail. The portfolios are internally assessed and externally verified by Prince's Trust Qualifications.

The assessment process is as follows:

- The learners are assessed internally at the centre by an Assessor whilst they engage in activities
- The learner's evidence is collated into a portfolio, which is referenced using a unit Tracking Sheet
- The centre undertakes internal quality assurance activities which includes (but is not limited to) sampling portfolios assessed by each Assessor.
- A further sample of portfolios is then externally verified by Prince's Trust Qualifications

With these qualifications the best practice approach is to assess by 'continuous assessment'. This means that the learner is assessed throughout their programme of study, allowing for alternative activities to be set and further evidence produced while there are still opportunities during the programme. Continuous assessment keeps learners motivated and engaged as it provides the learner with opportunities to discuss progress, check they are working at the correct level for their ability and producing sufficient evidence. This open dialogue with the learner should be recorded on their portfolio in some way, either directly on the work or on centre-devised assessor feedback forms.

More detailed information about the assessment strategies for these qualifications is provided in the Centre Handbook (QSP 00) and Making Claims and Results Handbook (QSP 03), both are available on our website [Guidance for centres](#)

For these qualifications there is no requirement for each unit to be assessed separately. Assessors are advised to adopt a holistic approach and, where possible, to use one activity as evidence for learning outcomes and assessment criteria for other units. For example, a professional discussion for the unit Assess vocational skills, knowledge and understanding might also provide some evidence for the unit Understanding the principles and practices of assessment. In the same way, if a trainee assessor is working with a learner whose learning programme involves both assessment in the work environment and assessment in a training context, they may be able to use evidence from both assessments for the unit Assess occupational competence in the work environment and the unit Assess vocational skills, knowledge and understanding. However, it is essential that evidence for the assessment criteria in each unit is identified individually.

## Evidence

To achieve the units and qualifications learning and development practitioners need to gather evidence from activities which demonstrate they have met each of the assessment criteria. Where necessary any evidence requirements for the units are listed in Appendix 1 as part of the assessment guidance for the individual units.

More detailed information is provided in the Building a Portfolio handbook (QSP 01) which is available on our website [Guidance for centres](#)

## Recording Achievement

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

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

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

## Making claims

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

There will be regular opportunities to submit learners' portfolios throughout the year. Please contact the Qualifications team for details.

## Centre Requirements

Each centre needs to gain approval to offer these qualifications and sign a Centre Approval Agreement.

Please refer to the qualifications website for more information.

## Staff requirements

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

- Assessors
- Internal Quality Assurer (IQA)

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 the Centre Handbook (QSP 00) available on our website [Guidance for centres](#)

All evidence of learners' performance must be assessed by qualified Assessors. If unqualified Assessors and IQAs are being used, their decisions should be countersigned by someone suitably qualified and experienced and so in a position to judge whether the decisions taken are valid, accurate, reliable and consistent.

## Support for centres

### Training

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

### Website

Our website is regularly updated to ensure the latest information about the qualification is available to centre staff, as too are best practice guidance notes and policies. The website can be accessed via the following link: [Prince's Trust Qualifications](#)

## **Appendix list**

- Appendix 1 - Units overview
- Appendix 2 - Level descriptors
- Appendix 3 - Qualification price list
- Appendix 4 – Competency Profile for Assessors
- Appendix 5 – Competency Profile for IQAs

## Appendix 1

Unit Title	Level	Credit	Unique reference number	For use in the qualifications indicated				
				Assessing vocationally related achievement	Assessing Vocational Achievement	Internal Quality Assurance	External Quality Assurance	Leading External Quality Assurance
Understanding the principles and practice of assessment	3	3	D/601/5313	●	●			
Assess vocational skills, knowledge and understanding	3	6	F/601/5319	●	●			
Assess occupational competence in the work environment	3	6	H/601/5314		●			
Understanding the principles and practices of internally assuring the quality of assessment	4	3	T/601/5320			●		
Internally assure the quality of assessment	4	6	A/601/5321			●		
Understanding the principles and practices of externally assuring the quality of assessment	4	6	F/601/5322				●	●
Externally assure the quality of assessment	4	6	J/601/5323				●	●
Plan, allocate and monitor work in own area of responsibility	4	5	H/600/9674					●

The assessment criteria for the units can be found on the following pages.

## Understanding the principles and practices of assessment

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

'Practitioner' means anyone with a learning and development responsibility as the whole or a part of their role.

Learning Outcome The learner will	Assessment Criteria The learner can
1. Understand the principles and requirements of assessment	1.1 Explain the function of assessment in learning and development
	1.2 Define the key concepts and principles of assessment
	1.3 Explain the responsibilities of the Assessor
	1.4 Identify the regulations and requirements relevant to the assessment in own area of practice
2. Understand different types of assessment method	2.1 Compare the strengths and limitations of a range of assessment methods with reference to the needs of individual learners
3. Understand how to plan assessment	3.1 Summarise key factors to consider when planning assessment
	3.2 Evaluate the benefits of using a holistic approach to assessment
	3.3 Explain how to plan a holistic approach to assessment
	3.4 Summarise the types of risks that may be involved in assessment in own area of responsibility
	3.5 Explain how to minimise risks through the planning process
4. Understand how to involve learners and others in assessment	4.1 Explain the importance of involving the learner and others in the assessment process
	4.2 Summarise types of information that should be made available to learners and others involved in the assessment process
	4.3 Explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning
	4.4 Explain how assessment arrangements can be adapted to meet the needs of individual learners
5. Understand how to make assessment decisions	5.1 Explain how to judge whether evidence is: → sufficient → authentic → current

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

### Assessment Guidance

All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding.

There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion. Please note that in relation to these qualifications, an unqualified trainee Assessor is not allowed to assess another unqualified Assessor.

## Assess occupational competence in the work environment

The aim of this unit is to assess a learning and development practitioner's performance at carrying out assessments of occupational competence in a work environment.

'Practitioner' means anyone with a learning and development responsibility as the whole or a part of their role.

Learning Outcome The learner will	Assessment Criteria The learner can
1. Be able to plan the assessment of occupational competence	1.1 Plan assessment of occupational competence based on the following methods: → observation of performance in the work environment → examining products of work → questioning the learner → discussing with the learner → use of others (witness testimony) → looking at learner statements → recognising prior learning  1.2 Communicate the purpose, requirements and processes of assessing occupational competence to the learner  1.3 Plan the assessment of occupational competence to address learner needs and current achievements  1.4 Identify opportunities for holistic assessment
2. Be able to make assessment decisions about occupational competence	2.1 Use valid, fair and reliable assessment methods including: → observation of performance → examining products of work → questioning the learner → discussing with the learner → use of others (witness testimony) → looking at learner statements → recognising prior learning  2.2 Make assessment decisions of occupational competence against specified criteria  2.3 Follow standardisation procedures  2.4 Provide feedback to learners that affirms achievement and identifies any further implications for learning, assessment and progression
3. Be able to provide required information following the	3.1 Maintain records of the assessment of occupational competence, its outcomes and learner progress

assessment of occupational competence	3.2 Make assessment information available to authorised colleagues
	3.3 Follow procedures to maintain the confidentiality of assessment information
4. Be able to maintain legal and good practice requirements when assessing occupational competence	4.1 Follow relevant policies, procedures and legislation for the assessment of occupational competence, including those for health, safety and welfare
	4.2 Apply requirements for equality and diversity and, where appropriate, bilingualism, when assessing occupational competence
	4.3 Evaluate own work in carrying out assessments of occupational competence
	4.4 Maintain the currency of own expertise and competence as relevant to own role in assessing occupational competence

### Assessment guidance

There must be evidence to cover all of the assessment methods listed in the unit. As a minimum, there must be performance evidence for the following assessment methods:

- observation of performance in the work environment;
- examining products of work; and
- questioning the learner.

Simulations are not allowed.

Other forms of evidence will be acceptable for the remaining assessment methods:

- discussing with the learner;
- use of others (witness testimony);
- looking at learner statements; or
- recognising prior learning.

The trainee assessor's performance evidence must be assessed by observation, examining the products of work, questioning or professional discussions. **Remote observation is not acceptable for assessment of assessors; in other words, the assessor and the trainee assessor must be in the same location at the same time when observations are being carried out.**

There must be valid, authentic and sufficient evidence for all the assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

There must be evidence of the trainee assessor carrying out at least two assessments of two learners' occupational competence (four assessments in total).

This occupational competence must not be in assessment itself. In other words, evidence for this unit must not come from assessing another trainee assessor who is, in turn, assessing someone else.

## Assess vocational skills, knowledge and understanding

The aim of this unit is to assess a learning and development practitioner's performance in carrying out the assessment of vocational skills, knowledge and understanding outside of the work environment.

Learning Outcomes The learner will	Assessment Criteria The learner can
<p>1. Be able to prepare assessments of vocational skills, knowledge and understanding</p>	<p>1.1 Select methods to assess vocational skills, knowledge and understanding which address learner needs and meet assessment requirements, including:</p> <ul style="list-style-type: none"> <li>→ assessments of the learner in simulated environments</li> <li>→ skills tests</li> <li>→ oral and written questions</li> <li>→ assignments</li> <li>→ projects</li> <li>→ case studies</li> <li>→ recognising prior learning</li> </ul>
	<p>1.2 Prepare resources and conditions for the assessment of vocational skills, knowledge and understanding</p>
	<p>1.3 Communicate the purpose, requirements and processes of assessment of vocational skills, knowledge and understanding to learners</p>
<p>2. Be able to carry out assessments of vocational skills, knowledge and understanding</p>	<p>2.1 Manage assessments of vocational skills, knowledge and understanding to meet assessment requirements</p>
	<p>2.2 Provide support to learners within agreed limitations</p>
	<p>2.3 Analyse evidence of learner achievement</p>
	<p>2.4 Make assessment decisions relating to vocational skills, knowledge and understanding against specified criteria</p>
	<p>2.5 Follow standardisation procedures</p>
	<p>2.6 Provide feedback to the learner that affirms achievement and identifies any further implications for learning, assessment and progression</p>
<p>3. Understand how to make assessment decisions</p>	<p>3.1 Maintain records of the assessment of vocational skills, knowledge and understanding, its outcomes and learner progress</p>
	<p>3.2 Make assessment information available to authorised colleagues as required</p>
	<p>3.3 Follow procedures to maintain the confidentiality of assessment information</p>

4. Be able to maintain legal and good practice requirements when assessing vocational skills, knowledge and understanding	4.1 Follow relevant policies, procedures and legislation relating to the assessment of vocational skills, knowledge and understanding, including those for health, safety and welfare
	4.2 Apply requirements for equality and diversity and, where appropriate, bilingualism
	4.3 Evaluate own work in carrying out assessments of vocational skills, knowledge and understanding
	4.4 Take part in continuing professional development to ensure current expertise and competence in assessing vocational skills, knowledge and understanding

### Assessment guidance

There must be evidence to cover all of the assessment methods listed in the unit. As a minimum, there must be performance evidence for at least three of the following assessment methods:

- assessments of the learner in simulated environments;
- skills tests;
- oral and written questions;
- assignments;
- projects;
- case studies; and
- recognising prior learning

Simulations are not allowed.

Other forms of evidence will be acceptable for the remaining assessment methods. The trainee assessor's performance evidence must be assessed by observation, examining the products of work and questioning or professional discussions.

**Remote observation is not acceptable for assessment of assessors; in other words the assessor and the trainee assessor must be in the same location at the same time when observations are being carried out.**

There must be valid, authentic and sufficient evidence for all the assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Evidence for this unit must not come from the trainee assessing another trainee assessor who, in turn, is assessing someone else. In gathering evidence for these qualifications, an unqualified trainee assessor is not allowed to assess another unqualified assessor.

There must be evidence of the trainee assessor carrying out at least two assessments of two learners' skills, knowledge and understanding (four assessments in total).

## Understanding the principles and practices of internally assuring the quality of assessment

The aim of this unit is to assess knowledge and understanding of the principles and practices that underpin the internal quality assurance of assessment.

Learning Outcome The Learner can	Assessment Criteria The Learner will be able to
1. Understand the context and principles of internal quality assurance	1.1 Explain the functions of internal quality assurance in learning and development
	1.2 Explain the key concepts and principles of the internal quality assurance of assessment
	1.3 Explain the roles of practitioners involved in the internal and external quality assurance process
	1.4 Explain the regulations and requirements for internal quality assurance in own area of practice
2. Understand how to plan the internal quality assurance of assessment	2.1 Evaluate the importance of planning and preparing internal quality activities
	2.2 Explain what an internal quality assurance plan should contain
	2.3 Summarise the preparations that need to be made for internal quality assurance, including: → information collection → communications → administrative arrangements → resources
	3.1 Evaluate different techniques for sampling evidence of assessment, including use of technology
3. Understand techniques and criteria for monitoring the quality of assessment internally	3.2 Explain the appropriate criteria to use for judging the quality of the assessment process
	4.1 Summarise the types of feedback, support and advice that assessors may need to maintain and improve the quality of assessment
4. Understand how to internally maintain and improve the quality of assessment	4.2 Explain standardisation requirements in relation to assessment
	4.3 Explain relevant procedures regarding disputes about the quality of assessment
	5.1 Evaluate requirements for information management, data protection and confidentiality in relation to the internal quality assurance of assessment
5. Understand how to manage information relevant to the internal quality assurance of assessment	

6. Understand the legal and good practice requirements for the internal quality assurance of assessment	6.1 Evaluate legal issues, policies and procedures relevant to the internal quality assurance of assessment, including those for health, safety and welfare
	6.2 Evaluate different ways in which technology can contribute to the internal quality assurance of assessment
	6.3 Explain the value of reflective practice and continuing professional development in relation to internal quality assurance
	6.4 Evaluate requirements for equality and diversity and, where appropriate, bilingualism, in relation to the internal quality assurance of assessment

### Assessment Guidance

All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding. There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

## Internally assure the quality of assessment

The aim of this unit is to assess the trainee IQA's performance in assuring the quality of assessment from within an organisation or assessment centre.

Learning Outcome The learner will	Assessment Criteria The learner can
1. Be able to plan the internal quality assurance of assessment	1.1 Plan monitoring activities according to the requirements of own role
	1.2 Make arrangements for internal monitoring activities to assure quality
2. Be able to internally evaluate the quality of assessment	2.1 Carry out internal monitoring activities to quality requirements
	2.2 Evaluate assessor expertise and competence in relation to the requirements of their role
	2.3 Evaluate the planning and preparation of assessment processes
	2.4 Determine whether assessment methods are safe, fair, valid and reliable
	2.5 Determine whether assessment decisions are made using the specified criteria
	2.6 Compare assessor decisions to ensure they are consistent
3. Be able to internally maintain and improve the quality of assessment	3.1 Provide assessors with feedback, advice and support, including professional development opportunities, which help them to maintain and improve the quality of assessment
	3.2 Apply procedures to standardise assessment practices and outcomes
4. Be able to manage information relevant to the internal quality assurance of assessment	4.1 Apply procedures for recording, storing and reporting information relating to internal quality assurance
	4.2 Follow procedures to maintain confidentiality of internal quality assurance information
5. Be able to maintain legal and good practice requirements when internally monitoring and maintaining the quality of assessment	5.1 Apply relevant policies, procedures and legislation in relation to internal quality assurance, including those for health, safety and welfare
	5.2 Apply requirements for equality and diversity and, where appropriate, bilingualism, in relation to internal quality assurance
	5.3 Critically reflect on own practice in internally assuring the quality of assessment

	5.4 Maintain the currency of own expertise and competence in internally assuring the quality of assessment
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### Assessment guidance

All learning outcomes in this unit must be assessed using methods appropriate to the IQA trainee's performance. These must include:

- observation of performance;
- examining products of work; and
- questioning.

Direct evidence of this kind may be supplemented, where necessary, by professional discussion, reflective accounts or witness testimony.

Simulations are not allowed.

**Remote observation is not acceptable for assessment of IQAs; in other words the assessor and the trainee IQA must be in the same location at the same time when observations are being carried out.**

There must be valid, authentic and sufficient evidence for all the assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one assessment criterion.

Evidence must come from the trainee IQA's performance in the work environment.

There must be evidence of the trainee IQA monitoring a minimum of two assessors, each with a minimum of two learners of their own, through components of a qualification.

## Understanding the principles and practices of externally assuring the quality of assessment

The aim of this unit is to assess knowledge and understanding of the principles and practices that underpin the external quality assurance of assessment.

Learning Outcome The learner will	Assessment Criteria The learner can
1. Understanding the context and principles of external quality assurance	1.1 Analyse the functions of external quality assurance of assessment in learning and development
	1.2 Evaluate the key concepts and principles of external quality assurance of assessment
	1.3 Evaluate the roles of practitioners involved in the quality assurance process
	1.4 Explain the regulations and requirements for external and internal quality assurance in own area of practice
2. Understand how to plan the external quality assurance of assessment	2.1 Evaluate the importance of planning and preparing external quality assurance activities
	2.2 Explain what an external quality assurance plan should contain
	2.3 Summarise the preparations that need to be made for external quality assurance activities, including: → information collection → Communications → administrative arrangements → resources
	2.4 Explain how to adapt external monitoring and evaluation approaches to meet customer need without compromising quality standards
3. Understand how to externally evaluate the quality of assessment and internal quality assurance	3.1 Explain the procedures for externally monitoring and evaluating internal quality assurance arrangements and practices
	3.2 Interpret the requirements for externally monitoring and evaluating internal assessment arrangements and practices
	3.3 Evaluate different techniques for externally sampling evidence of assessment, including those that use technology
	4.1 Critically compare the types of feedback, support and advice that internal assessment and quality assurance staff

4. Understand how to externally maintain and improve the quality of assessment	may need to maintain and improve the quality of assessment
	4.2 Evaluate standardisation requirements relevant to the external quality assurance of assessment
	4.3 Explain the importance of providing feedback, support and advice to internal assessment and quality assurance staff that is consistent with standardisation requirements
	4.4 Explain the relevant procedures to follow when there are disputes concerning quality assurance and assessment
5. Understand how to manage information relevant to external quality assurance	5.1 Evaluate the requirements for information management, data protection and confidentiality in relation to external quality assurance
6. Understand the legal and good practice requirements relating to external quality assurance	6.1 Evaluate legal issues, policies and procedures that are relevant to external quality assurance, including those for health, safety and welfare
	6.2 Critically compare different ways in which technology can contribute to external quality assurance
	6.3 Evaluate requirements for equality and diversity and, where appropriate, bilingualism, in relation to the external quality assurance of assessment
	6.4 Explain the value of reflective practice and continuing professional development in relation to external quality assurance

### Assessment Guidance

All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding.

There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

## Externally assure the quality of assessment

The aim of this unit is to assess performance in assuring the quality of assessment from outside an organisation or assessment centre, usually on behalf of an awarding organisation.

Learning Outcome The learner will	Assessment Criteria The learner can
1. Be able to plan the external quality assurance of assessment	1.1 Plan procedures for the external quality assurance of assessment
	1.2 Communicate procedures for external quality assurance to the organisations and individuals concerned
	1.3 Ensure arrangements and resources are in place for external monitoring and evaluation
2. Be able to externally evaluate internal quality assurance and assessment	2.1 Carry out monitoring activities to quality requirements
	2.2 Evaluate the quality of internal quality assurance systems
	2.3 Evaluate the quality of internal administrative arrangements
	2.4 Evaluate the quality of internal staffing and internal staff expertise and competence
	2.5 Determine whether assessment arrangements, methods and decisions meet quality requirements
3. Be able to maintain and improve internal quality assurance processes	3.1 Provide staff with feedback, advice and support which help them maintain and improve the quality of assessment
	3.2 Apply procedures for the standardisation of assessment practices and outcomes
4. Be able to manage information relevant to the external quality assurance of assessment	4.1 Apply procedures for recording, storing, reporting information relating to external quality assurance
	4.2 Apply procedures to maintain confidentiality of information relating to external quality assurance
5. Be able to maintain legal and good practice requirements when externally monitoring and maintaining the quality of assessment	5.1 Apply policies, procedures and legislation relevant to the external quality assurance of assessment, including those for health, safety and welfare
	5.2 Apply requirements for equality and diversity and, where appropriate, bilingualism, to the external quality assurance of assessment
	5.3 Critically reflect on own practice in externally assuring the quality of assessment

	5.4 Maintain the currency of own expertise and competence as relevant to external quality assurance
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### Assessment Guidance

All learning outcomes in this unit must be assessed using methods appropriate to the EQA trainee's performance. This must include:

- ➔ observation of performance;
- ➔ examining products of work; and
- ➔ questioning.

Direct evidence of this kind may be supplemented, where necessary, by professional discussion, reflective accounts or witness testimony.

Simulations are not allowed.

Remote observation is not acceptable for assessment of EQAs; in other words the Assessor and the trainee EQA must be in the same location at the same time when observations are being carried out.

There must be valid, authentic and sufficient evidence for all the assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one assessment criterion.

Evidence must come from performance in the work environment.

There must be evidence of carrying out at least two external centre visits, including the preparation for, and actions after, the visit itself.

## Plan, allocate and monitor work in own area of responsibility

The aim of this unit is to assess performance in leading the work of a team responsible for the external quality assurance of assessment centres.

Learning Outcome The learner will	Assessment Criteria The learner can
1. Be able to produce a work plan for own area of responsibility	1.1 Explain the context in which work is to be undertaken
	1.2 Identify the skills base and the resources available
	1.3 Examine priorities and success criteria needed for the team
	1.4 Produce a work plan for own area of responsibility
2. Be able to allocate and agree responsibilities with team members	2.1 Identify team members' responsibilities for identified work activities
	2.2 Agree responsibilities and SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives with team members
3. Be able to monitor the progress and quality of work in own area of responsibility and provide feedback	3.1 Identify ways to monitor progress and quality of work
	3.2 Monitor and evaluate progress against agreed standards and provide feedback to team members
4. Be able to review and amend plans of work for own area of responsibility and communicate changes	4.1 Review and amend work plan where changes are needed
	4.2 Communicate changes to team members

### Assessment Guidance

All learning outcomes in this unit must be assessed using methods appropriate to the EQA trainee's performance. These must include:

- ➔ observation of performance;
- ➔ examining products of work; and
- ➔ questioning.

Direct evidence of this kind may be supplemented, where necessary, by professional discussion, reflective accounts or witness testimony.

There must be valid, authentic and sufficient evidence for all the assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one assessment criterion. Evidence must come from performance in the work environment.

## 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 PTQ.

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>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 the opportunity to gain formal recognition of their skills and achievements so we continue to offer competitively-priced qualifications.

#### Assessment and Quality Assurance

Prince's Trust Level 3 Award in Assessing Vocationally Related Achievement	£45.00
Prince's Trust Level 3 Certificate in Assessing Vocational Achievement	£60.00
Prince's Trust Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice	£45.00
Prince's Trust Level 4 Award in External Quality Assurance of Assessment Processes and Principles	£45.00
Prince's Trust Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Principles	£60.00

#### 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

Resubmissions made within six months of the date of the results being issued are free of charge.

Any resubmissions made after this date will be treated as new claims and charged accordingly.

## Appendix 4

### Competency Profile for Assessors

<b>QUALIFICATIONS/TRAINING</b>	
Relevant experience teaching or training in the subject being assessed	<b>E</b>
Relevant qualifications held at RQF level 3/SCQF level 6 or above*	<b>E</b>
<b>KNOWLEDGE AND EXPERIENCE</b>	
Relevant industry experience in the area you are assessing i.e. as a quality assurance practitioner	<b>E</b>
Up to date assessment experience and working knowledge of assessment types and methods appropriate for the qualifications being assessed	<b>E</b>
Experience of giving constructive feedback to learners	<b>E</b>
Experience of involving learners in the assessment process	<b>E</b>
<b>SKILLS AND ABILITIES</b>	
Confident – able to engage with team members, centres and learners	<b>E</b>
Excellent negotiating/influencing skills	<b>E</b>
Excellent standard of written and oral communication skills	<b>E</b>
Excellent organising and time management skills to meet tight deadlines	<b>E</b>
<b>PROFESSIONAL MEMBERSHIP</b>	
Continued commitment to CPD in assessment and quality assurance	<b>E</b>

\*“E” = Essential, “D” = Desirable

\*Relevant qualifications held to be one of these or their recognised equivalent:

- ➔ Level 3 Award in Assessing Competence in the Work Environment
- ➔ Level 3 Certificate in Assessing Vocational Achievement
- ➔ A1 Assess candidate performance using a range of methods
- ➔ D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence

## Appendix 5

### Competency Profile for Internal Verifiers

<b>QUALIFICATIONS/TRAINING</b>	
Relevant experience teaching or training in the subject being assessed	<b>E</b>
Hold an assessor qualification as listed below or a recognised equivalent*	<b>E</b>
Hold an internal quality assurance qualification or a recognised equivalent **	
<b>KNOWLEDGE AND EXPERIENCE</b>	
Relevant industry experience in the area you are internally verifying	<b>E</b>
Up to date assessment experience and knowledge of assessment types and methods appropriate for the qualifications being assessed	<b>E</b>
Working knowledge of the principles and practices of internal quality assurance	<b>E</b>
Experience of giving constructive feedback to assessors	<b>E</b>
Awareness of awarding organisation systems	<b>D</b>
<b>SKILLS AND ABILITIES</b>	
Confident – able to engage with awarding organisation senior management, team members, centres and learners	<b>E</b>
Excellent negotiating/influencing skills	<b>E</b>
Excellent standard of written and oral communication skills	<b>E</b>
Excellent attention to detail	<b>E</b>
Excellent organising and time management skills to meet tight deadlines	<b>E</b>
<b>PROFESSIONAL MEMBERSHIP</b>	
Continued commitment to CPD in assessment and quality assurance	<b>E</b>

“E” = Essential, “D” = Desirable

\*Assessor qualifications to be held or their recognised equivalent:

- ➔ Level 3 Award in Assessing Competence in the Work Environment
- ➔ Level 3 Certificate in Assessing Vocational Achievement
- ➔ A1 Assess candidate performance using a range of methods
- ➔ D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence

\*\*Internal Quality assurance qualifications to be held or their recognised equivalent:

- ➔ Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice
- ➔ Level 4 Certificate in Leading the Internal Quality Assurance Processes and Practice
- ➔ V1 Conduct internal quality assurance of assessment process
- ➔ D34 Internally verify assessment process

