Qualification Specification

GA Level 2 Award in Safeguarding Children and Young People (RQF)	**601/8477/2**
GA Level 2 Award in Safeguarding Vulnerable Adults (RQF)	**601/8476/0**

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Section 1 - Qualification Overview

1.1 Introduction: About the Gatehouse Awards Safeguarding Qualifications.

The Gatehouse Awards Safeguarding qualifications are based on the National Occupational Standards within the Children's Care Learning and Development and Health and Social Care suites of standards developed by Skills for Care & Development.

They are designed to allow all Candidates working in, or preparing to work in a setting where they have a duty of care to children and young people or vulnerable adults to gain both the knowledge and understanding necessary to ensure that those in their care are protected from abuse, exploitation, and radicalisation in line with relevant legislation and best practice.

This specification covers the GA Level 2 Award in Safeguarding Children and Young People and the GA Level 2 Award in Safeguarding Vulnerable Adults.

This document provides Centres and Candidates with a comprehensive overview of the qualification and the assessment and quality assurance requirements for these qualifications.

These qualifications are regulated by the Office of Qualifications and Examinations Regulations (Ofqual) in England and are part of the Regulated Qualifications Framework (RQF). All versions of these qualifications are listed on the Register of Regulated Qualification which operated by Ofqual at http://register.ofqual.gov.uk/Qualification

The information contained within this document must be made available by Approved Centres to all members of staff involved with the administration, conduct and delivery of Gatehouse Awards Safeguarding qualifications. In addition, essential policies, procedures and forms can be found in the Centre Handbook and on the Gatehouse Awards website: www.gatehouseawards.org

1.2 Qualification Titles, Qualification Numbers and Important Dates

Qualification Title and Level	Qualification Number	Operational Start Date	Operational Review Date
GA Level 2 Award in Safeguarding Children and Young People (RQF)	601/8477/2	01/03/2016	28/02/2021
GA Level 2 Award in Safeguarding Vulnerable Adults (RQF)	601/8476/0	01/03/2016	28/02/2021

1.3 Qualification Aims and Objectives

The aim of the GA Awards in Safeguarding Children and Young People and Safeguarding Vulnerable Adults qualifications is to enable Candidates working in, or preparing to work in a setting where they have a duty of care to children and young people or vulnerable adults to gain both the knowledge and understanding necessary to ensure that those in their care are protected from abuse, exploitation, and radicalisation in line with relevant legislation and best practice.

The GA Safeguarding qualifications can be relied upon by employers to indicate that an individual can undertake a specific role in the workplace.

1.4 Qualification Structure and Overview

The Gatehouse Awards Safeguarding qualifications are listed on the Ofqual Register of Regulated Qualifications as part of the Regulated Qualifications Framework (RQF).

These qualifications are designed to reference the descriptors of knowledge and proficiency in the National Occupational Standards in the suites of Children's Care Learning and Development and Health and Social Care suites of standards developed by Skills for Care & Development.

The structure of the Gatehouse Awards Safeguarding qualifications is as follows:

GA Level 2 Award in Safeguarding Children and Young People (RQF)	One Mandatory Unit: Concepts of the Safeguarding and Protection of Children and Young People
GA Level 2 Award in Safeguarding Vulnerable Adults (RQF)	One Mandatory Unit: Concepts of the Safeguarding and Protection of Vulnerable Adults

The GA Awards in Safeguarding Children and Young People and Safeguarding Vulnerable Adults are not designed to replace existing qualifications.

1.5 Guided Learning Hours, Total Qualification Times and Credit Values

Units	GLH	Study Time / TQT	Credits	Unit Reference
GA Level 2 Award in Safeguarding Children and Young People (RQF)				
Concepts of the Safeguarding and Protection of Children and Young People	13	ST: 2	2	T/508/1890
Total:	13	TQT: 15	2	
GA Level 2 Award in Safeguarding Vulnerable Adults RQF)				
Concepts of the Safeguarding and Protection of Vulnerable Adults	13	ST: 2	2	L/508/1927
Total:	13	TQT: 15	2	

1.6 Intended Audience, Age and Entry Requirements

These qualifications are available to Candidates aged 16 and over, who are working, or preparing to work, in sectors and where they need or will need a sufficient knowledge and understanding of the how to safeguard those children, young people, or vulnerable adults they have a duty of care to..

The qualification may be undertaken as initial training in the field of safeguarding or as refresher training for more experienced practitioners.

There are no formal entry requirements for these qualifications.

1.7 Rules of Combination

In order to achieve the GA Level 2 Award in Safeguarding Children and Young People (RQF), Candidates must achieve one Mandatory Unit: Concepts of the Safeguarding and Protection of Children and Young People.

In order to achieve the GA Level 2 Award in Safeguarding Vulnerable Adults (RQF), Candidates must achieve one Mandatory Unit: Concepts of the Safeguarding and Protection of Vulnerable Adults.

There are no further Rules of Combination.

1.8 Recognition of Prior Learning and Transfer of Credits

Recognition of prior learning (RPL) is as a method of assessing whether a learner's previous experience and achievements meet the standard requirements of a Gatehouse Awards Unit or Units prior to the Candidate taking the assessment for the qualification, or part of the qualification, they are registered for.

Any prior learning must be relevant to the knowledge, skills and understanding which will be assessed as part of that qualification, and Gatehouse Awards will subsequently amend the requirements which a Candidate must have satisfied before they are assessed as eligible to be awarded the qualification.

Where there is evidence that the Candidate's knowledge and skills are current, valid and sufficient the use of RPL may be acceptable for recognising achievement of a unit, units or a whole qualification. The requirement for RPL in such instances will include a consideration of the currency of the knowledge gained by the Candidate at the time they undertook the prior learning. RPL cannot be guaranteed in instances where industry practice or legislation has significantly changed in the time since the prior learning was undertaken / a previous Award was issued.

No transfer of credits is permitted for any GA Award in Safeguarding.

1.9 Relationship to Other Qualifications & Progression Opportunities

The Gatehouse Awards Safeguarding qualifications are based on the National Occupational Standards within the Children's Care Learning and Development and Health and Social Care suites of standards developed by Skills for Care & Development.

They are ideal qualifications for Candidates to progress onto further Safeguarding qualifications which reflect the context in which they work, for example Supervising the Safeguarding of Children and Young People/Vulnerable Adults, Managing the Safeguarding of Children and Young People/Vulnerable Adults, or a range of Health and Social Care, Childcare or Education and Training qualifications.

1.10 Language of Assessment

These qualifications are offered in English. Further information concerning the provision of qualification and assessment materials in other languages may be obtained from Gatehouse Awards.

1.11 Grading

These qualifications are not graded. Candidates are assessed as Pass or Refer.

1.12 Qualification Availability

These qualifications are available via Gatehouse Awards Approved Centres in England.

If you are not currently a recognised Gatehouse Awards Centre, or you do not have approval to offer Safeguarding qualifications, please contact us. Our contact details appear on the front page of this publication and on our website www.gatehouseawards.org.

Section 2 – Qualification Delivery, Assessment and Certification

2.1 Teaching and Learning Requirements

Where Centres offer Safeguarding courses leading to the qualifications, these can be full-time, part-time, evenings only or by distance/online learning as deemed appropriate in order to meet their learners' needs whilst preparing learners for assessment.

Centres should ensure that Candidates meet the minimum entry requirements for the qualification.

Regardless of the method of learning, Centres must ensure that Candidates have suitable access to the Centre, relevant Centre staff and any other resources including specialist staff and learning materials and access to assessment opportunities in order to complete the qualification. Full details of Centre requirements can be found in Section 3 below.

Further details and guidance on delivery can be found in the Unit Specifications in Section 4 below.

2.2 Assessment and Verification Model

The GA Level 2 Awards in Safeguarding are assessed via a portfolio of evidence, which is internally assessed and Internally Verified by the Centre.

Completed portfolios should be marked by Centre staff, Internally Verified in line with the Sampling Strategy outlined in Appendix 1 below, and made available to the GA External Verifier.

Assessment materials for these qualifications may be devised by the Centre, or Centres may choose to use GA-devised assessment and support materials, which are available for Approved Centres to access at any time.

2.3 Registering Candidates and Unique Learner Numbers

Candidates must be registered through the Ark, the Gatehouse Awards online Learner Management System. Owing to the Total Qualification Time of these qualifications, the validity period of registrations will be 12 weeks, should a Candidate not have achieved in the timescale, a new registration should be made by the Centre.

Each approved Gatehouse Awards Centre is provided with a user account to allow approved staff access to the online system.

Where Centres record the Unique Learner Number (ULN) of a Candidate, this should be provided at the point of registration in order for Gatehouse Awards to issue updates to the Learner Record Service.

2.4 ID Requirements

It is the responsibility of each Gatehouse Awards Approved Centre to have systems in place to ensure that the person taking any Gatehouse Awards qualification is indeed the person they are purporting to be. All Centres are therefore required to ensure that each Candidate's original formal identification documents are checked prior to registration.

2.5 Record Keeping

Centres are required to keep records of Candidates details, their work and any records of Reasonable Adjustments, Special Considerations and records containing Candidate's personal details in line with the Data Protection Act 1998 for a minimum of 2 years.

All records must be easily retrievable and made accessible to Gatehouse Awards or the Regulator upon request.

Following the external verification of portfolios and the award of the qualification by Gatehouse Awards, Centres may return portfolios to the Candidates. Where the award has been claimed under Direct Claims Status , Centres must retain portfolios until the following external quality assurance visit to allow them to be sampled.

Centres are required to keep a record of the Internal Verification activity undertaken.

Section 3 – Centre Requirements and Quality Assurance Arrangements

Any Centre wishing to offer Gatehouse Awards Safeguarding qualifications must ensure that they have the following resources in place.

3.1 Staff

The knowledge and experience of teaching staff will be considered during the centre and qualification approval process and at External Quality Assurance Visits.

Centres must ensure that they hold up-to-date and detailed information about the staff involved with the delivery of the qualifications and must make records available to Gatehouse Awards upon request. The information Gatehouse Awards expects Centres to hold for each member of staff includes, as a minimum:

- current up to date CV
- copies of relevant qualification certificates
- relevant and up to date CPD (Continuous Professional Development) records

Centres must also ensure that they have the management and administrative arrangements in place which are suitable to support the registration of Candidates and the qualification delivery.

Requirements for Teachers and Assessors

Teachers and Assessors delivering Safeguarding training and assessment must hold relevant vocational qualifications, such as a Level 3 Safeguarding qualification. They must also hold a recognised teaching qualification, or be working towards a relevant teaching qualification and/or a qualification relevant to support the making of appropriate and consistent assessment decisions.

They must also meet the requirements detailed in the Assessment Principles published by Skills for Care and Development (Appendix 3).

Suitable subject area qualifications may include:

- Level 3 qualification in Safeguarding
- Other qualifications at Level 3 or above in related subjects

Suitable teaching and assessing qualifications may include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Certificate in Assessing Vocational Achievement
- Level 3 or 4 PTLLS, or above (i.e. CTLLS or DTLLS)
- Level 3 or 4 Award/Certificate in Education and Training, Cert. Ed or PGCE
- Degree in Education

- Level 3 or 4 NVQ in Training and/or Learning & Development.

Assessors may be working towards a relevant equivalent teaching/assessing qualification under the guidance of a suitably qualified, experienced assessor and their Internal Verifier.

Those delivering and assessing Safeguarding qualifications must also be able to demonstrate ongoing professional development relevant to the subject area, for example maintaining current experience of working in the Education and Training / Health and Social Care sectors.

Requirements for Internal Verifiers

Internal Verifiers are responsible for the internal quality assurance of delivery and assessment and should be experienced assessors and trainers, hold relevant vocational qualifications (as listed above)and hold, or working towards, a relevant qualification in Internal Quality Assurance such as:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or the Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- Verifier's V1 or D34.

They must also meet the requirements detailed in the Assessment Principles published by Skills for Care and Development (Appendix 3).

In addition, Centre Internal Verifiers must be familiar with Gatehouse Awards qualifications requirements and the requirements of the qualification.

Internal Verifiers working towards a relevant Internal Verification qualification must be supervised by a suitably qualified and experienced Internal Verifier.

The knowledge and experience of Teachers, Assessors and Internal Verifiers will be considered during the centre and qualification approval process and at External Quality Assurance Visits.

External Verification

Assessment and Internal Verification activity will be subject to External Verification.

3.2 Assessment of Candidates

Centres must ensure that Assessors meet the requirements listed in Section 3.1 above in order to make assessment decisions leading to the award of these qualifications. Candidates are assessed on the evidence contained within their portfolio. A range of assessment methods may be used in the production of evidence towards knowledge based assessment criteria, for example:

- Written assignments
- Questions and answers

- Professional discussion

Assessors should ensure that all evidence judged to meet the requirements is "CRAVES":

- **Current:** the work is relevant at the time of the assessment
- **Reliable:** the work is consistent with that produced by other learners
- **Authentic:** the work is the Candidate's own work
- Valid: the work is relevant and appropriate to the subject being assessed and is at the required level
- **Evaluated:** Where the learner has not been assessed as competent, the deficiencies have been clearly and accurately identified via feedback to the learner resulting in improvements in knowledge or competency leading to the award
- **Sufficient:** the work covers the expected learning outcomes and any range statements as specified in the criteria or requirements in the assessment strategy.

3.3 Internal Verification of Assessment

The Internal Verifier ensures that Assessors are assessing to the same standards, i.e. consistently and reliably, and that assessment decisions are correct. Internal verification activities should include:

- ensuring the assessment team are suitably experienced and qualified in line with the qualification requirements
- sampling assessments and assessment decisions
- ensuring that evidence for assessment is 'CRAVES' (Current, Reliable, Authentic, Valid, Evaluated and Sufficient)
- conducting standardisation of assessment decisions
- providing the assessment team with clear and constructive feedback on assessment decisions
- supporting the assessment team and providing training and development where appropriate
- ensuring any stimulus or materials used for the purposes of assessment are fit for purpose and allowable under the assessment guidance
- conducting and participating in standardisation of internal verification decisions.

Sampling of assessment decisions by the Internal Verifier should be planned and carried out in line with a clear internal verification strategy. Gatehouse Awards recommends that the strategy should incorporate the number of learners, number of assessment sites, number of assessors, experience and competency of assessors and the range of units being assessed. Further guidance on sampling strategies is contained in Appendix 1.

3.4 External Verification

Approved Centres will be entitled to two External Verification visits per year. Additional visits can be requested, for which there may be an additional charge.

External verification activities will focus on:

- checking that the management of the Centre and the management arrangements relating to the qualification are sufficient
- checking that resources to support the delivery of the qualification, including physical resources and staffing, are in place and sufficient
- ensuing that the Centre has appropriate policies and procedures in place relevant to the organisation and to the delivery and quality assurance of the qualification
- the use of assessment materials and the arrangements in place to ensure that evidence for assessment is 'CRAVES' (Current, Reliable, Authentic, Valid, Evaluated and Sufficient)
- sampling assessment decisions against the qualification requirements across the range of levels, number of Assessors and assessment sites, according to the number of Candidates
- the internal verification and quality assurance arrangements
- sampling internal verification records against the qualification requirements across the range of levels, number of Assessors and assessment sites, according to the number of Candidates
- administrative arrangements
- ensuring that any actions from quality assurance activity have been carried out by the Centre
- confirming any claims for RPL, reasonable adjustments or special considerations

Through discussions with Centre staff, examining Candidate's portfolios, talking to learners and reviewing documentation and systems, the External Verifier will provide the Centre with support, advice and guidance relating to the delivery, assessment and quality assurance of these qualifications.

3.5 Venue Requirements

Centres must ensure that training premises have suitable access, in line with Disability Discrimination and Diversity & Equality law and regulations and any other regulations which apply.

3.6 Equipment

Centres should ensure that all equipment used in the delivery of these qualifications is fit for purpose and complies with current Health and Safety legislation.

3.7 Teaching and Learning Resources

Gatehouse Awards does not prescribe the use of set course books, workbook or other materials for the Safeguarding qualifications but expects that Centres providing such courses should use relevant and up-to-date, high quality teaching and assessment materials which allow Candidates to adequately prepare for assessment.

All delivery and assessment resources should be inclusive of the principles of equality and diversity and the safeguarding of candidates.

Useful Resources

- Health and Safety Executive
- Health and Safety Executive for Northern Ireland
- The National Archives (For all UK legislation)
- Equalities and Human Rights Commissions
- Skills for Care and Development
- Care Quality Commission
- NSPCC
- Office of Qualifications and Examinations Regulation

GA provides additional resources for these qualifications on the relevant qualification page of the website: www.gatehouseawards.org

In addition, a range of e-learning materials are also available to Approved Centres.

Any references to books, journals, websites or other third party materials and publications made in this Qualification Specification are made in good faith only and Gatehouse Awards does not accept responsibility for the content of such materials or any opinions expressed within them.

3.8 Certification

Following successful External Verification, the Centre must make claims for certification via the Ark, the Gatehouse Awards Learner Management System. Certificates are usually issued within 10 working days.

The qualification certificate will indicate both the title and the level at which the qualification is achieved.

Certificates will only be issued to Candidates who achieved all mandatory units for the qualification they are registered for. If a Candidate has not achieved all the mandatory units, the qualification certificate will not be issued. Unit Certificates can be issued where appropriate.

Replacement certificates are available upon request.

Amendments to certificates are available upon request but may require the Centre to provide evidence of the need for any amendment (e.g. Candidate proof of identification) and will involve the return of the original certificate. Replacements and amendments may incur an additional charge.

3.9 Direct Claims Status

Direct Claims Status can be granted once the Centre has evidenced consistently high quality systems and processes relating to delivery, assessment and internal quality assurance.

Gatehouse Awards requires a minimum of two external quality assurance visits with no action points relating to this qualification. The Centre must be considered 'low risk' by Gatehouse Awards.

Direct Claims Status can only be maintained under the quality assurance of the staff member in this role at the time of the award. Gatehouse Awards reserves the right to revoke DCS at any time should it be identified that the Centre has not followed the requirements of the qualification in any way, including failure to inform Gatehouse Awards of a change in staff responsible for the internal quality assurance of the qualification.

3.10 Enquiries and Appeals

Gatehouse Awards has an appeals procedure in accordance with the arrangements for regulated qualifications.

Candidates wishing to appeal should use the Centre's internal Appeals Policy and Procedure prior to appealing to Gatehouse Awards.

Centres wishing to appeal against any decision or action should contact their Gatehouse Awards Centre Administrator.

3.11 Ongoing Support

There are a number of documents on the Gatehouse Awards website that Centres and Candidates may find useful: www.gatehouseawards.org

The website is updated regularly with news, information about all Gatehouse Awards qualifications, sample materials, updates on regulations and other important notices for Centres and Candidates.

Within the Centre, a named Examinations Officer is responsible for ensuring that all information and documents provided to Centre staff and Candidates are correct and up to date.

Gatehouse Awards must be kept up to date with contact details so Centres can be provided with the best level of support and guidance. Contact details for Gatehouse Awards are:

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Gatehouse Awards Ltd
Address: 64 Daisy Hill, Dewsbury, WF13 1LJ
Tel: 01924 609250

Email: info@gatehouseawards.org
Web: www.gatehouseawards.org

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In addition, Centres are assigned, at the time of approval, a designated Centre Administrator who is their primary point of contact for all aspects of service or support. Candidates should always speak to a member of staff at the Centre for information relating to Gatehouse Awards and our qualifications prior to approaching Gatehouse Awards directly.

Section 4 – Unit Specifications

4.1 Concepts of the Safeguarding and Protection of Children and Young People

Unit	GLH	Study Time	TQT	Credits	Unit Reference	
Concepts of the Safeguarding and Protection of Children and Young People	13	2	N/A	2	Level 2	T/508/1890
	Assessment Model:		This unit is internally assessed via a portfolio of evidence.			

Unit Title		Unit Number
Concepts of the Safeguarding and Protection of Children and Young People		T/508/1890
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand safeguarding and protection responsibilities of themselves and others	1.1	Outline relevant legislation, statutory guidance and policies on the safeguarding and protection of children and young people from abuse, exploitation, and radicalisation
	1.2	Identify relevant institutions and their key responsibilities relating to the safeguarding and protection of children and young people from abuse, exploitation, and radicalisation
	1.3	Identify sources of relevant information relating to the safeguarding and protection of children and young people from abuse, exploitation, and radicalisation
	1.4	Describe good practice to protect themselves and colleagues from allegations when dealing with children and young people
	1.5	Explain best practice when dealing with an individual who discloses abuse, exploitation, or radicalisation

2	Understand abuse and exploitation, their indicators, and how to respond	2.1	Describe the different types of abuse and exploitation that children and young people may be at risk of
		2.2	Outline indicators that a child or young person is, or is at risk of, being abused or exploited
		2.3	Describe best practice when indicators are present that a child or young person is, or is at risk of, being abused or exploited
3	Understand radicalisation, its indicators, and how to respond	3.1	Describe radicalisation that children and young people may be at risk of
		3.2	Outline indicators that a child or young person is, or is at risk of, being radicalised
		3.3	Describe best practice when indicators are present that a child or young person is, or is at risk of, being radicalised
4	Understand the reporting and disclosure of safeguarding concerns	4.1	Explain the limits of confidentiality for sharing information relating to radicalisation, abuse and exploitation of children and young people
		4.2	Identify who to report suspected or actual radicalisation, abuse and exploitation to
		4.3	Describe how to make reports or disclosures of suspected or actual abuse or exploitation
		4.4	Describe how to make reports or disclosures of suspected or actual radicalisation

4.2 Concepts of the Safeguarding and Protection of Vulnerable Adults

Unit	GLH	Study Time	TQT	Credits	Unit Reference	
Concepts of the Safeguarding and Protection of Vulnerable Adults	13	2	N/A	2	Level 2	L/508/1927
	Assessment Model:			This unit is internally assessed via a portfolio of evidence.		

Unit Title	Unit Number
Concepts of the Safeguarding and Protection of Vulnerable Adults	L/508/1927

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand safeguarding and protection responsibilities of themselves and others	1.1	Outline relevant legislation, statutory guidance and policies on the safeguarding and protection of vulnerable adults from abuse, exploitation, and radicalisation
		1.2	Identify relevant institutions and their key responsibilities relating to the safeguarding and protection of vulnerable adults from abuse, exploitation, and radicalisation
		1.3	Identify sources of relevant information relating to the safeguarding and protection of vulnerable adults from abuse, exploitation, and radicalisation
		1.4	Describe good practice to protect themselves and colleagues from allegations when dealing with vulnerable adults
		1.5	Explain best practice when dealing with an individual who discloses abuse, exploitation, or radicalisation

2	Understand abuse and exploitation, their indicators, and how to respond	2.1	Describe the different types of abuse and exploitation that vulnerable adults may be at risk of
		2.2	Outline indicators that a vulnerable adult is, or is at risk of, being abused or exploited
		2.3	Describe best practice when indicators are present that a vulnerable adult is, or is at risk of, being abused or exploited
3	Understand radicalisation, its indicators, and how to respond	3.1	Describe radicalisation that vulnerable adults may be at risk of
		3.2	Outline indicators that a vulnerable adult is, or is at risk of, being radicalised
		3.3	Describe best practice when indicators are present that a vulnerable adult is, or is at risk of, being radicalised
4	Understand the reporting and disclosure of safeguarding concerns	4.1	Explain the limits of confidentiality for sharing information relating to radicalisation, abuse and exploitation of vulnerable adults
		4.2	Identify who to report suspected or actual radicalisation, abuse and exploitation to
		4.3	Describe how to make reports or disclosures of suspected or actual abuse or exploitation
		4.4	Describe how to make reports or disclosures of suspected or actual radicalisation

Appendix 1: Sampling Strategy: Information for Centres

When planning and carrying out internal verification activities, it is important that the internal verification team work to a sound verification sampling strategy to ensure that standardisation of assessment decisions takes place.

A Centre's sampling strategy involves reviewing the quality of assessor's judgements, which will include reviewing Candidate work.

The Candidate work may be sampled before the Candidate has completed the full qualification, for example by sampling one or two units as the Candidate completes them.

The internal verifier should check the planning, review and feedback is given to Candidates by the assessor, including the accuracy of the application of any mark schemes, guidance and overall assessment decisions.

The internal verifier will therefore be able to evaluate the quality and consistency of the assessor's assessment decisions and be able to identify any problems at an early stage. It will highlight individual assessor training and development needs which in turn can inform the programme of CPD for the assessment team as a whole.

The internal verifier must plan verification activities as outlined below.

Sampling

Sampling should enable the internal verifier to evaluate how assessors have reached their decisions. The internal verifier must be able to follow clear documentation which clearly shows that assessors have checked that the evidence presented meets the rules of evidence.

Evidence must be confirmed by assessors as 'CRAVES'

- **Current**: the work is relevant at the time of the assessment
- **Reliable**: the work is consistent with that produced by other learners
- **Authentic**: the work is the Candidate's own work
- **Valid**: the work is relevant and appropriate to the subject being assessed and is at the required level
- **Evaluated**: Where the learner has not been assessed as competent, the deficiencies have been clearly and accurately identified via feedback to the learner resulting in improvements in knowledge or competency leading to the award
- **Sufficient**: the work covers the expected learning outcomes and any range statements as specified in the criteria or requirements in the assessment strategy.

What do verifiers need to consider when planning the sample?

Work from every Candidate must be sampled and verifiers should consider the following when considering the volume of work per Candidate that they should sample:

- The Candidates' ethnic origin, age and gender to ensure a representative range is sampled
- The assessors' experience and qualifications, workload and their occupational competence. For example, if assessors are qualified and experienced it may not be necessary to look at more than one or two units per Candidate. If assessors have less than 12 months' experience, are new to the Centre or a particular qualification, or perhaps have not assessed for a length of time, the internal verifier will need to sample substantially more of their decisions for the first 6 - 12 months
- The full range of assessment methods used for any one qualification, for example observation, witness testimony, professional discussion, reflective accounts, questioning, assignments, products, RPL, simulation, etc.
- Previous feedback to assessors regarding good practice and/or involved highlighting development needs, for example If the IV has a particular concern regarding the assessment decisions of a particular assessor
- Whether any changes have been implemented relating to the assessment of the qualification or its units, for example the awarding organisation makes amendments to the qualification specification, or instances where industry practice or legislation has changed
- The range of locations where assessments have taken place
- The sampling process must not be determined by any rule of thumb such as '10%.'

Sampling Plan

The Internal Verifier must develop a sampling plan at the beginning of the Candidate's (or cohort's) programme and record, on the plan, which units/assessment methods they plan to sample, and when.

Copies of sampling plans should be made available to other verifiers and the assessment team, and sampling carried out according to the plan. Where variations are made, these should be recorded on the plan.

Completing a Sample Record

Verifiers should record the verification activities on a Sample Record. As a minimum, this record must indicate the assessor's decision, the content of the sample, the verifier's decision and relevant feedback to the assessor.

Where verifiers agree with the assessment decisions, certification claims can go ahead. Where verifiers do not agree with the assessment decisions, full feedback must be given to the assessor, with action points agreed which relate to the assessor's areas for improvement.

Sampling must take place before any certification claims are made by the Centre and all records, including those of standardisation meetings, feedback to assessors and CPD activity should be made available to the External Verifier upon request.

Appendix 2: Glossary of Terms

Appeal: a request for a review of a decision.

Assessor: a member of staff at the centre employed for the purpose of making internal assessment decisions.

Centre: an institution or organisation, usually a school, college, training provider or employer which is approved by Gatehouse Awards to deliver the training, preparation and delivery of the assessment for a qualification.

Comment - an idea, suggestion or opinion on how Gatehouse Awards could improve its services.

Complaint - a formal expression of dissatisfaction made by a member of Gatehouse Awards staff, Candidate, Centre Representative or a member of the public who has reason to raise a complaint regarding the service received from, or conduct of, Gatehouse Awards as an Awarding Organisation or one of its Approved Centres.

Compliment - positive feedback about a service provided by Gatehouse Awards.

Controlled Assessment – an internal assessment, where the assessment materials are set either internally or externally, where Candidates are usually supervised by their teachers and elements of the assessment can be taken at flexible times, and internally assessed and moderated.

Controlled Examinations: examinations which are externally set and externally marked by the awarding organisation, and are conducted in accordance with *Regulations for Conducting Controlled Examinations*.

CRAVES – the principles of quality assurance in relation to the assessment of candidates' work, which stipulate that the work assessed must be Current, Reliable, Authentic, Valid, Evaluated and Sufficient.

Examinations Officer: a person who is employed by the Centre to be the single point of contact for the awarding organisation with regards to all aspects of the delivery and administration of examinations.

Head of Centre: a person who is employed by the Centre to be the single point of contact and accountability for all aspects of quality assurance with regards to the delivery of examinations.

Marker: a person who is employed by the awarding organisation and who marks the completed scripts or recordings of learners across a range of Centres approved by the awarding organisation. Also referred to as an **Examiner**.

Moderation – the process by which assessment across and within Centres is checked in order to ensure standardisation of results for Candidates.

Examiner: a person who is employed by the awarding organisation and who marks the completed assessment materials or recordings of learners across a range of Centres approved by the awarding organisation. Also referred to as a **Marker.**

External Verifier / Moderator - a person who is employed by the awarding organisation and is responsible for assuring the quality and consistency of assessment across Centres.

Gatehouse Awards appointed Examination Observer: a professional person engaged by Gatehouse Awards to attend Centres when controlled examination session has been booked for the purposes of ensuring that the examination is delivered in line with all relevant regulations and requirements.

Gatehouse Awards Representative: An individual or Organisation, or employee of such an organisation, contracted by Gatehouse Awards to represent Gatehouse Awards in specific locations outside the UK.

Instructions (or rubric): an explanation given on the front cover of the question paper in order to guide the learner e.g. in terms of the number of questions to answer, the time allowed or the marks allocated for each task.

Interlocutor: a person who is employed by the Centre to administer the spoken components of any controlled examinations. This term is usually used in the context of language assessments.

Interlocutor script: script provided for the members of staff delivering spoken examination components which should be adhered to unless otherwise indicated.

Internal Verifier/ Moderator – a member of staff employed by the centre who is responsible for monitoring the work of all assessors involved with the qualification, to ensure that they are applying the assessment criteria for the competency of skills consistently throughout all assessment activities, and that the evidence presented meets the requirements of CRAVES .

Invigilator: a person who is employed by the Centre to supervise learners whilst they undertake written elements of the controlled examinations.

Learner (or Candidate): a person who is registered with the awarding organisation to undertake a qualification and to be assessed for that qualification.

UK Centre: An approved Gatehouse Awards Centre, based in the United Kingdom (England, Northern Ireland, Scotland and Wales)

Maladministration – is a sub-category of malpractice which relates directly to the administration of Gatehouse Awards qualifications, but which has not been a deliberate act to attempt to subvert the integrity or security of the assessment process or the qualification as a whole.

Malpractice – a deliberate act by a staff member, Candidate or Centre which has, or may have, an adverse effect on the assessment process, the award of the qualification or the integrity or security of any examination or qualification made available by Gatehouse Awards.

Marking (or assessing): an activity which is undertaken by the Gatehouse Awards subject specialists to check the learners' answers to the test questions against the mark scheme in order to produce an overall mark or result.

Moderation: the process by which assessment decisions made by either centre's internal assessment staff, or awarding organisations' assessment staff (markers) are checked in order to ensure standardisation of results for learners.

Overseas Centre: An approved Gatehouse Awards Centre, located outside of the United Kingdom.

Reasonable adjustment - arrangements made prior to assessment which help to reduce the effect of a disability or difficulty that may place the Candidate at a significant disadvantage during the assessment process.

Scripts: the question papers completed by the learners. These may be referred to as **completed tests**, **completed question papers** or **completed assessment materials**.

Special consideration – a consideration applied during or after an examination when unforeseen circumstances may prevent the Candidate from attending or completing their examination, such as temporary illness, bereavement or disruption to examination.

Tasks: these form the parts of the tests and are the sections of the question papers which are answered by the learner.

Tests: the question papers which are provided by the awarding organisation to the Centre for the learners to undertake. These may also be referred to as **unit tests**, **examinations** or **assessment materials**.

Tutor (or teacher, trainer, teaching staff): a person(s) who is (are) employed by the Centre to teach the learners in preparation for the tests.

Appendix 3: Skills for Care and Development QCF Assessment Principles

1. Introduction

1.1 Skills for Care and Development (SfC&D) is the UK sector skills council (SSC) for social care, children, early years and young people. Its structure for realising the SSC remit is via an alliance of six organisations: Care Council for Wales, Children's Workforce Development Council, General Social Care Council, Northern Ireland Social Care Council, Scottish Social Services Council and Skills for Care.

1.2 This document sets out those principles and approaches to QCF unit/qualification assessment not already described in the Regulatory Arrangements for the Qualifications and Credit Framework. The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the Sector, and should be read alongside these. It should also be read alongside individual unit assessment requirements. Additional information/guidance regarding individual unit assessment can be obtained from Awarding Organisations, or from Skills for Care and Development. This must be used in order to provide the proper context for learning and assessment.

1.3 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence in the new arrangements.

1.4 Where Skills for Care and Development qualifications are joint with Skills for Health, Skill for Health will also use these assessment principles.

2. Assessment Principles

2.1 Assessment decisions for competence based learning outcomes (e.g. those beginning with' to be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

2.2 Assessment decisions for competence based Learning Outcomes must be made by an assessor qualified to make assessment decisions.

2.3 Competence based assessment must include direct observation as the main source of evidence

2.4 Simulation may only be utilised as an assessment method for competence based Lo where this is specified in the assessment requirements of the unit.

2.5 Expert witnesses can be used for direct observation where: they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.

2.6 Assessment of knowledge based Learning Outcomes (e.g. those beginning with 'know' or 'understand') may take place in or outside of a real work environment.

2.7 Assessment decisions for knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor.

2.8 Assessment decisions for knowledge based Learning Outcomes must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

3. Internal Quality Assurance

3.1 Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

4. Definitions

4.1 Occupationally competent: This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

4.2 Occupationally knowledgeable: This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

4.3 Qualified to make assessment decisions: This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment. In any case of significant uncertainty the SSCs will be consulted.

4.4 Qualified to make quality assurance decisions: Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

4.5 Expert witness: An expert witness must:

- have a working knowledge of the QCF units on which their expertise is based
- be occupationally competent in their area of expertise
- have **EITHER** any qualification in assessment of workplace performance **OR** a professional work role which involves evaluating the everyday practice of staff.

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