



**CIBTAC LEVEL 3 AWARD IN EDUCATION AND
TRAINING AND TRAINING
CEA01**

QAN – 601/1387/X

Qualification Specification

CONTENTS

Contents	2
1. CIBTAC.....	3
2. Introduction to CIBTAC qualifications.....	3
3. Level of the CIBTAC Level 3 Award in Education and Training	3
4. Purpose of the CIBTAC Level 3 Award in Education and Training and Training.....	4
5. Aims of the CIBTAC Level 3 Award in Education and Training and Training	4
6. Progression.....	5
7. Structure of the CIBTAC Level 3 Award in Education and Training	5
8. Strategy for Delivery.....	6
9. Assessment Strategy	7
10. Grading Scheme	8
11. Initial assessment and Induction	9
12. Entry Requirements	9
13. Practice requirements	9
14. Quality assurance	10
15. Accreditation of Recognised Prior Learning (RPL)	12
16. Qualification time constraints.....	12
17 Centre Requirements	13
18 Certification.....	13
19 The CIBTAC Level 3 Award in Education and Training Syllabus	13
20 Mapping to other Education Frameworks	13
21. CIBTAC policies.....	14

1. CIBTAC

The Confederation of International Beauty Therapy and Cosmetology (CIBTAC) was established in 1977 as the education arm of The British Association of Beauty Therapy and Cosmetology (BABTAC). We are a not-for-profit organisation, continually reinvesting our income for the benefit of our accredited Centres and their Learners.

2. Introduction to CIBTAC qualifications

- 2.1. Each of our qualifications are developed through our close relationships with government agencies and employers from around the world, ensuring they are tailored to provide for the requirements of the international industry. Many of our Centres have been with CIBTAC for more than 30 years and their qualifying Graduates are sought after by first-rate employers because they are both educated to a high level and are salon ready.
- 2.2. Our qualifications are challenging, but highly attainable and designed to ensure an exceptional quality of Graduate is entering the sector whilst providing a flexible learning structure that allows each individual to design their portfolio of qualifications depending on their career aspirations. Qualifications are recognised by the England Government Regulated Qualifications Framework (RQF) which is often used to support local governments' qualifications throughout the world to enable international recognition for the Learner. If qualifications sit within a national qualification framework (such as the RQF) this enables greater recognition and comparability not only nationally, but also internationally where national qualification frameworks are referenced to the European Qualifications Framework (EQF).
- 2.3 CIBTAC ensures its qualifications are fit for purpose by mapping them to National Occupational Standards where they exist. Qualifications are supported by professional associations and external end examinations are structured to be similar to an industry trade test and therefore prepare Learners for seeking employment

3. Level of the CIBTAC Level 3 Award in Education and Training

- 3.1. This qualification is listed in the Ofqual register of qualifications. The CIBTAC Level 3 Award in Education and Training provides knowledge and practical competence in education and training.

3.2. A Learner studying a Level 3 programme will be able to demonstrate the following:

Knowledge descriptor (the Learner)	Skills descriptor (Learner can)
<ul style="list-style-type: none"> • has factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks and address problems while well-defined, may be complex and non-routine • can interpret and evaluate relevant information and ideas • is aware of the nature of the area of study or work • is aware of different perspectives or approaches within the area of study or work 	<ul style="list-style-type: none"> • identify, select and use appropriate cognitive and practical skills, methods and procedures to address problems that while well-defined, may be complex and non-routine • use appropriate investigation to inform actions • review how effective methods and actions have been

4. Purpose of the CIBTAC Level 3 Education and Training

The CIBTAC Level 3 Award in Education and Training is a practical and knowledge-based qualification. It is aimed at trainee teachers providing them with an introduction into teaching.

The units have been identified by employers as the most appropriate for working as a teacher/trainer.

5. Aims of the CIBTAC Level 3 Award in Education and Training

5.1. The provides Learners with the knowledge and skills to plan and deliver teaching/training sessions.

5.2. The aim of the CIBTAC Level 3 Award in Education and Training is to:

- I. to provide skills at Level 3 for those interested in teaching
- II. to provide an opportunity for individuals who are not currently working in teaching or training
- III. to provide opportunity for assessors who wish to achieve a qualification that provides an introduction to teaching
- IV. to prepare an individual for employment in a specific occupational area
- V. to encourage knowledge and understanding of education in teaching and learning at Level 3
- VI. To provide an opportunity for those already working in teaching and training to formalize their practice with a recognised qualification

5.3 The content of the CIBTAC Level 3 Award in Education and Training is shown below
 Practical elements of the CIBTAC Level 3 Award in Education and Training will enable Learners to:

- I. facilitate learning and development in groups
- II. facilitate learning and development for individuals
- III. use inclusive teaching and learning approaches

Knowledge elements for the CIBTAC Level 3 Award in Education and Training will enable Learners to:

- I. understand roles, responsibilities and relationships in training and education
- II. understand inclusive teaching and learning approaches
- III. understand assessment in education and training
- IV. understand the principles and practices of assessment

6. Progression

Achievement of the CIBTAC Level 3 Award in Education and Training will provide progression to Level 4 Certificate in Education and Training, Level 5 Diploma in Education and Training, Level 5 Diploma In Education and Training with a Specialist Pathway offered by CIBTAC and other awarding organisations regulated by Ofqual.

7. Structure of the CIBTAC Level 3 Award in Education and Training

7.1. The CIBTAC Level 3 Award in Education and Training is made up of 1 mandatory unit and 5 optional units of which a minimum of 2 must be selected to achieve the qualification

7.2. The Core (mandatory) units are as follows

Qualification title	QAN number	Qualification code	Pre-requisites	
Level 3 Award in Education and Training	601/1387/X	CEA01	None required but candidate must be at least 19 years of age and have an initial assessment of competence in English , mathematics and ICT.	
Mandatory units group A	UAN number	Unit code	Credit value	GLH
Understanding roles, responsibilities and relationships in training and education	H/505/0053	TT09	3	12

Optional Group B - a minimum of 6 credits to be achieved from this group				
Understanding and using inclusive teaching and learning approaches in education and training	D/505/0052	TT10	6	24
Facilitate learning and development in groups	F/502/9548	TT04	6	25
Facilitate learning and development for individuals	J/502/9549	TT05	6	25
Optional Group C – a minimum of 3 credits to be achieved from this group				
Understanding assessment in education and training	R/505/0050	TT11	3	12
Understanding the principles and practices of assessment	D/601/5313	TT06	3	24
Minimum GLH			12	48
Minimum TQT			120	

Ofqual defines GLH and TQT as:

Guided Learning (GL)

Guided Learning is ‘the activity of a Learner in being taught or instructed by – or otherwise participating in education or training under the immediate guidance or supervision of – a Lecturer, Supervisor, Tutor or other appropriate provider of education or training’. This includes ‘the activity of being assessed if the assessment takes place under the immediate guidance or supervision of a Lecturer, Supervisor, Tutor or other appropriate provider of education or training’

Total Qualification Time (TQT)

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of the qualification

8. Strategy for Delivery

8.1. The strategy for delivery of the units that make up the CIBTAC Level 3 Award in

Education and Training is based upon a combination of theory and practical sessions

8.2. The delivery of the programme may vary according to the centre and may be delivered in any format that supports the Total Qualification Time (TQT) of a minimum of 120

hours. This may include training workshops or seminars, e-learning, distance learning or

self-study. The CIBTAC Level 3 Award in Education and Training has a minimum number of 48 guided learning hours (GLH). These hours must take place during simultaneous contact between Tutor and Learner.

- 8.3. It is important that Centres develop an approach to teaching and learning that supports the vocational nature of this qualification and the mode of delivery. The units give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their knowledge to actual events and activity within the sector.

Maximum use should be made of learners' experience. It is recommended that Centres use an appropriate range of teaching and learning methods in order to achieve all the learning outcomes in the unit. For the CIBTAC Level 3 Award in Education and Training methods could include tutor presentations along with individual and group activities. It is important to recognise that this is an opportunity for 'teaching by example'. When using group delivery approaches, opportunities can also be built in to allow learners to compare and contrast their own working practices and contexts with others in the group through 'mini' presentations or group discussions. This will help learners to develop reflective practices and recognise the transferability of skills and knowledge needed in a learning environment.

Learners should be actively involved in their learning and should be encouraged to draw on material from relevant experiences to use in class and in their assignments linking this to theoretical ideas/models. Through working with groups of their peers and sharing their experiences, learners have the opportunity to develop case studies alongside problem-solving and interpersonal skills, in a way that they can be seen as transferable to their own students. The use of ICT or websites should be encouraged for setting up forums or discussion groups.

It is recommended that the delivery of this unit is not too teacher centred and that learner-centred approaches are encouraged wherever possible.

9. Assessment Strategy

- 9.1 This qualification will be assessed using a variety of assessment methods. All assessments will be undertaken internally by the Centre appointed assessors and Internal Verifiers. The CIBTAC External Verifier will visit the Centre and will review evidence as well as observing general overall standards of the Centre

9.2 All the assignments created by Centres should be reliable and fit for purpose, and should be built on the unit assessment criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of different formats, including performance observation, presentations and posters, podcasts/new technologies/e-formats, along with projects, or time-constrained assessments. Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities. The creation of assignments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised. The assessment criteria must be clearly indicated in the assignments briefs. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment criteria. When designing assignments briefs, Centres are encouraged to identify common topics and themes. A central feature of vocational assessment is that it allows for assessment to be:

- current, i.e. to reflect the most recent developments and issues in both educational or specialist studies
- local, i.e. to reflect the employment context of the delivering centre or local area
- flexible and varied to reflect learner needs, i.e. at a time and in a format that allows for learner comprehension in order to maximise possible achievement

10. Grading Scheme

To gain a qualification all units must be passed or achieved. Portfolio only units will be designated “achieved” or “not achieved”. All units are graded pass or refer. If a Learner is unsuccessful in any area, they will be re-assessed only in the unit where they have not achieved a pass grade. The remainder of the results will stay in the CIBTAC system until all units have been achieved.

Grade thresholds may be subject to change.

Grade	Mark range
Distinction	Marks of 85% and above
Merit	Marks of 75% - 84%
Pass	Marks of 60% - 74%
Fail	Marks of 59% and below

11. Initial assessment and Induction

Approved Centres will need to undertake an initial assessment of each Learner prior to the start of their programme to make sure that the level and type of qualification is appropriate. The initial assessment should identify any specific needs that the Learner may have and the support and guidance they will require when working towards the achievement of their qualification. CIBTAC recommends that Learners undertake a relevant induction programme to familiarise them with the requirements of the qualification they will be undertaking, their responsibilities as Learners and the responsibilities of the approved Centre. A learning contract or professional development plan may be useful in this respect.

12. Entry Requirements

This qualification is for Learners 19+. It is recommended that Learners joining this qualification should undertake an initial assessment of skills in English, Maths and ICT. All development needs should be recorded and where applicable, agree an action plan to address them. If a trainee teacher joins the qualification programme having already undertaken an initial assessment in English, Maths and ICT skills, records of development needs should be reviewed and updated as required.

Restrictions on learner entry might, in particular sectors, also relate to any physical or legal barriers, for example people working in health, care or education are likely to be subject to Criminal Records Bureau checks

13. Practice requirements

There is a minimum requirement for trainee teachers to engage in observed and assessed microteaching for the following optional unit:

- **TT10** Understanding and using inclusive teaching and learning approaches in education and training (Level 3).

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

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

There is a requirement to undertake observed and assessed practice in a real work environment for the following optional units from the Learning and Development suite that are included in this qualification:

- **TT05** Facilitate learning and development for individuals (Level 3)
- **TT04** Facilitate learning and development in groups (Level 3).

For these units, practice should be in the appropriate context with groups of learners or with individual learners. The number of hours of practice required and the number of hours to be observed and assessed are not specified for these units.

14. Quality assurance

A centre offering these qualifications must provide internal quality assurance to ensure that assessment meets all awarding organisation requirements and is standardised across individual assessors, assessment locations, and learners.

Requirements for those delivering units and/or observing and assessing practice

All those delivering units and/or observing and assessing practice for the CIBTAC Level 3 Award in Education and Training should have all of the following:

- a teaching or training qualification;
- evidence of relevant teaching experience in an education or training context;
- access to appropriate guidance and support; and
- on-going participation in related programme quality assurance processes.

Additional requirements

There are additional requirements for those who assess the Learning and Development units TT04 and TT05

Assessment and quality assurance strategy for Learning and Development units TT04 and TT05

- **TT05** Facilitate learning and development for individuals (Level 3)
- **TT04** Facilitate learning and development in groups (Level 3).

Requirements for assessors

All those who assess these qualifications must:

- already hold the qualification they are assessing (or a recognised equivalent) and have successfully assessed learners for other qualifications (if assessing quality assurance roles they must have experience as a qualified quality assurance practitioner of carrying out internal or external quality assurance of qualifications for a minimum of two assessors)
- have up-to-date working knowledge and experience of best practice in assessment and quality assurance
- hold one of the following qualifications or their recognised equivalent:
 - Level 3 Award in Assessing Competence in the Work Environment ; or
 - Level 3 Certificate in Assessing Vocational Achievement ; or
 - A1 Assess candidate performance using a range of methods; or
 - D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence; and
- show current evidence of continuing professional development in assessment and quality assurance.

Requirements for internal quality assurance

All those who are involved with the quality assurance of these qualifications internally must:

- have up-to-date working knowledge and experience of best practice in assessment and quality assurance;
- hold one of the following assessor qualifications or their recognised equivalent:
 - Level 3 Award in Assessing Competence in the Work Environment ; or
 - Level 3 Certificate in Assessing Vocational Achievement ; or
 - A1 Assess candidate performance using a range of methods; or
 - D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence;

- hold one of the following internal quality assurance qualifications or their recognised equivalent:
 - Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice ; or
 - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice ; or
 - V1 Conduct internal quality assurance of the assessment process; or D34 Internally verify the assessment process; and
- show current evidence of continuing professional development in assessment and quality assurance.

15. Accreditation of Recognised Prior Learning (RPL)

- 15.1 Approved Centres should provide appropriate advice and guidance to Learners seeking exemptions as a result of prior learning.
- 15.2 Each Learner is responsible for preparing each case of RPL
- 15.3 The Head of Training at the Centre is responsible for providing the outcome in writing to each Learner. Each claim should be verified by a CIBTAC Examiner or the CIBTAC Education Development Officer

16. Qualification time constraints

- 16.1 CIBTAC offers a lifetime registration fee. Learners are allocated a Unique CIBTAC ID and this will appear on all certificates.
- 16.2 Learners have 3 years to complete a full qualification, subject to it being offered by an approved Centre; however it is normally anticipated that the CIBTAC Level 3 Award in Education and Training will be completed within one academic year. Learners may complete the qualification more quickly subject to the assessments being made available by the approved Centre.
- 16.3 Learners are permitted to sit 2 re-sits in unsuccessful units in the 2 years following the initial exam. If they are still unsuccessful after that, the Learner must re-register for these units and complete the course of study again, before sitting the complete examination. This applies to both practical and theory aspects. A unit certificate will be provided for all successfully completed units.

17 Centre Requirements

17.1 Only approved Centres may offer CIBTAC qualifications. Centres must apply for approval to become a recognised approved Centre. Full details are available from CIBTAC. The approval process will determine whether the Centre:

- a. meets the approval criteria; and,
- b. has the expertise and resources to offer the levels of qualifications to be delivered

17.2 Approved Centres must meet a set of criteria defined by CIBTAC that meet the appropriate Ofqual General Conditions of Recognition (condition C). These include:

- recognised quality assurance procedures
- appropriately qualified tutors for the particular programmes
- a nominated Centre co-ordinator
- suitable teaching and learning facilities
- secure assessment facilities
- secure information management systems that meet the requirements of the Data Protection Act

18 Certification

A Qualification Certificate and Unit Certificate for the CIBTAC Level 3 Award in Education and Training will be awarded to Learners who have successfully completed the 4 core (mandatory) units from the qualification structure.

19 The CIBTAC Level 3 Award in Education and Training Syllabus

The full syllabus outlining learning outcomes and the indicative content of each unit can be found in a separate document CIBTAC Level 3 Award in Education and Training .

20 Mapping to other Education Frameworks

The CIBTAC Level 3 Award in Education and Training is mapped against the England Government Regulated Qualifications Framework (RQF) and the European Qualifications Framework (EQF) to assist the Learner with the mobility of their achievements against these frameworks, as set out below.

	RQF	EQF	CQFW	SCQF
	8	8		
	7	7		
	6	6		
	5/4	5	5/4	8/7

CIBTAC Level 3 Award in Education and Training	3	4	3	6
	2	3	2	5
	1	2	1	4
	Entry Level	1		

21. CIBTAC policies

21.1 The following CIBTAC policies are available for approved Centres and Learners to refer to in the administration of the delivery of the CIBTAC Level 3 Award in Education and Training

- I. Malpractice and Maladministration Policy and Procedures
- II. Reasonable Adjustments and Special Considerations Policy
- III. Equality and Diversity Policy
- IV. Conflict of Interest Policy
- V. Appeals Policy
- VI. Complaints Policy
- VII. Whistleblowing policy
- VIII. Certification Policy
- IX. RPL Policy

21.2 The application forms below will need to be completed before CIBTAC is able to service your request in respect of policies identified in 21.1

- i) Application form for Reasonable adjustments
- ii) Application form for Special Consideration

Requirements for Assessors and Internal Quality Assurers

Unit	Assessor/Teacher	IQA
Understanding roles, responsibilities and relationships in education and training	<ul style="list-style-type: none"> • a teaching or training qualification; • evidence of relevant teaching experience in an education or training context; • access to appropriate guidance and support; and • on-going participation in related programme quality assurance processes 	
Understanding and using inclusive teaching and learning approaches in education and training	<ul style="list-style-type: none"> • a teaching or training qualification; • evidence of relevant teaching experience in an education or training context; • access to appropriate guidance and support; and • on-going participation in related programme quality assurance processes 	
Facilitate learning and development in individuals (L & D unit)	<ul style="list-style-type: none"> • a teaching or training qualification; • evidence of relevant teaching experience in an education or training context; • access to appropriate guidance and support; and • on-going participation in related programme quality assurance processes <p>PLUS</p> <ul style="list-style-type: none"> • already hold the qualification they are assessing (or a recognised equivalent) and have successfully assessed learners for other qualifications (if assessing quality assurance roles they must have experience as a qualified quality assurance practitioner of carrying out internal or external quality assurance of qualifications for a minimum of two assessors) • have up-to-date working knowledge and experience of best practice in assessment and quality assurance • hold one of the following qualifications or their recognised equivalent: <ul style="list-style-type: none"> ○ Level 3 Award in Assessing Competence in the Work Environment (QCF); or ○ Level 3 Certificate in Assessing Vocational Achievement (QCF); or ○ A1 Assess candidate performance using a range of methods; or ○ D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence; and • show current evidence of continuing professional development in assessment and quality assurance. 	<p>All those who are involved with the quality assurance of these qualifications internally must:</p> <ul style="list-style-type: none"> • have up-to-date working knowledge and experience of best practice in assessment and quality assurance; • hold one of the following assessor qualifications or their recognised equivalent: <ul style="list-style-type: none"> ○ Level 3 Award in Assessing Competence in the Work Environment (QCF); or ○ Level 3 Certificate in Assessing Vocational Achievement (QCF); or ○ A1 Assess candidate performance using a range of methods; or ○ D32 Assess candidate performance and D33 Assess

		<p>candidate using differing sources of evidence;</p> <ul style="list-style-type: none"> • hold one of the following internal quality assurance qualifications or their recognised equivalent: <ul style="list-style-type: none"> ○ Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice (QCF); or ○ Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (QCF); or ○ V1 Conduct internal quality assurance of the assessment process; or D34 Internally verify the assessment process; and • show current evidence of continuing professional development in assessment and quality assurance.
<p>Facilitate learning and development in individuals (L & D unit)</p>	<ul style="list-style-type: none"> • a teaching or training qualification; • evidence of relevant teaching experience in an education or training context; • access to appropriate guidance and support; and • on-going participation in related programme quality assurance processes <p>PLUS</p> <ul style="list-style-type: none"> • already hold the qualification they are assessing (or a recognised equivalent) and have successfully assessed learners for other qualifications (if assessing quality assurance roles they must have experience as a qualified quality assurance practitioner of carrying out internal or external quality assurance of qualifications for a minimum of two assessors) 	<p>All those who are involved with the quality assurance of these qualifications internally must:</p> <ul style="list-style-type: none"> • have up-to-date working knowledge and experience of best practice in assessment and quality assurance; • hold one of the following assessor qualifications or their recognised equivalent:

	<ul style="list-style-type: none"> • have up-to-date working knowledge and experience of best practice in assessment and quality assurance • hold one of the following qualifications or their recognised equivalent: <ul style="list-style-type: none"> ○ Level 3 Award in Assessing Competence in the Work Environment (QCF); or ○ Level 3 Certificate in Assessing Vocational Achievement (QCF); or ○ A1 Assess candidate performance using a range of methods; or ○ D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence; and • show current evidence of continuing professional development in assessment and quality assurance. 	<ul style="list-style-type: none"> ○ Level 3 Award in Assessing Competence in the Work Environment (QCF); or ○ Level 3 Certificate in Assessing Vocational Achievement (QCF); or ○ A1 Assess candidate performance using a range of methods; or ○ D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence; • hold one of the following internal quality assurance qualifications or their recognised equivalent: <ul style="list-style-type: none"> ○ Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice (QCF); or ○ Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (QCF); or ○ V1 Conduct internal quality assurance of the assessment process; or D34 Internally verify the assessment process; and • show current evidence of continuing professional development in assessment and quality assurance.
--	--	---

<p>Understanding assessment in education and training</p>	<ul style="list-style-type: none"> • a teaching or training qualification; • evidence of relevant teaching experience in an education or training context; • access to appropriate guidance and support; and • on-going participation in related programme quality assurance processes 	
<p>Understanding the principles and practices of assessment(L & D unit)</p>	<ul style="list-style-type: none"> • a teaching or training qualification; • evidence of relevant teaching experience in an education or training context; • access to appropriate guidance and support; and • on-going participation in related programme quality assurance processes <p>PLUS</p> <ul style="list-style-type: none"> • already hold the qualification they are assessing (or a recognised equivalent) and have successfully assessed learners for other qualifications (if assessing quality assurance roles they must have experience as a qualified quality assurance practitioner of carrying out internal or external quality assurance of qualifications for a minimum of two assessors) • have up-to-date working knowledge and experience of best practice in assessment and quality assurance • hold one of the following qualifications or their recognised equivalent: <ul style="list-style-type: none"> ○ Level 3 Award in Assessing Competence in the Work Environment (QCF); or ○ Level 3 Certificate in Assessing Vocational Achievement (QCF); or ○ A1 Assess candidate performance using a range of methods; or ○ D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence; and • show current evidence of continuing professional development in assessment and quality assurance. 	<p>All those who are involved with the quality assurance of these qualifications internally must:</p> <ul style="list-style-type: none"> • have up-to-date working knowledge and experience of best practice in assessment and quality assurance; • hold one of the following assessor qualifications or their recognised equivalent: <ul style="list-style-type: none"> ○ Level 3 Award in Assessing Competence in the Work Environment (QCF); or ○ Level 3 Certificate in Assessing Vocational Achievement (QCF); or ○ A1 Assess candidate performance using a range of methods; or ○ D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence; • hold one of the following internal quality assurance qualifications or their recognised equivalent: <ul style="list-style-type: none"> ○ Level 4 Award in Internal Quality Assurance of Assessment Processes and

		<p>Practice (QCF); or</p> <ul style="list-style-type: none"> ○ Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (QCF); or ○ V1 Conduct internal quality assurance of the assessment process; or D34 Internally verify the assessment process; and <ul style="list-style-type: none"> ● show current evidence of continuing professional development in assessment and quality assurance.
--	--	---