



QA Level 4 Award in
**Mentoring Ambulance
and Emergency Services
Personnel (RQF)**

Qualification Specification

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Key qualification information

Qualification number:	603/3513/0
Operational start date:	10 August 2018
Guided learning hours (GLH):	21
Total Qualification Time (TQT):	105
Number of units:	1
Assessment methods:	<ul style="list-style-type: none"> • Theory/practical assessment: 2 x Learner workbooks, reflective journal, witness testimony and an observed simulated tutorial by the Trainer/Assessor



Qualsafe Awards

Not only is Qualsafe Awards (QA) one of the largest Awarding Organisations (AO) in the UK, we are also the biggest AO for First Aid qualifications, making us an extremely trusted and recognisable name that employers look for when selecting a training provider.

We are recognised and regulated by the Office of Qualifications and Examinations Regulation (Ofqual), Qualifications Wales and the Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA). This means we can offer Centres an extensive range of qualification suites including First Aid; Prehospital Care; Health and Safety; Mental Health First Aid; Licensing; Food Safety; Fire Safety; Education and Training; Manual Handling; and Health and Social Care.

With a specialist team of subject matter experts on hand to support our Centres, including A&E Consultants, doctors, paramedics, nurses, physiotherapists and specialists in other sectors such as mental health, you can be confident that you are truly working with the industry experts.

Qualification overview

This qualification forms part of the QA Prehospital Care suite of qualifications. The qualification and learning outcomes are based on the recommendations of:

- National Occupational Standards for Learning and Development
- National Occupational Standards for Coaching and Mentoring
- Principles of Supporting learning and assessment in Practice

This QA qualification is for people who will be mentoring ambulance or emergency services personnel. It provides Learners with the knowledge, understanding and skills to effectively support, mentor, guide and judge occupational skills, knowledge and professionalism in the mentee's working environment.

This qualification specification provides information for Centres about the delivery of the QA Level 4 Award in Mentoring Ambulance and Emergency Services Personnel (RQF) qualification and includes the unit information, assessment methods and quality assurance arrangements required.

Objective

The objective of the qualification is to enable Learners to attain the knowledge, understanding and ability to perform the role of mentor in a wide range of ambulance and emergency service settings. It will help the Learner to build an understanding of the principles and practices of mentorship in the ambulance and emergency services context.

Intended audience

This qualification is for experienced ambulance and emergency services personnel who will be mentoring trainees or colleagues in the workplace. It is ideal for mentors whose mentees are working towards qualifications where mentored practice is a requirement e.g. QA Level 5 Diploma in First Response Emergency and Urgent Care (RQF) or the QA Level 6 Diploma in Paramedic Practice (RQF). It supports those looking to progress their careers within the ambulance and emergency services as a mentor, supervisor or team leader responsible for supporting learning and development.



Structure

This qualification comprises 1 mandatory unit with a Total Qualification Time (TQT) of 105 hours. Full details of the unit are in *Appendix 1*.

Learners must complete all assessments successfully within the registration period to achieve the qualification. The maximum period to achieve this qualification, including any referrals is 20 weeks.

TQT is the total number of hours required for a Learner to achieve this qualification. It has 2 elements:

- Guided Learning Hours (GLH) is the time a Learner is being taught and assessed under the immediate guidance of a Trainer/Assessor, which for this qualification is 21 GLH (minimum), and
- The number of hours a Learner will reasonably be likely to spend in preparation and study, including assessment, as directed by, but not under the immediate guidance or supervision of a Trainer, e.g. pre-course reading, research, assignment completion and mentoring, which for this qualification is 84 hours

Other units

No other units can be combined to count towards the QA Level 4 Award in Mentoring Ambulance and Emergency Services Personnel (RQF).

Relationship with other related qualifications

The QA Level 4 Award in Mentoring Ambulance and Emergency Services Personnel (RQF) is part of the suite of prehospital care qualifications. However, the unit does not form part of any other qualification.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a process for recognising any learning undertaken and/or attained by a Learner. The Learner must prove they have met some or all the learning outcomes and/or assessment criteria for this qualification before RPL can be considered.

Any evidence submitted as RPL must be valid, authentic, reliable, current, sufficient and specific.

In some cases Centres may need to carry out mapping against QA learning outcomes and assessment criteria to confirm comparability of qualification certificates and/or evidence being submitted. Mapping templates created by QA must be used for this process. Please see the *QA Recognition of Prior Learning (RPL) Policy* for further details.

RPL is considered for this qualification with the following potential outcomes:

- Reduction or exemption of learning outcomes or GLH for the units
- Exemption of all assessments for the units

RPL for this qualification **must** be approved by QA prior to implementation. **Note:** Charges may apply.

Entry requirements

Learners must be at least 18 years of age at the start of the training and be occupationally competent in the area they are mentoring.

To generate evidence of mentoring to complete this qualification, Learners must have access to a minimum of 1 mentee:

- Registered on and working towards a qualification or
- Who requires support in their workplace

There are no other formal entry requirements but to benefit from the learning we advise:

- A minimum of 1 year experience (post qualified) in the area they will be mentoring
- A minimum of Level 2 in literacy and numeracy or equivalent



Progression

The QA Level 4 Award in Mentoring Ambulance and Emergency Services Personnel (RQF) qualification may be used towards other qualifications at the same and higher levels, plus aid career progression for example in a National Health Service Trust and/or Private Ambulance Service.

Requalification requirements

It is not a requirement for Learners to renew this qualification however it is recommended that they keep up-to-date with current practice in mentoring through regularly participating in personal development opportunities.

Qualification approval requirements

Qualsafe Awards requires the Centre:

- To have appropriate policies, systems and procedures in place
- To appoint suitable individuals from their personnel team to train, assess and quality assure their QA qualifications
- To have suitable and adequate venues, equipment and learning resources

In order to secure and maintain approval from QA, Centres need a minimum staffing requirement for each qualification suite they deliver, which for this qualification is:

One Trainer/Assessor	Responsible for the delivery and assessment of qualifications
One Internal Quality Assurer	Responsible for quality assuring the delivery, assessment and awarding of this qualification

Qualsafe Awards requires the Centre staff to read and understand QA's key policies and procedures, and to abide by their contents.

Trainer/Assessor

People delivering or assessing this qualification must have:

- Occupational competency in an ambulance or emergency services role **and**
- An acceptable teaching qualification as shown in *Appendix 2* **and**
- An acceptable assessing qualification as shown in *Appendix 2* **and**
- Mentorship qualification or be an experienced mentor

Trainers are expected to keep up to date with the subject area and provide evidence of continuing professional development (CPD).

Internal Quality Assurers

Internal Quality Assurers (IQAs) of this qualification must have knowledge and skills in prehospital care as well as knowledge and competency in internal quality assurance practice. An acceptable portfolio must show:

- Occupational competency in an ambulance or emergency services role **and**
- Mentorship qualification or be an experienced mentor **and**
- Hold or be working towards an acceptable internal quality assurance qualification as shown in *Appendix 3*



They must also:

- Have knowledge of the requirements of the qualification they are quality assuring at the time the assessment is taking place
- Know and understand the role of IQAs
- Visit and observe assessments
- Carry out other related internal quality assurance

IQAs are expected to keep up to date with the subject area and provide evidence of CPD.

Full details of the Centre’s requirements for internal quality assurance are in the *QA Centre Quality Assurance Guidance*.

Note: IQAs cannot quality assure a course for which they were the Trainer and/or Assessor.

Venue and equipment

Quality training involves using premises conducive to learning and it is a Centre’s responsibility to make sure all venues used for training and assessment purposes are suitable and adequate – whether these are hired or in-house training rooms. They must also comply with all current legislation.

In addition, it is important there is a wide range of learning resources to support delivery.

As a minimum, Centres should make sure their venues, equipment and other resources include:

Area:	Requirements:
Training venue	The training venue must meet acceptable health and safety standards and be conducive to learning, with suitable: size, floor surfaces, seating, writing surfaces, toilet facilities, ventilation, lighting, heating, access, exits, cleanliness, absence of distracting noise.
Audio visual (AV) equipment and training aids	Sufficient AV equipment and training aids to facilitate learning using varying teaching methods.
Learning materials	Provide Learners with clear and accurate reference books/handouts covering the topics included in the qualification.

Course/Centre administration

Registering Learners

Register Learners with Qualsafe Awards in accordance with the guidance in the *QA Centre Handbook*.

Certification

After a Learner has completed an assessment, unit or qualification, whether they have passed or not, Centres must enter the details and assessment results on the Customer Portal at: www.qualsafeawards.org

Centres will be given login details and guidance on using the Customer Portal when they are approved to deliver a QA qualification.

The Learner receives a certificate on achieving this qualification.

The certificate date is the date the Learner successfully completes all assessments. It is not a requirement for Learners to renew this qualification however it is recommended that they keep up to date with current practice in mentoring through regularly participating in personal development opportunities.

QA have developed a verification tool that means the validity of every certificate can be verified online. This verification tool can be found on the QA website.



Delivery and support

Learner to Trainer ratio

To maintain the quality of training and assessment, make sure the class ratio is no more than 12 Learners to 1 Trainer. Never allow more Learners on the course than you can cater for during the assessment.

Delivery plan

Qualsafe Awards provides Centres with a complimentary course programme and detailed lesson plans, which are carefully designed to meet the objective of this qualification and the needs of Learners, making sure Learners are adequately prepared for the assessments.

Pre-course reading is an essential component of successfully delivering the course programme. We strongly advise Learners are provided with suitable learning materials, see below in advance of the course start date, to complete approximately 12hrs of study in the following areas:

- Role of the mentor
- Practice of mentoring
- Mentoring process (including own organisations)
- Professional, statutory and regulatory requirements

Similarly, off-course study and assessment time (to complete assignments) is just as important. Learners should be given the opportunity to reflect on and consolidate their learning, carry out their own exploration and research, carry out mentoring activity, develop their knowledge and understanding through additional reading, completing assignments and preparing for summative assessment. Therefore we recommend a 3 day (minimum) course programme, with additional consolidation days between, see below.

To accommodate all key elements we recommend the course programme is delivered in the following phases:

1. Pre-course reading – 12hrs
2. Face-to-face delivery of day 1 – 7hrs
3. 3 weeks off-course study including mentorship activity and completion of assessment – 36hrs
4. Face-to-face delivery of day 2 – 7hrs
5. 3 weeks off-course study including mentorship activity and completion of assessment – 36hrs
6. Face-to-face delivery of day 3 – 7hrs

Centres wanting to adopt a different approach, such as a 3 day intensive learning programme (with the extended study and assignment completion bolted on at the end), can do so but they must submit their course programme to us, clearly outlining how Learner progress (away from the course) will be monitored and supported, prior to implementation.

Centres not using QA lesson plans, which are created and provided free on qualification approval, must submit their own delivery plan and have it approved by us **before** delivering this qualification. **Note:** Charges may apply. The delivery plan should:

- Include a course timetable, clearly showing the required subjects and criteria/learning outcomes are covered and how the minimum 21 GLH are met
- Clearly demonstrate that all the learning outcomes, assessment criteria and sufficient breaks and sessions to explain the assessment process are embedded in the overall course programme
- Be emailed to: info@qualsafeawards.org for approval prior to commencement



Learning materials

Centres must provide each Learner with suitable learning materials to support their progress through the qualification. Learning materials must cover the learning outcomes and assessment criteria. Qualsafe Awards recommends:

- *The Student Paramedic Survival Guide: Your Journey from Student to Paramedic* by Amanda Blaber
- *Clinical Leadership for Paramedics* by Amanda Blaber (Author) and Graham Harris (Contributor)
- *The Nurse Mentor's Handbook: Supporting Students in Clinical Practice* by Danny Walsh
- *Blackstone's Handbook for Policing Students*
- *The Mentor's Guide: Facilitating Effective Learning Relationships* by Lois J. Zachary

(This list is not exhaustive)

Centres can choose alternative books or other learning materials but these **must be approved** by Qualsafe Awards prior to use. **Note:** Charges may apply.

Ongoing support

Qualsafe Awards Centres should provide appropriate levels of support to Learners before and during the training. The purpose of the support is to:

- Give Learners feedback on their progress and how they might be able to improve
- Assess their knowledge and competence in relation to learning outcomes and the detailed assessment criteria of the qualification, see *Appendix 1*

Assessment

Overview

The QA Level 4 Award in Mentoring Ambulance and Emergency Services Personnel (RQF) skills and knowledge should be taught and assessed in accordance with National Occupational Standards for Coaching and Mentoring.

Methods

Qualsafe Awards has devised assessment tools to make sure Learners are assessed against the required knowledge, skills and understanding, as detailed in the learning outcomes and assessment criteria shown in *Appendix 1*. Centres should download all assessment papers from the Customer Portal in advance of the course. There are theory/practical assessments forming a portfolio of evidence, including:

- Learner Workbook 1
- Learner Workbook 2
- Witness testimony
- Reflective journal
- Simulated tutorial observed by the Trainer/Assessor

Note: Centres should download all workbooks from the Customer Portal in advance of the course.



Access to assessment

Qualsafe Awards is committed to equality when designing the assessments for this qualification. Centres can make sure they do not unfairly exclude the assessment needs of a particular Learner by following the QA *Access to Assessment Policy* to determine whether it is appropriate to make a:

- Reasonable adjustment or
- Special consideration

When a reasonable adjustment is made or requested, e.g. written or theory assessment delivered verbally, Centres must complete a Reasonable Adjustment Form and send it to QA with any relevant supporting evidence. Centres should retain a copy of this form for their own records.

Learners may be eligible for special consideration if they have been affected by adverse circumstances beyond their control. A Special Consideration Request Form should be completed and sent to QA for consideration along with supporting evidence prior to implementation. Centres should retain a copy of this form for their own records.

Note: If you have any suggestions for improvements, please let us know.

Learners should be informed about the Centre's and QA's appeals procedures and how they can access these.

Quality assurance

Centre internal quality assurance

The Centre is required to sample a reasonable amount of assessments as part of the quality assurance of the qualification. This standardisation of assessment across Learners and Trainers is to make sure there is fairness and consistency in assessment practices. Further details can be found in the QA Centre Quality Assurance Guidance.

Centres must retain all Learner documents and records for a period of 3 years and make sure these are available for review by Qualsafe Awards or our representatives, e.g. External Quality Assurers (EQAs), on request.

Qualsafe Awards external quality assurance

Qualsafe Awards operates a system of ongoing monitoring, support and feedback for approved Centres across the United Kingdom.

QA employs a risk-based model to decide the frequency of external quality assurance activity.

Further details of the Qualsafe Awards' external quality assurance programme are available in the QA *Centre Quality Assurance Guidance*.



Further information

Contact us

If you have any queries or comments we would be happy to help you, contact us:

Email: info@qualsafeawards.org

Tel: 0330 660 0899

Useful addresses and websites

- Qualsafe Awards, City View, 3 Wapping Road, Bradford, BD3 0ED
www.qualsafeawards.org/home
- Office of Qualifications and Examinations Regulation (Ofqual): www.gov.uk/government/organisations/ofqual
- Scottish Qualifications Authority (SQA) Accreditation: www.accreditation.sqa.org.uk
- Qualifications Wales: www.qualificationswales.org
- Skills for Health: www.skillsforhealth.org.uk
- National Occupational Standards: www.ukstandards.org.uk
- Fire Service College: www.fireservicecollege.ac.uk
- College of Policing: www.college.police.uk
- College of Paramedics: www.collegeofparamedics.co.uk



Appendix 1 – Qualification unit 1

The QA Level 4 Award in Mentoring Ambulance and Emergency Services Personnel (RQF) has 1 unit that Learners are required to complete in order to achieve the qualification.

Title:	Mentoring Ambulance and Emergency Services Personnel
GLH:	21
Level:	4
Learning outcomes The Learner will:	Assessment criteria The Learner can:
1. Understand the role, responsibilities and accountability of a mentor	1.1 Explain the role of a mentor 1.2 Evaluate the different types of mentoring 1.3 Explain the benefits of mentoring 1.4 Describe the responsibilities and accountability of a mentor 1.5 Evaluate the key skills and qualities required of a mentor
2. Understand principles and practices of mentoring	2.1 Define mentoring 2.2 Describe the mentoring relationship 2.3 Explain the mentoring process 2.4 Analyse the benefits and limitations of communication methods 2.5 Describe organisational influences on mentoring 2.6 Explain ways to promote equality and diversity throughout the mentoring process
3. Understand strategies in the mentoring process	3.1 Evaluate models of mentoring 3.2 Analyse learning and development styles 3.3 Explain the importance of action planning and mentorship 3.4 Explain how mentoring supports the development of others 3.5 Describe how technology can be used in the mentoring process
4. Be able to plan and prepare a mentoring programme	4.1 Negotiate and agree learning and development goals 4.2 Create a mentoring programme to: <ul style="list-style-type: none"> • Meet an individual's needs • Comply with relevant legislation • Adhere to organisational policies and procedures • Meet professional, statutory or regulatory body standards 4.3 Develop mentoring activity plans 4.4 Identify opportunities to review the mentoring programme
5. Be able to deliver a mentoring programme	5.1 Demonstrate interpersonal skills in the context of mentoring 5.2 Demonstrate core skills and attitudes of a mentor 5.3 Perform workplace activities in front of a mentee 5.4 Create an action plan designed to achieve specific goals 5.5 Create an inclusive mentoring environment 5.6 Judge occupational skills and knowledge against specific criteria 5.7 Adapt and modify the mentoring programme 5.8 Give appropriate feedback as part of a mentoring relationship 5.9 Evaluate progress throughout the mentoring programme



<p>6. Be able to review the mentoring programme and own mentoring practice</p>	<p>6.1 Review mentoring activity 6.2 Analyse the effectiveness of mentoring process 6.3 Evaluate the mentoring programme 6.4 Analyse own practice as a mentor 6.5 Identify personal and professional development opportunities</p>
<p>Additional information</p>	<p>LO1</p> <p>Role of a mentor Should include:</p> <ul style="list-style-type: none"> • Developing a partnership in order to facilitate higher level of functioning within an ambulance or emergency services setting • Developing a culture of reflection, critical thinking and enquiry to promote personal and professional development • Supporting, nurturing, being respectful, encouraging, befriending and learning <p>(this list is not exhaustive)</p> <p>Responsibilities and accountability Should include:</p> <ul style="list-style-type: none"> • Organising, communicating and coordinating Learner activities in practice • Supervising Learners/personnel in learning situations and provide them with constructive feedback on their achievements • Setting, communicating and monitoring achievement of realistic learning objectives (and relate those to assessment criteria, if applicable) • Assessing total performance including skills, knowledge, attitudes and behaviours • Providing documented evidence as required by training/programme providers of Learner achievement or lack of achievement • Liaising with others (e.g. colleagues, mentors, placement co-ordinators, Trainer/Assessors, Internal Quality Assurers or Awarding Organisation representatives) to provide feedback, identify any concerns about the Learner's performance and agree action as appropriate • Providing evidence for, or acting as, mentor (expert witness) with regard to making decisions about achievement of proficiency during the practice placement • Ensuring mentoring and learning activities conform to relevant workplace policies, procedures and legislation <p>(this list is not exhaustive)</p> <p>Skills and qualities Should include:</p> <ul style="list-style-type: none"> • Establishing effective working relationships • Facilitating learning • Making judgements and being accountable • Evaluating learning and assessment activity • Creating a positive learning environment • Maintaining professional standards in the context of practice • Applying evidence-based practice • Leadership <p>(this list is not exhaustive)</p>



Additional information	<p>LO2</p> <p>Mentoring relationship</p> <p>Should include:</p> <ul style="list-style-type: none">• Establishing boundaries• Setting goals in collaboration• Managing non-achievement• Knowing when to seek guidance and make referrals <p>(this list is not exhaustive)</p> <p>LO3</p> <p>Others</p> <p>Could include:</p> <ul style="list-style-type: none">• Trainees• Organisation• Colleagues requiring development <p>(this list is not exhaustive)</p> <p>LO5</p> <p>Interpersonal skills</p> <p>Should include:</p> <ul style="list-style-type: none">• Listening• Questioning• Communication• Rapport building <p>(this list is not exhaustive)</p> <p>Core skills and attitudes</p> <p>Should include:</p> <ul style="list-style-type: none">• Supporting others in their learning and development• Developing a culture of learning in their workplace• Enhancing their own personal and professional development• Developing their own self-awareness, analytical and constructive feedback skills <p>(this list is not exhaustive)</p>
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Appendix 2 – Acceptable training/assessing qualifications

This list is not exhaustive but provides a guide to acceptable training and/or assessing qualifications. Trainers who also assess Learner competence must also hold or be working towards an acceptable assessor qualification, as identified in the table below:

Current Qualifications	Train	Assess
Level 3 Award in Education and Training (QCF or RQF)	√	√
Level 4 Certificate in Education and Training (QCF or RQF)	√	√
Level 5 Diploma in Education and Training (QCF or RQF)	√	√
Cert Ed/PGCE/B Ed/M Ed	√	√
SVQ 3 Learning and Development SCQF Level 8	√	√
SVQ 4 Learning and Development SCQF Level 9	√	√
TQFE (Teaching Qualification for Further Education)	√	√
Planning and Delivering Learning Sessions to Groups SCQF Level 6 (SQA Unit)	√	√
L&D Unit 6 Manage Learning and Development in Groups SCQF Level 8 (SQA Accredited)	√	√
L&D Unit 7 Facilitate Individual Learning and Development in Groups SCQF Level 8 (SQA Accredited)	√	√
L&D Unit 8 Engage and Support Learners in the Learning and Development Process SCQF Level 8 (SQA Accredited)	√	√
Carry Out the Assessment Process SCQF Level 7 (SQA Unit)		√
Level 3 Certificate in Assessing Vocational Achievement (QCF or RQF)		√
L&D Unit 9 DI – Assess workplace competences using direct and indirect methods SCQF Level 8 (SQA Accredited) – replacing Units A1 and D32/33		√
Other Acceptable Qualifications		
CTLLS/DTLLS	√	√
PTLLS with unit ‘Principles and Practice of Assessment’ (12 credits)	√	√
Further and Adult Education Teacher’s Certificate	√	√
IHCD Instructional Methods	√	√
IHCD Instructor Certificate	√	√
English National Board 998	√	√
Nursing mentorship qualifications	√	√
S/NVQ Level 3 in training and development	√	√
S/NVQ Level 4 in training and development	√	√
PDA Developing Teaching Practice in Scotland’s Colleges SCQF Level 9 (SQA Qualification)	√	
PDA Teaching Practice in Scotland’s Colleges SCQF Level 9 (SQA Qualification)	√	
PTLLS (6 credits)	√	
Training Group A22, B22, C21, C23, C24	√	
Learning and Teaching – Assessment and Quality Standards SCQF Level 9 (SQA Unit)		√
A1 (D32/33) – Assess candidates using a range of methods		√
Conduct the Assessment Process SCQF Level 7 (SQA Unit)		√
A2 (D32) – Assess candidates’ performance through observation		√



Appendix 3 – Qualifications suitable for internal quality assurance

Internal quality assurers must:

- Have occupational competency in an ambulance or emergency services role **and**
- Follow the principles set out in the current Learning and Development NOS 11 *Internally Monitor and Maintain the Quality of Assessment*, **and** hold or be working towards an acceptable quality assurance qualification

PDA in Internal Verification of Workplace Assessment at SCQF Level 8 (SQA Qualification)

Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (QCF or RQF)

Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (QCF or RQF)

V1 or D34

SQA Accredited Learning and Development Unit 11 Internally Monitor and Maintain the Quality of Workplace Assessment

Note: IQAs who do not hold a formal IQA qualification may alternatively attend Internal Quality Assurance CPD Training with an Awarding Organisation.

Note: If relevant qualifications or experience do not appear on this list, please provide us with details as these alternatives could be acceptable. Other equivalent qualifications must be submitted to Qualsafe Awards with detailed evidence of course/qualification content, learning outcomes and assessment criteria.



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