

# RSL VOCATIONAL QUALIFICATIONS CENTRE HANDBOOK 2019/20



## Document Change History

This is version 2.3 of the RSL Vocational Qualifications Centre Handbook. This version replaces all previous ones, and it is each centre’s responsibility to ensure that all staff involved in the provision of RSL qualifications and/or assessments familiarise themselves with this version of the document.

This document is subject to revision and is maintained electronically.

New sections are identified as NEW and updated sections are identified as UPDATED

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## RSL Vocational Qualifications Centre Handbook

### Purpose

*This handbook is designed to act as a reference manual to support you in the delivery of RSL Vocational Qualifications (VQ). It is intended to provide advice and guidance for centres starting to deliver RSL qualifications and throughout delivery. It will support the administration and delivery of assessment and internal verification.*

*We have created a number of 'How to Guides' which cover different aspects of the delivery of RSL qualifications in more detail (referred to as HTG throughout this document). Rather than repeat the information throughout the handbook, these have been linked throughout. They are also available in the '[Help and Support](#)' section of the RSL Administration Site.*

*There are also supporting policies available on our website - <https://www.rslawards.com/about-us/policies-regulations/>*

### Centre Responsibilities

A centre is defined as an organisation undertaking the delivery of an assessment (and potentially other activities) to learners on behalf of an awarding organisation. Centres are typically educational institutions, training providers or employers.

RSL Vocational Centres carry out a number of assessment activities within the centre and RSL externally quality assure these to ensure that standards are met. Some Vocational Centres also put on external assessment activities on behalf of RSL as part of their provision.

All centres are required to gain centre approval and have in place a signed **centre agreement** prior to the delivery of any teaching or assessment of the RSL qualification specifications.

All centres are required to abide by the centre agreement issued at the point at which they have been granted approval.

All centres are required to have a Quality Representative who is the main point of contact between RSL and the centre. The Quality Representative's contact details must be kept up to date in order to ensure the centre is receiving information from RSL. If the Quality Representative changes, it is the centre's responsibility to ensure they contact RSL with the details of the new Quality Representative.

## Centre Administration

### Centre Agreement

Delivering RSL Vocational Qualifications is subject to the RSL Centre Agreement. Upon approval, the Centre Agreement is issued to new centres. The Centre Agreement is to be signed by an Authorised Representative of the Centre and to be returned to RSL. Failure to do so does not imply that the Centre is not bound by the terms of the Centre Agreement. Delivering RSL Vocational Qualifications and engaging with RSL's systems and processes is subject to the terms of the Centre Agreement and is interpreted as Acceptance by Conduct.

### Finance

Approval as a Centre and delivering RSL Vocational Qualifications is subject to the following categories of fees:

- Centre approval fees.
- Annual centre fees.
- Learner registration (qualification) fees.
- Administration and additional fees.

We will invoice learner registration fees and annual centre fees when centres have registered learners. Administration and additional fees will be invoiced when they are incurred.

Invoices are generated through the RSL Administration Site and the Quality Representative will receive an email notification when a new invoice has been raised. In order to ensure that only the most up to date version of an invoice is accessed, it will need to be downloaded as a PDF from the system. The Quality Representative is responsible for ensuring that the person or department within the centre responsible for accounts payable receives the invoice and actions the payment. RSL reserve the right to charge late payment interest at 8% plus the Bank of England base rate if payment is not settled within 30 days.

### Change of details

Please ensure that RSL are advised of any changes to centre details as soon as possible. There is a selection of forms on our website include Change of Address and Merger Confirmation Form. Please complete the appropriate form and return to [vocational@rslawards.com](mailto:vocational@rslawards.com).

In particular, any change which materially affects the way in which the centre operates needs to be notified in writing.

## The RSL Administration Site UPDATED

The <https://cloud.rslawards.com> site is an online system for **all** RSL administrative processes. Each centre has their own area within the site which they need a login to access. The administrative processes conducted through this site include:

- The submission of all centre documentation for quality assurance purposes including the Annual Statement of Compliance, Assessment and Internal Verification plans and Assignment Briefs.
- Submission of a sample of internally assessed work for External Quality Assurance.
- Submission of all learner work and associated documents for Controlled External Assessment.
- The release of Controlled External Assessment briefs for the current academic year.
- The release of grades for the Controlled External Assessment.
- Registration of learners on the correct qualification.
- Input of grades for internally assessed units.

The External Quality Assurer (EQA) allocated to a centre has access to the centre's page and will use this to provide feedback at all points in the External Quality Assurance process.

The site can be accessed via the main RSL website or through this link – <https://cloud.rslawards.com>

This guide will cover all processes on the system apart from registering learners. For details on learner registrations, please refer to '[HTG Managing Learner Registrations](#).'

In order to access a centre's site on <https://cloud.rslawards.com>, each member of staff will need a login. When going through centre approval, the main centre contact (Quality Representative) will be given a login for the site.

There are two types of access allocated:

- 1) Tutor.
- 2) Centre Administrator/Quality Representative.

The two types of access are very similar, with the tutor role having slightly restricted access. The only aspects the Centre Administrator/Quality Representative have access to that the tutor does not are the 'Billing' section and adding another member of staff.

The Quality Representative or a Centre Administrator can add a **tutor** for their centre by following the below steps:

- 1) Sign in at <https://cloud.rslawards.com>.
- 2) Hover over their name in the top right corner to bring up a drop-down menu.
- 3) Select 'Staff' from the dropdown.
- 4) Select 'Add New Tutor' and follow the instructions.

If a member of staff needs Centre Administrator access, the staff member will need to go to <https://cloud.rslawards.com/create-account> and create an account and then email this



to [vocational@rslawards.com](mailto:vocational@rslawards.com) and we can link them to the centre on the system. Please note that once the account has been created, they will not be able to view their centre until we have linked the account.

A tutor account does not mean that the person is a tutor within the centre, it just refers to the level of access. For example, an exams officer could have a tutor account.

Centre Administrators and the Quality Representative have the same access rights within the site. The only difference is that each centre needs to nominate one Quality Representative as the main point of contact and this is logged within the site by RSL Head Office.

### Withdrawing Centre Approval

#### Withdrawal by the Centre

If a Centre wishes to no longer deliver RSL Vocational Qualifications and surrender the Centre Approval, it is required to notify RSL by submitting the completed [RSL VQ Centre Approval Withdrawal Form](#). For further details please refer to RSL's [VQ Centre Withdrawal Policy](#) published at <https://www.rslawards.com/about-us/policies-regulations/>

#### Withdrawal by RSL

RSL reserves the right to withdraw Centre Approval and/or qualification approval as set out in the Centre Agreement. Following such a withdrawal, the centre can only resume delivery of RSL qualifications subject to a new centre approval application and after new approval has been granted.

Centre approval will be withdrawn if the centre remains inactive for two years or more (that is, makes no new registrations and has no active learners on RSL programme(s) for two years.)

## The Centre Approval Process **UPDATED**

In order to deliver RSL Vocational Qualifications, a centre must be Approved by RSL. The approval process ensures that centres have sufficient process and procedure in place to ensure the rigour of the qualifications is not compromised.

### What is a centre?

A centre is defined as “an organisation undertaking the delivery of vocational training and assessment (and potentially other activities) to learners on behalf of an awarding organisation. Centres are typically educational institutions, training providers or employers”.<sup>1</sup>

### The Approval Process

Any centre wishing to be approved by RSL must complete a Centre Approval Application Form and submit this to RSL for consideration, along with all required supporting policy documentation.

On our website, there is a [VQ Centre Approval Application Pack](#) which includes the application form and a number of supporting documents for the application. Of particular use will be the ‘RSL Centre Approval Guidance’ document which outlines everything needed for the process and includes a series of FAQs. The link to the appropriate page on the site is <https://www.rslawards.com/vocational/deliver-qualifications/vq-centre-approval/>

On receipt of the application, RSL will endeavour to process and respond within 28 days and may request further documentation to evidence the pre-requisite conditions detailed in the guidance document. Centres that are new to vocational education may require a mandatory centre visit.

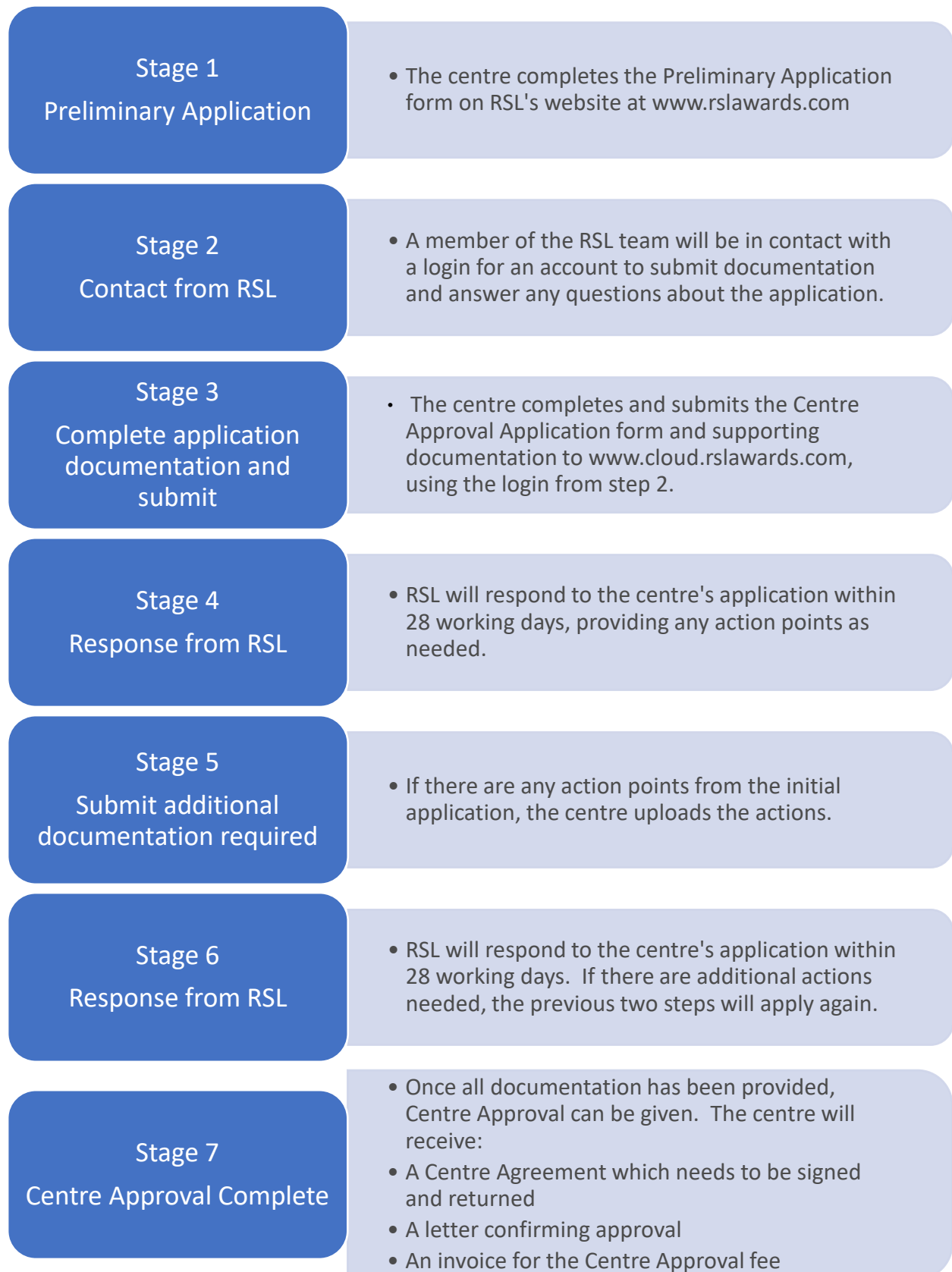
Once approval has been given, the centre will receive a formal letter confirming approval as well as an electronic centre agreement which will need to be signed and returned to us. Centres are not approved without this document. The centre will also receive an invoice for a Centre Approval Fee. The Centre Approval fee is £350 for a school and £500 for Colleges and Training Providers.

Please see the below flow chart for the steps to gain centre approval.

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<sup>1</sup> Conditions of Recognition (published by Ofqual, June 2016)

## The Centre Approval Process



To become an RSL Approved Centre, information can be found about our Centre Approval process on our website here - <https://www.rslawards.com/vocational/deliver-qualifications/vq-centre-approval/>

In the 'VQ Centre Approval Application Pack' is an application form, a guidance document which outlines all processes involved in centre approval and a variety of 'How to Guides' and template policies to support the application.

## Maintaining Centre Approval <sup>UPDATED</sup>

Once approved, centres are required to:

- Nominate a Quality Representative (QR) as the main point of contact for all communication to the centre and inform RSL if this position holder changes throughout the course of delivery.
- Keep all centre policies and procedures up-to-date through a process of regular review. An annual cycle is recommended as good practice.
- Comply with RSL's policies and procedures for the external quality assurance of centres throughout the academic year, and this will include:
  - Undertaking internal verification of assignment briefs.
  - Undertaking regular sampling of learner's work on a regular basis complying with the centre QA or internal verification strategy.
  - Undertaking regular standardisation in line with centre strategy.
  - Undertaking regular CPD of assessors in the centre to maintain competence and vocational knowledge.
  - Provide evidence of all verification activities.
- Provide RSL access to the centre and centre documentation as requested for centre visits.
- Comply with all activities as outlined in the [Key Dates Calendar](#) and by the deadlines given.
- Maintain adequate records of:
  - Registrations and certifications.
  - Complaints and appeals.
  - Reasonable adjustments and special considerations.
  - Withdrawals.
  - Progression routes of learners after undertaking RSL qualifications.
- Provide learner work in line with the dates in the [Key Dates Calendar](#) as appropriate.
- Ensure grades for the selected units are input in time for the External Quality Assurance sample and all grades by the final deadline given in the [Key Dates Calendar](#).

- Undertake any actions required by RSL to ensure the quality of delivery.
- Register learners in a timely manner and in line with the [Key Dates Calendar](#).
- Keep RSL informed of any changes to the centre i.e. staff, address, mergers etc.
- For Level 3 Performance Tables qualifications, centres will need to demonstrate evidence of employer involvement. This is included within the [Annual Statement of Compliance](#) and also as part of the centre visit and assignment brief monitoring.

### Conflicts of Interest <sup>NEW</sup>

As an awarding organisation regulated by Ofqual, Qualifications Wales and CCEA we must establish and maintain an up to date record of all conflicts of interest and monitor and manage these.

A Conflict of Interest exists in relation to an awarding organisation where:

- (a) Its interests in any activity undertaken by it, on its behalf or by a member of its Group have the potential to lead it to act contrary to its interests of the development, delivery and award of qualifications in accordance with its Conditions of Recognition (of the awarding organisation.)
- (b) A person who is connected to the development, delivery or award of qualifications by the awarding organisation has interests in any other activity which have the potential to lead that person to act contrary to his or her interests in that development, delivery or award in accordance with the awarding organisation's Conditions of Recognition.
- (c) An informed and reasonable observer would conclude that either of these situations was the case.

It is the responsibility of all staff in a centre to declare all conflicts of interest. Any undeclared conflicts of interest and instances where assessment has taken place where a conflict of interest exists may be investigated in line with [RSL's Malpractice Policy](#).

Any and all conflicts of interest pertaining to the assessment of Vocational Qualifications will be declared to RSL. Each individual involved in the assessment process is responsible for declaring conflicts of interest. Where a centre is able to mitigate against a declared conflict of interest, the mitigation will be included in the declaration.

In instances where a centre cannot mitigate against a conflict of interest (for example, where the only qualified assessor and internal verifier available at a centre are related) the unresolved conflict will be declared to RSL to enable RSL to make arrangements to mitigate through the external quality assurance processes.

As of academic year 19/20, centres will need to adopt the [RSL policy template for Conflicts of Interest](#) which can be found in the '[Help and Support](#)' section of the site or provide their own Conflicts of Interest policy.

Centres are responsible for identifying and declaring conflicts of interest to RSL throughout the academic year by completing the template at the end of the policy and uploading the declaration to the cloud site. The heading 'Conflict of Interest Declaration' should be used. A response from RSL with mitigations will be uploaded against it. Conflicts of Interest will also be checked at the centre visit by the External Quality Assurer.

### What might cause a centre to lose Centre Approval?

As an Awarding Organisation regulated by Ofqual, CCEA and Qualifications Wales, RSL is required to meet the General/Standard Conditions of Recognition. As part of our recognition, we must ensure that our approved centres take all reasonable steps to ensure that we are able to comply with these Conditions of Recognition.

RSL has an arrangement with each approved centre that centres will abide by the requirements for approval as laid out in the RSL VQ Centre Handbook and Centre Agreement. RSL will monitor regularly that centres are complying with these requirements. RSL identifies issues with a specific centre through:

- Ongoing moderation through External Quality Assurance.
- External feedback received from regulators and/or external bodies.
- External feedback from stakeholders.

Should any centre be found, or suspected of, not complying with any of RSL's requirements relating to quality assurance or academic governance, RSL reserves the right to impose a range of sanctions on that centre. One of these sanctions may be the removal of centre approval, dependent on the severity of the non-compliance. Please refer to the Policies and Regulations section of our main website for further information - <https://www.rslawards.com/about-us/policies-regulations/>. The most relevant policy for this instance is the [Sanctions Policy](#) and there are additional policies providing further guidance such as the [Malpractice policy](#).

### Adding Additional Qualifications for Approved Centres <sup>NEW</sup>

If a centre is already approved to deliver RSL qualifications in one subject (for example, music) and wishes to deliver another of our qualifications (for example, acting) they will need to complete an 'Adding Additional Qualifications Form.' The form is available on request from [vocational@rslawards.com](mailto:vocational@rslawards.com)

The centre will be able to use the original policy documents from the original centre approval if they have not changed. The application form asks to identify appropriate staffing and resources. If this is successful, the centre will receive an official confirmation letter to deliver the additional qualifications.

## Communicating with RSL <sup>NEW</sup>

If the answer to a centre's query cannot be found by talking to the allocated External Quality Assurer, in this handbook or in our '[Help and Support](#)' section of the [cloud.rslawards.com](http://cloud.rslawards.com) site, we can be contacted via telephone or email. Our telephone number is 0345 460 4747 and our phone lines are open 8.30am – 5pm.

In order to ensure that we are able to deal with queries as quickly as possible and by the appropriate member of staff, please note the following:

- Please send all email queries to [vocational@rslawards.com](mailto:vocational@rslawards.com) rather than a specific member of staff. The VQ team direct emails to the correct person. If a member of staff is contacted directly, they may not be the best person to deal with the query and this may cause a delay in response. The only exception to this is the centre's External Quality Assurer who will need to be contacted directly.
- Please include as much detail as possible in the email, including the name of the centre. If the query refers to specific learners, please include their full names in order for us to be able to look into the query. Please avoid sending multiple emails as this causes an email backlog and delays response times.
- We can help with most administrative queries over the phone. If the query is more complex, it may need review and we will be unable to provide a solution over the phone. In these instances, we will ask for the query to be put in writing via email to [vocational@rslawards.com](mailto:vocational@rslawards.com).
- We are unable to answer specification related queries over the telephone. Please put specification related queries into an email to [vocational@rslawards.com](mailto:vocational@rslawards.com). This will then be reviewed by a subject specialist.
- Please note our response time for queries is 5 working days. We will always endeavour to respond more quickly but this may not always be possible, particularly at busy times of the year. If it will take longer than 5 working days, we will provide an update.

To make an [appeal](#), [complaint](#) or [application for special considerations](#), please refer to the appropriate policies on our website which includes contact information for where to send the application. Again, please do not send this directly to one member of staff as they may not be the appropriate person to deal with the application. All our policies can be found on our website here - <https://www.rslawards.com/about-us/policies-regulations/>

When we send out communications to all centres, we will email all members of staff with accounts on the RSL Administration Site. Any emails will come from the [vocational@rslawards.com](mailto:vocational@rslawards.com) email address. To avoid emails going to junk mail, we recommend adding the RSL email address to the email contact list. If we need to contact a centre directly, we will contact only the Quality Representative for the centre.

## Support for centres <sup>NEW</sup>

RSL is committed to providing support for its centres from the point at which they receive approval to deliver RSL Vocational Qualifications.

The support offered includes:

- An allocated External Quality Assurer.
- [‘Help and Support’](#) Section of [cloud.rslawards.com](https://cloud.rslawards.com) site.
- RSL ‘How to Guides’.

Each internally assessed unit specification has advice and suggested ideas for delivery. The syllabus document contains advice on pathways and overall planning.

Each centre with learners registered for the current academic year is allocated an External Quality Assurer. This is a subject specialist who is the main point of contact between RSL and the centre.

### External Quality Assurer

The role of the External Quality Assurer includes the following:

- They are the centre’s first point of contact for subject specific and quality assurance queries.
- Conducting an annual centre visit.
- Quality assuring assignment briefs and assessment and internal verification plans.
- Summative samples of assessment decisions.

The External Quality Assurer will introduce themselves to the centre via email and provide contact information. Our External Quality Assurers do not work within RSL Head Office. The External Quality Assurer for the centre can be contacted using the email address and/or phone number given in the introductory email.

To ensure consistency of approach and communication, an External Quality Assurer will stay with a centre for a maximum of 3 years. There may be some circumstances where an External Quality Assurer is changed more frequently but, in these situations, the centre would receive communication about their new External Quality Assurer.

*Please note, for centres delivering Controlled External Assessment, the External Quality Assurer is **not** the person responsible for assessing the learner work. This would be considered a conflict of interest. They are also unable to answer specific questions about controlled external assessment due to the method of assessment*

### [‘Help and Support’ Site](#)

Prior to academic year 19/20, RSL used an externally hosted site for our support site, RSL Education. From 19/20, this site is no longer in use as we have transferred all content into a [‘Help and Support’](#) section in the main <https://cloud.rslawards.com> site which is accessed via the usual login. The section can be accessed by logging into the site, hovering over the user name and selecting [‘Help and Support.’](#)



We will be adding to the content available in '[Help and Support](#)' and the current content (as of September 2019) includes [How to Guides](#), [Key Documents/Forms](#), [Exemplars](#) and [Templates](#).

How to Guides are a series of guides designed to support centres with all areas of delivering VQ from administrative functions such as using the RSL Administration Site to writing policy documents and submitting a sample for external quality assurance. The How to Guides (HTG) are split into sections of Administration, Assessment, Policy and Quality Assurance.

The How to Guides which are available as of September 2019 are:

**Administration:**

- Managing Learner Registrations.
- Using the RSL Administration site.

**Assessment:**

- Assignment Briefs.
- Conducting External Assessment.
- Conducting Internal Assessment.
- Preventing Plagiarism.
- Providing Feedback.

**Policy:**

- Identifying, Declaring and Monitoring Conflicts of Interest.
- Maintaining Centre Approval.
- Recognition of Prior Learning (RPL).
- SEND Policy and Procedure (for International Centres).
- Write a Safeguarding Policy (for International Centres).
- Write an Appeals Policy.
- Write an Equality, Diversity and Inclusion Policy.

**Quality Assurance:**

- Changing from Performance Tables to Non-Performance Tables Qualifications.
- Conducting Internal Verification of Vocational Qualifications.
- Conducting Standardisation.
- Continuous Professional Development.
- Creating an Appropriate Audit Trail.
- Managing the Investigation Process.
- Planning and Running a Centre Visit.
- Reading External Quality Assurance Report Forms.
- Submitting Work for External Quality Assurance.
- Writing an Assessment and Internal Verification Plan.

Key Documents and Forms will include administrative forms including Change to Learner Registration Forms and Certificate Replacement forms.

The 'Templates' section includes templates which centres can adapt. This includes an [assessment and IV plan template](#), [assignment brief template](#) and a new template for feedback.

## Planning for Delivery of RSL Qualifications UPDATED

### Key Dates Calendar

The RSL Key Dates calendar outlines all processes which need to be met by centres in order to successfully deliver qualifications. The Key Dates calendar is updated each academic year and available on both our website [here](#) and in the '[Help and Support](#)' section of the RSL Administration site.

There are two versions of the Key Dates calendar: [Performance tables](#) and [Non-Performance tables](#). The dates are the same between the two calendars. The only difference is that the Non-Performance Tables version does not include the dates associated with external assessment.

The Key Dates Calendar is purposefully structured as a tick list to allow the Key Dates to be ticked off throughout the academic year.

When planning delivery, centres need to take the Key Dates into account. For example, sufficient internally assessed units need to be completed by the date for External Quality Assurance. The final date for inputting grades is the date at which all final grades need to be input, so all assessment, resubmission attempts and internal verification will need to take place prior to this date to ensure the grades can be entered by the deadline.

We recommend centres print and/or save a copy of the Key Dates Calendar to refer back to regularly. In the unlikely event that dates change during the academic year, an email will be sent to the Quality Representative.

### Centre roles

Each centre will need to demonstrate that there are appropriate staffing levels available within the centre which will include:

- At least one assessor.
- At least one internal verifier.
- At least one exams officer.
- A nominated Quality Representative.

If a centre is a one-person department, an appropriately qualified Internal Verifier could be found within another department within the centre. If this is not possible, then an arrangement could be created with a local centre also delivering RSL qualifications. In this instance, a map can be found on our website showing all our approved centres:

<https://cloud.rslawards.com/vocational/delivery-centres>

Each centre must nominate a Quality Representative as the main point of contact with RSL once approved.

Outlines of Quality Representative, Assessor and Internal Verifier roles are below.

## Quality Representative

Person who has responsibility for managing the assessment and quality assurance processes at the centre

The main contact with RSL

Oversees the quality assurance activities and adherence to RSL policies and procedures

Liaises with RSL on all issues, including registration, certification, assessment, quality assurance and the external quality assurance of work

Co-ordinates assessment arrangements for both internally and externally assessed units, including allocation of tutors and internal verifiers

Monitors progress of all learners on the qualification

Maintains up-to-date records of sampling activity and ensures that these are available for the purposes of External Quality Assurance

Ensures that any remedial actions required by RSL are implemented within agreed timescales

Takes responsibility for overall monitoring of internal verification and assessment practice in the centre

Supply RSL with the signed Annual Statement of Compliance, signed by the Quality Representative

## Assessor

Designs, adapts and delivers assessment materials such as assignment briefs

Makes judgements about a learner's performance in relation to the assessment and grading criteria in accordance with the centre's assessment plan

Maintains an appropriate audit trail for the delivery, judgement and feedback in relation to RSL standards

Maintains an accurate record of learner achievement

Manages the resubmission and resits in relation to their learners

Assessors and learners must confirm in writing that the evidence presented is authentic and that the assessment was conducted in accordance with the assessment requirements of the qualification. This could be a signed candidate statement

Centres are required to ensure that assessors have subject expertise and are suitably qualified

Attend periodic standardisation meetings convened by the centre to improve practice and discuss standardisation of judgements

## Internal Verifier

Supply all documentary evidence required for assuring RSL's requirements for academic governance as stated in the RSL Vocational Qualifications Centre Handbook

Regularly sample evidence of assessment decisions made by all assessors across all aspects of VQ assessment to monitor and ensure consistency in the interpretation and application of standards

Maintain up-to-date records of sampling activity and ensure that these are available for the purposes of External Quality Assurance

Establish procedures to develop a common interpretation of the assessment and grading criteria between assessors

Monitor and support the work of assessors within the centre

Facilitate appropriate staff development and training for assessors

Provide feedback to RSL External Quality Assurers on the effectiveness of assessment

Ensure that any remedial actions required by RSL are implemented within agreed timescales

Internal verifiers **may not** internally verify evidence they have assessed and must be familiar with the content of RSL vocational qualifications and their delivery as well as subject specific knowledge

## Initial FAQs <sup>NEW</sup>

### 1. Where can we find the specifications for RSL qualifications?

All qualifications can be found on our website here -

<https://www.rslawards.com/vocational/vocational-syllabus/> Please note that there are Performance Tables qualifications and Non-Performance Tables qualifications. There are significant differences between the two so please make sure you select the correct one for your application.

### 2. What is the difference between performance and non-performance table qualifications?

Performance tables qualifications are qualifications which count on the DfE performance tables. They involve at least one unit of external assessment, set and assessed by RSL. These courses are predominantly run in schools where performance tables qualifications can be counted towards a learner's 'Progress 8' score and towards DfE performance measures for the centre. This includes Levels 1 – 3.

Non-performance tables qualifications do not feature on DfE performance tables and as such do not include external assessment. All units of non-performance table qualifications are internally assessed. These qualifications are predominantly run in colleges and training providers where DfE performance measures for the centre are not required.

### 3. Where can we find the Qualification Number (QAN)?

All our qualification titles and QAN are available at the end of this handbook.

### 4. Where can we find information about key processes for running RSL qualifications?

Our Key Dates Calendar is a comprehensive overview of the processes needed over the academic year and can be found on our website in a downloadable pdf version for the current academic year - <https://www.rslawards.com/vocational/vocational-qualifications-dates-fees/> The Key Dates will be released in approximately June for the following academic year.

Our Vocational Qualifications Centre Handbook is also a comprehensive resource.

### 5. How do we find out how many UCAS points the qualifications carry?

All our Level 3 qualifications carry UCAS points. You can find the information on the UCAS website and on our website here - <https://www.rslawards.com/about-us/ucas-points/>

### 6. What are our options if our centre doesn't conform to a traditional academic model (E.g. short courses)?

Refer to our [Non-Standard Academic Year Guidance](#) and [application form](#) (see below)

## Non-Standard Academic Year Delivery <sup>NEW</sup>

RSL are aware that not all centres who deliver our qualifications work to a traditional academic calendar of September to July and that having to work to those key dates may be difficult for certain types of provision. We are also aware that providers who deliver qualifications outside the academic year model often have a number of cohorts throughout the academic year.

To ensure centres who deliver this model can deliver RSL qualifications, we have devised a process for centres to identify how they intend to run their provision.

There are certain stipulations to be eligible for this mode of delivery:

- The courses delivered can only be non-performance tables qualifications. Performance tables qualifications are not eligible for this mode of delivery.
- Guided learning hours (GLH) must be adhered to.
- Appropriate quality assurance and planning documentation must be provided for each cohort.
- All cohorts may be subject to External Quality Assurance.

For more detail on the Non-Standard Academic Year Delivery model, please refer to the [RSL VQ Non-Standard Academic Year Guidance](#).

## Employer Involvement <sup>NEW</sup>

As a requirement placed upon centres and awarding organisations by the Department for Education (DfE), RSL Level 3 Tech Level qualifications require centres to demonstrate significant employer involvement in the delivery.

While it is not mandatory to evidence employer involvement for technical qualifications at Level 1 and 2, it is considered good practice.

Significant employer involvement requires centres to ensure that the delivery of RSL qualifications has a significant proportion of involvement from local employers. RSL will be collecting data on the methods and quantity of employer involvement in individual provision. RSL accepts the following as relevant employer involvement:

1. Work experience.
2. Guest lectures.
3. Masterclasses delivered by employers.
4. Assessments/assignments designed by employers.
5. Assessment marked by employers in conjunction with assessment staff.

It is recommended the employer involvement is shown for at least 2 internally assessed units.



Centres are advised to plan employer involvement in advance to ensure that it meets the criteria and they may wish to use their assessment and internal verification plan or scheme of work to ensure that this is achievable.

#### Examples of Employer Involvement

- Learners undertake an industry relevant activity which is subsequently assessed by an employer.
- Learners carry out a risk assessment of a local venue which is subsequently signed off by the manager of the venue.
- Learners undertake a composition task in response to a brief designed by a local employer.
- A local employer\* runs a masterclass to meet specific learning outcomes in the qualification.
- A local employer\* is involvement in writing the assignment brief for one or more units.

Some centres set up 'music businesses' which provide products and services in the local community. Centres will be required to demonstrate each individual's involvement in the activities in order to meet the standards required.

\*please note that a local employer does not necessarily have to be in the music industry, they are employers likely to engage musicians to complete activities i.e. perform, compose etc..

#### What is not accepted as employer involvement?

- Visits to local venues/employers.
- Talks by local employers not related to the qualification.
- An employer who visits the centre but doesn't interact with ALL learners.

#### Providing Evidence of Employer Involvement:

RSL recommends that centres provide the following types of auditable evidence to prove employer involvement:

- Registers taken for masterclasses/guest lectures, recording dates/times, learning outcomes covered and learners attending.
- Documentation proving that employers have written or reviewed the assignment brief (and this can be included on the IV form).
- Learner work signed off by the employer (and this can be included in assessment forms).
- Work experience registers signed off by the employer.

Centres will be asked in the Annual Statement of Compliance to provide their plan for employer involvement. This will also be followed up at the Annual Centre Visit and evidence required as it is produced.

## Registering Learners <sup>UPDATED</sup>

For 2019/20 we have written a '[Registration and Certification Policy](#)' which details all aspects of registration and certification for RSL qualifications. The policy can be found on our website - <https://www.rslawards.com/about-us/policies-regulations/>

Once approved, centres can register learners for the approved qualification(s). It is vital that centres register learners on the correct qualifications at the start of the academic year and by the deadline date specified in the [Key Dates Calendar](#) which is published on our main website - <https://www.rslawards.com/vocational/vocational-qualifications-dates-fees/> Registrations made after the published date will be subject to a late registration fee.

It is the responsibility of the centre to make learner registrations and keep them up to date should any changes be needed. It would be expected that this is the role of the Exams Officer in the centre although any member of staff with a login can access registrations. The Quality Representative is responsible for checking units are correct and updating the Exams Officer if any learners withdraw.

RSL cannot externally quality assure or assess learners who have not been registered. Failure to register learners will lead to disadvantaging learners and centres will be potentially subject to formal investigation and sanctions. The [RSL Sanctions Policy](#) is available at [www.rslawards.com](http://www.rslawards.com).

Learners must be registered for all years they are on the course which include summative assessment, not just the year the learners will be certificated.

Registrations are made through the <https://cloud.rslawards.com> site. A user account is needed to make registrations. As part of centre approval, the Quality Representative will have been given a login for the system. The Quality Representative is able to add other staff members as users.

To register learners at the start of the academic year, centres will need to create qualification programmes which include the units planned for delivery in the qualification. Assessment year for each unit refers to the year the summative assessment for the unit will be completed, **not** the year of certification.

Grades can only be input against units registered on the current assessment year. If registered for performance tables versions of the qualification, controlled external assessment briefs and participation in controlled external assessment will only be possible if the externally assessed unit is registered on the current assessment year.

By registering learners, the centre indicates that it has confirmed the learner identity prior to registration in line with Ofqual /CCEAs and Qualification Wales' General/Standard Conditions of Recognition G5.

The Learner Registration process supports both single learner registrations as well as bulk registrations. There is a 3-step wizard to guide centre staff through the registration process.

For step-by-step instructions for registering learners please refer to the technical guidance provided in the [HTG Registering Learners](#).

Points to consider when making registrations:

- Ensure the correct version of the qualification has been selected i.e. whether it is a performance tables version of the qualification or a non-performance tables version.
- ‘Assessment year’ refers to the year in which the summative assessment for the unit will be completed, not the year of certification for the whole qualification.
- If learners are ‘topping up’ a qualification (e.g. completed a subsidiary diploma in year one and registering on the extended diploma in year two) please ensure the ‘top up’ option is selected rather than creating a whole new qualification. If the registration is not topped up, the units from year one will not be RPL’d and a full qualification fee will be charged, rather than the difference in qualification fee. This will also cause problems at certification.

For performance tables versions of qualifications, any learners who are not registered on the qualification by the time the Controlled External Assessment window closes will not be eligible for the Controlled External Assessment. Applications for learners to register after the start of the window will need to be approved by Head Office and the centre must provide evidence that the learner was enrolled at the school prior to the start of the window or that sufficient time has been given to that learner within the window if the learner was a late starter.

### Topping Up Learner Registrations<sup>NEW</sup>

Learners who have enrolled on a smaller version of a qualification in one academic year who wish to enrol on the larger size qualification in the next academic year will need to be ‘topped up’ rather than enrolled onto a new qualification. In most cases this will apply predominantly to learners who completed a Level 3 Subsidiary Diploma in year one and wish to progress to a Level 3 Extended Diploma in year two.

Staff within the centre are able to top up a registration within the same pathway. If a learner wishes to change pathways, the centre will not be able to make this top up themselves and will need to contact Head Office.

When a registration is topped up, the previously achieved units will be transferred across to the new qualification. This will be indicated with an ‘RPL’ flag and these units cannot be amended.

A top up will be charged as the difference in qualification fees plus a change to qualification fee.

If a centre creates a new registration rather than topping up the qualification, certification may be delayed as the qualification will not be correctly calculated.

## Late Registrations <sup>NEW</sup>

Learners must be registered on the correct qualification by the deadline date specified in the [Key Dates Calendar](#). Where a learner or learners are registered after this published date, the centre will incur a late registration fee.

We understand that there are sometimes reasons why a registration has not been made in time and that a learner would be greatly disadvantaged by being registered onto an alternative qualification. In such cases, centres can apply for a late registration.

**Please refer to the [RSL VQ Registration and Certification Policy](#) for the specific circumstances surrounding late registrations and the process to apply for a late registration.**

## Withdrawing Learner Registrations <sup>NEW</sup>

Learners who withdraw from the qualification at the centre must have their registration withdrawn with RSL.

Centres can withdraw learners themselves until the date in December specified in the [Key Dates Calendar](#). If the learner/s are withdrawn by the date specified in the [Key Dates Calendar](#), the centre will be issued with a credit note for registration fees in January.

To withdraw learners after this date, the centre will need to apply to Head Office. Please complete a '[Change to Registration Confirmation Form](#)' and return to [vocational@rslawards.com](mailto:vocational@rslawards.com). The withdrawal will be processed within 5 working days of receipt of the form and a confirmation email sent to the centre.

Withdrawals processed after the date in the [Key Dates Calendar](#) will not be eligible for a refund.

Withdrawals are final and cannot be reversed. All learners who have left the centre must be withdrawn prior to the grading deadline.

For more details regarding specifics of registrations, please refer to the '[RSL VQ Registration and Certification Policy](#)' (available here - <https://www.rslawards.com/about-us/policies-regulations/>) The policy includes the following:

- General Registrations / Checking Registrations.
- Topping Up Learner Registrations.
- Withdrawing Learner Registrations.
- Legal Name Changes.
- Late Registrations: General Information.
- Late Registrations: Non-Performance Tables Qualifications.
- Late Registrations: Performance Tables Qualifications.
- Applying for a Late Registration.
- Registrations – Non-Standard Academy Year Delivery.

- Changing from Performance Table Qualifications to Non-Performance Table Qualifications: General Information.
- Changing from Performance Table Qualifications to Non-Performance Table Qualifications where a learner has not yet completed units.
- Changing from Performance Table Qualifications to Non-Performance Table Qualifications where a learner has completed units.
- Registering for a Retake Opportunity (Level 3 Only.)
- Amending Qualification Programmes and Unit Configurations.
- Grading Deadline.
- Partial Achievement/ Unit Certification.
- Assessment Boards.
- Validating Qualifications and Certification.
- Certificate Replacements.
- Fees.

For fees, please refer to our website here -

<https://www.rslawards.com/vocational/vocational-qualifications-dates-fees/>

## Centre Visits <sup>UPDATED</sup>

### What is a centre visit?

Centre visits play a fundamental role in ensuring that centres continue to deliver quality provision and RSL can support staff within a centre to deliver high standard learning experiences. Centre Visits are part of the RSL commitment to developing its centres as well as being crucial to resolving issues of non-compliance. A centre visit is designed to be a **supportive** activity in which we explore ways to improve how qualifications are delivered and managed.

The allocated External Quality Assurer will visit the centre annually to review the way in which RSL qualifications are planned and delivered. This will include reviewing policies, procedure, assessment and quality assurance activities.

During the centre visit, the External Quality Assurer will look at the following:

- Management of the centre including policy and procedure.
- Quality assurance processes.
- Assessment practice.

### Structure of a Centre Visit

Please see Appendix 3 for a Centre Visit Agenda. This will also be sent to the centre alongside the formal confirmation of the visit.

### Length of the Centre Visit

The length of a centre visit will vary dependent upon the size of the centre, however, on average, it should be planned for it to be around half a day (approximately 3.5 hours).

### Prior to the Visit

#### Confirmation of the Visit

RSL will inform the centre prior to the visit date and ask for the following to be available:

- Staff involved in the delivery of RSL qualifications.
  - Evidence of quality assurance activities i.e. sampling plans, standardisation records, observation of assessment, staff training etc.
  - Learner work for the identified sample where appropriate.

A confirmed visit may be cancelled by the centre up to two working days prior to the confirmed date. If the visit is cancelled by the centre with less than two working days' notice or if the centre is unable to facilitate the visit as agreed, a late cancellation fee of £250 will be incurred by the centre.

## Preparation for the Visit

Ensure that up-to-date versions of the following are available:

- Equal opportunities/Diversity policy.
- Safeguarding policy.
- Assessment and verification/quality assurance policy.
- Appeals Policy.
- Complaints Policy.
- Confidentiality policy.
- Procedure for registration and certifications.
- Conflicts of Interest Policy.

Ensure evidence of quality assurance activities can be presented. Examples may include:

- Internal Verification Process.
- Standardisation of assessment.
- Tutor observations.
- Continuous Professional Development.
- Storage of learner records.
- Assessment conduct.
- Authenticity.
- Grading learner work.

Ensure evidence of assessment practice can be presented. Examples may include:

- Assessment and internal verification plan.
- Assignment briefs.
- Schemes of work.
- Completed assignments (if these are unavailable, you may want to have formative examples available.)

The centre may also wish to prepare questions for their External Quality Assurer.

## On the Day of the Visit

Ensure the External Quality Assurer can have a private room away from the main business of the centre in which they can review the documentation privately and speak to relevant staff.

Ensure all the documentation that is likely to be needed is easily available. The External Quality Assurer may request copies of certain documents and the centre need to be prepared for this.

Ensure that the staff required are available – the scheduling of these can be flexible to suit the other commitments that staff have but they will need to be available on the day of the visit.

Ensure the External Quality Assurer can have access to learner and other relevant files (online or paper-based) for the duration of their visit.

### Feedback

The External Quality Assurer will provide a formal record of the visit within 10 working days. This will provide feedback on management systems, assessment and verification practice. Please see Appendix 4 for a template of the Centre Visit Report Form.

A SMART action plan will be included to address any areas for improvement identified during the visit. Deadlines will be included for completion of these actions.

For more detail about conducting a centre visit, please refer to [HTG Planning and Running a Centre Visit](#).



## Internal Assessment <sup>UPDATED</sup>

Internal assessment is a form of assessment in which the centre takes responsibility for setting the assignment through the writing of an assignment brief, marking and internally verifying the work submitted by learners. This form of assessment needs to be taken under specified conditions. Assessment should be a separate process to teaching and learning.

A sample of internally assessed work is subject to External Quality Assurance by RSL in order to certificate learners.

### Running Internal Assessment

Each individual centre needs to define its strategy for the delivery of internal assessment. RSL can provide advice and guidance on this. However, centre policy needs to include the following:

- Policy on the creation of assignment briefs (content, deadlines, quality assurance checks etc.) (see '[HTG Assignment Briefs](#)')
- Policy on how unit assessment will be undertaken (combined with other units or singly). If units are combined in assessment, learners should be able to achieve all criteria in each unit .
- Rules on resubmissions (number, capping, late submissions etc.)
- The conditions that internal assessment will be conducted under.
- The quality assurance of the internal assessment process.

If centres wish to use an RSL template for the [Assessment Policy document](#), this is available in the '[Templates](#)' section of '[Help and Support](#)' and can be adapted for the centre.

### Supporting learners prior to internal assessment

Tutors are encouraged ensure that their teaching covers all assessment criteria, enabling learners' ability to achieve a Pass or above in each individual assessment. RSL expect that centres will add stretch and challenge into their sessions to support learners to be able to achieve a distinction in assessment. Tutors must also ensure that learners understand how the assessment will take place.

Internal assessment can also be used to enable learners to understand the skills and techniques needed for controlled external assessment:

- How to respond to a controlled assignment i.e. how to approach an answer.
- Techniques of research and making the best use of the time given.
- How to present research in a controlled assignment.
- Skills of analysis and evaluation.

## Preparing for internal assessment:

There are six main stages to conducting internal assessment:

- 1) Planning dates for assessment and internal verification.
- 2) Writing and internally verifying the assignment brief.
- 3) Setting the assessment to learners and facilitating the assessment.
- 4) Marking the learner work.
- 5) Internally verifying the assessment decisions.
- 6) Facilitating, assessing and internally verifying resubmissions (where applicable.)

### Planning dates for assessment and internal verification

This should take place before the academic year starts to ensure sufficient time is given to allow learners to achieve all the criteria. The assessment and internal verification plans for each qualification must be provided for quality assurance by the date indicated in the key dates calendar. For more detailed guidance on writing an Assessment and Internal Verification plan, please refer to '[HTG Writing an Assessment and Internal Verification plan.](#)' A template can be found in the '[Templates](#)' section of '[Help and Support](#)'.

### Writing and internally verifying the assignment brief

For each internally assessed unit, an assignment brief will need to be written and internally verified prior to being given to learners. As per the Key Dates calendar, one brief per qualification must be provided for External Quality Assurance each academic year. For more detailed guidance on writing an assignment brief and conducting internal verification, please refer to '[HTG Conducting Internal Verification of Vocational Qualifications](#)' and '[HTG Assignment Briefs](#)'.

### Setting the assessment to learners and facilitating the assessment

The teaching and learning for an assessment should take place prior to the assignment being set. It is acceptable for teaching to take place during the assessment period if there is an area that the teacher feels needs greater clarity but the skills needed for the assessment should be taught prior to the hand out of the assignment brief.

During the assessment period, the learner must demonstrate their individual response to the assignment brief and work must be authenticated. Where learners need to work in groups, they must be able to individually evidence their contribution to ensure that assessment can be conducted. The individual contribution of the learner must meet all assessment criteria in the specification.

Feedback can be provided to the learner during completion of internal assignments but must not constitute coaching or teaching to ensure that the work can be authenticated. For detailed guidance on feedback, please refer to '[HTG Providing Feedback](#)'.

### Marking the learner work

The length of time allocated for marking learner work should be identified in the centre's assessment policy. RSL do not specify a time period in which learner work should be marked and returned to learners. However, if the length of time between the learner work being submitted and then returned to learners would be considered excessive (i.e. more than a month), this would not allow the learners to receive feedback on their assessment in a timely manner. For learners to access a resubmission attempt, a long gap between their initial submission and the receipt of feedback could impact on their ability to improve their work.

It is expected that centres record their assessment decisions and feedback to learners in a way which is accessible to the learner. If centres wish to use an RSL template for feedback, this can be found in the '[Templates](#)' section of the [Help and Support](#) site.

### Internally verifying the assessment decisions

A sample of assessment decisions for every unit must be internally verified prior to the return of grades and feedback to the learner. The sample size will be dictated by the centre's Quality Assurance policy. If there are any actions following internal verification, these must be actioned and signed off prior to the return of feedback to learners.

For more detailed guidance on conducting internal verification, please refer to '[HTG Conducting Internal Verification of Vocational Qualifications.](#)' Templates for [the internal verification of assessment decisions](#) and a [Quality Assurance policy](#) can be found in the '[Templates](#)' section of the '[Help and Support](#)' site.

### Facilitating, assessing and internally verifying resubmissions (where applicable)

Following the return of feedback to learners, a resubmission opportunity must be made available to all learners.

The centre must have a policy concerning resubmission of work from learners:

- Do all learners get the chance to resubmit or just those who gained an Unclassified in assessment the first time?
- How are late submissions of work dealt with – some centres choose to cap these submissions at a pass.
- How many resubmissions are permitted? Open ended resubmissions are not good practice.

RSL guidelines are as follows:

- One resubmission for internal assessments.
- We don't advise capping for resubmissions where deadlines are met by students.
- Late submission is a matter for centre policy but it is recommended that it is capped.

Resubmissions are subject to marking and internal verification in the same way as initial submissions.

## The difference between assessment criteria and grading criteria in RSL qualifications.

All RSL specifications contain both assessment and grading criteria.

The assessment criteria are everything the learner must do in order to achieve a pass for the unit. **All** aspects of the assessment criteria must be included to achieve a pass.

For example, in Unit 201ta Musical Knowledge, the assessment criteria for 1.1 is as follows:

- 1.1 Describe the contributing traits of two contrasting contemporary musical styles through consideration of:*
- a) The factors that influenced its inception.*
  - b) Significant artists/bands/producers.*
  - c) Important recordings/performances/events.*
  - d) Imagery and fashion associated with the style.*

In order for learners to achieve this criterion, all aspects a – d must be included. If any of these were to be missed, this would automatically be an unclassified grade.

Once assessment criteria have been met, the grading criteria are applied to demonstrate the level of competency demonstrated within these criteria. Any learners who have not met all the assessment criteria must be automatically graded Unclassified.

## Grading RSL qualifications

RSL qualifications are awarded based on the attainment level across all completed units within the qualification pathway.

Individual units are graded based upon the learning outcomes that are found within them. Learning outcomes are each made up of one or more assessment criteria. The level of attainment for each assessment criteria is derived by applying the grading criteria to the learner evidence.

Please refer to the relevant qualification syllabus document for detailed information on grading.

## Word Counts for Internally Assessed Units

Word counts for all internally assessed units reflect a “recommended evidence amount” for each unit. This will offer learners and tutors better guidance on the amounts of evidence that should be produced for each unit. The guidance for learners exceeding or falling under the recommended evidence is left to centre policy to enforce, however learners should be advised that far exceeding the recommendation does not in any way imply the learner will achieve a higher mark. Providing evidence amounts far below or over the guidance may result in actions following External Quality Assurance.

## Common Issues in Grading

***Not providing an adequate audit trail to justify the grading decision.*** Grading descriptors and appropriate wording must be used in feedback to learners, citing where evidence can be found. This will justify the decisions made and provide a clear audit trail for the External Quality Assurer to follow. Feedback must also be provided against the assessment criteria and the specifications will support this.

***Not including assessment decisions in the sample for External Quality Assurance.*** All External Quality Assurers will need to see the assessment decisions and how these have been arrived at. Failure to demonstrate this risks having all grades moderated. Centres are advised that this could be a standardised sheet which records feedback to learners. There is an RSL template available in the [‘Templates’](#) section of the [‘Help and Support’](#) site.

***Not providing proper authentication because the assessor is familiar with the learner.*** It should be remembered that the External Quality Assurer will be undertaking sampling at a distance and is not familiar with the learners. All work must be clearly labelled and attributed to the learner. Failure to do so will result in moderated grades of Unclassified and the request for a second sample.

***Excessive tutor input.*** Internal assessment is still assessment and needs to be conducted as such.

***Over grading.*** Whatever the grading decision, this must be reinforced with assessment and grading criteria.

***Plagiarism.*** All assessment needs to review the learner work for plagiarism. All references need to be referenced. Harvard referencing is the best method to ensure that work meets the standards. If a centre finds plagiarism by one or more learners it is their responsibility, in accordance with their own policy, to resolve this issue prior to External Quality Assurance. Plagiarism is taken seriously by RSL and will result in an investigation into how work was assessed, graded and verified.

***Assessing work with implied knowledge.*** All knowledge and skills have to demonstrate explicitly that they meet the assessment criteria. Implied knowledge will not be accepted i.e. “if I can do X then it follows that I know Y”

## Issues arising in internal assessment

### Reasonable Adjustments

It is the centre's responsibility to ensure that all learners are able to access assessment. For reference, RSL's own Reasonable Adjustments policy is available on the RSL website at <https://www.rslawards.com/about-us/policies-regulations/>.

The management of internal assessment is the responsibility of the centre. The application of Reasonable Adjustments, such as additional time, must be assessed and facilitated by the centre. Grades for internal units must be provided to RSL by the date in the Key Dates Calendar so this needs to be taken into account when planning assessment to allow for Reasonable Adjustments.

### Authenticity

All learner work must be authentic and therefore staff cannot intervene to change anything, however feedback may be given during the internal assessment process.

RSL advises that:

- Learners introduce themselves on video evidence presented.
- All video evidence showing learner collaboration, is such that every learner is clearly seen and heard allowing them to achieve the assessment criteria.
- All written work is labelled with learner name, centre name, date of submission, task and unit title on EVERY page.

### Plagiarism

RSL will investigate the cases of all plagiarism identified through external quality assurance and centres may be subject to sanctions because of it. It is therefore vital that all learners must understand:

- That their work needs to be authentic and the penalties of plagiarism.
- That they must reference any research that they have undertaken in their final submission using an acceptable referencing system (i.e. Harvard). RSL do not prescribe a particular referencing style.
- When working in collaboration, all work must be directly attributable to the individual learner.

### Maintaining Learner Records

Centres are responsible for keeping records of learner work. As per the centre agreement, centres must 'retain 20% of all learner work, including a sample of each grade category, examples of each type of assessment method, examples covering each tutor/assessor and evidence of assessment and internal verification for a minimum of 5 years following certification.'

## Malpractice and Maladministration

Any centre suspected of malpractice and/or maladministration will be investigated by RSL and may be subject to sanctions in accordance with the Sanctions Policy.

Malpractice in internal assessment is:

- Plagiarism of any nature by candidates.
- Lack of authenticity in learner work.
- Submission of false information to gain a proxy or a qualification.
- Any activity or practice which results in non-compliance with regulations

Maladministration in internal assessment is:

- Any activity undertaken by the centre which directly disadvantages learners. (i.e. loss of evidence for submission, not submitting learner work to RSL on time etc.)

Further details can be found in the Sanctions Policy which can be found here

<https://www.rslawards.com/about-us/policies-regulations/>

## Internal Verification <sup>UPDATED</sup>

### What is Internal Verification?

Internal verification is an essential part of the delivery and assessment of vocational qualifications. Without an appropriate internal verification process and at least one dedicated internal verifier (who is separate to the assessor) vocational qualifications cannot be conducted.

Internal verification refers to the quality assurance of assignment briefs and assessment decisions as well as the standardisation and, in some cases, continuous professional development (CPD) of staff. Internal verification ensures the accuracy and consistency of assessment decisions between assessors and ensures that assessors are consistent in their interpretation and application of the standards of each accredited qualification.

The Internal Verifier acts as an auditor and reviews the audit trail from assessment planning to the final assessment decision on each unit. They are concerned with checking that the assessor has tested the validity, reliability, currency, sufficiency and authenticity of the evidence presented against the standards as a measure of quality assurance.

In this way the Internal Verifier can highlight assessors' need for support and identify good and bad assessment practice which can be used in subsequent standardisation procedures, professional development, further visits or professional discussion. It should also be noted that this process needs to identify other possible issues which may arise such as plagiarism, slow progress etc.



## What is the role of the Internal Verifier?

The role of the internal verifier is to:

- Plan, track and verify assessment to ensure an adequate audit trail.
- Develop and support assessors in both their assessment practice and their career.
- Manage and improve the quality of vocational qualification delivery, including standardising assessment practice within the centre.
- Keep and maintain records of quality assurance activities which are available for auditing by the awarding body.

## Assessment and Internal Verification Plan

At the start of each academic year, centres are required to produce an Assessment and Internal Verification plan where they outline dates for assessment and internal verification of assessment decisions. For more information about writing an Assessment and Internal Verification plan, please refer to '[HTG Writing an Assessment and Internal Verification Plan](#)'. A [template](#) can be found in the '[Templates](#)' section of '[Help and Support](#).'

## The Essentials of Internal Verification

Internal verification of RSL vocational qualifications should cover the following:

1. Verification of all assignment briefs produced by the centre.
2. Sampling learner work.
3. Conducting standardisation activities
4. Overseeing the continuous professional development of assessment staff.

### 1. [Verification of all assignment briefs produced by the centre.](#)

100% of all the assignment briefs produced in a centre need to be internally verified before they are given to students. If there are actions required following internal verification, these will need to be completed and the actions checked by the internal verifier prior to giving the briefs to learners. All aspects of this internal verification process must be documented and signed off by the internal verifier to demonstrate a robust internal verification process.

All assignment briefs should be reviewed on an annual basis to ensure they are as up to date and vocationally relevant as possible. This will also allow for updates based on any new specifications that may be issued or additional guidance. Assignment briefs must be internally verified each academic year, even if they have been internally verified the previous academic year. This is to ensure that all key information such as deadlines are reflecting the current academic year and the information is relevant to the current year group.

One assignment brief per qualification, and the accompanying internal verification paperwork, will need to be supplied for External Quality Assurance prior to submission to learners, by the date identified in the Key Dates Calendar.

Verification of assignment briefs needs to confirm:

1. The accuracy of the qualification and unit details.
2. The deadlines are clear and realistic.
3. The clarity and accessibility of the language and layout used.
4. Inclusion of all assessment criteria in each task.
5. If the briefs allow the learner to demonstrate all learning outcomes of the unit.
6. If the briefs allow the learner to demonstrate all levels of attainment.
7. If the briefs allow the assessor to differentiate accurately and consistently between a range of attainment?
8. If the briefs allow each learner to generate evidence that can be authenticated and that is valid and sufficient.
9. That it is clear what evidence is required.
10. That the briefs are comparable<sup>2</sup> (throughout the centre)

All assignment briefs need to contain evidence that they have been internally verified. The way in which this is recorded is at the centre's discretion. If centre's wish to use an RSL template, one can be found in the '[Templates](#)' section of the [Help and Support](#) site.

Remember, good practice dictates that not only do assessors use the assessment criteria and suggested evidence in the specification but that they also incorporate vocational context into their assignment briefs to provide motivation for their learners.

## 2. Sampling Learner Work

All centres are required to provide an internal verification sampling plan, identifying the points at which learners work will be sampled. All units must be subject to internal verification of assessment decisions.

All centres are also required to have a sampling strategy which identifies the strategy for selection of work for internal verification and how the centre will respond to the identification of risk/poor practice as well as good practice. RSL do not prescribe a particular approach for sample sizes as long as the strategy is robust and allows the internal verifier/s to accurately agree assessment decisions and highlight any areas for development. If centres wish to use the RSL External Quality Assurance Sampling Methodology for learner sizes for the sample, please find the sampling strategy at the back of this handbook.

The internal verification strategy should form part of the Quality Assurance policy for each centre. If centres wish to use an RSL template for the [Quality Assurance policy](#) document, this is available in the '[Templates](#)' section of '[Help and Support](#)' and can be adapted for the centre.

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<sup>2</sup> Comparability refers to the consistency of assessment demands across a centre and across any level.

The internal verifier should be able to evidence what has been sampled through the completion of a report. This needs to identify<sup>3</sup>:

- Date of verification and date of assessment.
- Name of internal verifier and assessor.
- Evidence sampled.
- Judgement made by the internal verifier on assessor decisions.
- Actions that have to be taken before the units can be deemed as complete.
- Development points for the assessor.

It is essential that there is evidence of internal verification of assessment decisions for each unit within each sample for External Quality Assurance. The EQA will select a number of learners who have been internally verified as part of their sample, 100% of the sample does not need to be internally verified. If internal verification is not evident within the sample, then the External Quality Assurer will be unable to agree the grading decisions within the centre and they will be required to provide an extended second sample. If there is still no evidence of internal verification provided, this could prevent certification for the learners.

For more information on the External Quality Assurance process, please refer to '[HTG Submitting Work for External Quality Assurance](#)' and page 55 of this handbook.

### 3. Conducting Standardisation Activities

Standardisation is:

- A way to ensure consistent assessment decisions across assessors, across learners and across the organisation.
- A way in which to support the development of assessors and teaching staff in the delivery of qualifications and inform SMART target setting and constructive feedback to learners.

Standardisation is conducted:

- Through regular meetings.
- Through professional discussion.
- Through internal verification sampling.
- Through observation of teaching and assessment practice.

The frequency and type of standardisation are dependent upon a number of issues:

- How big the centre is (i.e. how many sites etc.)
- How many assessors are in the centre?
- How many internal verifiers the centre has?

Standardisation can be put on in a number of different ways and the method should be chosen based the way(s) that are right for the centre:

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<sup>3</sup> This is not an exhaustive list but guidance on the minimum that any internal verification report should include.

- Through a standardisation meeting in which good practice is discussed.
- Through marking work set outside a meeting and providing written feedback.
- Through delivery of information on best practice.
- Through observation of assessment activities and feedback.

As a basic minimum, centres should aim to ensure that each assessor has access to standardisation at least twice in any academic year. RSL will need to see evidence of standardisation activities at least once by the date identified in the Key Dates calendar.

Please refer to ['HTG Conducting Standardisation'](#) for more detailed information on conducting standardisation activities within your centre.

#### 4. [Overseeing the Continuous Professional Development of Staff](#)

Each centre must decide who is responsible for the continuous professional development of the team delivering RSL qualifications. This may be the internal verifier or another department.

RSL recommends that the internal verification activity, in part, encompasses professional development activities. Assessors could be allocated, where possible, to Internal Verifiers to allow a supportive relationship in which the assessor can develop.

Areas for development must be identified through sampling activities and observation of assessment practice and an up-to-date record of it must be kept by the centre. This should include assessors' CVs (or documentation to demonstrate their competence in assessment of RSL vocational qualifications), authenticated certificates and Continuous Professional Development records.

Please refer to ['HTG Continuous Professional Development'](#) for more detailed information on the requirements for Continuous Professional Development.

## FAQs for Internal Verification

**1. Who can be the internal verifier for a qualification?**

Ideally the internal verifier would be a subject specialist with experience in vocational qualification delivery, assessment and internal verification.

**2. Does the internal verifier need to be a subject expert?**

Ideally, yes. However, there may be instances where this is not possible (one-person departments, for example) so the internal verifier could be a person who is not a subject specialist but is experienced in vocational qualification delivery, assessment and internal verification.

**3. What level of experience would you expect an IV to have?**

This will depend upon the centre and who your staff are. Ideally, your internal verifier will be a teacher with significant experience in vocational education in the specialist subject. However, this may not always be possible. Stated above are options for who is appropriate to be an internal verifier. Members of staff who are not directly related in assessment of learners are unlikely to be appropriate internal verifiers (for example, exams officers.) The internal verifier needs to have sufficient knowledge of conducting assessment in order to be able to make judgements on the standard of the learner work and the rigour of assessment. For this reason, a Newly Qualified Teacher (NQT) is unlikely to be an appropriate person to conduct internal verification. Working alongside an experienced internal verifier, however, would be excellent CPD for the member of staff.

**4. We are a two-person department. Can we internally verify each other's assignment briefs and assessment decisions?**

Yes, as long as they are not assessing the same learners for the same unit. For example, if one assessor was assessing 327 Understanding Recording Techniques and another was assessing 328 Understanding Live Sound Design, it would be perfectly fine for them to internally verify each other's assignment briefs and assessment decisions. If they were both delivering and assessing Unit 327 Understanding Recording Techniques to the same group of learners, they would not be able to internally verify each other's assignment briefs and assessment decisions.

**5. Can I internally verify my own assessment?**

No. The purpose of internal verification is to quality assure assignment briefs and assessment decisions and you cannot be impartial about your own work. Internal verification must be conducted by a person who is independent of the assessment that has taken place.

**7. How do I internally verify if I am a one-person department?**

If you are one-person department, you will need to make appropriate provision for a separate internal verifier to conduct the internal verification for your department. The most appropriate person will depend on the staffing within your centre. If there is another member of staff with expertise in running vocational qualifications in the centre, they may be the appropriate internal verifier. If this expertise is not available in your centre, you may wish to make a partnership with a local centre who are also running RSL qualifications. You can find a map of centres currently delivering RSL qualifications on our main website here -

<https://cloud.rslawards.com/vocational/delivery-centres>

**8. How do I conduct standardisation if I am a one-person department?**

Standardisation should be conducted between all assessors and internal verifiers delivering, assessing and internally verifying on the programme. As stated above, centres should have a minimum of one assessor and one internal verifier to run. You can also create links with local centres delivering RSL qualifications to conduct standardisation on a wider scale.

**9. How often should internal verification take place?**

Every unit must be subject to sample for internal verification and this must be completed in a timely manner and prior to grades being returned to learners. This time frame is down to centre policy (and should be in your Quality Assurance policy) and should be close enough to the assessment to ensure learners received grading and feedback in sufficient time to allow them to resubmit if necessary. Internal verification should also take place after resubmission. Internal verification should be planned for in the Assessment and Internal Verification plan and your External Quality Assurer will advise if the time frame is too long between assessment and internal verification.

**10. How much learner work should be internally verified?**

As a basic minimum, centres are required to sample every level, every qualification and every unit. As a guide every learner needs to be part of the QA process at some point, however, this need not be sampling. RSL do not prescribe a particular approach for sample sizes to centres as long as the strategy is robust and allows the internal verifier/s to accurately agree assessment decisions and highlight any areas for development. If you wish to use the RSL External Quality Assurance Sampling Methodology for learner sizes for the sample, please find the sampling strategy at the back of the centre handbook.

When selecting a sample for internal verification, it is recommended that the sample is taken from across the grade boundaries i.e. pass, merit and distinction to ensure a robust internal verification strategy.

**12. Does everything have to be internally verified?**

Every unit must be subject to sample for internal verification but only a sample of learners is required per unit. You do not have to sample all learners. The only exception to this is if you have a cohort of 3 or fewer, you would be expected to sample all learners to ensure a sufficient range of grades can be seen. This would still apply even if all learners had achieved the same grade.

**13. Do resubmissions need to be internally verified?**

Yes, a sample of the resubmissions should be internally verified.

**14. How do I document that internal verification has taken place?**

Your centre can design your own method of documenting that internal verification has taken place. The expectation would be that this is a separate document which the processes which have taken place, the decision made and any actions. It is important that any actions are completed and signed off to demonstrate a robust audit trail. If you wish to use an RSL template for this process, please refer to the '[Templates](#)' section on '[Help and Support](#)' where there are templates for the verification of assignment briefs and assessment decisions.

**15. How much feedback do I need to provide as an internal verifier?**

The internal verifier should complete a report following internal verification of assignment briefs or assessment decisions. This is completed after review of each piece of evidence. In the action points/feedback section, areas of good practice and areas for professional development should be identified for the assessor and this can be fed back directly to the assessor. All feedback should be constructive in nature and support the assessor to resolve issues identified.

This system identifies all evidence collection methods that are used to prove competence and the range of these will be indicated by ticking the appropriate box. This allows easy verification of the fact that a wide range of assessment methods is being employed by the assessor as well as the validity, authenticity, sufficiency, reliability and currency of all evidence presented.

Internal Verifiers should be encouraged to provide feedback to learners as well as assessors on the progress of their portfolios in order to help maintain motivation and commitment.

**16. Will I be penalised at External Quality Assurance if they see that assessment decisions were disagreed by the internal verifier?**

No. Internal verification is intended to be a supportive process within the centres and if an internal verifier is recognising where there are discrepancies in assessment decisions and setting actions which are followed up, this would be considered to be a robust process.

Where this would be considered to be an issue are in the following circumstances:

- The assessment decisions are disagreed by the internal verifier but are not amended by the assessor and signed off again by the internal verifier.
- Where an assessor consistently makes incorrect assessment decisions but there is no action plan in place to support the assessor to improve their assessment practice.



## External Quality Assurance <sup>UPDATED</sup>

### What is External Quality Assurance?

As well as the Quality processes which must be undertaken in the first academic term, there will be one External Quality Assurance window (specific dates as per the Key Dates Calendar). This External Quality Assurance window is concerned with how internal assessment and internal verification are conducted within the centre and is separate to external assessment.

A summative sample of internally assessed learner work and internal verification documentation must be provided for External Quality Assurance. The sampling methodology can be found in this Handbook. Please see Appendix 1: External Quality Assurance Sampling Methodology.

Centres are required to produce evidence for External Quality Assurance throughout the length of the course i.e. if they are running a course over two years, they will be expected to provide evidence for EQA in both years. This will be discussed with the External Quality Assurer for the centre.

### What needs to be submitted for the External Quality Assurance window?

Centres will submit a summative sample of internally assessed units for External Quality Assurance based on the sampling methodology described within the Vocational Centre Handbook as Appendix 1 External Quality Assurance Sampling Methodology). The sample size is based on the size of the qualification and the number of learners.

The sample must be summative (i.e. complete units) and include any resubmission attempts. Once External Quality Assurance has taken place, no further assessment can take place on the selected unit.

The External Quality Assurer will review the Assessment and Internal Verification plan to see which units are being delivered and when. Centres need to ensure when planning delivery that there will be sufficient completed units available for External Quality Assurance by the deadline date as highlighted in the Key Dates Calendar.

The centre will negotiate a date with their External Quality Assurer for the submission of the sample prior to the deadline date in the Key Dates Calendar.

Grades must be entered into <https://cloud.rslawards.com> in order for the External Quality Assurer to be able to select the sample.

The sample will be selected by the External Quality Assurer and the centre will be notified via an automated email which learners and units have been selected for the sample.

For the units selected, the sample will consist of the following:

- Assignment brief and internal verification documentation for that brief (if this was not externally quality assured at the start of the year.)
- Learner work and accompanying feedback sheet.
- A signed learner declaration of authenticity per learner in the sample.
- Internal verification of assessment decisions paperwork.

The complete sample must be uploaded to <https://cloud.rslawards.com>. All work must be clearly labelled with the learner name, centre name, unit number and assignment title. If you wish to use an RSL template for the learner declaration, you can find a template in the '[Templates](#)' section of '[Help and Support](#).'

Please provide adequate identification documentation to ensure that the External Quality Assurer is able to clearly identify the learners in video footage. Photos are useful but please remember that students can look very different in their school or college ID to how they look under stage lights and in costume. Good practice would be to provide a photo of the learner along with specific identifying factors in the video (i.e. what they are wearing, what colour hair they have, what hairstyle they have) and specific times that they appear in the video, where they are stood on stage etc. The easier it is for the External Quality Assurer to identify the learners, the easier they will find it to quality assure the work.

If the first sample is not agreed by the External Quality Assurer, then they will select a second sample (please see sampling methodology for specific details). This will include the original sample amended following the report plus additional learners and/or units depending on the size of the qualification.

### Sample Selection

The External Quality Assurer will select the units for External Quality Assurance in a way that allows a comprehensive overview of how internal assessment and internal verification are conducted within the centre. There will be a discussion with the External Quality Assurer about the units selected for External Quality Assurance but the final decision rests with the External Quality Assurer.

All units selected for External Quality Assurance must be summative assessment **including any resubmission attempts**. Internal verification of a sample of these assessment decisions must have been completed prior to External Quality Assurance.

The sample size (number of units and number of learners) is dependent upon the size of qualification being delivered and the number of learners enrolled on the qualification. The sampling methodology can be found within this Handbook. Each qualification with learners registered on will be subject to external quality assurance. Please note, different pathways count as different qualifications. For example, if you are running the Level 3 Subsidiary Diploma for Music Practitioners with both Performance and Technology pathways, this may be treated as two separate qualifications and a sample taken from each qualification.

The selection of units and learners for sample is based on a number of factors which include, but are not restricted to:

- 1) Range of assessors.
- 2) All bands of attainment that are achieved (i.e. a range of pass, merit and distinction learners.)
- 3) A range of learners across the qualification.
- 4) Range of types of assessment (i.e. practical based units, theoretical units.)

As above, each qualification is subject to an external quality assurance sample. There are some instances where the External Quality Assurer may use their discretion in choosing a sample. These will be following discussion of the delivery model within the centre and will apply for Level 3 Qualifications only. Examples where a smaller sample size could be chosen are as below:

- Where a centre is delivering several sizes of qualification at the same level with all students in one class. For example, where a centre is delivering non-performance tables qualifications Level 3 Subsidiary Diploma for Music Practitioners but also has students registered on Level 3 Certificate and L3 Extended Certificate. If all students are in the same class and sitting the same assignments, there is possibility that each of the qualifications does not need to be sampled and all learners would be part of one sample.
- Where a centre is delivering more than one pathway (e.g. business and composition) but the assessment and internal verification staff are the same across both pathways. In this instance, the EQA may select a core unit and then an optional unit from each pathway to complete the sample rather than three units from each pathway.

Any deviation from the published sampling methodology will be at the discretion of the External Quality Assurer and in consultation with Head Office.

The External Quality Assurance process will run as follows:

- 1) By agreed deadline with the External Quality Assurer, the centre need to input grades and identify internally verified learners on [cloud.rslawards.com](https://cloud.rslawards.com).
- 2) The External Quality Assurer will select the sample as per the sampling methodology.
- 3) The centre will upload the sample as requested by the agreed deadline.

The process of External Quality Assurance is outlined as below.

### First Sample

There are three possible outcomes for the first sample:

- 1) Certification released
- 2) Certification not released
- 3) Partial sample

#### Certification Released

- The External Quality Assurer is confident that your centre is assessing learners to the national standard and that adequate quality assurance procedures are in place.
- There may be non-essential actions within the report which will need to be applied for the next academic year but this does not impact upon certification for this year.
- Certification is released for this academic year (subject to external assessment results where relevant and any subsequent deadlines) and a second sample is not required.

#### Certification Not Released

- The External Quality Assurer cannot be confident that learners are being assessed to the national standard and/or appropriate quality procedures are in place based on the sample provided.
- Certification cannot be released yet and a second sample will be requested (see next page) The deadline for this will be negotiated with the External Quality Assurer but will be no later than the date identified in the Key Dates Calendar.
- If the External Quality Assurer judges that the learners have been disadvantaged based on practice within the centre, they can authorise a further resubmission on the basis that the original assessment decisions were invalid. This will be clearly stated on the report.

#### Partial Sample

- If the External Quality Assurer is unable to see a full sample and no learners are completing the qualification in the current academic year, they can begin the process by reviewing the parts of the sample that are ready. This could mean looking at fewer units of learners' work or just looking at the assignment briefs, depending on what is available.
- A report based on an incomplete sample does not release certification. Any essential actions should be completed by the centre as soon as possible.
- No second sample is possible until first sampling is completed the following year.

## Second Sample

If the External Quality Assurer cannot be confident that learners are being assessed to the national standard and/or appropriate quality procedures are in place based on the sample provided, a centre will be required to produce a second sample.

Reasons for expanding to a second sample include, but are not limited to:

- Disagreement with **any** assessment decisions.
- No evidence of internal verification in the initial sample.
- Evidence of ineffective internal verification in the centre i.e. the internal verifier has agreed incorrect assessment decisions.
- Any elements which may impact upon the achievement of the learners such as plagiarism.

Certification will not be released at this stage.

The Second Sample will include the following:

- The original sample, with amendments made as per the External Quality Assurer's report.
- Additional learners for the affected unit (amount as per the sampling methodology) chosen by the External Quality Assurer.
- Additional unit and learners (amount as per the sampling methodology) chosen by the External Quality Assurer.

The Second Sample must show that the centre has reviewed all learner work in light of the feedback from the External Quality Assurer, not just the initial sample. If the centre has already allowed a resubmission attempt and the External Quality Assurer judges the learners have been disadvantaged by assessment practice within the centre, the External Quality Assurer can authorise a further resubmission attempt.

### Certification Released

- If the External Quality Assurer can be confident that the appropriate actions have been taken by the centre based on the action plan from first sample, they will be able to release certification for this cohort based on the second sample. This will be reflected in their report. There may still be actions which will need to be applied for the next academic year.
- Certification is released for this academic year (subject to external assessment results where relevant and any subsequent deadlines) and no further action is required.

### Certification Not Released

- If the External Quality Assurer is still not confident that the centre is appropriately assessing and/or internally verifying learner work in line with the national standards, then certification will still not be released at this stage.
- If certification is not released at this stage, an RSL representative will conduct a centre visit to endeavour to resolve the issues and ensure learners are not disadvantaged. There will be a fee charged to the centre for this visit. There may be low level sanctions imposed and an action plan will be created which links to the sanctions policy. This will be monitored by RSL.

What happens if there are no complete units available for the current academic year by the end of the External Quality Assurance window?

This will depend on whether there are learners intending to certificate this academic year. If the intention is to certificate this academic year, sufficient completed units must be made available for the External Quality Assurance window otherwise the learners cannot be certificated.

The only exception to the above is if the centre is delivering Creative and Performing Arts (CAPA) Tech Award qualifications where there is one internal unit and one external unit. There is potential that a later sample could be agreed with the EQA but it needs to be taken into account that if there are problems and a second sample is required, this may delay certification of those learners.

If the sample is delayed, centres will be asked to complete an 'External Quality Assurance Missed Deadline Form' to confirm they understand the impact of a late submission.

If certificating in the following academic year, a partial sample can be submitted. All centres must participate in Quality Assurance processes each academic year, even if the learners are not certificating until the following academic year. This allows any problems to be identified and solved early which ensures learners are not disadvantaged.

How do we upload the learner work for External Quality Assurance once the sample request has been received?

Please refer to '[HTG Using the RSL Administration site](#)' which gives detailed instructions about how to do this. There is also the '[HTG Submitting Work for External Quality Assurance](#)' which gives additional guidance.

## Controlled External Assessment <sup>UPDATED</sup>

### What is Controlled External Assessment?

Controlled External Assessment is a form of assessment in which question papers, assignments and tasks are specified by RSL in Controlled External Assessment briefs. Controlled External Assessment briefs are available to download by centres with learners registered on the externally assessed unit on the date in the Key Dates calendar.

Controlled External Assessment briefs are created by RSL, not written within the centre. Learners are asked to respond to a brief with a specific context, over a mandated period of time to test their newly acquired knowledge and skills.

The tasks are conducted under RSL specified controlled conditions within the vocational centre. The work is uploaded onto the RSL Administration Site at <https://cloud.rslawards.com> by the published deadline and the marking of this work undertaken by RSL External Assessors. The work is not assessed or internally verified within the centre.

Controlled External Assessment does not include external quality assurance or verification of centre-based assessment undertaken by RSL.

For identification of Externally Assessed units, please refer to the syllabus documents.

### Guidance from RSL

Due to the nature of external assessment, RSL cannot provide specific guidance on the context of the Controlled Externally Assessed brief or the appropriateness of the individual learner work.

If we were to give advice about the content of the briefs or how individual learners can access criteria, this would be advantaging some learners over others and so we cannot provide this level of guidance.

If there were a recurring confusion over a particular issue, guidance would be issued from Head Office to clarify this so that all learners have the same information.

### Prior to the Release of Controlled External Assessment Briefs

Controlled External Assessment briefs are only released to centres with learners registered on the externally assessed unit for the current assessment year. Registrations can be checked on the RSL Administration Site at <https://cloud.rslawards.com>, looking to see that the 'Assessment Year' next to the externally assessed unit is the current assessment year (i.e. 2019/20.)

If the assessment year is incorrect and the intention was to deliver the Controlled External Assessment for the current academic year, please complete a '[Change to Registration Confirmation Form](#)' which can be found on our website here - <https://www.rslawards.com/about-us/policies-regulations/> and return the form to [vocational@rslawards.com](mailto:vocational@rslawards.com). Please note that change to registrations can take up to 5 working days to process.

If learners are not registered for the Controlled External Assessment for the current academic year, Controlled External Assessment briefs will not be received this academic year. The briefs from the current academic year will be made available as examples at the start of the next academic year, once all assessment has been completed for this brief.

Please ensure that all learners are registered prior to the start of the Controlled External Assessment window. If learners are not registered by the end date of the Controlled External Assessment window as identified in the Key Dates calendar, they are not eligible for the Controlled External Assessment for this academic year and any work produced will not be accepted. Please refer to the [RSL VQ Registration and Certification Policy](#) for guidance on registrations.

### Release of Controlled External Assessment Briefs

The Controlled External Assessment briefs will be released to centres with learners registered on the externally assessed units on the date as identified in the Key Dates calendar.

For the security of the Controlled External Assessment briefs, they will be uploaded to the '[External Assessment](#)' area in the RSL Administration Site at <https://cloud.rslawards.com> and will be available to download from the date in the Key Date calendar. The Controlled External Assessment briefs will **not** be sent via email.

If there are staff members in a centre who need access to the briefs but do not have a login for the RSL Administration Site, the Quality Representative (or centre administrator) can create an account for them.



From the date in the Key Dates calendar, briefs can be accessed through the '[External Assessment](#)' option in the drop-down menu in the top right of the screen once signed in at the RSL Administration Site at <https://cloud.rslawards.com>. There will be an option for 'Download Controlled External Assessment Briefs' and the briefs for units learners are registered on for this academic year can be accessed and downloaded.

### The Storing of Controlled External Assessment Briefs

The Controlled External Assessment briefs are confidential assessment materials and must be stored securely within the centre. The following applies:

- The Controlled External Assessment brief is a confidential document and cannot be shared with anyone other than learners in the centre who are registered on the programme and the staff supervising the assessment.
- The Controlled External Assessment briefs cannot be shared with anyone outside of the centre, even if they are an RSL approved centre.
- The Controlled External Assessment briefs must remain inside the centre and under supervision of an appropriate member of staff at all times. They cannot be taken out of the centre under any circumstance.
- Learners can only use the Controlled External Assessment briefs within the timetabled sessions. They cannot take them home.
- Information about the content of the Controlled External Assessment briefs cannot be shared in any capacity, including the use of any created support or teaching materials.
- When not in use, the Controlled External Assessment briefs must be stored securely in an appropriate location in the centre.

The sharing of confidential assessment materials with anyone but the centre that the Controlled External Assessment brief has been issued to is a breach of the Ofqual Conditions of Recognition and will result in an investigation into the centre who has received the brief and the centre who has shared the materials with them. The sharing of confidential assessment materials also breaches the centre agreement and RSL policy and procedure.

Please refer to the centre policy and JCQ Guidance about the correct storing of confidential assessment materials.

### Preparing Learners for Controlled External Assessment

For the purpose of running Controlled External Assessment, a centre needs a responsible, named member of staff. This is usually the Quality Representative but they may choose their Exams Officer who effectively supervises the controlled period of assessment and validates all the evidence submitted to the RSL Administration Site at <https://cloud.rslawards.com>

Learners can be supported to 'revise' for their Controlled External Assessment. Some centres explore areas such as:

- How to respond to a Controlled External Assessment i.e. how to approach an answer.
- How to read and interpret a Controlled External Assessment brief including the use of assessment and grading criteria.
- Techniques of research and making the best use of the time given.
- How to present research in a Controlled External Assessment, including the use of references.
- Skills of analysis and evaluation.

Some centres use 'mock' assessments prior to the Controlled External Assessment window to prepare their learners for what they are likely to see, however, this is not a requirement.

### Conducting the Controlled External Assessment

There are two elements to conducting the Controlled External Assessment:

- 1) Preparation Period.
- 2) Controlled External Assessment window.

### Preparation Period

Preparation time is allocated as per the Controlled External Assessment brief and the relevant specifications. Work **cannot** be produced towards the controlled assessment at this stage.

During the preparation period, the learners have the opportunity to ask any questions they may have of their teachers regarding the Controlled External Assessment. Once the Controlled External Assessment begins, the learners cannot ask their teachers for clarification.

It is important to ensure that the learners have all the important information they need in order to be successful in their assessment. This includes the following:

- Ensure learners understand the scenario of the Controlled External Assessment brief and that the work produced needs to fit in with the scenario.
- Ensure learners are clear about the evidence limits for each learning outcome and the consequences if they exceed them/do not meet them.
- Learners are allowed access to the internet and can conduct research within the preparation time.
- It is the responsibility of the centre to ensure learners are taught how to reference and how to avoid plagiarism.
- Learners must make sure they keep a record of their sources in the research phase.
- The use of templates is strongly discouraged as this makes authenticity of work difficult. If learners are all using the same template, they will produce very similar work which will not demonstrate individual learner contribution.

Learners must understand (and will be required to sign a document to demonstrate that):

- Work needs to be authentic and the penalties of plagiarism.
- That they must reference any research that they have undertaken in their final submission.
- That they must work independently unless otherwise stated by the Controlled External Assessment brief.

### Controlled External Assessment window

From the date identified in the [Key Dates calendar](#), learners can produce evidence for Controlled External Assessment.

Set tasks and performances have both a timetabled period during which the task must be completed and a deadline for the submission of work which can be seen on the [Key Dates Calendar](#). Centres are free to timetable their Controlled External Assessment at any time within the time specified by RSL.

- All work completed for the Controlled External Assessment must be new material created within this window to this specific brief.
- As long as the hours specified in the brief are completed under controlled conditions, the way they are structured is down to the centre i.e. a session a week, chunk of intensive time.
- The briefs contain guidance for how long should be spent on each task but these are recommended – RSL are concerned with the overall time.
- External invigilators are not needed but learners must be monitored by a member of teaching staff and in their sight at all times.
- Learner work must be stored securely between assessment sessions.
- Ensure learners save their work securely throughout the Controlled External Assessment period.
- Teaching staff must keep a log of time spent on each outcome.
- Ensure that there is a clock on display at all times during the Controlled External Assessment. All learners must be told when the Controlled External Assessment time starts and how long they have.
- Ensure that charts, diagrams etc. have been cleared from the walls.
- All learner's work must be authentic and therefore staff cannot intervene to change anything.

If in any doubt please refer to the specification and the Controlled External Assessment Brief(s).

### Levels of Control

The level of control depends upon the different sections of the Controlled External Assessment. The sample assessment material that RSL issues will give information on this, however, as guidance it is recommended that:

During the preparation period:

- There needs to be sufficient supervision to ensure the work can be authenticated as the learner's own.
- Use of resources including the internet is permitted but must be referenced.
- Interaction with other learners is permitted but work must be authenticated as the learner's own.
- Time is restricted to the allocated period stated in the brief.
- Teaching staff may provide direction and general advice as required.
- This is the opportunity for learners to ask questions.

During the Controlled External Assessment time:

- Learners must complete work within direct sight of a supervisor(s) throughout the assessment.
- If rehearsing in separate rooms, each room must be supervised. Learners cannot rehearse in their own time.
- Limited amount of time as specified in brief.
- Complete work independently. There is interaction with other learners only for the purposes indicated in the Controlled External Assessment brief. All work submitted must be attributable to the individual learner.
- No access to email, the internet or mobile phones unless explicitly stated by the controlled assessment.
- Centre must ensure learners have access to materials and resources as defined in the Controlled External Assessment. Any other materials which may provide assistance are removed or covered.
- No feedback can be provided to the learner throughout the Controlled External Assessment period unless specified in the brief.
- Teachers cannot guide learners in their response to the brief. Part of the Controlled External Assessment is examining the learner's ability to interpret and respond to the brief.
- Teachers cannot provide model answers or writing frames specific to the task (such as outlines, paragraph headings or section headings.)
- Guidance cannot be given on errors or omissions made by the learner in the research/preparation or detailed feedback in relation to the assessment criteria.
- In the event of a natural disaster, it is down to the centre to make up the time within the Controlled External Assessment window.

## Special Considerations and Reasonable Adjustments

**Reasonable Adjustments:** Long term conditions such as dyslexia.

- These are managed within the centre.
- Evidence of the reasonable adjustment must be submitted alongside the Controlled External Assessment evidence in an 'Evidence of Reasonable Adjustment Applied for Vocational Qualifications' form.
- Any additional time must be given within the Controlled External Assessment window and logged on the Controlled External Assessment log.

**Special Considerations:** Short term conditions which cannot be planned for:

- Granted for temporary illness or indisposition.
- Centre to provide sufficient information to RSL about the disability, illness and or other circumstance which would allow RSL to make a decision about how to process the application. Please also provide what special consideration is required i.e. extra time.
- Loss of work - Learners who have lost work may be eligible for special considerations. If learner's work has been lost due to reasons outside their control (i.e. not their own negligence) then they will be eligible for special considerations.
- The application must be made prior to the end of the Controlled External Assessment window.

The [Reasonable Adjustments and Special Considerations Policy](https://www.rslawards.com/about-us/policies-regulations/) is available on our website here - <https://www.rslawards.com/about-us/policies-regulations/>

## Absence from Assessment

Illness during Controlled External Assessment

- Learners who fall ill during the Controlled External Assessment can return to complete the remaining time left on the task when they have recovered, provided that is within the Controlled External Assessment Window.

Learners unable to complete a task within a specified window

- If learners are unable to complete the given tasks within the Controlled External Assessment window, the centre will need to apply to RSL for special considerations.

## Submission of Evidence

All evidence to be submitted to the RSL Administration Site at <https://cloud.rslawards.com> by the date identified in the Key Dates calendar.

Documents to be submitted are:

- Controlled External Assessment log of hours, signed by the tutor.
- Learner Declaration Form for each externally assessed unit submitted, signed by the learner.
- Learner work – correctly labelled with learner name, centre name and task number.
- Identification of learners.

## Uploading Evidence:

- Learner work will be uploaded against the learner registration on <https://cloud.rslawards.com/secure/vocational/external-assessments>
- Check the Controlled External Assessment briefs and the cloud.rslawards.com website for guidance on file types and evidence types. For technology units, the DAW files do not need to be uploaded unless specifically stated in the brief.
- Please allow sufficient time to upload the files prior to the deadline. The speed at which the files upload will depend on the web speed in the centre. Zip files will take longer to upload than individual files. During the submission window, RSL will increase the bandwidth to support.
- External links are not allowed for externally assessed units. If links are provided, the work will not be assessed.
- Centres will not be able to delete files once they are uploaded so please make sure the correct files are uploaded.

## Video Evidence:

- Video of multiple learners i.e. a band can be uploaded once (rather than against every learner registration) but it must be made explicitly clear which learners are in the video.
- Time lapse footage can be used for units where there are elements such as the setting up of equipment.
- Video evidence can be edited to include evidence of who is who. It cannot be edited to change the nature of the performance.

## Identification of Learners:

- It is vital that sufficient information is given to allow the assessor to identify the learner, particularly in video footage.
- Please remember that the assessor does not know the learners and will need clear guidance to be able to recognise them. If the learner cannot be identified, they cannot be graded.
- Ways to provide identification could include:
  - A written document identifying features such as what learners are wearing, what time they enter the stage etc. For MUSPRA, their instrument would be an identifying feature, for CAPA, their character.

- Video footage could be edited to identify the learners on screen.
- Learners could introduce themselves at the start of the video (make a judgement about whether this would detract from the performance.)
- Please ensure the name of the learner on their work is their full name (no nicknames) and the name that they are registered under on the RSL Administrative Site.

### Results Released

- The work is assessed by RSL.
- Site will say 'pending' until the release dates identified in the Key Dates calendar.
- If files are found to be corrupt, we will contact the centre and ask them to complete a 'Corrupt Evidence Declaration.' Following the submission of the declaration, we would allow a short window to reupload the work. If work isn't submitted within the Controlled External Assessment window, that is a separate issue to find corrupt evidence.
- It is the centre's responsibility to ensure that all files have been uploaded prior to the deadline. If no work is submitted within the Controlled External Assessment window, learners cannot resit.
- Results and external assessment report forms will be available on [RSL Administration Site](#) by the date and time identified in the Key Dates Calendar.
- If there is a problem with results, please look at the Vocational Qualifications Appeals policy in the first instance rather than directly contacting Head Office.

For guidance on Resits, please refer to the [Resit and Retake Policy](#) available on our website at <https://www.rslawards.com/vocational/deliver-qualifications/>

### Resits <sup>NEW</sup>

When a learner does not achieve a Pass grade for one or more learning outcomes within an externally assessed unit, they are permitted to resit the unclassified learning outcomes within the same academic year in which they sat the Controlled External Assessment.

In exceptional circumstances, learners who did not take up the resit opportunity during their time at their centre may be offered an opportunity to resit outside the programme time in the following academic year. This is the exception rather than the rule.

### Resits within the academic year

- Only available for unclassified learning outcomes. If a learner has passed all learning outcomes, they are not eligible to resit.
- A '[VQ Resit Registration Form](#)' will be available on our main website [www.rslawards.com](http://www.rslawards.com). This must be completed fully and returned to [vocational@rslawards.com](mailto:vocational@rslawards.com) by the date and time identified on the Key Dates Calendar. Failure to do so will result in learners not being permitted to take part in the assessment.

- Please note, if a learner's result is being appealed, they are not eligible for a resit opportunity unless the outcome being appealed is separate to the outcome being resat. For example, LO1 could be appealed and LO2 could be resat. An appeal would not be allowed for AC 1.1 appealed and 1.2 resat, for example, as they are part of the same learning outcome. Please refer to the [RSL Appeals Policy Vocational Qualifications](#) for more information - <https://www.rslawards.com/about-us/policies-regulations/>
- Confirmation of learner's eligibility to resit will be identified against the learner registration on <https://cloud.rslawards.com> prior to the start of the resit window.
- The resit window for learners who have registered for a resit opportunity will open on the date identified in the Key Dates Calendar.
- Learners will work to the same Controlled External Assessment brief as their first attempt. The hours required are those as specified for the learning outcome in the controlled assessment brief. **A controlled assessment log will need to be kept for the hours used in the resit opportunity.**
- Learner work for the resit opportunity must be uploaded to <https://cloud.rslawards.com> by the date and time specified in the Key Dates Calendar.
- **Controlled assessment logs and learner declaration forms for the resits will need to be provided in the same way that these were required for the first submission for Controlled External Assessment. We will be unable to release resit results if these documents are not submitted.**
- Results will be released with the qualification results on the date identified in the Key Dates Calendar. If the resit remains unclassified, the overall qualification will remain unclassified.
- No additional resit opportunities will be given.

#### Resits outside of the academic year:

- Learners must be re-registered and the full qualification fee will be charged. The registration must be made by the learner registration deadline as identified in the Key Dates Calendar.
- The learner will resit within the Controlled External Assessment window, **not** the Resit window.
- The learner must complete the whole new brief, not resit the work previously created.
- Results are uncapped as the work is to a completely new brief.
- Results will be released in line with the Key Dates Calendar. No additional opportunities to resit will be given. If the resit remains unclassified, the overall qualification will remain unclassified.

#### Retake

Following guidance from the Department for Education (DfE), there is now an additional Retake opportunity for **Level 3 learners only**.



In order for learners to participate in the retake,

- Open to all currently registered Level 3 learners who sat externally assessed units in the previous academic year, regardless of the grade achieved or if they have already had a resit opportunity.
- Learners must retake a whole assessment (from a new RSL produced brief) rather than individual learning outcomes.
- The results are uncapped.
- The retake opportunity will be given in the Controlled Externally Assessed window and the results released as per the [Key Dates Calendar](#).
- Learners who participate in a retake will not be offered a further resit opportunity following the retake.
- Learners must be registered for the Controlled External Assessment for this academic year in order to receive the assignment brief of the retake opportunity. The brief will be the same as the Controlled External Assessment brief for the current academic year.
- Centres will not be able to make amendments to externally assessed units so will need to apply to Head Office to participate in the Retake opportunity. If the learner has passed the externally assessed unit and is retaking in an attempt to improve their grade, please top up the learner's registration prior to applying to retake (e.g. top up from a subsidiary diploma to an extended diploma.)
- If a learner has achieved an unclassified outcome in the current assessment year for the controlled assessment and wishes to Retake in the following assessment year, the registration will need to be topped up by Head Office. In this instance, the learner would not be certificated for the Subsidiary Diploma, only the Extended Diploma (should they receive a pass.)
- To apply to retake, please complete a '[Retake Application Form](#)' and return to [vocational@rslaward.com](mailto:vocational@rslaward.com)

For more detailed information about Resits and Retakes, including FAQs, please refer to our [VQ Resit and Retake Policy](#) available on our website - <https://www.rslawards.com/about-us/policies-regulations/>.

### Malpractice in External Assessment

Any centre suspected of malpractice will be rigorously investigated by RSL and may be subject to sanctions.

Malpractice in Controlled External Assessment is:

- Plagiarism of any nature by candidates.
- Collusion of examiners with candidates
- Disclosure of confidential information by centres or examiners to candidates.
- Breaches of confidentiality and security of assessment materials.
- Submission of false information to gain a proxy or a qualification.
- Disruptive behaviour by candidates.

- Failure to adhere to the requirements of our Reasonable Adjustments and Special Considerations Policy.
- Maladministration: any activity or practice which results in non-compliance with regulations.
- Further details can be found in the Sanctions Policy which can be found here

<https://www.rslawards.com/about-us/policies-regulations/>

## Certification <sup>NEW</sup>

### Grading Deadline

The [Key Dates Calendar](#) identifies a date for a grading deadline for all completed internally assessed units results to be input in <https://cloud.rslawards.com>. Certification cannot take place if grades have not been input into the site. We recommend inputting grades throughout the academic year when units are completed so that the workload is spread throughout the academic year.

Learners who have withdrawn from the centre this academic year and not achieved any units must be withdrawn by this deadline.

If the grading deadline is missed, certification cannot be guaranteed in line with the [Key Dates Calendar](#).

Any units without grades must be removed from the registration. To remove units, a '[Change to Learner Registration](#)' form must be completed and returned to [vocational@rslawards.com](mailto:vocational@rslawards.com) within 5 working days of the grading deadline.

If an extension is needed to the grading deadline for learners where there are exceptional circumstances, an application for Special Considerations will need to be made. Please refer to the [Reasonable Adjustments and Special Considerations Policy](#).

If an extension is granted for learners certificating in the current academic year, this may delay certification due to the timescales associated with certification. This will be made clear in the Special Considerations response.

If the learner is certificating in the following academic year, the grading deadline for the learner and unit affected can be extended. This will not impact their certification.

### Assessment Boards

The RSL Assessment Board is responsible for ensuring the safety of certification. The RSL Assessment Board ratifies the results for all learners who have completed a vocational qualification.

Centres do not need to submit a claim for certification. Centres with qualifications registered as completing in the current assessment year will automatically be put forward for validation and certification.

Centres must ensure internally assessed grades are input by the deadline in the [Key Dates Calendar](#) to ensure validation and certification. If the grades are not input by the deadline, this may delay validation and certification.

The Assessment Board for centres who run to a standard academic year calendar (September – July) meets in July for validation and certification in August.

Additional Assessment Boards meet throughout the academic year for centres running a Non-Standard Academic Year Delivery Model. The additional Boards meet in May, September and January.

For centres running a standard academic year calendar, the first point of certification is August.

If centres on a standard academic year calendar miss the grading or external quality assurance deadlines in the [Key Dates Calendar](#), they can be validated at an additional Assessment Board in order to ensure learners are not disadvantaged.

If learners are validated at a later assessment board, data submitted for these learners will be sent to UCAS and DfE following this board. This will mean this data is submitted late. RSL takes no responsibility for data submitted late due to missed deadlines within a centre.

If learners cannot be certificated following an Assessment Board, the centre will be contacted and an action plan put into place with the intention of certificating at the next available Assessment Board.

## Validating Qualifications and Certification

Qualifications are validated following the Assessment Board ratification. Validated registrations can be viewed via the <https://cloud.rslawards.com> site on the date in the [Key Dates Calendar](#).

Learners will be certificated on their achievements following:

- External Quality Assurance of internally assessed units.
- External Quality Assurance of internal verification and quality assurance practice.
- Marking by RSL of externally assessed units where applicable.

If learners can be certificated, their qualifications will be validated on the <https://cloud.rslawards.com> site and certificates posted to centres on the dates published in the [Key Dates Calendar](#).

When registrations are made, centres are asked to complete a 'Name on Certificate' box. This is the name that will appear on the certificate. It is the centre's responsibility to ensure this

is correct. If a name is incorrectly printed, the centre will need to pay for a replacement certificate.

If RSL cannot verify the audit trail to confirm achievement by the learner, the qualification will not be validated and a certificate will not be issued.

It is the responsibility of the centre to notify RSL if the address changes. Please complete a '[Change to Address Request Form](#)' and return to [vocational@rslawards.com](mailto:vocational@rslawards.com)

The centre address will be amended in the <https://cloud.rslawards.com> site and email confirmation sent within 5 working days.

Certificates will be posted via recorded delivery. A tracking number is available on request from RSL by emailing [vocational@rslawards.com](mailto:vocational@rslawards.com). If a certificate is lost in transit, Royal Mail will need to be contacted rather than RSL.

## Partial Achievement/Unit Certification

In the event that there are learners who have achieved units but not enough credits to achieve the qualification registered on, they may be eligible for unit certification or partial achievement.

Both partial achievement and unit certification are reliant on a successful quality assurance sample having been completed in the academic year.

Partial achievement can be given where a learner has not achieved sufficient units to achieve the qualification they are registered on but has achieved enough units to achieve a smaller size qualification. The largest size qualification possible will be awarded.

If partial achievement is not possible (due to insufficient credits or a smaller size qualification does not exist) unit certification will be given for the units achieved.

If the centre is aware of learners who will not achieve the whole qualification and wish to claim partial achievement of unit certification, please complete the '[Partial Achievement/Unit Certification Application Form](#)' and return to [vocational@rslawards.com](mailto:vocational@rslawards.com) within 5 working days of the grading deadline.

RSL conducts registration checks following the grading deadline and will contact the Quality Representative via email where there are learners who will not achieve the full qualification and who have not contacted us with the above form. At this stage, we will ask the centre to complete a '[Partial Achievement/Unit Certification Application Form](#)' and return to [vocational@rslawards.com](mailto:vocational@rslawards.com) within 5 working days of receipt of the email.

## Reasonable Adjustments and Special Considerations <sup>UPDATED</sup>

### Reasonable Adjustments

Reasonable adjustment is defined as an action that will reduce the effect of a disability or difficulty that places the learner at a substantial disadvantage during assessment.

Reasonable adjustments must not affect the integrity of the assessment, but may involve:

- Making changes for individuals to the standard assessment arrangements, for example allowing learners extra time to complete the assessment.
- Adapting assessment materials, such as providing materials in Braille for those with visual impairments.
- Providing access facilitators during assessment, such as a sign language interpreter or a reader.
- Re-organising the assessment room such as removing visual stimuli for an autistic learner.

It is the centre's responsibility to ensure that all learners are able to access assessment. To this end centres are required to have a policy and procedure for reasonable adjustments made for both internal assessment and external assessment.

Reasonable adjustments should be requested and approved internally **before** assessment takes place. The use of a reasonable adjustment should not be taken into consideration during the internal assessment and will not be taken into consideration in RSL's assessment of externally assessed work.

Every request for a reasonable adjustment should be considered on a case by case basis. What is reasonable in terms of an adjustment to the assessment will depend on the individual circumstances, cost implications and the practicality and effectiveness of the adjustment.

### RSL Requirements for Policy/Procedure

For guidance we recommend that centres refer to the RSL policy for Reasonable Adjustments and Special Considerations as guidance. The Joint Council for Qualifications also has guidance on compiling a robust Reasonable Adjustments Policy and can be found here: <https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance>

### RSL Requirements for Evidence of Reasonable Adjustments

All candidates undertaking RSL Vocational Qualifications must apply for Reasonable Adjustments directly with their delivery centre. RSL do not manage reasonable adjustments at approved centres but require evidence of their application to be submitted alongside controlled assessment evidence or as part of the external quality assurance process for internally assessed units. RSL expect all approved centres to assess the capability of each candidate to complete RSL Vocational Qualifications at the enrolment stage and factor any adjustments into their delivery planning accordingly. Centres are required to demonstrate best practice in the granting of Reasonable Adjustments and mirror the RSL process. For

external assessment, RSL require evidence submitted with the individual learner work in the form of a '[Evidence of Reasonable Adjustment for Vocational Qualifications](#)' form.

***Please ensure that the Controlled External Assessment Log reflects the extra time allocated under Reasonable Adjustments***

## Special Considerations

Special Considerations are different to reasonable adjustments as they apply to a temporary illness or adverse circumstance that could affect the learners' performance. Special Considerations must be applied for and granted by RSL.

Special Considerations must be made prior to the end of the Controlled External Assessment window. The centre will need to provide sufficient information to RSL about the disability, illness and or other circumstance which would allow RSL to make a decision about how to process the application. Please also provide what special consideration is required i.e. extra time.

RSL will consider applications for special considerations based on the information provided on a case by case basis.

The [RSL Reasonable Adjustments and Special Considerations policy](#) and [Special Considerations Application Form](#) can be downloaded from:  
<https://www.rslawards.com/about-us/policies-regulations/>

## Appeals <sup>UPDATED</sup>

Centres need to have in place their own policy and procedure to be able to deal with appeals from learners against internal assessment, verification or standardisation. Should an appeal be made about internal assessment or verification procedures this will be referred by RSL back to the centre. Centres may appeal to RSL in the following cases:

1. Appeals against RSL's decision on special considerations
2. Appeals against RSL's decision on the outcome of a malpractice or maladministration investigation.
3. Appeals against issues relating to controlled external assessment:
  - a. Centres may appeal against the grades awarded for externally assessed units. Appeals may be considered for individual learning outcomes within units.
  - b. Centres may appeal in respect of resits where RSL has failed to meet published timescales for the issue of results.
4. Appeals against issues relating to the External Quality Assurance of internal assessment.
  - a. Centres may appeal against External Quality Assurer decisions.
  - b. Centres may appeal in cases where External Quality Assurers have not followed procedure during centre visits.
  - c. Appeals will be considered if RSL fails to deliver External Quality Assurer reports or other significant correspondence with centres by published deadlines.

Please refer to the RSL Appeals Policy Vocational Qualifications which can be downloaded from <https://www.rslawards.com/about-us/policies-regulations/>.

## Complaints

RSL takes all enquiries and complaints seriously. We are committed to continuous quality improvement and in meeting the expectations of our centres and their learners as well as the requirements set by our regulators. We investigate all complaints in line with the RSL Complaints Policy which can be found at [www.rslawards.com](http://www.rslawards.com).



## Glossary of Vocational Qualifications Terminology <sup>NEW</sup>

General	
Vocational Qualifications	Qualifications which are designed to prepare learners to work in a specific industry. The qualifications are predominantly internally assessed and quality assured within the centre. There is external assessment for performance tables qualifications. Both non-performance and performance tables qualifications are subject to external quality assurance.
Performance Tables Qualifications	Qualifications which count towards the DfE's performance tables, often delivered by schools. There is at least one unit of controlled external assessment and the rest of the qualification is internally assessed.
Non-Performance Tables Qualifications	Qualifications which do not count towards the DfE's performance tables, often delivered by FE colleges and training providers. There is no controlled external assessment and all units are assessed internally.
Key Dates Calendar	The calendar provided annually by RSL which outlines the key tasks which need to be completed throughout the academic year to ensure centres can be certificated and when they need to be completed. The <a href="#">Key Dates Calendar</a> can be found on our <a href="#">main website</a> and in the ' <a href="#">Key Forms/Documents</a> ' section of ' <a href="#">Help and Support</a> '.
Annual Statement of Compliance	A document which needs to be completed annually by the Quality Representative for the centre. The document outlines the qualifications delivered, staffing, resources, any changes since the previous year and a conflict of interest declaration.  The template is provided by RSL and found in the ' <a href="#">Templates</a> ' section of ' <a href="#">Help and Support</a> '.
Recognition of Prior Learning (RPL)	RPL is defined as an opportunity for learners to present performance or accredited knowledge evidence which comes from a period prior to their registration. This is evidence of earlier learning and achievement towards part of a qualification. For example, if a learner has started a vocational qualification elsewhere (i.e. an equivalent level qualification (e.g. BTEC) or the first year of RSL qualifications) and wishes to transfer the previous credits.

Specifications	
Syllabus Document	The documents produced by RSL for each qualification. These show the units available, the combinations in which they can be taken for each pathway and how grades are calculated.
Credit	Each unit within a qualification has a credit value which shows the relative value of that unit. The credit values of the individual units add up to the total number needed for the qualification (e.g. two 10-credit units would complete the 20-credit 'Certificate' size qualification.)
GLH	Guided Learning Hours. The number of hours the learner spends being taught or supervised, rather than studying alone.
TQT	Total Qualification Time. This is made up by the number of hours assigned for GLH plus an estimate of the number of hours a learner will spend on activities outside of the classroom such as preparation.
Unit	VQs are comprised of a number of units. Each unit covers a distinct area of competence and can be certified separately as a certificate of unit credit.
Unit Specification	The document containing information about the specified Unit. Each unit has its own unit specification which contains the aims of the unit, learning outcomes, assessment and grading criteria, and guidance on the delivery and assessment of the unit.
Core Unit	Units which are mandated as needing to be passed to achieve the qualification. The core units will vary depending on the qualification and pathway chosen.
Optional Unit	Units which make up the rest of the qualification but open to the centre to choose. A sufficient number of credits must be attained to achieve the overall qualification.
Optional Skills Unit	Units which are a stripped back version of the optional units that require less planning elements and focus more on practical skills. These units carry less credits than the full optional units. These are currently only available in Creative Digital Media qualifications.
Unit combinations	The units which make up the entire qualification must include the specified core units and enough optional units to achieve the overall credit value. For some pathways, not all optional units are available so units selected must be available for that pathway.

Learning Outcomes	The skills and knowledge that a student will be able to demonstrate on completion of a unit.
Assessment Criteria	A set of criteria showing what a learner must evidence to meet the learning outcomes. For RSL qualifications, all the assessment criteria must be met in order for a learner to pass a unit.
Grading Criteria	Descriptors which measure the level of competence shown in the assessment. For RSL qualifications, all assessment criteria must be met first before then applying the grading criteria to determine the overall grade.
Recommended Evidence	Some unit documents include a recommended evidence section. This is the amount of evidence RSL recommends is produced to achieve the unit.

<b>Registering Learners</b>	
Learner Registrations	Learners must be registered on the RSL system to the qualification they are studying.
Qualification Title	The official title given by RSL to a qualification. For example, Level 2 Certificate in Performance for Music Practitioners.
QAN	Qualification Number. This is the number which identifies the version of the qualification to enrol on. For example, 603/3303/0 is the RSL Level 2 Certificate in Performance for Music Practitioners on version of the specification which is currently confirmed as counting towards performance tables until 2022.
Qualification Programme	In the RSL system, a Qualification Programme must be created to enrol the learner on to. This can be named anything your centre wishes.
Assessment Year	The year in which summative assessment takes place for each unit. This is not necessarily the year of certification, particularly if the qualification takes place over two years.

<b>Staff Roles in Centre</b>	
Quality Representative	The main point of contact between RSL and the centre. These contact details must be kept up to date. All communication from RSL will be sent to this person and they must take responsibility for disseminating information to the appropriate staff members.
Assessor	The person(s) in the centre undertaking the assessment process. This often includes writing the assessment briefs and assessment and internal verification plan as well as marking the work itself. The assessor and internal verifier cannot be the same person for the same unit.
Internal Verifier	The person responsible for quality assuring assessment through internal verification of assessment decisions. The assessor and internal verifier cannot be the same person for the same unit.
Exams Officer	Responsible for making learner registrations.

<b>Staff Roles at RSL</b>	
External Quality Assurer	A subject specialist assigned to your centre to support with quality assurance processes. They will conduct your centre visit as well as quality assurance of documents and learner work.
External Assessor	A subject specialist who conducts the assessment of the controlled external assessment. This will never be the External Quality Assurer for your centre as this would represent a conflict of interest.
Head of Vocational Qualifications (Operations)	Responsible for the operational running of vocational qualifications. Manages the Vocational Qualifications Officers/Co-ordinator/Senior Co-ordinator.
Vocational Qualifications Officers/Co-ordinator/Senior Co-ordinator	Responsible for the administration of VQ processes. When contacting RSL, these are your first point of contact.
Head of Vocational Qualifications (Academic)	Responsible for the academic aspects of VQ such as syllabus documents and creation of assessment materials.

<b>Key Internal Processes</b>	
Internal Assessment	The process of making judgements against specified criteria to meet national standards of competence on the basis of evidence produced by a learner. Internal assessment is conducted within the centre.
Resubmission	The opportunity given to learners to improve upon their first submission.
Internal Verification	The process of quality assurance within a centre which requires an internal verifier to review a sample of marked learner work against the assessment and grading criteria. The internal verifier agrees or disagrees grades and provides feedback to the assessor.
Internal Verification of Assessment Decisions	A document completed by the internal verifier which outlines their internal verification decisions and feedback to the assessor for learner work. It would also include an action plan where applicable.
Assignment Briefs	Written within the centre, or adapted from RSL exemplars, to provide a summative assessment of an individual unit. Assignment briefs demonstrate what the learners must do in order to achieve a unit.
Internal Verification of Assignment Briefs	A document completed by the internal verifier which outlines their internal verification decisions and feedback to the assessor for assignment briefs. It would also include an action plan where applicable.
Assessment and Internal Verification Plan	A written plan of how and when you intend to assess RSL qualifications including choice of core units, optional units/pathways etc. It includes dates for assessment, internal verification and resubmissions.
Standardisation	Refers to the practice of forming an academic consensus among the staff who are assessing and internally verifying within the centre.
Learner Declarations	A declaration signed by a learner on submission of work to declare the work is their own. For internal submissions, centres can use their own template.
Feedback Sheets	A template completed by centres which outlines the grades achieved by the learner and provides feedback on their assessment.

Certification	
Validation	The process of validating that a centre can be certificated. This is dependent on sufficient completion of external quality assurance.
Grading Deadline	The date identified in the <a href="#">Key Dates Calendar</a> as the latest date by which grades for internally assessed units can be submitted to RSL. The grades will be input into the cloud.rslawards.com site.
Certificate	A document issued to an individual learner by an awarding organisation formally attesting to the attainment of a VQ.
Unit Certification	Where a learner has completed some units but not enough to achieve a whole qualification, unit certification can be given. This is recognition of the units achieved rather than a whole qualification.

External Quality Assurance	
Sampling	The selection of units and learner work to provide a robust overview of the assessment and quality assurance processes within a centre.
Sample Size	The sample size refers to the number of units and the number of learners to be selected for a sample. This depends on the size of qualification and the number of learners on the qualification.
Partial Sample	If learners are not certificating in the current academic year, a partial sample may be taken. This could mean looking at fewer units of work or assignment briefs, depending on what is available.
Summative Sample	A sample is selected of summative units, including resubmission attempts, and quality assurance paperwork. This is reviewed by your External Quality Assurer and either signed off or a second sample selected.
Second Summative Sample	If your External Quality Assurer cannot be confident that learners are being assessed to the national standard and/or appropriate quality procedures are in place based on the sample provided, your centre will be required to produce a second sample.

Centre Visit	Each RSL centre is required to have an annual centre visit from their External Quality Assurer to check processes in place and provide support.
Enforced Centre Visit	A chargeable visit from RSL in response to an issue identified. Reasons for an enforced centre visit include malpractice investigations and still not meeting standards following a second sample for external quality assurance.

<b>Controlled External Assessment</b>	
Controlled External Assessment	Generating work to a specified brief written by RSL. The work is conducted under controlled conditions by the centre and submitted to RSL for assessment.
Controlled External Assessment Brief	The brief written by RSL for controlled external assessment. This brief must be treated in the same way as an exam paper.
Learner Declarations	A declaration signed by a learner on submission of work to declare the work is their own. For controlled external assessment, a template is provided by RSL.
Controlled assessment logs	A log signed and submitted by the teacher to identify the number of hours spent on the controlled external assessment.
Controlled Conditions	The level of supervision under which learners must work to create evidence for controlled external assessment.
Resits	Where a learner has achieved an unclassified learning outcome, they are permitted to resit during the current academic year.
Special Considerations	Apply to a temporary illness or adverse circumstance that could affect the learner's performance. Special considerations are managed by RSL.
Reasonable Adjustments	Defined as an action that will reduce the effect of a disability or difficulty that places the learner at a substantial disadvantage during assessment. For example, dyslexia. Reasonable adjustments are managed within the centre.

## Appendix 1: External Quality Assurance Sampling Methodology

### External Quality Assurance Sampling Methodology: Performance Tables MUSPRA

Number of Registrations	Number of Units x Number of Learners per unit			Extra Requirement at Second Sampling
	Level 1 and 2 Certificates	Level 3 Subsidiary Diploma	Level 3 Extended Diploma	All qualification sizes
1 – 3 learners	1 unit x all learners per unit	2 optional units & 1 internal core unit x all learners per unit	2 optional units & 1 internal core unit x all learners per unit	All learners for affected unit and 1-unit x all learners per unit (where there are more than 1 unit being delivered)
4 – 40 learners	1 unit x 4 learners per unit	2 optional units & 1 internal core unit x 4 learners per unit	2 optional units & 1 internal core unit x 4 learners per unit	Additional 4 learners per affected unit and 1 further unit x 4 learners per unit
41 – 80 learners	1 unit x 6 learners per unit	2 optional units & 1 internal core unit x 6 learners per unit	2 optional units & 1 internal core unit x 6 learners per unit	Additional 6 learners per affected unit and 1 further unit x 6 learners per unit
80 + learners	1 unit x 10 learners per unit	2 optional units & 1 internal core unit x 10 learners per unit	2 optional units & 1 internal core unit x 10 learners per unit	Additional 10 learners per affected unit and 1 further unit x 10 learners per unit



External Quality Assurance Sampling Methodology: Non-Performance Tables MUSPRA

Number of Registrations	Number of Units x Number of Learners per unit				Extra Requirement at Second Sampling
	Level 1, 2 and 3 Awards and Certificate	Level 1, 2 and 3 Extended Certificate and L1 and 2 Diplomas	Level 3 Subsidiary Diploma and Diploma	Level 3 Extended Diploma	All qualification sizes
1 – 3 learners	1 unit x all learners per unit	1 optional unit & 1 internal core unit x all learners per unit	2 optional units & 1 internal core unit x all learners per unit	2 optional units & 1 internal core unit x all learners per unit	All learners for affected unit and 1-unit x all learners per unit (where there are more than 1 unit being delivered)
4 – 40 learners	1 unit x 4 learners per unit	1 optional unit & 1 internal core unit x 4 learners per unit	2 optional units & 1 internal core unit x 4 learners per unit	2 optional units & 1 internal core unit x 4 learners per unit	Additional 4 learners per affected unit and 1 further unit x 4 learners per unit
41 – 80 learners	1 unit x 6 learners per unit	1 optional unit & 1 internal core unit x 6 learners per unit	2 optional units & 1 internal core unit x 6 learners per unit	2 optional units & 1 internal core unit x 6 learners per unit	Additional 6 learners per affected unit and 1 further unit x 6 learners per unit
80 + learners	1 unit x 10 learners per unit	1 optional unit & 1 internal core unit x 10 learners per unit	2 optional units & 1 internal core unit x 10 learners per unit	2 optional units & 1 internal core unit x 10 learners per unit	Additional 10 learners per affected unit and 1 further unit x 10 learners per unit

External Quality Assurance Sampling Methodology: Performance Tables CAPA - Please note an internal core unit is not asked for in the Level 3 Extended Diploma as there is only one internal core unit within CAPA qualifications. The assumption is that this will be sampled in year one of the course. If this is not the case, it will be sampled in year two.

Number of Registrations	Number of Units x Number of Learners per unit				Extra Requirement at Second Sampling
	Level 1 and 2 Certificates	Level 2 Diploma (Technical Certificate)	Level 3 Diploma	Level 3 Extended Diploma	All qualification sizes
1 – 3 learners	1 unit x all learners per unit	1 optional unit & 1 internal core unit x all learners per unit	2 optional units & 1 internal core unit x all learners per unit	3 optional units x all learners per unit	All learners for affected unit and 1-unit x all learners per unit (where there is more than 1 unit being delivered)
4 – 40 learners	1 unit x 4 learners per unit	1 optional unit & 1 internal core unit x 4 learners per unit	2 optional units & 1 internal core unit x 4 learners per unit	3 optional units x 4 learners per unit	Additional 4 learners per affected unit and 1 further unit x 4 learners per unit (where there is more than 1 unit being delivered)
41 – 80 learners	1 unit x 6 learners per unit	1 optional unit & 1 internal core unit x 6 learners per unit	2 optional units & 1 internal core unit x 6 learners per unit	3 optional units x 6 learners per unit	Additional 6 learners per affected unit and 1 further unit x 6 learners per unit (where there is more than 1 unit being delivered)
80 + learners	1 unit x 10 learners per unit	1 optional unit & 1 internal core unit x 10 learners per unit	2 optional units & 1 internal core unit x 10 learners per unit	3 optional units x 10 learners per unit	Additional 10 learners per affected unit and further unit x 10 learners per unit (where there is more than 1 unit being delivered)

External Quality Assurance Sampling Methodology: Non-Performance Tables CAPA

Number of Registrations	Number of Units x Number of Learners per unit				Extra Requirement at Second Sampling
	Level 1, 2 and 3 Certificates	Level 2 and 3 Extended Certificate and Diploma	Level 3 Diploma	Level 3 Extended Diploma	All qualification sizes
1 – 3 learners	1 unit x all learners per unit	1 optional unit & 1 internal core unit x all learners per unit	2 optional units & 1 internal core unit x all learners per unit	2 optional units & 1 internal core unit x all learners per unit	All learners for affected unit and 1-unit x all learners per unit (where there is more than 1 unit being delivered)
4 – 40 learners	1 unit x 4 learners per unit	1 optional unit & 1 internal core unit x 4 learners per unit	2 optional units & 1 internal core unit x 4 learners per unit	2 optional units & 1 internal core unit x 4 learners per unit	Additional 4 learners per affected unit and 1 further unit x 4 learners per unit (where there is more than 1 unit being delivered)
41 – 80 learners	1 unit x 6 learners per unit	1 optional unit & 1 internal core unit x 6 learners per unit	2 optional units & 1 internal core unit x 6 learners per unit	2 optional units & 1 internal core unit x 6 learners per unit	Additional 6 learners per affected unit and 1 further unit x 6 learners per unit (where there is more than 1 unit being delivered)
80 + learners	1 unit x 10 learners per unit	1 optional unit & 1 internal core unit x 10 learners per unit	2 optional units & 1 internal core unit x 10 learners per unit	2 optional units & 1 internal core unit x 10 learners per unit	Additional 10 learners per affected unit and 1 further unit x 10 learners per unit (where there is more than 1 unit being delivered)

External Quality Assurance Sampling Methodology: Level 4 Creative Practitioners

Number of Registrations	Number of Units x Number of Learners per unit			Extra Requirement at Second Sampling
	Level 4 Certificate and Extended Certificate	Level 4 Diploma	Level 4 Extended Diploma	All qualification sizes
1 – 3 learners	1 unit x all learners per unit	1 optional unit & 1 internal core unit x all learners per unit	2 optional units & 1 internal core unit x all learners per unit	All learners for affected unit and 1-unit x all learners per unit (where there are more than 1 unit being delivered)
4 – 40 learners	1 unit x 4 learners per unit	1 optional unit & 1 internal core unit x 4 learners per unit	2 optional units & 1 internal core unit x 4 learners per unit	Additional 4 learners per affected unit and 1 further unit x 4 learners per unit
41 – 80 learners	1 unit x 6 learners per unit	1 optional unit & 1 internal core unit x 6 learners per unit	2 optional units & 1 internal core unit x 6 learners per unit	Additional 6 learners per affected unit and 1 further unit x 6 learners per unit
80 + learners	1 unit x 10 learners per unit	1 optional unit & 1 internal core unit x 10 learners per unit	2 optional units & 1 internal core unit x 10 learners per unit	Additional 10 learners per affected unit and 1 further unit x 10 learners per unit

## External Quality Assurance Sampling Methodology: Non-Performance Tables Creative Digital Media

Number of Registrations	Number of Units x Number of Learners per unit				Extra Requirement at Second Sampling
	Level 1, 2 and 3 Awards and Certificate	Level 1, 2 and 3 Extended Certificate and L2 Diploma	Level 3 Subsidiary Diploma and Diploma	Level 3 Extended Diploma	All qualification sizes
1 – 3 learners	1 unit x all learners per unit	1 optional unit & 1 internal core unit x all learners per unit	2 optional units & 1 internal core unit x all learners per unit	2 optional units & 1 internal core unit x all learners per unit	All learners for affected unit and 1 unit x all learners per unit (where there are more than 1 unit being delivered)
4 – 40 learners	1 unit x 4 learners per unit	1 optional unit & 1 internal core unit x 4 learners per unit	2 optional units & 1 internal core unit x 4 learners per unit	2 optional units & 1 internal core unit x 4 learners per unit	Additional 4 learners per affected unit and 1 further unit x 4 learners per unit
41 – 80 learners	1 unit x 6 learners per unit	1 optional unit & 1 internal core unit x 6 learners per unit	2 optional units & 1 internal core unit x 6 learners per unit	2 optional units & 1 internal core unit x 6 learners per unit	Additional 6 learners per affected unit and 1 further unit x 6 learners per unit
80 + learners	1 unit x 10 learners per unit	1 optional unit & 1 internal core unit x 10 learners per unit	2 optional units & 1 internal core unit x 10 learners per unit	2 optional units & 1 internal core unit x 10 learners per unit	Additional 10 learners per affected unit and 1 further unit x 10 learners per unit

## Appendix 2: Qualification Titles and QANs

Key
*Performance Table Quals
Non-Performance Tables Quals

Music Practitioner Qualifications		
Level	Qualification	QAN Code
1	RSL Level 1 Certificate in Performance for Music Practitioners*	603/3305/4
	RSL Level 1 Certificate in Technology and Composition for Music Practitioners *	603/3306/6
	RSL Level 1 Award For Music Practitioners	601/7988/0
	RSL Level 1 Certificate in Business for Music Practitioners	600/6654/4
	RSL Level 1 Certificate For Music Practitioners	601/7995/8
	RSL Level 1 Extended Certificate For Music Practitioners	601/7993/4
	RSL Level 1 Diploma For Music Practitioners	601/7994/6
2	RSL Level 2 Certificate in Performance for Music Practitioners*	603/3303/0
	RSL Level 2 Certificate in Technology and Composition for Music Practitioners*	603/3304/2
	RSL Level 2 Award For Music Practitioners	601/7989/2
	RSL Level 2 Certificate in Business for Music Practitioners	600/6658/1
	RSL Level 2 Certificate For Music Practitioners	601/7990/9
	RSL Level 2 Extended Certificate For Music Practitioners	601/7991/0
	RSL Level 2 Diploma For Music Practitioners	601/7992/2
3	RSL Level 3 Subsidiary Diploma for Music Practitioners*	601/7691/X
	RSL Level 3 Extended Diploma For Music Practitioners*	601/7693/3
	RSL Level 3 Certificate For Music Practitioners	600/6607/6
	RSL Level 3 Extended Certificate For Music Practitioners	600/6611/8
	RSL Level 3 Subsidiary Diploma For Music Practitioners	600/6613/1
	RSL Level 3 Diploma For Music Practitioners	600/6609/X
	RSL Level 3 Extended Diploma For Music Practitioners	600/6612/X

Creative and Performing Arts Qualifications		
Level	Qualification	QAN Code
1	RSL Level 1 Certificate in Creative and Performing Arts*	601/7679/9
	RSL Level 1 Certificate in Creative and Performing Arts	601/8613/6
	RSL Level 1 Extended Certificate in Creative and Performing Arts	601/8198/9
	RSL Level 2 Certificate in Creative and Performing Arts*	601/7680/5
	RSL Level 2 Certificate in Creative and Performing Arts	601/8614/8
	RSL Level 2 Extended Certificate in Creative and Performing Arts	601/8199/0
	RSL Level 2 Diploma in Creative and Performing Arts*	601/7681/7
	RSL Level 2 Diploma in Creative and Performing Arts	601/8615/X
3	RSL Level 3 Diploma in Creative and Performing Arts*	601/7682/9
	RSL Level 3 Extended Diploma in Creative and Performing Arts*	601/7683/0
	RSL Level 3 Certificate in Creative and Performing Arts	601/8200/3
	RSL Level 3 Diploma in Creative and Performing Arts	601/8616/1
	RSL Level 3 Extended Certificate in Creative and Performing Arts	601/8201/5
	RSL Level 3 Extended Diploma in Creative and Performing Arts	601/8617/3

Creative Digital Media		
Level	Qualification	QAN Code
1	RSL Level 1 Award in Creative Digital Media	603/4292/4
	RSL Level 1 Certificate in Creative Digital Media	603/4293/6
	RSL Level 1 Extended Certificate in Creative Digital Media	603/4294/8
2	RSL Level 2 Award in Creative Digital Media	603/4295/X
	RSL Level 2 Certificate in Creative Digital Media	603/4296/1
	RSL Level 2 Extended Certificate in Creative Digital Media	603/4297/3
	RSL Level 2 Diploma in Creative Digital Media	603/4298/5
3	RSL Level 3 Award in Creative Digital Media	603/4301/1
	RSL Level 3 Certificate in Creative Digital Media	603/4299/7
	RSL Level 3 Extended Certificate in Creative Digital Media	603/4300/X
	RSL Level 3 Subsidiary Diploma in Creative Digital Media	603/4302/3
	RSL Level 3 Diploma in Creative Digital Media	603/4303/5
	RSL Level 3 Extended Diploma in Creative Digital Media	603/4304/7

Creative Practitioner Qualifications		
Level	Qualification	QAN Code
4	RSL Level 4 Certificate for Creative Practitioners	601/4422/1
	RSL Level 4 Extended Certificate for Creative Practitioners	601/4595/X
	RSL Level 4 Diploma for Creative Practitioners	601/4247/9
	RSL Level 4 Extended Diploma for Creative Practitioners	601/4329/0

## Appendix 3: RSL VQ Centre Visit Agenda 1920

### Introductions

- Centre staff (Minimum of Quality Representative in attendance)
- Qualifications

### Last Quality Activity

- Recap of activity
- Review of actions
- Further action planning

### Quality Assurance

- IV Process
- Standardisation of assessment
- Tutor observations
- Continuous Professional Development
- Storage of learner records
- Assessment conduct
- Authenticity
- Grading learner work
- Declaring and managing Conflict of Interest

### Best Practice

- Learner Feedback
- Accessibility
- Stretch and Challenge

### External Quality Assurance Preparation

- Sample size & selection
- Sample presentation

### Action Planning

- Developmental areas of Quality Assurance
- Developmental areas of Best Practice
- Any other actions to undertake

### Additional Support

- What's available
- Recommendations

**N.B.** For the day to run smoothly it is important to prepare for the EQA visit. The following steps must be taken to ensure the maximum value from this visit:

- A room prepared with all Staff made available that are involved in the visit.



- All resources prepared prior to visit. This is to include examples of; previous quality activities, IV of assignment briefs, IV of learner work & feedback, Standardisation, Tutor observation plan/reports, details of training/development, access to learner records, grading decisions, and learner feedback.
- If a centre wishes to add items to the agenda then this should be communicated to the EQA prior to the visit.



## Appendix 4: Centre Visit Report Form

### Centre Details

<b>External Quality Assurer name:</b>		<b>Date of Visit:</b>	
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<b>Centre Name:</b>		<b>Centre No:</b>	
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Centre Staff:			
Name	Role	Quality Rep?	Seen at visit?

<b>Does the centre still have sufficient staff to uphold the standards?</b>	Yes/No
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Qualifications:	
QAN Number	Name



## Previous Quality Activities

<b>Latest RSL quality activity:</b>	For example: EQA, External Assessment, Annual Statement of Compliance, Centre Approval

Are there any outstanding issues/actions from previous activity?	Yes/No
If yes, please state:	

Are there any examples of how issues/actions from the previous activity were addressed?	Yes/No
If yes, please state:	



Quality Assurance Processes	Yes/No	Notes
Do staff understand the role of the QR?		
Do staff understand the role of the IV?		
Is there an effective process for conducting internal assessment? ( <i>i.e. IV Sampling Plan, evidence of IV conducted on assignment briefs, and assessment decisions, paperwork, policy and procedure, sufficient qualified staff</i> )		
Does internal verification ensure that assessment is conducted fairly, reliably, accurately and consistently?		
Does standardisation of assessment decisions take place?		
Are assessors observed? What evidence is available?		
Is appropriate feedback provided to assessment staff to allow them to improve?		
Does the centre understand Conflicts of Interest and how this relates to them?		



Has the centre declared all Conflicts of Interest to RSL?		
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Internal Assessment	Yes/No	Notes
Does the centre understand the mechanisms of assessment criteria and grading criteria for RSL qualifications?		
Is the centre able to ensure learner authenticity for internal units?		
Is feedback given to learners in accordance with RSL's regulations?		
Are all learners given equal access to assessment?		
Are there opportunities in place to extend learning beyond the assessment criteria?		
Are the assignment(s) seen fit for purpose and meet the standards at the appropriate level?		



*The below is only relevant if the centre delivers performance tables qualifications.*

Controlled External Assessment	Yes/No	Notes
How are the centre preparing their learners for the controlled external assessment?		
What is the centre's understanding of 'controlled conditions'?		
Are records stored securely and access to controlled external assessment materials appropriately restricted?		
Is the centre able to ensure learner authenticity for controlled external assessment?		
Does the centre understand special considerations and reasonable adjustments?		
Does the centre know how to submit evidence for controlled external assessment?		
Does the centre understand the need to complete a controlled assessment log and learner declarations with the work?		



<b>General Comments/Recommendations for future development:</b>

### External Quality Assurance Preparation

	Yes/No	Notes
Is the centre aware of the sample size that applies to them?		
Is the centre aware of how the sample is selected and communicated? (including where and how to upload)		
How will the centre be presenting the EQA sample?		

Use the below space to outline an agreement for file naming conventions for learner work:

(Recommended) SURNAME, Forename – Qual & Unit No – Learning outcomes – Grade (Example) LATHAM, Daniel – MUSPRA 223 – LO 1, 2, 3 – PMM
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### Action Plan for the Centre

Justification	Action Required	By whom?	By When?	To be checked by?	Repercussions