



SQA's Customised Awards: Options for recognising assessor and verifier competence

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Introduction

This guidance has been developed for centres offering SQA's Customised Awards. The guidance informs the reader of the possible recognition routes available for those assessing and/or internally-verifying Customised Awards in their particular centre.

Note: This guidance is not applicable to the assessment and internal verification of qualifications other than SQA Customised Awards. Therefore for clarification, all references to assessors and verifiers within this guide relate only to assessors and verifiers of the Customised Award. Within the guide they are referred to as 'Customised Award assessors and verifiers', or 'CA assessors/verifiers'.

For Customised Awards, centres are not confined to one recognition route for recognising the competence of their assessors/verifiers. There is now an alternative route open to customised award centres. This is where recognition is confirmed by CA assessors/verifiers proving they work to national and centre-defined standards of assessment and internal verification through a system of monitoring against agreed Codes of Practice.

There are of course many benefits for centres and CA assessor/verifiers in formally recognising competence through the achievement of nationally-recognised qualifications. There are also benefits to be gained by working to a defined 'Code of Practice'.

This guidance outlines what the benefits are of following each route whilst also providing practical information and guidance on their implementation.

Structure of guidance

The guidance has been developed in five main sections.

Pages 4–8	Main guidance
Pages 9–11	Annex 1: Code of Practice and Monitoring Record — assessment
Pages 12–14	Annex 2: Code of Practice and Monitoring Record — internal verification
Pages 15–17	Annex 3: Example completed Code of Practice and Monitoring Record — assessment
Pages 18–21	Annex 4: Nationally-recognised assessor and internal verifier qualifications: a reference guide

Terms

Customised Award assessor (CA Assessor)	Person assessing Customised Awards
Customised Award verifier (CA Verifier)	Person internally-verifying Customised Awards
Customised Awards	Developed by centre, quality assured and certificated by SQA, based on the specific requirements of the organisation (referred to as the 'centre')
Recognition routes	Relates to the using of Codes of Practice or achieving nationally-recognised assessor/verifier qualifications
Customised Award Monitor	Name of person monitoring assessor/verifier practice relating to the Customised Award Code of Practice
Assessor-candidate	An unqualified assessor who is currently being assessed in relation to a nationally-recognised assessor qualification

Recognising assessor/verifier competence

The Customised Awards section of SQA helps centres to develop awards that are particular to their organisation. The award(s) allow each centre to define its operational standards in qualification terms — subsequently allowing staff/learners to be assessed against those standards and gain award certification.

During this process, Customised Awards centres are required to show that their CA assessors/verifiers are working to National Occupational Standards in assessment and internal verification. This guidance covers the optional routes CA centres can choose in order to show their CA assessors/verifiers are working to those national standards.

In terms of assessing and verifying nationally-recognised vocational qualifications such as SVQs, assessors and verifiers **must** achieve nationally-recognised assessor/verifier qualifications. In terms of assessing and verifying Customised Awards, assessors and verifiers do **not** need to achieve nationally-recognised assessor/verifier qualifications, but this remains an option that CA centres and its assessors/verifiers have.

For Customised Awards, the heart of award development focuses very much on the needs, culture and qualification requirements of the single organisation (centre) offering the customised award(s). In this respect, SQA believes that centres offering Customised Awards should be able to choose from more than one recognition route, allowing them to select a route that best suits their specific requirements.

‘Recognition route’ is the term used in this guidance for recognising the competence of CA assessors and verifiers when they are assessing/verifying their centre’s Customised Awards. There are two routes, both of which are based on the Learning and Development National Occupational Standards (NOS) in assessment (L9) and internal verification (L11):

- ◆ Route 1: using Codes of Practice based on the NOS to enable structured monitoring of assessor/verifier practice
- ◆ Route 2: assessors and verifiers gaining nationally-recognised assessor/verifier qualifications based on the NOS (please see Annex 4 for a list of nationally-recognised qualifications)

Route 1: Using a Code of Practice based on the National Occupational Standards (NOS) for assessment and internal verification

Centres are likely to find this route beneficial if they wish to recognise the competence of their CA assessors/verifiers whilst also using the same recording system to prove they continually maintain quality in assessment and verification.

Some CA assessor/verifiers feel that one of the benefits of choosing this route is that they don't have to gather evidence and present it in a portfolio, which is usually the case for many formally-recognised qualifications.

Should this route be chosen, assessor/verifiers will still have to show that they meet the standards set out in the Codes of Practice on an ongoing basis but instead of the evidence being captured in a portfolio, it will mainly be included in the employing centre's Codes of Practice Monitoring Records.

How can a centre become approved to use Codes of Practice?

On request, SQA will provide the centre offering Customised Awards with Codes of Practice Monitoring Records Templates (Refer to Annex 1 and Annex 2) which are based on the current NOS.

If the centre chooses to use the Codes of Practice route, it is expected that discussions will first of all be held with relevant centre staff to agree that this is the best approach, and secondly to ascertain if there is any development work required in relation to the centre's assessment and verification procedures and practices before the Codes of Practice can be put into operation. This will ensure the requirements of the codes are capable of being met.

The templates can be adapted (refer to **bold** type) to suit the needs of the applying centre. Refer to the example Code of Practice in Annex 3.

The internally approved Codes of Practice Monitoring Records that the centre intends to use, covering **both** assessment and internal verification, should be submitted to SQA for approval with the initial qualification approval application submission.

A declaration must be signed by the centre at the application stage confirming they understand that the Codes of Practice are only acceptable as a recognition option for SQA Customised Awards. This is included in the Codes of Practice templates.

How do the Codes of Practice work?

Centres are required to use the Codes of Practice Monitoring Records on an ongoing basis as proof that assessment and verification procedures and practice are being continually quality-checked.

The feedback given as a result of monitoring should confirm compliance with the Codes of Practice, and where applicable help identify any individual or systemic development needs with a view to maintaining and improving the quality of assessment and internal verification being delivered.

The person conducting the monitoring of assessment/verification activities could be another more experienced assessor or verifier, or someone with a quality assurance remit such as the Centre Co-ordinator. This person is referred to as the Customised Award Monitor.

CA assessors/verifiers may have their performance and contributions (from the results of any monitoring activities) recognised in a number of ways, such as through their centre's:

- ◆ performance review system
- ◆ appraisal system
- ◆ in-house licensing system

On having successfully met Code of Practice requirements some centres may wish to offer their CA assessor/verifiers an opportunity to go on and gain a nationally-recognised assessor or verifier qualification.

Route 2: Gaining nationally-recognised assessor/verifier qualifications

This route is the most appropriate for those centres that wish their CA assessors/verifiers to gain a nationally-recognised qualification as a result of acquiring and deploying their skills and knowledge.

The benefits to the centre include the benchmarking of staff competence against national standards in assessment/verification. This can be beneficial from the perspective of identifying individual or systems issues with a view to quality improvement.

CA assessor/verifiers do have to gather evidence if this route is chosen as each CA assessor/verifier is entered as a candidate with SQA for one of the assessor/verifier qualifications.

Many CA assessors/verifiers feel positively motivated by undertaking this type of qualification as it confirms that their performance not only meets company standards,

but is also nationally recognised and therefore transferable should employment be sought elsewhere at some point in the future.

Evidence gathered in relation to nationally-recognised assessor/verifier qualifications is similar to that required for the Customised Award Code of Practice in that it involves the monitoring of CA assessor/verifier practice. However, there is more of a commitment required for those being assessed and those doing the assessments to gather, reference, assess and verify evidence in order that it can be presented in a portfolio for SQA external verification.

Nationally-recognised qualification options for CA assessors/verifiers

There are a number of qualification options from which to choose. Please refer to Annex 4. To help choose the right option, the centre should consider:

- ◆ the environment the CA assessor/verifier operates within
- ◆ whether the qualification route is right for the centre

The environment the CA assessor/verifier operates within

For Customised Awards, the choosing of assessor/verifier qualifications remains largely the same as it does for mainstream qualifications in that the CA assessor/verifier qualifications should suit the purpose of the type of assessment being conducted. In this respect, everyone benefits: CA assessors/verifiers because they are doing a qualification that mirrors their normal work (making the qualification totally appropriate); the centre because the qualification chosen reinforces a standard of assessment and verification practice that is relevant to whatever is being assessed.

Nationally-recognised assessor/verifier qualifications offered by SQA fall into two main categories:

- ◆ Workplace
- ◆ Non-workplace

It is not the role of SQA's Customised Awards section to stipulate the type of assessor/verifier qualifications that should be undertaken. However, there are some points a centre needs to consider in order to choose wisely.

Workplace qualifications are regulated by SQA Accreditation for SVQ Units and OFQUAL for QCF Units. The workplace assessor/verifier qualifications, dependent on the ones chosen, will either be SVQ Units or QCF Units. This means that anyone undertaking these Units must meet specific Learning and Development Assessment Strategy requirements. These strategies stipulate:

Workplace assessor/verifier qualifications must be achieved through assessing candidates/learners in their workplace, and assessment must be based on standards requiring occupational competence.

Non-workplace qualifications are best suited to those who are being assessed in environments other than the candidate's/learner's workplace. Those environments would include training rooms, classrooms, training centres, workshops, etc.

The qualification route — is it right for the Customised Awards being offered by the centre?

Centres should also consider if their CA assessors/verifiers are in a position to naturally achieve the chosen assessor/verifier qualifications based on the centre's assessment/verification procedures and practices and the Customised Awards to be assessed.

To meet Assessment Strategy and Unit requirements, workplace assessor/verifier qualifications that assess candidates in their place of work (L&D9D/9DI and L&D11), require assessor-candidates to show they routinely use four methods of assessment which must include observation, product inspection and questioning, as well as one other. Assessor-candidates must also be able to provide recorded evidence of assessment planning and standardisation — extracted from regular centre assessment practice. If the centre does not require their CA assessors/verifiers to formally record these types of activities, then the Codes of Practice recognition route may suit the centre's purposes better.

Annex 1: Customised Awards Code of Practice Monitoring Record for Assessment

A) Preparing to assess

<p>What you must be able to do:</p> <ul style="list-style-type: none"> ◆ Ensure learners understand the purpose, requirements and processes of assessments. 	<p>Monitoring record comments</p>
<p>What you must know:</p> <ul style="list-style-type: none"> ◆ The key concepts and principles of assessment and quality assurance. ◆ The <u>range of information</u> that should be made available to learners. Range of information: <i>Centre could refer to its induction materials, learner contracts, assessment guidance etc.</i> ◆ The <u>current criteria</u> against which assessments are made and the current regulations relating to their assessment. Current criteria: <i>Centre could make reference to its Customised Award(s) and any associated regulatory requirements.</i> 	

B) Planning to assess

<p>What you must be able to do:</p> <ul style="list-style-type: none"> ◆ <u>Plan assessment</u> to meet requirements and learners needs. Plan assessment: <i>Centre could refer to its specific planning procedures and documentation.</i> ◆ Identify and collect evidence that is valid, authentic and sufficient. 	<p>Monitoring record comments</p>
<p>What you must know:</p> <ul style="list-style-type: none"> ◆ Guidelines for assessment planning as appropriate to own area of responsibility. ◆ How to involve learners in the planning of assessments. ◆ How assessment arrangements can be adapted to meet the needs of individual learners. ◆ The uses, benefits and drawback of the different assessment methods, including use of simulation and those that involve technology. Assessment methods: <i>Centre could list the assessment methods that assessors will use to assess the customised award(s) and any guidance relating to those methods.</i> 	

C) Carrying out assessment

<p>What you must be able to do:</p> <ul style="list-style-type: none"> ◆ Use valid, fair, reliable and safe assessment methods. ◆ Make assessment decisions against specified criteria. ◆ <u>Provide feedback</u> to learners that affirm achievement and identifies any additional requirements. <p>Providing feedback: <i>Centre could refer to the documentation to be used for recording assessor feedback.</i></p>	<p>Monitoring record comments</p>
<p>What you must know:</p> <ul style="list-style-type: none"> ◆ The types of risks that may be involved in assessment and how to manage these. ◆ Issues relating to equality, diversity and how to address issues. ◆ <u>Assessment decisions</u> made against specified criteria are valid, reliable and fair. <p>Assessment decisions: <i>Centre could state where guidance can be accessed relating to validity, reliability, fairness and authenticity.</i></p> <ul style="list-style-type: none"> ◆ Evidence is <u>authentic</u>, current and sufficient and what to do if there is doubt. ◆ Factors to consider when providing feedback to learners. 	

D) Maintaining records of assessment practice

<p>What you must be able to do:</p> <ul style="list-style-type: none"> ◆ <u>Maintain required records</u> of the assessment process, outcomes and learner progress. <p>Maintaining required records: <i>Centre could refer to the specific records to be used to record assessment decisions and learner progress.</i></p> <ul style="list-style-type: none"> ◆ Work with others to ensure the standardisation of assessment practice and outcomes. 	<p>Monitoring record comments</p>
<p>What you must know:</p> <ul style="list-style-type: none"> ◆ <u>Standardisation processes</u> and how to contribute to these. ◆ Standardisation: <i>Centre could refer to the processes that assessors should follow in order to ensure consistency.</i> ◆ How to co-operate and work effectively with others in the assessment process. ◆ The relevant procedures when there are <u>disputes</u> concerning assessment. 	

What you must know (continued):

- ◆ **Disputes:** *Centre could refer to its procedure for dealing with disputes relating to assessment.*
- ◆ The value and purpose of continuing professional development for assessment practitioners.
- ◆ How to record and store assessment decisions, who they should be available to, and data protection and confidentiality guidelines that should be followed.

Summary feedback to CA assessor:

Next agreed monitoring date:

I understand that the Codes of Practice are only acceptable as a recognition option for SQA Customised Awards.

Signature of CA assessor:

Signature of monitor:

Annex 2: Customised Award Code of Practice Monitoring Record for Internal Verification

A) Preparing to verify

<p>What you must be able to do:</p> <ul style="list-style-type: none"> ◆ Prepare monitoring activities according to requirements of own role. ◆ Determine whether assessment processes and systems operate according to quality requirements. 	<p>Monitoring record comments</p>
<p>What you must know:</p> <ul style="list-style-type: none"> ◆ The current <u>quality requirements for assessment processes</u> and systems in your area of responsibility. Quality requirements for assessment processes: <i>Centre could make reference to its assessment processes and procedures.</i> ◆ The key concepts and principles of assessment and quality assurance. ◆ The <u>role of the assessor and internal verifier</u> and relevant requirements of these roles. Role of the assessor and internal verifier: <i>Centre could make reference to its assessor and verifier role descriptors.</i> ◆ The uses, benefits and drawbacks of different <u>assessment methods</u>. Assessment methods: <i>Centre could list the assessment methods that assessors will use to assess the customised award(s) and any guidance relating to those methods.</i> 	

B) Planning to verify

<p>What you must be able to do:</p> <ul style="list-style-type: none"> ◆ <u>Plan monitoring activities</u> according to requirements of own role. Plan monitoring activities: <i>Centre could refer to its specific internal verification planning procedures and documentation.</i> ◆ Check that assessors meet the requirements for their role. 	<p>Monitoring record comments</p>
<p>What you must know:</p> <ul style="list-style-type: none"> ◆ The <u>agreed procedures</u> for preparing, planning for and carrying out assessment. Agreed procedures: <i>Centre could refer to, for example, its assessment procedures, assessment manual, etc.</i> 	

C) Carrying out verification

<p>What you must be able to do:</p> <ul style="list-style-type: none"> ◆ Check assessments are prepared for, planned and carried out according to agreed procedures. ◆ Check <u>assessment methods</u> are safe, fair, valid and reliable. Assessment methods: <i>Centre could state where guidance can be accessed relating to validity, reliability, fairness and safety in assessment.</i> ◆ Check that assessment decisions are consistent in only using specified criteria. ◆ Provide <u>assessors with feedback</u>, advice and support to help them maintain and improve their assessment practice. Assessor feedback: <i>Centre could refer to processes and documentation to be used for recording assessor feedback, advice and support.</i> 	<p>Monitoring record comments</p>
<p>What you must know:</p> <ul style="list-style-type: none"> ◆ Techniques for sampling evidence and assessment practice. ◆ The criteria for judging the quality of the assessment process. ◆ How to follow <u>agreed procedures</u> for preparing, planning, carrying out and recording monitoring activity. Agreed procedures: <i>Centre could refer to its processes and documentation for monitoring which could be, for example, in a Quality Assurance Manual.</i> ◆ How to ensure the health and safety of the learner is maintained during assessment. ◆ The types of feedback, support and advice that assessors need and how to meet needs. ◆ Issues related to equality, diversity and, if relevant, bilingualism that may affect quality assurance, and how to address these. 	

D) Maintaining records of verification practice

<p>What you must be able to do:</p> <ul style="list-style-type: none"> ◆ Compare assessor decisions to ensure they are <u>consistent</u>. ◆ Work with others to ensure the <u>standardisation</u> of assessment practice/outcomes. Consistency and standardisation: <i>Centre could refer to the processes that assessors should follow in order to ensure consistency.</i> 	<p>Monitoring record comments</p>
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Annex 3: Example of a completed Code of Practice Monitoring Record for Assessment

Appex Engineering Co Ltd

A) Preparing to assess

<p>What you must be able to do:</p> <ul style="list-style-type: none"> ◆ Ensure learners understand the purpose, requirements and processes of assessments. 	<p>Monitoring record comments</p> <p><i>I reviewed signed induction checklists.</i></p>
<p>What you must know:</p> <ul style="list-style-type: none"> ◆ The key concepts and principles of assessment and quality assurance. ◆ The range of information that should be made available to learners. <p>Refer to: Company Induction Checklist Learner Contract Assessor Manual</p> <ul style="list-style-type: none"> ◆ The current criteria against which assessments are made and the current regulations relating to their assessment. <p>Refer to: Appex Engineering Certificate (Criteria and Evidence Requirements)</p>	

B) Planning to assess

<p>What you must be able to do:</p> <ul style="list-style-type: none"> ◆ Plan assessment to meet requirements and learners' needs. <p>Refer to: Template Action/Assessment Plan (A1)</p> <ul style="list-style-type: none"> ◆ Identify and collect evidence that is valid, authentic and sufficient. 	<p>Monitoring record comments</p> <p><i>I observed reviews taking place for three learners during which their progress to date was discussed and future agreed actions recorded.</i></p>
<p>What you must know:</p> <ul style="list-style-type: none"> ◆ Guidelines for assessment planning as appropriate to own area of responsibility. ◆ How to involve learners in the planning of assessments. ◆ How assessment arrangements can be adapted to meet the needs of individual learners. ◆ The uses, benefits and drawback of the different assessment methods, including use of simulation and those that involve technology. 	

<p>Refer to: Assessment methods in Assessor Manual (observation, product evidence, witness testimony and questioning) SQA's Assessment Guidance.</p>	<p><i>Witness testimony will be used for specialist areas of work — when on shift with supervisors.</i></p>
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C) Carrying out assessment

<p>What you must be able to do:</p> <ul style="list-style-type: none"> ◆ Use valid, fair, reliable and safe assessment methods. ◆ Make assessment decisions against specified criteria. ◆ Provide feedback to learners that affirm achievement and identifies any additional requirements. <p>Refer to: Feedback template and guidance in Assessor Manual (page 6).</p>	<p>Monitoring record comments</p> <p><i>I observed different aspects of assessment:</i></p> <ul style="list-style-type: none"> ◆ <i>planning — 6 June</i> ◆ <i>observations — 20 June</i> ◆ <i>feedback — 5 July</i>
<p>What you must know:</p> <ul style="list-style-type: none"> ◆ The types of risks that may be involved in assessment and how to manage these. ◆ Issues relating to equality, diversity and how to address these issues. ◆ Assessment decisions made against specified criteria are valid, reliable and fair. <p>Refer to: Assessor Manual (page 10) covering assessment principles (validity and reliability etc, and making assessor decisions (page 12)).</p> <ul style="list-style-type: none"> ◆ Evidence is authentic, current and sufficient and what to do if there is doubt. ◆ Factors to consider when providing feedback to learners. 	<p><i>On 20th, I dual-observed one assessment and agreed with Alex's assessment decision which took account of required tolerances during the calibration of signal generators.</i></p> <p><i>Feedback to learners was exceptionally well constructed and recorded. Learner interviews backed-up the value they received from this process.</i></p>

D) Maintaining records of assessment practice

<p>What you must be able to do:</p> <ul style="list-style-type: none"> ◆ Maintain required records of the assessment process, outcomes and learner progress. <p>Refer to: Assessment recording templates and progress review forms in Administration section of Assessor Manual.</p> <ul style="list-style-type: none"> ◆ Work with others to ensure the standardisation of assessment practice and outcomes. 	<p>Monitoring record comments</p> <p><i>Assessment records are dated, signed and show clear decisions being made in relation to our Customised Award Certificate.</i></p>
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What you must know:

- ◆ Standardisation processes and how to contribute to these.
Refer to:
Standardisation guidance in Assessor Manual (page 14).
- ◆ How to co-operate and work effectively with others in the assessment process.
- ◆ The relevant procedures when there are disputes concerning assessment.
Refer to:
Centre policy and procedure for dealing with disputes and complaints.
- ◆ The value and purpose of continuing professional development for assessment practitioners.
- ◆ How to record and store assessment decisions, who they should be available to, and data protection and confidentiality guidelines that should be followed.

Alex provides comprehensive feedback to his learners and ensures this is recorded.

He contributes well during standardisation meetings (refer to minutes file) — and recently offered to revise the Observation Checklists for machine operations — which has been well received.

Summary feedback to CA assessor:

Your assessment decisions are sound Alex. I sampled evidence spanning 30 modules in total, interviewed five learners and observed various aspects of the assessment process.

As discussed, there is only one small area for improvement required and that is in relation to recording Health and Safety Assessment. During our last Standardisation Meeting it was agreed that Risk Assessment reference numbers would feature in the evidence for each module where relevant — please can you ensure you incorporate this into your practice?

Many thanks

I understand that the Codes of Practice are only acceptable as a recognition option for SQA Customised Awards.

Signature of monitor:

John McRae 04/08/15

Signature of CA Assessor:

Alex Harvey 04/08/15

Next agreed monitoring date: 07/03/16

Annex 4: Assessor and internal verifier qualifications — a quick reference guide

Note: A number of the EV Report Codes cover both a Unit and a single-Unit PDA (Professional Development Award). These are identical in content and demand: only the SQA codes and titles are different. One SQA code/title is for the Unit and the other SQA code/title is for the single-Unit PDA.

Workplace assessor qualifications for S/NVQs and recommended for Competence-Based Qualifications (CBQs) awarded by SQA	
EV report code	Titles and SQA awarding body Unit/qualification codes
L&D9DI (replaced A1)	FD41 04 Assess Workplace Competence using Direct and Indirect Methods [Unit] GA2E 48 Workplace Assessment Using Direct and Indirect Methods [PDA]
L&D9D (replaced A2)	FD40 04 Assess Workplace Competence Using Direct Methods [Unit] GA28 47 Workplace Assessment Using Direct Methods [PDA]
*A1 (replaced D32 & D33)	D94L 04 Assess Candidates Using a Range of Methods [Unit] G7ET 15 Certificate in Assessing Candidates Using a Range of Methods [PDA]
*A2 (replaced D32)	D94M 04 Assess Candidates' Performance through Observation [Unit] G7EV 15 Certificate in Assessing Candidates Through Observation [PDA]
*D32	B2WH 04 Assess Candidate Performance
*D33	B2WJ 04 Assess Candidate using Differing Sources of Evidence
*D32 D33	B2WH 04 Assess Candidate Performance B2WJ 04 Assess Candidate using Differing Sources of Evidence
*TQFE	Scottish Teaching Qualification (Further Education)
QCF (WA)	GA2M 69 Level 3 Award in Assessing Competence in the Work Environment
QCF (CA)	GA2X 70 Level 3 Certificate in Assessing Vocational Achievement

Workplace internal verifier qualifications for S/NVQs and recommended for Competence-Based Qualifications (CBQs) awarded by SQA	
EV report code	Titles and SQA awarding body Unit/qualification codes
LD11 (replaced V1)	FD43 04 Internally Monitor and Maintain the Quality of Workplace Assessment [Unit] GA2F 48 Internal Verification of Workplace Assessment [PDA]
V1 (replaced D34)	D94P 04 Conduct Internal Quality Assurance of the Assessment Process [Unit] G7ER 15 Certificate in Conducting Internal Quality Assurance of the Assessment Process [PDA]
D34	B08W 04 Internally Verify the Assessment Process
QCF (IQA)	GA2P 78 Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
QCF (LIQA)	GA2Y 63 Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice

Assessor qualifications for non-workplace qualifications awarded by SQA (e.g. HNs, NQs, NCs, NPAs, non-workplace PDAs, Skills for Work, PC Passport, Core/Key Skills, VRQs)	
EV report code	Titles and SQA awarding body Unit/qualification codes
TQFE	Scottish Teaching Qualification (Further Education)
TQSE	Scottish Teaching Qualification (Secondary Education)
COAP	G9DA 47 Carry Out the Assessment Process [PDA] F7BV 34 Carry Out the Assessment Process [Unit]
CAP (replaced COAP)	GF8P 48 Conduct the Assessment Process [PDA] H290 35 Conduct the Assessment Process [Unit Code]
QCF (VA)	GA2N 69 Level 3 Award Assessing Vocationally Related Achievement

The following qualifications can also be accepted, but Assessor-Candidates cannot achieve L&D9D, L&D9DI or the A Units by assessing HNs, NQs, NCs, NPAs, non-workplace PDAs, Skills for Work, PC Passport, Core/Key Skills, VRQs)

EV report code	Titles and SQA awarding body Unit/qualification codes
L&D9DI (replaced A1)	FD41 04 Assess Workplace Competence using Direct and Indirect Methods [Unit] GA2E 48 Workplace Assessment Using Direct and Indirect Methods [PDA]
L&D9D (replaced A2)	FD40 04 Assess Workplace Competence Using Direct Methods [Unit] GA28 47 Workplace Assessment Using Direct Methods [PDA]
A1 (replaced D32 & D33)	D94L 04 Assess Candidates Using a Range of Methods [Unit] G7ET 15 Assessing Candidates Using a Range of Methods [PDA]
A2 (replaced D32)	D94M 04 Assess Candidates' Performance through Observation [Unit] G7EV 15 Assessing Candidates Through Observation [PDA]
D32	B2WH 04 Assess Candidate Performance
D33	B2WJ 04 Assess Candidate using Differing Sources of Evidence
D32 D33	B2WH 04 Assess Candidate Performance B2WJ 04 Assess Candidate using Differing Sources of Evidence
QCF (WA)	GA2M 69 Level 3 Award in Assessing Competence in the Work Environment
QCF (CA)	GA2X 70 Level 3 Certificate Assessing Vocational Achievement

Internal verifier qualifications for non-workplace qualifications awarded by SQA (eg HNs, NQs, NCs, NPAs, non-workplace PDAs, Skills for Work, PC Passport, Core/Key Skills, VRQs)	
EV report code	Titles and SQA awarding body Unit/qualification codes
TQFE	Scottish Teaching Qualification (Further Education)
TQSE	Scottish Teaching Qualification (Secondary Education)
IVAP	G9DC 48 Internally Verify the Assessment Process [PDA] F7BW 35 Internally Verify the Assessment Process [Unit]
CIVP (replaced IVAP)	GF8R 48 Conduct the Internal Verification Process [PDA] H291 35 Conduct the Internal Verification Process [Unit]
QCF (IQA)	GA2P 78 Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
QCF (LIQA)	GA2Y 63 Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice

The following qualifications can also be accepted, but Verifier-candidates cannot achieve L&D11 by verifying HNs, NQs, NCs, NPAs, non-workplace PDAs, Skills for Work, PC Passport, Core/Key Skills, VRQs)	
EV report code	Titles and SQA awarding body Unit/qualification codes
LD11 (replaced V1)	FD43 04 Internally Monitor and Maintain the Quality of Workplace Assessment [Unit] GA2F 48 Internal Verification of Workplace Assessment [PDA]
V1 (replaced D34)	D94P 04 Conduct Internal Quality Assurance of the Assessment Process [Unit] G7ER 15 Conducting Internal Quality Assurance of the Assessment Process [PDA]
D34	B08W 04 Internally Verify the Assessment Process
QCF (IQA)	GA2P 78 Level 4 Award The Internal Quality Assurance of Assessment Processes and Practice
QCF (LIQA)	GA2Y 63 Level 4 Certificate Leading the Internal Quality Assurance of Assessment Processes and Practice