



Group Award Specification for:

Professional Development Award (PDA) in Practice-based Learning for the Creative and Cultural industries: Cultural Learning at SCQF level 8

Group Award Code: GL4P 48

Professional Development Award (PDA) in Practice-based Learning for the Creative and Cultural Industries: Creative Business Development at SCQF level 8

Group Award Code: GL4N 48

Validation date: 6 April 2015

Date of original publication: December 2016

Version: 01

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Important to Note

Before any SQA centre decides that they would like to deliver the qualifications in this Arrangements Document please be aware of the additional Approval criteria which require to be fulfilled.

The Approval Criteria attached to the Professional Development Awards (PDAs) will ensure that the above qualifications continue to meet the requirements of the Euro-Aspire Framework as laid out in the CLOCK programme.

The following Approval Criteria pertains to these qualifications:

- ◆ Centres applying for approval to offer this qualification must register on the CLOCK website (<http://www.clockyourskills.com>) and apply for a letter of support from the Director of the CLOCK programme at info.clockyourskills@gmail.com
- ◆ This letter of support should be submitted with the Approval Application to SQA
- ◆ The Assessors/Internal Verifiers must be able to fulfil the mandatory requirements of the Assessment Strategy of the Euro-Aspire Framework or equivalent as designated in the CLOCK programme
- ◆ Assessors and Internal Verifiers must be 'operationally competent'
- ◆ PDA's in Practice-based Learning for the Creative and Cultural Industries group awards and/or units cannot be auto-approved or devolved to centres

The qualifications covered by this note are:

GL4L46	Practice-based Learning for the Creative and Cultural Industries: Creative Business Development and Support SCQF level 6
GL4N 48	Practice-based Learning for the Creative and Cultural Industries: Creative Business Development and Support SCQF level 8
GL4M 51	Practice-based Learning for the Creative and Cultural Industries: Creative Business Development and Support SCQF level 11
GL4T 46	Practice-based Learning for the Creative and Cultural Industries: Cultural Learning SCQF level 6
GL4P 48	Practice-based Learning for the Creative and Cultural Industries: Cultural Learning SCQF level 8
GL4R 51	Practice-based Learning for the Creative and Cultural Industries: Cultural Learning SCQF level 11

1 Introduction

This document was previously known as the Arrangements document. The purpose of this document is to:

- ◆ assist centres to implement, deliver and manage the qualification
- ◆ provide a guide for new staff involved in offering the qualification
- ◆ inform course managers teaching staff, assessors, learners, employers and HEIs of the aims and purpose of the qualification
- ◆ provide details of the range of learners the qualification is suitable for and progression opportunities

In 2012, the European Commission highlighted the need to validate the skills of people engaged in non-formal and informal learning. It has been estimated that around 70% of the population in Europe do not have formal qualifications that reflect their current skills and expertise in all sectors, despite having participated in work-based and community-supported learning.

The EU council recommendation of 20 December, 2012 supported and promoted the validation of non-formal and informal learning (2012/C 398/01) for the following key reasons:

- ◆ Enhancing employability and mobility
- ◆ Enhancing competitiveness and economic growth
- ◆ Encouraging key stakeholders to facilitate Professional Awards
- ◆ To support the 'Agenda for new skills, new jobs'
- ◆ To create flexible learning pathways that can improve entry, progression and facilitate transitions between work and learning
- ◆ To support a strategic framework in which life-long learning is a fundamental principle and covers learning in all contexts
- ◆ To recognise the skills of young people gained through non-formal education
- ◆ To drive the national recognition and validation of non-formal and informal learning
- ◆ To develop clear routes into higher education
- ◆ To develop mechanisms for recognising prior learning experience gained outside of formal education and training contexts
- ◆ To promote the use of fully-functional systems for validating non-formal and informal learning to adults of all ages and at all qualifications levels, as well as by enterprises and other organisations
- ◆ To relate National Qualifications Frameworks to the European Qualification Framework
- ◆ To enable individuals to obtain a full qualification on the basis of validated non-formal and informal learning experiences

Creative and Cultural organisations have a highly skilled workforce of freelancers and employees that use the arts and creative entrepreneurship to deliver a wide range of benefits to individuals, groups and society at large. But because of approaches that are different from formal education, these sectors have tended to remain largely unrecognised and validated. These Professional Development Awards will enable this Cultural and Creative workforce to demonstrate their competencies. The EU supported the development of a Professional Framework for the Recognition and Validation of Practice-based learning. This framework is known as the Euro-Aspire Framework. The Euro-Aspire Framework has been instrumental in the development of these awards via the following three projects:

- (a) Development of Innovation Project: The Euro-Aspire project (2009–2011)
- (b) Leonardo Network Project: European Cultural Learning Network (2012–2015)
- (c) Transfer of Innovation Project: Aspire2Create project (2013–2015)

The Euro-Aspire Framework (EAF) was initially created in response to the need for a training and competency framework for recognising and validating the non-formal practice-based learning of Artists and Creative practitioners in the Cultural Learning sector. However, through further development and testing it has become a mechanism that can enable the recognition and validation of practice-based learning in the Creative and Cultural Industries, one of the EU's growing economic and employment areas. EAF was designed and developed within creative and cultural partnerships across Europe to respond to the need for recognition and validation of experienced practitioners and to provide 'fit for purpose' non-formal qualifications for the sector.

The recognition and validation process was first piloted in the Cultural Learning Sector with Participatory, Community and Socially-engaged Artists and then, in the sector that provides Creative Business Development and Support with Cultural and Creative entrepreneurs, managers, and workers from cultural development agencies, cultural policy organisations, etc. It has taken several years of working at a European level with employers, employees, freelancers and academics to develop the process of recognition and validation used in these two current pathways which have been tested in six European countries with practitioners from Croatia, Estonia, Italy, Spain, Slovakia and UK.

Key transferable skills have been identified by workers within the Creative and Cultural Industries across Europe alongside each set of specific technical skills for the sector. A core curriculum focusing on the first pathway, Cultural Learning, was developed and tested in 11 European countries and an equivalent core curriculum for the second pathway, Creative Business Development and Support, was developed and tested in five countries.

The Professional Development Awards in Practice-based Learning for the Creative and Cultural Industries embrace common EU principles for the Validation of Non-formal and Informal Learning. These are:

- (a) **Identification** of an individual's learning Outcomes acquired through non-formal and informal learning.
- (b) **Documentation** of an individual's learning Outcomes acquired through non-formal and informal learning.
- (c) **Assessment** of an individual's learning Outcomes acquired through non-formal and informal learning.
- (d) **Certification** of an individual's learning Outcomes acquired through non-formal and informal learning in the form of a qualification, or credits leading to a qualification, or in another form, as appropriate.

The Professional Development Awards aim to improve employment opportunities for practitioners and to raise their status across Europe by being appropriate for the different organisational and practitioner profiles within the Creative and Cultural Industries workforce.

The awards aim to:

- ◆ support flexibility and inclusion through the recognition and accreditation of prior learning.
- ◆ support progression and continuing professional development.
- ◆ support the identification of shared skills and knowledge across the Cultural and Creative Industries sectors within Europe.

The validation process is able to meet the required conditions of the SQA by being:

- ◆ Outcome based
- ◆ Based on 640 hours of learning (64 credits)
- ◆ Being formally assessed
- ◆ Being internally and externally quality assured

The awards are flexible, accessible and adaptable and will:

- ◆ allow learners to meet the requirements at the appropriate level and assess their achievement of it.
- ◆ have an appropriate volume of learning credit.
- ◆ be grounded in practice-based learning, including current and planned.
- ◆ have an appropriate balance of learning related to professional knowledge and understanding, skills and abilities, and values and personal commitment.
- ◆ have effective partnership arrangements with employers, contractors or volunteer managers and, where appropriate, with community and non-formal practice programme providers.
- ◆ accept the need for flexibility in provision for learning and aim to take learning to the learners.
- ◆ have effective procedures for the recognition and accreditation of prior learning achieved within 24 months and have appropriate arrangements for quality assurance.
- ◆ require on-going commitment to Continuous Professional Development in the form of updating.

The Professional Development Awards in Practice-based Learning for the Creative and Cultural Industries at SCQF level 8 have been designed to allow Practitioners to develop an appropriate balance of learning related to practitioner knowledge and understanding, competent skills and abilities, professional values and personal commitment.

Learners undertaking the Professional Development Award in Practice-based Learning for the Creative and Cultural Industries at SCQF level 8 will need to achieve 64 credits at the required level. This would typically be part of the requirement for a Higher Education Diploma offered by Higher Education Institutions (HEI) in Scotland and in England and Wales.

In light of the demand and relevance of the qualifications to the wider European context and the successful testing of the qualification within a small sample of countries in Europe, SQA have taken this opportunity to develop the Practice-based Learning for the Creative and Cultural Industries at SCQF level 8.

2 Qualification structures

The Professional Development Awards in Practice-based Learning at SCQF level 8 for Cultural Learning and Creative Business Development and Support have four mandatory Units with a total of 64 SCQF credits at level 8.

All learners are required to undertake the four mandatory Units and must achieve the first three Units, which may be taken in any order, before undertaking the fourth and final Unit.

2.1 Structure

Professional Development Awards (PDA) in Practice-based Learning for the Creative and Cultural industries: Cultural Learning

Code	Unit title	SCQF credit points	SCQF level	SQA credit value
HD8H 35	Cultural Learning: Competent in Artistic Practice	16	8	2
HD8J 35	Non-formal Learning: Competent in Sharing Knowledge and Skills	16	8	2
HD8K 35	Non-formal Contexts: Competent in Developing Social Potential	16	8	2
HD8L 35	Delivering Competent Cultural Learning	16	8	2

Professional Development Award (PDA) in Practice-based Learning for the Creative and Cultural Industries: Creative Business Development

Code	Unit title	SCQF credit points	SCQF level	SQA credit value
HD8M 35	Creative Business Development and Support: Competent in Creative Enterprise	16	8	2
HD8J 35	Non-formal Learning: Competent in Sharing Knowledge and Skills	16	8	2
HD8K 35	Non-formal Contexts: Competent in Developing Social Potential	16	8	2
HD8N 35	Delivering Competent Creative Business Development and Support	16	8	2

3 Aims of the qualifications

The Professional Development Award in Practice-based Learning for the Creative and Cultural Industries has been developed to support the professionalisation of the workforce. The awards are grounded in practice-based learning, which includes work-based learning as an employee, freelancer, intern, trainee or volunteer; learning in the community; and all other forms of informal and non-formal practice-based learning. The awards seek to balance professional knowledge and understanding, skills and abilities, and values and personal commitment within the Creative and Cultural Industries.

The Professional Development Awards in Practice-based Learning for the Creative and Cultural Industries will complement SQA's suite of qualifications that support the learning and development of practitioners, lead practitioners and managers to meet the relevant practice standards. The awards are at SCQF levels 6, 8 and 11 and aim to integrate the existing professional progress of learners into the award framework through the recognition of qualifications that meet current registration requirements, such as Higher National Qualifications (HNC/HNDs), Scottish Vocational Qualifications (SVQs) and Professional Development Awards (PDAs).

The award is designed to provide flexible and adaptable learning opportunities which will meet the needs of the learner.

3.1 General aims of the qualifications

The Professional Development Awards in Practice-based Learning for the Creative and Cultural Industries have their own individual aims but, share some general aims with other qualifications in the sector.

These are to:

- 1 Enable learners to develop their own practitioner knowledge and understanding.
- 2 Enable learners to review their approach to their own skills and abilities.
- 3 Enable learners to evaluate their professional values and personal commitment.
- 4 Enable progression within the SCQF framework of qualifications.

3.2 Specific aims of the qualifications

The Professional Development Awards in Practice-based Learning for the Creative and Cultural Industries at SCQF level 8 has some additional specific aims:

- 1 To provide recognition for the learner's skills and achievements if they are currently working as a competent practitioner in the sector, taking into account different experience and diverse emphasis within practice.
- 2 To enable learners to transfer skills and knowledge across sectors at this level.

4 Recommended entry to the qualifications

Entry to this qualification is at the discretion of the centre. The following information on prior knowledge, skills, experience or qualifications that provide suitable preparation for this qualification has been provided by the Qualification Design Team as guidance only.

Learners would benefit from having attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

The Professional Development Awards in Practice-based Learning for the Creative and Cultural Industries are for those individuals seeking to develop their professional knowledge and skills, to advance their practice and enhance the personal and professional values and commitment at the relevant level.

Potential learners for the SCQF level 8 award may include:

- ◆ Learners already in post as competent workers without a qualification at SCQF level 8 that will meet the requirements of the Professional Development Award in Practice-based Learning at level 8.
- ◆ Learners moving on from the SCQF level 6 practitioner qualification who have gained sufficient further practice-based learning to meet the minimum experience requirement of a level 8 practitioner.
- ◆ Learners from other workforces with relevant SCQF levels 6 or 7 qualifications.
- ◆ 'Direct entry' learners with existing awards at level 7 or above, eg HEI Certificates or Diplomas in Creative and Cultural Industries, media, communications, arts, business, community learning and development that include non-formal or informal practice-based learning.

Learners undertaking the level 8 Professional Development Award should have well developed communication and inter-personal skills. They should be able to explain their practice to others and demonstrate the ability to solve problems and to learn from them. They should be able to give an account of their experiences, reflect on them, make valid conclusions and express personal strengths and development needs. They should also be able to demonstrate their ability to collect and apply feedback to improve their performance and to provide useful feedback to others.

4.1 Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information would be used to identify if additional learning support needs to be put in place for learners whose Core Skills profile is below the recommended entry level or whether learners should be encouraged to do an alternative level or learning programme.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	5	Learners will demonstrate communication skills throughout the qualification.
Numeracy	5	There may be opportunities to develop Core Skills depending on the learners environment.
Information and Communication Technology (ICT)	5	Learners will demonstrate evidence of ICT through supporting audio-visual or written commentaries, material or documents.
Problem Solving	5	Learners will demonstrate Problem Solving skills throughout the qualification.
Working with Others	5	Learners will demonstrate the skills of Working with Others throughout the qualification.

5 Additional benefits of the qualification in meeting employer needs

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the Units to the aims of the qualification. Through meeting the aims, additional value has been achieved by linking the Unit standards with those defined in National Occupational Standards and/or trade/professional body requirements. In addition, significant opportunities exist for learners to develop the more generic skill, known as Core Skills through doing this qualification.

A range of appropriate job roles for those achieving the Professional Development Awards in Practice-based Learning for the Creative and Cultural Industries was highlighted by stakeholders during the design and development process. These roles include:

- (a) working in creative and cultural organisations.
- (b) working as a freelancer in creative and cultural industries.
- (c) working in organisations responsible for non-formal or informal education using creativity and culture in both arts-based and non-arts based settings.
- (d) working in organisations responsible for social development and well-being using creativity and culture in both arts-based and non-arts based settings.
- (e) working in organisations responsible for creative enterprise, creative business development and support, cultural policy, cultural management and heritage.

These awards meet the criteria for the single integrated qualification and professional development framework therefore, it is anticipated that learners will use this qualification to further their career in these sectors.

5.1 Mapping of qualification aims to Units

Code	Unit title	Aims									
		1	2	3	4	5	6	7	8	9	10
HD8H 35	Cultural Learning: Competent in Artistic Practice	X	X	X	X						
HD8J 35	Non-formal Learning: Competent in Sharing Knowledge and Skills	X	X	X	X						
HD8K 35	Non-formal Contexts: Competent in Developing Social Potential	X	X	X	X						
HD8L 35	Delivery Competent Cultural Learning	X	X	X	X						
HD8M 35	Creative Business Development and Support: Competent in Creative Enterprise	X	X	X	X						
HD8N 35	Delivering Competent Creative Business Development and Support	X	X	X	X						

5.2 Mapping of National Occupational Standards (NOS) and/or trade body standards

Sample of mapping to Creative and Cultural Skills National Occupational Standards for full mapping to NOS please see Appendix 1.

Code	Unit title	National Occupational Standard											
		CS17	CS18	CS28	CS30	CS35	CS43	CS70	CS80	CS90	DL9	DL16	DL22
HD8H 35	Cultural Learning: Competent in Artistic Practice										X		
HD8J 35	Non-formal Learning: Competent in Sharing Knowledge and Skills		X										
HD8K 35	Non-formal Contexts: Competent in Developing Social Potential	X											
HD8L 35	Delivery Competent Cultural Learning		X	X		X		X					
HD8M 35	Creative Business Development and Support: Competent in Creative Enterprise				X		X		X	X			X
HD8N 35	Delivering Competent Creative Business Development and Support		X	X		X							

5.3 Mapping of Core Skills development opportunities across the qualifications

Unit code	Unit title	Communication			Numeracy		ICT		Problem Solving			Working with Others	
		Written (Reading)	Written (Writing)	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
HD8H 35	Cultural Learning: Competent in Artistic Practice	X	X	X			X	X	X	X	X	X	X
HD8J 35	Non-formal Learning: Competent in Sharing Knowledge and Skills	X	X	X			X	X	X	X	X	X	X
HD8K 35	Non-formal Contexts: Competent in Developing Social Potential	X	X	X			X	X	X	X	X	X	X
HD8M 35	Delivery Competent Cultural Learning	X	X	X			X	X	X	X	X	X	X
HD8N 35	Creative Business Development and Support: Competent in Creative Enterprise	X	X	X			X	X	X	X	X	X	X

5.4 Assessment Strategy for the qualifications

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Cultural Learning: Competent in Artistic Practice	Apply and evaluate artistic practice for cultural learning to given purposes in given settings with different social groups.	Demonstrate relevant contextual and accurate knowledge of artistic practice for cultural learning.	Describe methods of identifying and solving unpredictable work situations using artistic practice.	Reflect on their own artistic and creative practice for cultural learning using appropriate frameworks, support material and feedback within the last 24 months.
Non-formal Learning: Competent in Sharing Knowledge and Skills	Apply and evaluate methods and approaches of sharing knowledge and skills in non-formal and informal contexts for given purposes in given settings with different social groups.	Demonstrate relevant contextual and accurate knowledge of developing social potential in non-formal and informal contexts.	Describe methods of identifying and solving unpredictable work situations through developing social potential.	Reflect on their own practice of developing social potential in non-formal and informal contexts using appropriate frameworks, support material and feedback within the last 24 months.

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Non-formal Contexts: Competent in Developing Social Potential	Apply and evaluate methods and approaches of developing social potential in non-formal and informal contexts for given purposes in given settings with different social groups.	Demonstrate relevant contextual and accurate knowledge of developing social potential in non-formal and informal contexts.	Describe methods of identifying and solving unpredictable work situations through developing social potential.	Reflect on their own practice of developing social potential in non-formal and informal contexts using appropriate frameworks, support material and feedback within the last 24 months.
Delivery Competent Cultural Learning	Competently select, apply and blend the three strands of activity within any cultural learning activity or context.	Demonstrate current engagement in continuing professional development of cultural learning Practice for at least two of the three strands.	Reflect on and evaluate their own delivery of cultural learning using appropriate frameworks, support material and feedback within the last 24 months.	
Creative Business Development and Support: Competent in Creative Enterprise	Apply and evaluate creative enterprise practice for creative business development and support to given purposes in given settings with different social groups.	Demonstrate relevant contextual and accurate knowledge of creative enterprise for creative business development and support.	Describe methods of identifying and solving unpredictable work situations using creative enterprise practice.	Reflect on their own creative enterprise practice for creative business development and support using appropriate frameworks, support material and feedback within the last 24 months.

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Delivering Competent Creative Business Development and Support	Competently select, apply and blend the three strands of activity within any creative business development and support activity or context.	Demonstrate current engagement in continuing professional development of creative business development and support practice for at least two of the three strands.	Reflect on and evaluate their own delivery of creative business development and support using appropriate frameworks, support material and feedback within the last 24 months.	

6 Guidance on approaches to delivery and assessment

Centres delivering the Professional Development Awards in Practice-based Learning for the Creative and Cultural Industries at SCQF levels 8 must be approved by SQA.

It is important that the awards are accessible to potential learners without disadvantage resulting from geographical location or other structural factors.

The Professional Development Awards in Practice-based Learning for the Creative and Cultural Industries at SCQF levels 8 should be delivered through:

- ◆ coaching, mentoring or on-line support and practice-based learning.
- ◆ be flexible in delivery to allow comprehensive geographical access and participation, including by distance learning.
- ◆ arrangements with professional networks, employers, contractors or community and education centres delivering non-formal or practice-based learning.

This award involves learners in a significant amount of experiential learning. Learners are required to take responsibility for their actions, critically analyse and reflect on this experience and to be able to make conclusions for their future behaviour and development.

Centres can choose the sequence in which they deliver the first three Units but these must all be delivered before the fourth final Unit. It is likely that there will be considerable integration of content and assessment. It is imperative that regardless of the extent of integration, the Evidence Requirements for each Unit are met in full. The delivery mechanisms adopted by centres should be flexible to allow comprehensive access and participation, including distance and e-learning. A learner-centred approach will best meet the requirement for flexible delivery.

From the start, learners should have comprehensive information about the requirements of the relevant award, their articulation route into the SCQF level 8 awards and that they need to gather evidence, critically analyse and evaluate and report on their experiences. Centres should also inform learners at the outset about the type of evidence they have to provide in order to complete the Professional Development Awards and each individual Unit successfully. It is likely that the centre will be required to spend time with the learner identifying their RPL and then developing their route through the award in Practice-based Learning for the Creative and Cultural Industries at the appropriate SCQF level.

Centres need to provide information about the delivery of each Unit consisting of some initial orientation and briefing sessions to support learners to manage their learning independently to a significant extent. Centres should make suitable arrangements to support and guide learners throughout. This could involve regular meetings with learners on an individual basis or in groups or through e-learning.

The Professional Development Awards take a holistic approach to assessment. There is an emphasis on assessing the whole Outcome or a combination of Outcomes across one or more Units. Centres are encouraged to identify opportunities for integration of assessments across Units in the award.

Unit specifications detail the Evidence Requirements and assessment guidelines for each assessment opportunity. The Professional Development Award provides a number of opportunities for developing a range of assessment methods.

The key principles of assessment for this award are:

- ◆ objective, fair and equitable.
- ◆ quality assured — internally and externally.
- ◆ understandable, transparent and in a format appropriate to the learner.
- ◆ aligned and appropriate to the content of the Units and Outcomes at the relevant SCQF level.
- ◆ proportionate while robust and demanding.
- ◆ timely and ongoing throughout the delivery of the awards.
- ◆ incremental and developmental.
- ◆ redeemable (providing opportunity for reassessment).
- ◆ efficient and manageable (ie cost, time and resources).

Additionally, assessment should:

- ◆ model good assessment practice.
- ◆ incorporate the flexibility to adapt to different learning styles.
- ◆ include provision of a clear, accessible RPL process.

The focus of Professional Development Awards in Practice-based Learning for the Creative and Cultural Industries at SCQF level 8 is on the development of competence to use a wide range of principal skills and competent applications to achieve Unit Outcomes.

All of the Professional Development Award Units require the learner to gather evidence - this allows the learner flexibility in relation to evidence gathering and scope to present their evidence in a way that best fits with their learning needs and styles. As far as possible for most learners the evidence should be naturally occurring during the course of their day to day activity within their workplace or their additional workplace practice. This approach reduces the need for contrived assessed activity in circumstances where Outcomes can be effectively evidenced in the learner's work. The approach encourages learners to reflect on the nature of personal and professional values and commitment, their professional skills and abilities and their professional knowledge and understanding.

Overall this should encompass a demonstration of:

- ◆ professional performance of Outcomes that learners have achieved.
- ◆ learners' ability to analyse and review their own experiences and that of other peers.
- ◆ learners' application of relevant knowledge, methodologies and standards.

Learners' practice evidence of their ability to contribute to the learning and development and to work in a manner that actively promotes and values diversity can be drawn from a variety of sources including feedback from peers, employers, contractors, supervisees, service users, and other professionals. This should be collated alongside evidence of learners' practice covered by the Units. Also, within the collection of evidence learners will be required to provide reflective narrative concerning the impact of their professional values on others; their strengths and aspects to improve or develop in the future; and the lineage of their practice. This gives learners the chance to develop a more comprehensive record of their learning, but also highlights the close connections and relationships between the three different strands involved in Practice-based Learning for the Creative and Cultural Industries.

The Professional Development Awards in Practice-based Learning for the Creative and Cultural Industries can be delivered by Open/Distance learning as well as on an online basis.

It is expected that centres delivering this award would deploy a blended solution which might include elements of e-Learning or other flexible methods of delivery.

In this context, planning and resources are required for learner support, assessment and quality assurance. A combination of new and traditional authentication tools may have to be devised for assessment and re-assessment purposes. For further information and advice, please see *Assessment and Quality Assurance for Open and Distance Learning* (SQA, February 2001 — publication code A1030) www.sqa.org.uk.

6.1 Sequencing/integration of Units

The Units should be completed by practice-based learners in non-informal and informal environments. The following three Units may be undertaken in any order but they must be successfully completed before the fourth Unit is undertaken:

Cultural Learning Units:

- ◆ Cultural Learning: Competent in Artistic Practice
- ◆ Non-formal Learning: Competent in Sharing Knowledge and Skills
- ◆ Non-formal Contexts: Competent in Developing Social Potential

The above Units must be completed before undertaking:

- ◆ Delivering Competent Cultural Learning

Creative Business Development and Support:

- ◆ Creative Business Development and Support: Competent in Creative Enterprise
- ◆ Non-formal Learning: Competent in Sharing Knowledge and Skills
- ◆ Non-formal Contexts: Competent in Developing Social Potential

The above Units must be completed before undertaking:

- ◆ Delivering Competent Creative Business Development and Support

6.2 Recognition of Prior Learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full Group Award may be achieved through the recognition of prior learning.

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website www.sqa.org.uk.

The following sub-sections outline how existing SQA Unit(s) may contribute to this Group Award. Additionally, they also outline how this Group Award may be recognised for professional and articulation purposes.

6.2.1 Articulation and/or progression

It is essential that centres delivering this award implement clear credit transfer and Recognition of Prior Learning (RPL) mechanisms and policies. SQA documentation provides guidance on the mechanisms, policies and support for the Recognition of Prior Learning at SCQF level 8. Use of the SCQF *Recognition of Prior Learning Toolkit* is advised as this provides guidance on RPL and credit transfer and implementation using the SCQF guidelines and will help ensure consistent RPL and Credit Transfer policies across all centres.

These guidelines and toolkit define what we mean by credit transfer and RPL and explain the ways in which these processes can be used within the Professional Development Awards in Practice-based Learning for the Creative and Cultural Industries.

These provide guidance on the process of awarding credit for prior learning. In order to ensure quality, consistency and transparency, all providers should follow the same process.

Incorporating clear and effective policies and mechanisms for credit transfer and RPL within the delivery and assessment process for the Professional Development Award is essential in terms of ensuring their flexibility, accessibility and inclusiveness. For example, if learners have older or non-SQA qualifications, which have not been credited and levelled or if these have been gained through another route, ie HEI or different awarding body this allows for recognition of their professional standing if they provide eligibility as a practitioner.

These support the objectives of the Professional Development Award to:

- ◆ provide a framework which is accessible and flexible in order to reflect the learning journey and professional competence of individual.
- ◆ recognise the prior learning achievements and professional abilities of individuals, both accredited and informal, so long as the learning has been practice-based.

6.3 Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

7 General information for centres

Equality and inclusion

The Unit specifications making up this Group Award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Internal and external verification

All assessments used within this/these qualification(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* (www.sqa.org.uk/GuideToAssessment).

Appendix 3 provides guidance on the occupational competence of assessors, mentors and internal verifiers for the Professional Development Awards in Practice-based Learning for the Creative and Cultural Industries.

8 Glossary of terms

Embedded Core Skills: is where the assessment evidence for the Unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the Unit will be automatically certificated for the Core Skill. (This depends on the Unit having been successfully audited and validated for Core Skills certification.)

Finish date: The end of a Group Award's lapsing period is known as the finish date. After the finish date, the Group Award will no longer be live and the following applies:

- ◆ Learners may not be entered for the Group Award
- ◆ the Group Award will continue to exist only as an archive record on the Awards Processing System (APS)

Lapsing date: When a Group Award is entered into its lapsing period, the following will apply:

- ◆ the Group Award will be deleted from the relevant catalogue
- ◆ the Group Award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived
- ◆ no new centres may be approved to offer the Group Award
- ◆ centres should only enter learners whom they expect to complete the Group Award during the defined lapsing period

SQA credit value: The credit value allocated to a Unit gives an indication of the contribution the Unit makes to an SQA Group Award. An SQA credit value of 1 given to an SQA Unit represents approximately 40 hours of programmed learning, teaching and assessment.

SCQF: The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at www.scqf.org.uk.

SCQF credit points: SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

SCQF levels: The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and Graded Units will be at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

Subject Unit: Subject Units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

Signposted Core Skills: refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.

History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator to confirm they are using the up to date qualification structure.

NOTE: Where a Unit is revised by another Unit:

- ◆ No new centres may be approved to offer the Unit which has been revised.
- ◆ Centres should only enter learners for the Unit which has been revised where they are expected to complete the Unit before its finish date.

Version Number	Description	Date

Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of this qualification.

9 General information for learners

This section will help you decide whether this is the qualification for you by explaining what the qualification is about, what you should know or be able to do before you start, what you will need to do during the qualification and opportunities for further learning and employment.

This award is for you if you are a competent community, participatory or socially-engaged artist or creative professional delivering Cultural Learning or a competent creative business adviser, creative entrepreneur, cultural manager, cultural policy or cultural development worker delivering Creative Business Development and Support.

For the SCQF level 8 Professional Development Awards in Practice-based Learning you can be a consultant, employee, freelancer, intern or volunteer in the creative and cultural industries with at least three years practice-based learning in any of these roles or in any combination of these roles.

These Professional Development Awards are at SCQF level 8 and consist of 64 credits. You must complete a total of 64 SCQF credits at level 8 to achieve the award.

The Professional Development Award in Practice-based Learning for the Creative and Cultural Industries will enable you to:

- 1 Develop your own practitioner knowledge and understanding.
- 2 Review your approach to your own specialist skills and abilities.
- 3 Evaluate your professional values and personal commitment.
- 4 Progress within the SCQF framework of qualifications.
- 5 Provide recognition for your skills and achievements if you are currently working as a special competent practitioner in the sector, taking into account different experience and diverse emphasis within practice.
- 6 Transfer your skills and knowledge across sector at this level.

To be a potential learner for this Professional Development Award you may be:

- ◆ already in post as a competent practitioner without a qualification at SCQF level 8 and able to meet the requirement for the Professional Development Award in Practice-based Learning for the Creative and Cultural Industries at level 8.
- ◆ moving on from the SCQF level 6 practitioner qualification and have gained sufficient further practice-based learning to meet the minimum experience requirement of a level 8 practitioner.
- ◆ from another workforce with relevant SCQF levels 6 or 7 qualifications.
- ◆ a 'direct entry' learner with existing awards at level 7 or above, eg HEI Certificates or Diplomas in Creative and Cultural Industries, media, communications, arts, business, community learning and development that include non-formal or informal practice-based learning.

You should have well developed communication and inter-personal skills. You should be able to explain your practice to others and demonstrate the ability to solve problems and to learn from them. You should be able to give an account of your experiences, reflect on them, make valid conclusions and express personal strengths and development needs. You should also be able to demonstrate your ability to collect and apply feedback to improve your own performance and to provide useful feedback to others.

You will be given comprehensive information about the requirements of the Professional Development Award by the centre delivering the award. Staff will also spend time with you to identify your prior learning and achievement which will be used to develop your route through the Professional Development Award, as appropriate.

The structure of the Professional Development Awards in Practice-based Learning for the Creative and Cultural Industries are set out as four mandatory Units. You will be required to complete these four Units to gain 64 credits at SCQF level 8. Within this structure, you will have the opportunity to demonstrate your skills and competencies in Practice-based Learning for the Creative and Cultural Industries — in the Cultural Learning or Creative Business Development and Support sectors.

10 Appendices

Appendix 1: Relevant National Occupational Standards (NOS) for the Awards in Practice-based Learning for the Creative and Cultural Industries (*Cultural Learning*) (*Creative Business Development and Support*)

Relevant National Occupational Standards for the Units

Cultural Learning: Artistic Practice

1	CCSCA18	Develop an understanding of copyright law.
2	CCSCA24	Engage participants in arts activities.
3	CCSCA25	Demonstrate knowledge and experience of using your art form to support participants to engage and develop in their chosen arts activity.
4	CCSCA26	Carry out evaluation of your arts activities.
5	CCSCA27	Carry out group facilitation in an arts activity.
6	CCSCCS30	Understand the Sector in which you work and the wider Creative and Cultural Industries.
7	CCSDL16	Collaborate with other art forms.
8	CCSDL22	Research, identify and resource your continuing professional development.
9	CFASAD11	Plan and manage your own workload.
10	EUSWT08	Develop yourself in the work role.
11	LSIFL05	Build and maintain effective relationships with participants.

Delivery of Competent Cultural Learning

1	CCSCA9	Keep up to date with developments within the arts.
2	CCSCA21	Design programmes of art that are inclusive and appropriate to specific groups and individuals.
3	CCSCA22	Manage the expectations of individuals, groups and stakeholders involved in an arts programme.
4	CCSCA23	Deliver safe arts leadership.
5	CCSCCS18	Peer Training and Mentoring.
6	CCSCCS28	Work with volunteers in a creative and cultural organisation.
7	CCSCCS35	Develop partnerships in the context of a creative and cultural organisation.
8	CCSCCS70	Assist with learning for a creative and cultural organisation.
9	CFABAD323	Research Information.
10	CFAM&LAA3	Develop and maintain your professional networks.
11	LSIFL405v2	Support others in developing their practice.

Creative Business Development and Support: Creative Enterprise

1	CCSCA3	Assist in securing funding for community arts projects
2	CCSCA5	Assist in developing a community arts project.
3	CCSCA6	Assist with partnership liaison for a community arts project.
4	CCSCA7	Assist in pitching for community arts work.
5	CCSCA9	Keep up to date with developments within the arts.
6	CCSCA12	Understand how your community arts organisation can meet market needs and satisfy customers' needs.
7	CCSCA14	Support public relations activities in a community arts organisation.
8	CCSCA18	Develop an understanding of copyright law.
9	CCSCA20	Identify and understand the needs of a target market for your arts work.
10	CCSCCS30	Understand the Sector in which you work and the wider Creative and Cultural Industries.
11	CCSCCS43	Develop and implement a business plan for a creative or cultural organisation.
12	CCSCCS80	Assist with marketing for a creative and cultural organisation.
13	CCSCCS90	Assist in securing funding for a creative and cultural organisation.
14	CCSDL22	Research, identify and resource your continuing professional development.
15	CCSFL15	Ensure compliance with legislation in your freelance work in Creative and Cultural Industries.
16	CFABAD10	Get support for a creative business idea.
17	CFABAD323	Research Information.
18	CFASAD11	Plan and manage your own workload.
19	EUSWT08	Develop yourself in the work role.

Delivery of Competent Creative Business Development and Support

1	CCSCA1	Act responsibly to ensure community projects are compliant with relevant legal and ethical frameworks.
2	CCSCA9	Keep up to date with developments within the arts.
3	CCSCCS18	Peer Training and Mentoring.
4	CCSCCS28	Work with volunteers in a creative and cultural organisation.
5	CCSCCS35	Develop partnerships in the context of a creative and cultural organisation.
6	CCSCCS70	Assist with learning for a creative and cultural organisation.
7	CFAB15	Develop networks to provide access to business information, support and resources.
8	CFABAD323	Research Information.
9	CFABES002	Research the background and experiences of the client.
10	CFAM&LAA3	Develop and maintain your professional networks.
11	CFAMLB6	Provide Leadership in your area of responsibility.
12	LSIFL405v2	Support others in developing their practice.
13	SKAD23	Conclude and review activity sessions.

Non-formal Learning: Sharing Knowledge and Skills

- 1 CCSCA16 Embracing diversity in your service provision.
- 2 CCSCCS18 Peer Training and Mentoring.
- 3 CCSDL22 Research, identify and resource your continuing professional development.
- 4 CFABAD323 Research Information.
- 5 CFAM&LAA3 Develop and maintain your professional networks.
- 6 CFAMLB6 Provide Leadership in your area of responsibility.
- 7 CFASAD11 Plan and manage your own workload.
- 8 LSIFL02 Promote a culture that values diversity and difference.
- 9 LSIFL309v2 Enable access to further learning and development opportunities.
- 10 LSIFL405v2 Support others in developing their practice.
- 11 LSI YW05 Enable young people to use their learning to enhance their future development.
- 12 EUSWT08 Develop yourself in the work role.
- 13 SKAD23 Conclude and review activity sessions.

Non-formal Contexts: Developing Social Potential

- 1 CCSCA10 Manage Conflict situations.
- 2 CCSCA16 Embracing diversity in your service provision.
- 3 CCSCCS17 Contribute to safeguarding children, young people and vulnerable adults.
- 4 CCSDL9 Build relationships and trust with and within community groups to inspire take up to your sessions.
- 5 CCSDL22 Research, identify and resource your continuing professional development.
- 6 CFABAD323 Research Information.
- 7 CFABES002 Research the background and experiences of the client.
- 8 CFAM&LAA3 Develop and maintain your professional networks.
- 9 CFAM&LBA7 Promote equality of opportunity, diversity and inclusion.
- 10 CFAMLB6 Provide Leadership in your area of responsibility.
- 11 CFASAD11 Plan and manage your own workload.
- 12 EUSWT08 Develop yourself in the work role.
- 13 LSIFL02 Promote a culture that values diversity and difference.
- 14 LSIFL05 Build and maintain effective relationships with participants.
- 15 LSIYW02 Assist young people to express and realise their goals.
- 16 LSIYW05 Enable young people to use their learning to enhance their future development.
- 17 TDASTL4 Contribute to positive relationships.

Appendix 2: Mapping of Unit Outlines to the Framework for SQA level 8

SQA level 8 — Practice-based Learning for the Creative and Cultural Industries

(Cultural Learning Units)

SCQF credits	Unit title	Unit Outline These Units are designed to allow the learner to:	SCQF level
16	Cultural Learning: Competent in Artistic Practice	<ul style="list-style-type: none"> ◆ Apply and evaluate artistic practice for cultural learning to given purposes in given settings with different social groups ◆ Demonstrate relevant contextual and accurate knowledge of artistic practice for cultural learning ◆ Describe methods of identifying and solving unpredictable work situations using artistic practice ◆ Reflect on their own artistic and creative practice for cultural learning using appropriate frameworks, support material and feedback from the last 24 months 	8
16	Sharing Non-formal Learning: Competent in Sharing Knowledge and Skills	<ul style="list-style-type: none"> ◆ Apply and evaluate methods and approaches of sharing knowledge and skills in non-formal and informal contexts for given purposes in given settings with different social groups ◆ Demonstrate relevant contextual and accurate knowledge of sharing knowledge and skills in non-formal and informal contexts ◆ Describe methods of identifying and solving unpredictable work situations through sharing knowledge and skills ◆ Reflect on their own practice of sharing knowledge and skills in non-formal and informal contexts using appropriate frameworks, support material and feedback from the last 24 months 	8

SCQF credits	Unit title	Unit Outline These Units are designed to allow the learner to:	SCQF level
16	Non-formal Contexts: Competent in Developing Social Potential	<ul style="list-style-type: none"> ◆ Apply and evaluate methods and approaches of developing social potential in non-formal and informal contexts for given purposes in given settings with different social groups ◆ Demonstrate relevant contextual and accurate knowledge of developing social potential in non-formal and informal contexts ◆ Describe methods of identifying and solving unpredictable work situations through developing social potential ◆ Reflect on their own practice of developing social potential in non-formal and informal contexts using appropriate frameworks, support material and feedback from the last 24 months 	8
16	Delivering Competent Cultural Learning	<ul style="list-style-type: none"> ◆ Competently select, apply and blend the three strands of activity within any cultural learning activity or context ◆ Demonstrate current engagement in continuing professional development of cultural learning Practice for at least two of the three strands ◆ Reflect on and evaluate their own delivery of cultural learning using appropriate frameworks, support material and feedback from the last 24 months 	8

SQA level 8 — Practice-based Learning for the Creative and Cultural Industries

(Creative Business Support Units)

SCQF credits	Unit title	Unit Outline These Units are designed to allow the learner to:	SCQF level
16	Creative Business Development and Support: Competent in Creative Enterprise	<ul style="list-style-type: none"> ◆ Apply and evaluate creative enterprise practice for creative business development and support to given purposes in given settings with different social groups ◆ Demonstrate relevant contextual and accurate knowledge of creative enterprise for creative business development and support ◆ Describe methods of identifying and solving unpredictable work situations using creative enterprise practice ◆ Reflect on their own creative enterprise practice for creative business development and support using appropriate frameworks, support material and feedback from the last 24 months 	8
16	Sharing Non-formal Learning: Competent in Sharing Knowledge and Skills	<ul style="list-style-type: none"> ◆ Apply and evaluate methods and approaches of sharing knowledge and skills in non-formal and informal contexts for given purposes in given settings with different social groups ◆ Demonstrate relevant contextual and accurate knowledge of sharing knowledge and skills in non-formal and informal contexts ◆ Describe methods of identifying and solving unpredictable work situations through sharing knowledge and skills ◆ Reflect on their own practice of sharing knowledge and skills in non-formal and informal contexts using appropriate frameworks, support material and feedback from the last 24 months 	8
16	Non-formal Contexts: Competent in Developing Social Potential	<ul style="list-style-type: none"> ◆ Apply and evaluate methods and approaches of developing social potential in non-formal and informal contexts for given purposes in given settings with different social groups ◆ Demonstrate relevant contextual and accurate knowledge of developing social potential in non-formal and informal contexts ◆ Describe methods of identifying and solving unpredictable work situations through developing social potential ◆ Reflect on their own practice of developing social potential in non-formal and informal contexts using appropriate frameworks, support material and feedback from the last 24 months 	8

SCQF credits	Unit title	Unit Outline These Units are designed to allow the learner to:	SCQF level
16	Delivering Competent Creative Business Development and Support	<ul style="list-style-type: none"> ◆ Competently select, apply and blend the three strands of activity within any creative business development and support activity or context ◆ Demonstrate current engagement in continuing professional development of creative business development and support practice for at least two of the three strands ◆ Reflect on and evaluate their own delivery of creative business support using appropriate frameworks, support material and feedback from the last 24 months 	8

Appendix 3: A summary of the Euro-Aspire Competencies relevant to the Professional Development Award in Practice-based Learning for the Creative and Cultural Industries SCQF level 8

The following competences are required in each of the Units 1, 2 and 3:

- ◆ Deliver given or self-generated aims and objectives
- ◆ Communicate effectively
- ◆ Select or generate and use appropriate content in one or more contexts
- ◆ Use, adapt or modify resources safely
- ◆ Identify, manage and explain the process of any working session
- ◆ Solve problems and demonstrate you can learn from them

The following competences are required in Unit 4:

- ◆ Know the limits, strengths and development needs of your practice
- ◆ Be aware of the impact of your values in different contexts and with different participants
- ◆ Select, generate or blend three strands of activity and explain the rationale for the choices you make
- ◆ Engage in the assessment and development of your own practice and that of others

Appendix 4: Guidance on the Occupational Competence of Assessors, Mentors and Internal Verifiers for these Professional Development Awards

The following gives the qualifications and experience required by assessors, mentors and internal verifiers for these awards.

	Essential	
Qualifications	<p>One of the following:</p> <ul style="list-style-type: none"> ◆ Specialist Practitioner level 11 with a minimum of 5 years practice-based learning AND Peer Reviewer of Practice-based learning level 11/12 ◆ <i>Other Relevant Supporting qualifications could include:</i> <p>an award or evidence of substantial training which centrally focuses on the facilitation and assessment of practice-based learning at SCQF level 11 or above.</p>	
Experience	<ul style="list-style-type: none"> ◆ Evidence of competence in providing supervision in a relevant practice-based context ◆ Knowledge and understanding of appropriate Practice-based Frameworks and competencies ◆ Experience of using appropriate Practice-based Frameworks and competencies to recognise and validate non-formal and informal learning ◆ Experience of supporting learning and development in any practice-based role, eg in the workplace, as a freelancer, in the community, intern, volunteer, etc. 	

Assessors

The supervision and assessment of Practice-based learning is to be undertaken by a Specialist practitioner (preferably a person who has undertaken an assessor or other related nationally recognised qualification) in the relevant area and verified by an objective assessment methodology.

Internal Verifiers

The internal verifier should have qualifications and/or experience equivalent to or above that of the assessor.

Mentors

The role of mentors (employers, contractors, supervisors, professional association representatives etc.) in supporting assessment processes should be carefully considered. Their support will be central in contributing to the provision of an appropriate environment for the demonstration of the competencies and will be an important element in collaborative arrangements.