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Qualsafe Level 3 Award in

Allergy and Anaphylaxis Awareness (RQF)

Qualification Specification

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Key Qualification Information

Qualification number:	610/7651/X
Operational start date:	1 September 2026
Total Qualification Time (TQT):	2
Guided Learning Hours (GLH):	2
Number of units:	1 mandatory unit
Credit value:	0
Assessment methods:	• Theory assessment/multiple choice question paper: 1 x 20 question paper (minimum score 14)

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Qualsafe Awards

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

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

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

Qualification overview

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

- *Allergy safety in schools*, statutory guidance for governing bodies of maintained schools and proprietors of academies in England
- Current best practice for the management of allergies, anaphylaxis, and asthma in educational environments
- Input from subject matter experts in allergy awareness, safeguarding, and emergency response

This QA qualification is:

- For all staff, governors and volunteers working in schools and educational settings who have responsibility for the care, supervision, and safety of children and young people
- Designed to develop learner autonomy, enabling staff, governors, and volunteers to recognise allergic reactions, make informed decisions, and respond promptly and confidently to emergencies such as anaphylaxis and asthma attacks, including the use of spare adrenaline auto-injectors and reliever inhalers in line with current UK Government guidance

This qualification specification provides information for Centres and Learners about the delivery of the Qualsafe Level 3 Award in Allergy and Anaphylaxis Awareness (RQF) and includes the unit information, assessment methods and quality assurance arrangements.

This qualification does not assess practical, hands-on first aid competence. It provides knowledge and awareness to support recognition and decision making only and must not be relied upon as a substitute for practical first aid training where such training is required by employer policy, safeguarding arrangements, or legislation.

Objective

The objective of this qualification is to benefit Learners by preparing them to recognise, manage, and respond effectively to allergy-related incidents and medical emergencies, including anaphylaxis and asthma attacks, within school and educational settings. It aims to equip learners with the knowledge, understanding, and confidence required to act promptly, make informed decisions, and fulfil their responsibilities in supporting the safety, wellbeing, and inclusion of children and young people with allergies.

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Intended audience

This qualification is for individuals working or volunteering in schools and other educational settings such as Pupil Referral Units (PRUs) who may be required to recognise allergic reactions, respond to medical emergencies such as anaphylaxis or asthma attacks, and support the safe and inclusive management of allergies within their setting.

Structure

This qualification contains 1 mandatory unit with a Total Qualification Time (TQT) of 2 hours. Full details of this unit are in *Appendix 1*.

Learners must complete all assessments in the unit successfully within the registration period to achieve the qualification. The maximum period to achieve this qualification, including any referrals, is 4 weeks.

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

- Guided Learning Hours (GLH) is the time a Learner is being taught and assessed under the immediate guidance of a Trainer/Assessor, which for this qualification is 2 GLH (minimum), and
- The number of hours a Learner will reasonably be likely to spend in preparation and study, including assessment, as directed by, but not under the immediate guidance or supervision of a Trainer, e.g. pre-course reading, which for this qualification is 0 hours

Recognition of Prior Learning

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

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

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

RPL is considered for this qualification. The potential outcomes could include reduction or exemption of:

- Learning outcomes or GLH
- Assessments

RPL for this qualification **must** be approved by QA prior to implementation. Note: Charges may apply. Please refer to the QA *Fees and Charges List*.

Entry requirements

Learners must be at least 16 years old on the first day of the training.

There are no other formal entry requirements but we strongly recommend that Learners have a minimum of Level 1 in Literacy and Numeracy or equivalent.

Progression

Learners may progress to the Qualsafe Level 3 Award in First Aid at Work (RQF).

The Qualsafe Level 3 Award in Allergy and Anaphylaxis Awareness (RQF) be used towards other qualifications at the same and higher level, plus aid career progression in a relevant profession.

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Requalification requirements

This qualification is valid for a period of 1 year. The Learner needs to retake the qualification before the certificate expiry date to remain qualified.

Qualification approval requirements

QA requires the Centre:

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

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

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

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

Trainers

All Trainers should have the skills, knowledge and experience to be able to teach and demonstrate the subject. Each Trainer must be approved by QA and provide evidence of:

1. A relevant occupational qualification/medical registration as shown in *Appendix 2*
2. A formal teaching/training qualification as shown in *Appendix 3*
3. An acceptable log/record of teaching first aid as shown in *Appendix 2*

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

Assessors

All Assessors should have the skills, knowledge and experience to be able to assess the subject. Each Assessor must be approved by QA and provide evidence of:

1. A relevant occupational qualification/medical registration as shown in *Appendix 2*
2. An acceptable assessing qualification as shown as shown in *Appendix 3* **or** attendance at relevant CPD training with an Awarding Organisation (AO)
3. An acceptable log/record of teaching first aid as shown in *Appendix 2*

There is no requirement for a separate Assessor when delivering this qualification. Trainers can perform the role of both Trainer and Assessor providing they meet the requirements for each role.

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

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Internal Quality Assurers

Internal Quality Assurers (IQAs) of this qualification must have knowledge and competency in first aid as well as knowledge and competency in internal quality assurance. Each IQA must be approved by QA and provide evidence of:

1. A relevant occupational qualification/medical registration as shown in *Appendix 2*
2. An acceptable internal quality assurance qualification as shown in *Appendix 4* **or** attendance at relevant CPD training with an Awarding Organisation (AO)

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

They must also:

- Have knowledge of the requirements of the qualification they are quality assuring at the time the assessment is taking place
- Have knowledge and understanding of the role of IQAs
- Attend training delivery and observe assessments being carried out
- Carry out other related internal quality assurance

Full details of the Centre's requirements for internal quality assurance are in the QA *Centre Assessment Standards Scrutiny (CASS) Guidance*.

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

Venue and equipment

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

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

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

Resource/area:	Requirements:
Adrenaline training devices	A selection of Adrenaline training devices to facilitate training. The minimum must include one of the following: • Jext • EpiPen
Reliever inhaler	A selection of reliever inhaler training devices. The minimum must include: • Salbutamol
Audio visual (AV) equipment and training aids	Sufficient AV equipment and training aids to facilitate learning using varying teaching methods.
Learning materials	Learners should be provided with reference materials which cover the topics included in the qualification. Reference materials should be comprehensive and in accordance with currently accepted practice.
Handouts	Provide the following laminated handouts for reference purposes: • Allergy action plan • Allergy action plan (for EpiPen) • Allergy action plan (for Jext) • Asthma action plan • Asthma action plan (for MART inhalers)

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Training venue	The training venue must meet acceptable health and safety standards and be conducive to learning, with sufficient: size, floor surfaces, seating, writing surfaces, toilet facilities, ventilation, lighting, heating, access, exits, cleanliness, absence of distracting noise.

Course/Centre administration

Registering Learners

Centres must ensure Learners are registered in accordance with the guidance in the QA *Centre Handbook*.

Certification

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

www.qualsafeawards.org

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

The Learner receives a certificate on achieving this qualification.

The certificate date is the date the Learner achieves the final unit. This qualification is valid for 1 year. The Learner needs to re-take the qualification and the assessment on or before the end of the year to remain qualified.

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

Delivery and support

Learner to Trainer ratio

To maintain the quality of training and assessment, make sure the class ratio is no more than 16 Learners to 1 Trainer. The assessment space should allow Learners to sit at least 1 metre apart to prevent collusion during the theory/multiple choice question paper assessment. Never allow more Learners on the course than you can cater for during the assessment.

Delivery plan

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

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

- Include a course timetable and detailed lesson plans, clearly showing the required subjects and criteria/learning outcomes are covered and the minimum 2 guided learning hours are met
- Be carefully designed to meet the objective of this qualification and the needs of Learners, making sure Learners are adequately prepared for the assessments
- Be emailed to: info@qualsafeawards.org

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Learning materials

Centres must provide each Learner with reference materials which cover the topics included in the qualification. Reference materials should be comprehensive and in accordance with currently accepted practice. Learners should have access to these reference materials for the validity of their certification.

Ongoing support

QA Centres should provide appropriate levels of support to Learners throughout the qualification. The purpose of the support is to:

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

Assessment

Methods

QA has devised externally set, internally marked assessment tools to make sure Learners are assessed against the required knowledge, skills and understanding, as detailed in the learning outcomes and assessment criteria shown in *Appendix 1*. For this qualification there is a theory assessment/multiple choice question paper with 1 paper for each Learner and Learners should answer all the questions under 'examination' conditions, see QA *Multiple Choice Question Paper Guidelines*:

- Maximum time allowed is 30 minutes.
- Minimum mark is 14 out of 20 to be considered for an overall 'Pass'

There are 2 possible grades available of Pass or Fail. All mandatory areas of assessment must individually meet or exceed the required pass criteria/mark for the Learner to achieve this qualification.

Note: Centres should download all assessment papers from the QA Customer Portal in advance of the course.

Alternatively, Learners may complete an externally set, externally marked invigilated e-Assessment. The time allowed, number of questions and minimum mark requirements are the same as the face-to-face assessment.

Access to assessment

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

- Make a Reasonable Adjustment or
- Request a Special Consideration for the Learner

When a Reasonable Adjustment needs to be made, Centres should check the QA *Access to Assessment Policy* to see if the adjustment required needs prior approval or if the *Reasonable Adjustment Form* can be submitted retrospectively. If the adjustment requires prior approval, then Centres must complete a *Reasonable Adjustment Form* and send it to QA with any relevant supporting evidence at least 5 working days in advance of course delivery for review and approval. Centres should retain a copy of this form for their own records.

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Learners may be eligible for Special Consideration if their performance through the assessment process has been affected by some temporary illness, injury or adverse set of circumstances. A *Special Consideration Request Form* should be completed and sent to QA within 5 working days of the Learner assessment taking place, along with any supporting evidence (where available), for consideration and approval. Centres should retain a copy of this form for their own records.

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

Learners should be informed about the Centre's and QA's appeals and complaints procedures and how they can access these. Information about these procedures can be found in the QA *Training Commitment* which should be presented to Learners during their course.

Assessment language

Assessment in British Sign Language (BSL) may be permitted for this qualification for the purpose of a Reasonable Adjustment. See QA *Access to Assessment Policy*.

Assessment in languages other than English may be permitted. However, the certificate issued could only be used to support a role in the workplace as long as proficiency in English is not required for the role supported by this qualification. See QA *Language Policy*.

Prior approval from QA is required before any assessment is delivered through BSL or a language other than English. Any request will be considered in terms of viability and there may be charges depending on the work required to meet the request, e.g. translating assessment papers.

If a Learner passes the assessment process in another language or through BSL, their certificate will show extra information, including the language of assessment and if required, confirmation of the context in which the certificate can be used.

Quality assurance

Centre internal quality assurance

The Centre is required to sample a reasonable amount of assessments as part of the quality assurance of the qualification. This standardisation of assessment across Learners and Trainers is to make sure there is fairness and consistency in assessment practices. Centres are required to adhere to QA's internal quality assurance requirements. Further details can be found in the QA *Centre Assessment Standards Scrutiny (CASS) Guidance*.

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

Qualsafe Awards external quality assurance

QA operates a system of ongoing monitoring, support and feedback for approved Centres.

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

Further details of the QA external quality assurance programme are available in the QA *Centre Assessment Standards Scrutiny (CASS) Guidance*.

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Further information

Contact us

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

Email: info@qualsafeawards.org

Tel: 0330 660 0899

Useful addresses and websites

- Qualsafe Awards, City View, 3 Wapping Road, Bradford, BD3 0ED www.qualsafe.org
- Office of Qualifications and Examinations Regulation (Ofqual): www.gov.uk/government/organisations/ofqual
- Qualifications Scotland Accreditation: https://accreditation.qualifications.gov.scot/accreditation/home
- Qualifications Wales: https://qualifications.wales
- Council for the Curriculum Examinations and Assessment Regulation (CCEA Regulation): https://ccea.org.uk/regulation
- Health & Safety Executive (HSE): www.hse.gov.uk

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Appendix 1 – Qualification unit

The Qualsafe Level 3 Award in Allergy and Anaphylaxis Awareness (RQF) has 1 unit that Learners are required to complete in order to achieve the qualification.

Title:	Allergy and Anaphylaxis Awareness	
GLH:	2	
Level:	3	
Learning outcomes ***The Learner will:***	**Assessment criteria** ***The Learner can:***	**Indicative content***
1. Understand how to safely manage allergy in schools	1.1 Identify why allergy safety in schools is important	Recognising why allergy safety in schools is important may include: • Allergy is the most common chronic medical condition in children • There is no way of knowing the risk until a reaction happens • Up to 20% of anaphylaxis reactions at school occur in pupils with no prior diagnosis Explaining how Benedict's Law came about and signposting Learners to the Department of Education's '**Allergy safety in schools**', statutory guidance.
	1.2 Identify documents and policies for managing allergies in schools	Recognising the documents and policies needed for managing allergies in schools may include: • Medical Conditions Policy • Individual Healthcare Plan (IHP) • Allergy Safety Policy • Allergy Action plan • Asthma Acton Plan
	1.3 Identify how to support children with managing their own medical conditions	Identifying how to support children with managing their own medical conditions may include: • Adhering to the guidance in the Individual Healthcare Plan on managing medications • Providing support and supervision as stated in the IHP
2. Understand what an allergy is and how an allergic reaction occurs	2.1 Define allergy	Defining allergy may include: • Understanding allergic diseases • Understanding allergens Identifying common allergy conditions, their triggers and signs and symptoms may include: • Hay fever • Skin allergies (*eczema, contact dermatitis, contact urticaria*) • Food allergy • Asthma
	2.2 Identify the severity of allergy	Identifying the severity of allergy may include: • Mild local reactions • Whole body reactions • Life-threatening anaphylaxis

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Learning outcomes *The Learner will:*	Assessment criteria *The Learner can:*	Indicative content*
	2.3 Identify the difference between food allergy, food intolerance and coeliac disease	Recognising the differences between food allergy, intolerance and coeliac disease may include: • **Food allergy** ◦ Immune system response • **Food intolerance** ◦ Non-immune reaction • **Coeliac disease** ◦ Autoimmune condition
	2.4 Identify where the major food allergens are published	Identifying where the major food allergens are published may include: • Those published by the Food Standards Agency (FSA)
3. Understand how individuals at risk of anaphylaxis and/ or asthma will have access to their prescribed adrenaline and/or asthma inhalers	3.1 Identify how to access the casualty's emergency allergy medication	Identifying how to access the casualty's emergency allergy medication may include: • Following the Allergy Safety Policy • Following the Individual Health Plan • Following the Asthma Action Plan
	3.2 Identify which spare anaphylaxis and asthma medications can be held at schools for emergencies	Identifying which anaphylaxis and asthma medications can be held at schools for emergencies may include: • Adrenaline auto injectors (AAI) • Asthma reliever inhalers
4. Understand how to provide first aid to a casualty with suspected anaphylaxis	4.1 Define anaphylaxis	Defining anaphylaxis may include: • Understanding that anaphylaxis is a life-threatening allergic reaction • Understanding anaphylaxis is caused by a massive over-reaction of the body's immune system • Understanding that immune cells release massive quantities of a chemical called histamine, which can cause life-threatening problems to the following: ◦ **Airway** ◦ **Breathing** ◦ **Circulation**
	4.2 Identify the difference between anaphylaxis and an allergic reaction	Identifying the difference between anaphylaxis and an allergic reaction may include: • Understanding the signs and symptoms of mild/moderate allergic reactions • Understanding the life-threatening Airway, Breathing and Circulation problems with anaphylaxis
	4.3 Identify the signs and symptoms of anaphylaxis	Identifying common triggers of anaphylaxis may include: • Drugs • Insect stings • Seafood • Latex • Nuts Identifying the signs and symptoms of anaphylaxis may include: • Rapid onset and rapid progression • Life-threatening Airway, Breathing and/or Circulation problems

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Learning outcomes *The Learner will:*	Assessment criteria *The Learner can:*	Indicative content*
	4.4 Identify how to administer first aid for a casualty with anaphylaxis	Identifying how to administer first aid for a casualty with anaphylaxis may include: • Casualty positioning • Accessing emergency medication • Assisting to administer medication where required • Immediately dialling 999/112 • Following the Allergy Action Plan • Starting CPR if the casualty goes unresponsive
5. Understand how to provide first aid to a casualty having an asthma attack	5.1 Identify what an asthma attack is	Identifying what an asthma attack is may include: • Understanding that tiny windpipes in the lungs go into spasm and constrict, making it very difficult for the casualty to breathe • Understanding the triggers, such as dust, pollen, tobacco smoke, exercise, stress and infection
	5.2 Identify the signs and symptoms of a suspected asthma attack	Identifying the signs and symptoms of a suspected asthma attack may include: • Difficulty breathing and speaking in sentences • Wheezy breathing • Coughing and tight chest • Pale, clammy skin • Use of muscles in neck and upper chest when breathing • Cyanosis • Exhaustion
	5.3 Identify how to administer first aid for a casualty who is suffering from an asthma attack	Identifying how to administer first aid for an asthma attack may include: • Correct casualty positioning • Adhering to the casualty's Asthma Action Plan • Accessing the casualty's emergency asthma medication • Assisting the casualty to take emergency asthma medication • Calm and reassurance • Calling 999/112 if needed
6. Understand the impact allergy can have on a child's wellbeing	6.1 Identify how allergies can affect a child's health in different ways and how severity can vary	Identifying how allergies can affect a child's health in different ways and how severity can vary may include: • Physical health • Emotional health • Daily activities
7. Understand how to report and record serious incidents and near misses	7.1 Identify the difference between a serious incident and a near miss	Identifying the difference between a serious incident and a near miss may include: • Serious incident – Any medical event that results in serious harm, life-threatening illness, or death • Near miss – Any incident that could have led to serious harm
	7.2 Identify how to record a serious incident or near miss	Identifying how to record a serious incident or near miss may include: • Incident recording • Incident reporting
Additional information about the unit		
*indicative content		The purpose of the indicative content in this unit is to provide an indication of the context behind each assessment criteria.

Note: Full and detailed qualification content is available to approved Centres in the form of lesson plans and a training presentation which are provided free of charge.

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Appendix 2 – Occupational knowledge, competence and experience

Occupational knowledge and competence

All Trainers, Assessors and IQAs must have occupational knowledge and competence in first aid.

Acceptable evidence includes:

- Holding a current First Aid at Work certificate issued by an Ofqual/Qualifications Scotland Accreditation/Qualifications Wales/CCEA Regulation recognised Awarding Organisation/Body (or equivalent*) **or**
- Holding a current Offshore First Aid Certificate issued by a HSE approved training provider **or**
- Current registration as a Doctor with the General Medical Council (GMC)** **or**
- Current registration as a Nurse with the Nursing and Midwifery Council (NMC)** **or**
- Current registration as a Paramedic with the Health and Care Professions Council (HCPC)**

*recognised First Aid at Work certificate equivalents must be submitted to QA with comprehensive mapping which evidences that all assessment criteria of the FAW qualification have been achieved within the past 3 years. Equivalent qualifications without an expiry date and achieved more than 3 years ago will require additional evidence to be submitted of up-to-date competence in First Aid.

**registered healthcare professionals must act within their scope of practice and therefore have current expertise in first aid to teach/assess the subject.

Teaching experience

All Trainers must have experience in teaching first aid. Acceptable evidence includes either of the following options:

- A 36-hour log of teaching first aid within 3 years, which must include one of the following (or equivalent) delivered within 6 months:
  - 1 Emergency First Aid at Work,
  - 1 First Aid at Work,
  - 1 Paediatric First Aid **or**
- A record of being observed by a qualified/approved Trainer within 12 months, during which practical and theoretical topics were delivered competently for a duration of 6 GLH

Assessing experience

All assessors must have experience in assessing first aid. Acceptable evidence includes either of the following:

- A log of performing assessments on 6 first aid courses within 3 years **or**
- A record of being observed by a qualified/approved assessor within 12 months, during which 4 practical and 1 theoretical assessment were delivered competently

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Appendix 3 – Acceptable training/assessing qualifications

This list is not exhaustive but provides a guide to acceptable training and/or assessing qualifications. Trainers who also assess Learners competence must hold an acceptable assessor qualification to enable them to perform both functions.

Qualification	Train	Assess
CURRENT QUALIFICATIONS (available for new trainers/assessors to undertake):		
Level 3 Award in Education and Training	√	√
Level 4 Certificate in Education and Training	√	√
Level 5 Diploma in Education and Training	√	√
Level 3 Award in Teaching and Assessing in First Aid Qualifications (QCF or RQF)	√	√
Cert Ed/PGCE/B Ed/M Ed	√	√
SVQ 3 Learning and Development SCQF Level 8	√	√
SVQ 4 Learning and Development SCQF Level 9	√	√
TQFE (Teaching Qualification for Further Education)	√	√
Planning and Delivering Learning Sessions to Groups SCQF Level 6 (Qualifications Scotland Unit)	√	√
SCQF Level 6 Award in Planning and Delivering Learning Sessions to Groups (Qualifications Scotland Accredited)	√	√
L&D Unit 6 Manage Learning and Development in Groups SCQF Level 8 (Qualifications Scotland Accredited)	√	
L&D Unit 7 Facilitate Individual Learning and Development SCQF Level 8 (Qualifications Scotland Accredited)	√	
L&D Unit 8 Engage and Support Learners in the Learning and Development Process SCQF Level 8 (Qualifications Scotland Accredited)	√	
Carry Out the Assessment Process SCQF Level 7 (Qualifications Scotland Unit)		√
Level 3 Award in Assessing Competence in the Work Environment		√
Level 3 Award in Assessing Vocationally Related Achievement		√
Level 3 Award in Understanding the Principles and Practices of Assessment		√
Level 3 Certificate in Assessing Vocational Achievement		√
L&D Unit 9DI Assess Workplace Competence Using Direct and Indirect Methods SCQF Level 8 (Qualifications Scotland Accredited)		√
L&D Unit 9D Assess Workplace Competence Using Direct Methods SCQF Level 7 (Qualifications Scotland Accredited)		√
OTHER ACCEPTABLE QUALIFICATIONS:		
CTLLS/DTLLS	√	√
PTLLS with unit 'Principles and Practice of Assessment' (12 credits)	√	√
Further and Adult Education Teacher's Certificate	√	√
IHCD Instructional Methods	√	√
IHCD Instructor Certificate	√	√
English National Board 998	√	√
Nursing mentorship qualifications	√	√
NOCN Tutor Assessor Award	√	√

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S/NVQ Level 3 in Training and Development	√	√
S/NVQ Level 4 in Training and Development	√	√
PDA Developing Teaching Practice in Scotland's Colleges SCQF Level 9 (Qualifications Scotland Qualification)	√	√
PDA Teaching Practice in Scotland's Colleges SCQF Level 9 (Qualifications Scotland Qualification)	√	
PTLLS (6 credits)	√	
Regulated Qualifications based on the Learning and Development NOS 7 Facilitate Individual Learning and Development or NOS 6 Manage Learning and Development in Groups	√	
Training Group A22, B22, C21, C23, C24	√	
Learning and Teaching – Assessment and Quality Standards SCQF Level 9 (Qualifications Scotland Unit)		√
A1 Assess Candidates Using a Range of Methods or D33 Assess Candidates Using Differing Sources of Evidence		√
Conduct the Assessment Process SCQF Level 7 (Qualifications Scotland Unit)		√
A2 Assess Candidate Performance through Observation or D32 Assess Candidate Performance		√
Regulated Qualifications based on the Learning and Development NOS 9 Assess Learner Achievement		√

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Appendix 4 – Qualifications suitable for internal quality assurance

This list is not exhaustive but provides a guide to acceptable internal quality assurance qualifications:

L&D Unit 11 Internally Monitor and Maintain the Quality of Workplace Assessment SCQF Level 8 (Qualifications Scotland Accredited)
Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
Conduct the Internal Verification Process SCQF Level 8 (Qualifications Scotland Unit)
Regulated Qualifications based on the Learning and Development NOS 11 Internally Monitor and Maintain the Quality of Assessment
V1 Conduct Internal Quality Assurance of the Assessment Process or D34 Internally Verify the Assessment Process
Internally Verify the Assessment Process SCQF Level 8 (Qualifications Scotland Unit)

Note: IQAs who do not hold a formal internal quality assurance qualification may alternatively attend *Internal Quality Assurance CPD Training* with an Awarding Organisation/Body.

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