# Tutor, Assessor and Internal Quality Assurance Support Pack

## Highfield Level 4 Certificate in Principles of Leadership and Management for Adult Care (RQF)

Qualification Number: 603/0974/X

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Highfield Icon, First Point, Balby Carr Bank, Doncaster, DN4 5JQ, United Kingdom
Tel +44 01302363277

www.highfieldabc.com

## Welcome

Welcome to the ***Highfield Level 4 Certificate in Principles of Leadership and Management for Adult Care (RQF)*** tutor, assessor and quality assurance support pack. This pack has been put together to support tutors, assessors and IQAs in their respective roles.

The pack is split into three sections:

**1. Delivery Support**
This section of the pack aims to support tutors in the quality assured delivery of the qualification and makes reference to supporting materials, as signposted within the qualification specification.

**2. Assessment Support**
This section of the pack aims to support assessors in the quality assured assessment of the qualification and provides guidance on the completion of the Highfield assessment paperwork.

**3. Internal Quality Assurance Support**
This section of the pack aims to support those responsible for internal quality assurance of the qualification and provides guidance and examples of practice that could support this role.

Although the pack makes reference to three different areas, it is important to note that centres are able to become approved for the award with just **two** people fulfilling the following roles:

**1 x Tutor/Assessor**: This individual can deliver and assess the entire qualification.

**1 x Internal Quality Assurer**: This individual quality assures the delivery and assessment of the Tutor/Assessor *(see Internal Quality Assurance Support for further information).*

This pack makes reference to a number of supporting documents and Highfield would recommend that centres become familiar with these prior to registering a course. If you require any further information or support, please contact your Highfield Account Manager who will be more than happy to help.

## Delivery Support

The delivery of the qualification is the responsibility of the **nominated Tutor/Assessor**. This person should meet the associated approval criteria within the qualification specification and have the relevant skills, experience and qualifications to deliver a meaningful course to learners. It is important that nominated tutors/assessors keep up to date with the adult care sector, maintaining their CPD as part of their approval.

The qualification has a minimum Total Qualification Time (TQT) value of 341 hours, which is equivalent to approximately a six to nine-month programme. TQT can be made up of lectures, tutorials, supervised study, pre-course work, self-study and assessment.

It is the responsibility of the nominated tutor/assessor to ensure learners are adequately prepared for the assessment. Tutors/assessors should design a course which meets the learning outcomes and associated content set out in the units. Learners should be made aware of the learning outcomes they are working towards, which are outlined below in the rules of combination section

### Rules of Combination

To complete the Highfield Level 4 Certificate in Principles of Leadership and Management for Adult Care (RQF) learners must complete 20 mandatory units.

**Mandatory group**

| Unit reference | Unit title | Level | GLH |
|---|---|---|---|
| A/615/4445 | 1. Leadership and Management in Adult Care | 4 | 7 |
| Y/615/4422 | 2. Team Leadership in Adult Care | 4 | 9 |
| D/615/4423 | 3. Governance in Adult Care | 4 | 7 |
| H/615/4424 | 4. Regulatory Processes for Adult Care | 4 | 11 |
| K/615/4425 | 5. Communication and Information Management In Adult Care | 4 | 6 |
| M/615/4426 | 6. Partnership Working in Adult Care | 4 | 9 |
| T/615/4427 | 7. Outcomes Based Person Centred Practice in Adult Care | 4 | 7 |
| A/615/4428 | 8. Equality, Diversity and Inclusion in Adult Care | 4 | 6 |
| F/615/4429 | 9. Continuous Improvement in Adult Care | 4 | 7 |
| T/615/4430 | 10. Professional Development in Adult Care | 4 | 7 |
| L/615/4434 | 11. Supervision and Performance Management in Adult Care | 4 | 6 |
| R/615/4435 | 12. Resource Management in Adult Care | 4 | 7 |
| Y/615/4436 | 13. Safeguarding and Protection in Adult Care | 4 | 7 |
| D/615/4437 | 14. Health and Safety in Adult Care | 4 | 6 |
| H/615/4438 | 15. Risk-Taking and Risk Management in Adult Care | 4 | 8 |
| K/615/4439 | 16. Managing Concerns and Complaints in Adult Care | 4 | 7 |
| D/615/4440 | 17. Manage Self for Leadership in Adult Care | 4 | 9 |

| | | | |
|---|---|---|---|
| H/615/4441 | 18. Decision Making in Adult Care | 4 | 6 |
| K/615/4442 | 19. Entrepreneurial Skills in Adult Care | 4 | 9 |
| M/615/4443 | 20. Innovation and Change in Adult Care | 4 | 9 |

## How to Design an Effective Course

**Being familiar with qualification content**

Nominated tutor/assessors are advised to make themselves familiar with all of the qualification units, supporting guidance (including definitions of terms) and the assessment requirements before starting delivery so that a meaningful course can be designed which meets learners' requirements. Courses should be designed around the learning outcomes of each of the units to ensure learners come away with a good understanding of, or knowledge in, these areas.

**Considering assessment**

Within the units, the learning outcomes are supported by assessment criteria, which provides more detail on the topics on which leaners will be assessed. It is up to the nominated tutor/assessor to ensure these areas are suitably covered or sign-posted during delivery of the course so that learners are given the opportunity to meet all requirements when creating their portfolio of evidence. Tutor/assessors must then use formative assessment methods, such as Q&A and reviewing learners' work, to determine that learners are ready to be put forward for formal, summative assessment (See the assessment section of this pack for more information on summative assessment methods). If formative assessment shows that further work is required, this must be built into the course and further support and guidance provided by the tutor/assessor.

Learners must be made aware of and familiar with the methods and specific tasks they will be asked to complete to be assessed on the content they are being taught. It is best for nominated tutors to introduce this early in the course to provide focus for learners on the areas they need to research and prioritise.

**Individual learning plans**

Individual learning plans should be in place for each learner and should take into consideration any prior experience and/or qualifications relevant to the subject area to build on their existing knowledge. This should be established through an initial assessment process before the course is delivered and/or very early in the course. Tutor/assessors may find that learners with more experience in certain areas can help with course delivery by providing support to those with less knowledge.

**Delivery methods**

Courses can be delivered in many different ways including face to face training sessions, assigning distance learning tasks or by using technology.

Nominated tutor/assessors may wish to use some of the following **example training approaches**:

- Use case studies of real or fictional scenarios to lead discussions, group work or question and answer sessions to help to deliver a productive and practical session which applies the theory to a relatable situation that learners may face in practice.

- Ask each learner to research an area and present or lead a group session on their given topic. If appropriate, this presentation could form part of their assessment.

Where distance learning is utilised in the delivery of this qualification, it is strongly recommended that nominated tutors provide learners with clear instruction on what they must do or research and either provide or signpost learners to information or references that can be used. To make the best use of distance learning, it should be combined with discussions and question and answer sessions in groups or one to one with the tutor, either face to face or through using technology.

## Assessment Support

The assessment of the qualification is the responsibility of the **nominated Assessor**. This person should meet the associated approval criteria within the qualification specification and have the relevant skills, experience and qualifications. As mentioned previously this person may also act as the course tutor.

Highfield has worked with a number of subject matter experts to create a streamlined and effective assessment pack which contains assessment support materials for this knowledge-based qualification.

This section provides guidance to assessors on the Highfield paperwork provided, how to devise appropriate assessments which are holistic and applied to the workplace, and how to undertake assessment of learners' work consistently.

### Highfield Assessment Paperwork

Highfield has provided centres with a downloadable learner pack which contains sample documentation that can be used to track and collate learners' pieces of work to be assessed. The learner pack contains the following forms:

**Specimen signature sheet**
All individuals involved in the assessment process must sign the example specimen signature sheet. This includes the tutor/assessor, IQA, the learner themselves and the EQS. This assists the quality assurance process to identify who has been involved at each stage.

**Assessment/action plan sheet**
This action plan is an example form that assessors may use when planning with the learner what they must achieve by the next assessment deadline. These plans are to be written and agreed with the learner, ensuring both parties are aware of what is required and by when.

It is recommended that the appropriate unit and assessment criteria the learner is intending to cover are listed in the first column, with a specific action for the learner to complete by a set deadline in the second and third columns. All agreed actions will be reviewed regularly, with new actions established and further action plans developed as the learning programme continues.

**Assessment record sheet / Assessment feedback sheet**
This assessment record may be used to record all types of assessor decisions. The record may be used for more than one type of evidence and should provide an audit trail for each learner. The assessment feedback sheet can be used to detail any further improvements the assessor has suggested to the learner to more closely meet requirements.

The original documents should be held by the centre in a separate location to the learner's portfolio, in case the portfolio is lost. A copy should be placed in the learner's portfolio so that they are aware of their progress towards the completion of the unit and/or qualification.

**Evidence tracking sheet**

These sheets are provided to help learners and assessors keep track of the progress they are making in completing their portfolio. They are designed to show at a glance what a learner has already covered and what there is left to do to complete the qualification.

This document can also be used as a table of contents for the evidence contained in the portfolio. It will signpost where each item of evidence is located and therefore make it easier for tutors/assessors, and IQA and EQS officers to assess and quality assure the evidence produced.

A sample completed tracking sheet has been included for your reference. Highfield has also included tracking sheets for each of the units contained in this qualification.

## How to devise internally set assessments

This qualification is assessed by internally set and assessed pieces of work. This means centres are free to design their own assessment methods and tasks depending on the learner's learning style, the content being assessed and the learner's workplace. It is important that the method of assessment and the specific tasks set allow for each of these requirements, to ensure they are valid, reliable and fair for all learners.

**Assess the units' content**

The starting point when designing internally set assessments should be to review the units contained within the qualification which list the learning outcomes that indicate what learners need to know or understand by the end of the course. These are the areas that should be taught and these are the areas that learners should be assessed against. Learning outcomes are supported by assessment criteria, which provides further detail on what an assessor needs to be looking for within learners' work. Any assessment tasks devised **must** collectively allow for full coverage of these so that learners are able to meet all requirements.

The assessment criteria within the units contain verbs to indicate to the assessor the level of depth required by learners. This should assist in designing a suitably complex or stretching task on a given topic. As this qualification is at level 4, learners will be required to provide justified, critical answers to the tasks they are set and so written assignments, research projects or detailed oral presentations/Q&A may be appropriate, however this is not a stipulation. As long as assessors are able to show how the assessment tasks set meet the requirements of the unit, then the assessment method will stand. Therefore, assessors must refer back to the units and provide mapping for how each aspect has been covered in the tasks set, for quality assurance purposes. Highfield has provided a Learner Pack which can be used for this purpose.

**Employ holistic assessment**

It is recommended that any assessments designed are holistic in nature and therefore assess across the qualification content, rather than questioning each individual aspect listed within the units. Tasks set should allow learners to draw on their knowledge across the breadth of the syllabus and so assessors are advised to be very familiar with all mandatory units' content before setting assessment tasks, so as to cover as much of the content as possible and reduce the risk of duplication of work.

**Make assessments relevant to the learner**

Another consideration when designing assessments is to make the tasks relatable for learners and so apply the knowledge to their own workplace. Any tasks set should allow learners to think about and provide in their answer application to their own situation in order to get the most out of the course. Although this qualification is knowledge-based, tasks can be set which are practical in nature, such as asking learners to produce work that would be required of them in a role. For example, designing a Personal Development Plan. Learners may also find a benefit of being set tasks which ask them to review how a particular theme (such as quality or safety) apply to their role, and how they could develop it further.

**Make administration processes clear**

It is important for both the learner and the assessor if, when tasks are set, accompanying practical instructions are provided, such as word count, the referencing system to be used and how to present any accompanying appendices. Clear instructions on administrative processes must also be given, such as deadlines and how to submit the work and to who.

## Example tasks

To demonstrate how to pull together a suitable assessment task, we have provided below an example of an assessment task for part of unit 10 Professional Development in Adult Care.

**EXAMPLE TASK ONE**

**Unit title: Professional Development in Adult Care**

**TASK 1: Produce a plan and report for professional development in an organisation**
In the management role, you will be responsible for supporting the development of the adult care workforce in your organisation.

**Part 1**: Create a basic plan to include the objectives, actions and review processes for the professional development of the workforce in an organisation.

**Part 2**: Produce a written report to demonstrate your understanding of professional development in adult care and to demonstrate your understanding of the value of literacy, numeracy and digital skills. Your report should make reference to your plan to justify the objectives, actions and review processes you have chosen.

**Your plan and report will need to meet the following criteria:**

1.1 Justify the importance of continually improving own knowledge and practice and that of the team
1.2 Explain potential challenges and constraints in relation to professional development in adult care
1.3 Evaluate how sources and systems of support assist in professional development
1.4 Explain the importance of personal development plans
1.5 Explain the **manager's responsibility to support the development of the adult care workforce** through a range of **mechanisms and resources** that support learning and development
1.6 Outline a range of different learning styles
1.7 Explain ways to ensure team members can apply new learning to practice and share learning with the team
1.8 Explain how to measure and evaluate the effectiveness of learning opportunities in improving the service

2.1 Assess the importance of literacy, numeracy and digital skills across the range of roles in adult care
2.2 Explain how to support team members to:
- assess their own level of attainment in literacy, numeracy and digital skills
- access support for further development

An **example** of a holistic assessment task that covers multiple areas across units **may** be as follows. Selected assessment criteria are from units 2, 7 and 8. This example may be used as a basis and centres may wish to embed further assessment criteria where they feel it is appropriate.

**EXAMPLE TASK TWO**

**Unit title/s:** **Team Leadership in Adult Care**
**Outcomes Based Person Centred Practice in Adult Care**
**Equality, Diversity and Inclusion in Adult Care**

**TASK 2: Produce a role profile and specification for an adult care worker and a written rationale**

Values, characterised as person-centred and a positive workplace culture are central to all work in adult care and facilitate the successful implementation of the Care Act. Creating and maintaining a values-based culture is essential to all aspects of recruitment, selection and development of the workforce and, as a manager, you will have an influential role in implementing these processes.

**Part 1:** Produce a role profile and specification for an adult care worker including reference to values, behaviours and practice that a care worker will demonstrate.

**Part 2:** Produce a written rationale for the role profile and specification to explain and evaluate how this element of recruitment, selection and development will facilitate a values-based culture within an organisation.

**Your role profile, specification and rationale will need to meet the following criteria:**
**Unit 2: Team Leadership in Adult Care**

1.4 Explain the importance of establishing a values-based, shared vision within your team
1.5 Evaluate strategies for establishing a values-based culture and building commitment to the values-based vision for the service

**Unit 7: Outcomes Based Person Centred Practice in Adult Care**

2.1 Explain the manager's responsibilities for leading a team to implement outcomes-based and person centred practice
2.2 Evaluate how to develop a culture that considers all aspects of individuals' wellbeing as well as their history, preferences, wishes, needs and strengths

**Unit 8: Equality, Diversity and Inclusion in Adult Care**

1.3 Explain the manager's role in promoting equality, diversity and inclusion
1.4 Explain how to support others to challenge discrimination and exclusion in ways that are likely to achieve change

## How to assess learners' work consistently

Assessors must be assured that the evidence produced by the learner is:

- Authentic – generated by the learner themselves
- Sufficient – covering all aspects of the assessment criteria
- Current – has been generated within the last 12 months

This will be supported by the centre's internal quality assurance processes. In addition, Highfield EQS Officers are able to provide guidance in relation to this.

Learners must show evidence of meeting **all** areas of **all 20** units. Only once this requirement has been met can a learner be put forward for certification.

Being able to undertake effective assessment of learners' work links very closely to the design of the tasks being set. Those tasks which map closely to the unit content will be easiest to assess consistently, as assessors can use these criteria to measure learners' knowledge and understanding.

Assessors should refer to the units to establish the level of depth required in learners' answers, which will be indicated by the use of verbs. Learners should be made aware of this so that they can be assured that the work they are producing will meet the requirements set.

### Guidance on depth of answer

The list below provides guidance on the level of detail learners will be required to supply in their answers to ensure their work is of the correct standard in order to pass. Please use this guidance when assessing learners' work to ensure they have provided enough detail within their pieces of work.

- **Analyse:** Break down a topic into separate parts and examine each. Show how the main ideas of each are related or why they are important.
- **Assess:** Review the validity of a concept or information provided, and consider the information to make a decision.
- **Explain**: Provide a clear account of a concept by providing detailed information, giving reasons and showing how or why something is or isn't the case.
- **Evaluate**: Review evidence from different perspectives and come to a valid conclusion or reasoned judgement, considering the benefits and limitations.
- **Illustrate:** Give clear information on or a description of a subject, topic or process, with supporting examples.
- **Identify**: Determine the origin or nature of something by selecting or providing basic examples or information. This does not require a very detailed answer.
- **Justify**: Provide reasons for how a conclusion, action or explanation was formed, providing, using or quoting supporting evidence
- **Outline**: provide a brief description of the main points or features of something. Answers do not need to provide detail but should concentrate on the essential
- **Establish**: Show something to be the case from given information.
- **Distinguish**: Show or recognise the difference between ideas or information.
- **Critically compare**: Examine two or more subjects in detail and contrast any similarities and differences. Identify the positive aspects and limitations for each.

**Requirements of level 4 qualifications**

Tutors/assessors may find it useful to refer to the definition Ofqual provide in what learners who are successful in achieving level 4 qualifications are able to demonstrate. The holder:

- Has practical, theoretical or technical knowledge and understanding of a subject or field of work to address problems that are well defined but complex and non-routine.
- Can analyse, interpret and evaluate relevant information and ideas.
- Is aware of the nature of approximate scope of the area of study or work.
- Has an informed awareness of different perspectives or approaches within the area of study or work

## Internal Quality Assurance (IQA) support

The internal quality assurance of the qualification is the responsibility of the Internal Quality Assurance officer (IQA). The IQA should meet the associated criteria within the qualification specification and should monitor both the delivery and assessment of the qualification. The IQA **should not** contribute to the delivery or complete any assessment of the course they are sampling.

The IQA **should**:

- Ensure the delivery and assessment is in line with the qualification requirements;
- Ensure all assessment paperwork is completed accurately;
- Ensure all tutors/assessors are sampled over time;
- Support and offer development for tutors/assessors; and
- Provide an audit trail of internal quality assurance.

It is important to note that the IQA role is one of support and as a result should improve the delivery and assessment programme over time. IQA samples can be completed in a number of ways however the main two methods are:

1. Live observation of course delivery/assessment (visit to an active course).
2. Desk-based sampling of course assessment material (either during a visit or remote check of completed assessment packs).

It is important to note that it is **not a requirement that every course is internally quality assured** via live observation visits, and instead desk-based samples should be used to support this process. Centres must take responsibility for planning and implementing an effective quality assurance procedure which is clearly evidenced within their sampling plan and verification process.

**Standardisation activities**

Standardisation activities are centre-led and used as a method of sharing good practice across the delivery, assessment and quality assurance of the qualification. These activities should be completed on a periodic basis and include members of the centre's delivery, assessment and quality assurance team. The IQA officer is key to this process as it is likely they will have sampled work across tutors/assessors and so be able to share positives from each team member.

**Internal Quality Assurance (IQA) Strategy** [Highfield Example]

Highfield recommends that a form of internal quality assurance is completed for every course. This can include both live visits and/or a desk based reviews, along with on-going standardisation activities and quality checks. Highfield recommends that centres implement a system for the frequency of visits based on risk. An example of this risk based approached can be supported using a basic traffic light system.

The starting point for using this type of system is to risk rate (grade) tutors/assessors. This process should be documented and completed using justifiable methods; an example of risk ratings is below:

- **Green**: Tutors/Assessors who have a significant amount of experience and competence in the delivery and/or assessment of the qualification, *(e.g. have delivered over 30 courses with no actions from quality assurance checks)*.

- **Amber**: Tutors/Assessors who have a moderate amount of experience and competence in the delivery and/or assessment of the qualification *(e.g. have delivered over 15 courses with minor actions from quality assurance checks)*.

- **Red**: Tutors/Assessors who have little or no experience in the delivery of the qualification or where a new assessment methodology is implemented.

- Once a grade agreed and documented within the centre, the next stage is to identify the volume of support that is required, once again an example of this is illustrated below:

- **Green Tutors/Assessors** require an IQA live visit every 20 courses or every 1 year, if sooner. Note; all courses will be subject to quality assurance monitoring, which could be completed via other methods e.g. desk based review.

- **Amber Tutors/Assessors** require an IQA live visit for every 10 courses registered or every 6 months, if sooner. Note; all courses will be subject to quality assurance monitoring, which could be completed via other methods e.g. desk based review.

- **Red Tutors/Assessors** would require an IQA live visit for every course registered as well as quality assurance documentation checks.

Once agreed, there is a need for ongoing review of risk, which could mean Tutor/Assessor grading may be adjusted and sampling may increase of decrease accordingly.

Please note that internal quality assurance is something unique to every delivery centre and each will have their various models that meet their needs. It is important to be aware that one model does not suite all needs and the above is just one example of how to simply and effectively implement IQA. An example of how this can work in practice is detailed overleaf:

If you require further support, please do not hesitate to contact the Highfield External Quality Support Team

## A Practical Guide to Internal Quality Assurance

The below provides a practical example of how this system may be applied in a centre who is wishing to use open response assessment for the first time and up until that point has only ever used multiple choice question paper assessment, therefore IQA is a relatively new concept.

1. As a new assessment methodology is being applied, all tutor/assessors would be initially graded Red and each course would be run and observed by the IQA.

2. After each course an IQA report will be completed summarising the findings from that sample of delivery and assessment. This, along with previous knowledge and experience of the Tutor/Assessor, will support the grading process*, e.g.:

    - ***No actions*** *from quality assurance checks could support a grading of Green*
    - ***Minor actions*** *from quality assurance checks could support a grading of Amber*
    - ***Major actions*** *from quality assurance checks could support a grading of Red*

**please note that previous experience could also contribute to the grading process*

3. Dependant on this grading, IQA support/monitoring will be provided as indicated below:
    - **Green Tutors/Assessors** will have an IQA live visit every 20 courses or every 1 year, if sooner and each lot of course paperwork will be sampled through desk based review before certification claim.
    - **Amber Tutors/Assessors** require an IQA live visit for every 10 courses registered or every 6 months, if sooner and each lot of course paperwork will be sampled through desk based review before certification claim
    - **Red Tutors/Assessors** would require an IQA live visit for every course registered and during this visit both delivery and assessment paperwork will be checked.

4. Once the IQA and Tutor/Assessor are happy with the assessment being of the correct standard for a course, both the assessment paperwork and IQA report should be submitted to the Highfield Quality Assurance Auditor for review.

5. The Highfield Quality Assurance Auditor will collate a report which will support centre risk based approach, but this can also support further Tutor/Assessor grading. This report along with all submitted paperwork will allow for a decision on whether the centre is able to gain Direct Claim Status (DCS), until this point the centre will be expected to submit assessment paperwork for Highfield Quality Assurance Auditor review prior to certification claim. On average it takes approximately two successful course reviews before a centre is given DCS, it is therefore recommended that centres send, in the first instance, two lots of course and IQA paperwork.

Ongoing reviews of Tutors/Assessors will and should affect grading and support required and this may reduce or increase where necessary

## IQA Plan

The IQA Plan is a method of documenting all courses delivered by the Centre and a way to identify which courses have been IQA sampled and the outcome of that sampling.

| Centre Name: | | | Qualification: | | | |
|---|---|---|---|---|---|---|
| Date of Course | Venue | Tutor/Assessor Name | No. of Registered Learners | No. of Certificated Learners | IQA Sample Date | IQA Outcome |
| | | | | | | |
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## IQA Report

The IQA Report is a method of documenting a sample/check. This form can be used when observing delivery/ assessment or when completing a portfolio sample. When the Report is complete it is important that both the IQA and the centre receive a copy for audit purposes.

| | | | | |
|---|---|---|---|---|
| Centre Name: | | | | |
| Course/Qualification: | | | | |
| Tutor/Assessor Name: | | | | |
| Course Identification: | | | Date of Assessment: | |
| IQA Name: | | | | |
| IQA Type (please '✓'): | • Desk based review | | Date of IQA: | |
| | • Observational visit | | | |
| | • Other (please state) | | | |

| IQA Checklist | | Yes | No |
|---|---|---|---|
| 1. | Has the Learner and Centre Details' been completed according to Highfield guidance? | | |
| 2. | Has the 'Qualification Result' been recorded according to Highfield guidance? | | |
| 3. | Has the Declarations been completed according to Highfield guidance? | | |
| 4. | Has the knowledge assessment been completed to the correct standard (where appropriate)? | | |
| 5. | Has the practical assessment been completed to the correct standard (where appropriate)? | | |

| Outcome: | |
|---|---|
| Feedback to Assessor | |
| | |

| Agreed action plan/development requirements | Target date |
|---|---|
| | |

| Assessor Signature: | | Date: | |
|---|---|---|---|
| IQA Signature: | | Date: | |