



Centre Manual

For qualification centres



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Introduction

About this manual

This manual details the processes that a centre must understand and follow to be able to administer, deliver, assess and quality assure our qualifications effectively. The manual supports the agreed to Qualification Centre Terms and Conditions and associated policies. These can be found on our website.

This manual details the processes that will take effect from 1 August 2023 for all qualification centres.

Version number	Date of publication	Significant changes from the previous version
LS247-1-0823	1 August 2023	Not applicable. Next scheduled review – spring 2024.

Ongoing support from the Leadership Skills Foundation

Even though this manual gives all the information needed to deliver to the required standards, we have an experienced and knowledgeable team that can offer advice and guidance on any aspect of the process. If needed, contact the Quality Assurance team for more support by emailing qa@leadershipskillsfoundation.org.

Section 1

Stages of qualification delivery, assessment and quality assurance

To deliver, assess and have qualifications quality assured, centres need to follow a simple four stage process. Each of these stages are outlined below to guide a centre in delivery. The four stages are:

Stage 1	Centre approval
Stage 2	Centre training
Stage 3	Delivering a qualification and evidencing assessment
Stage 4	Quality assurance review

Stage 1 Centre approval

How does centre approval work?

The centre approval process supports the centre manager so that they understand what is expected of them and their centre in delivering our qualifications. With all qualifications, we must ensure that centres are aware of the role they play in delivering the qualifications and that all centres deliver to the correct specification and processes. Centre approval helps ensure that the outcome of future quality assurance reviews at a centre is more likely to be satisfactory rather than unsatisfactory.

New centres are asked to complete the majority of the information required for centre approval on their application to become a centre with the Leadership Skills Foundation

Existing centres are asked centre approval questions as part of our annual quality assurance engagements.

A member of the Quality Assurance team will ensure everything is in place and will contact the centre to complete the approval. Once approved, the centre is given approved qualification centre status and they can continue with qualification delivery and assessments.

When a centre **does not** need to complete centre approval process

Centres **are not required** to complete the centre approval if they:

- were given approved qualification centre status in the previous academic year (e.g. 2022/23 if the current year is 2023/24);
and
- had a satisfactory outcome in their quality assurance review for the previous year (e.g. 2022/23 if the current year is 2023/24).

When a centre **does** need to complete centre approval process in 2023/24

Centres **are required** to be approved if any of the criteria below are true. Centre approval is required in a given year if:

- the centre is new to delivering qualifications with the Leadership Skills Foundation;
- they are an existing centre, but either:
 - have had a change of centre manager;
 - were not given approved qualification centre status in the previous year;
 - have been given future actions to attend a centre approval meeting through their quality assurance review.

Approved qualification centre status should be obtained by centres within **8 weeks** of their first course delivery in a given academic year.

Who at the centre is responsible for completing the centre approval process?

The centre manager. This person has overall responsibility for overseeing the qualification delivery at the centre and **must** complete the centre approval process. They may get others at the centre involved in the process, but they must not act in place of the centre manager.

The three-step guide to the getting approved qualification centre status

The following table gives an overview of the steps required for all centres to be approved to deliver our qualifications.

Step 1 Organise a centre approval meeting with one of the Quality Assurance team	For new centres , instructions of how to do this will be sent in our confirmation sent to centres following a course application. For existing centres, a member of the Quality Assurance team will send details of how to do this.
Step 2 Attend the centre approval meeting	In the meeting we will: <ul style="list-style-type: none">• support centres to understand the qualification and quality assurance processes;• support centres be prepared for the quality assurance review and providing evidence to us digitally;• ensure the centre meets training and staffing requirements;• gain additional information from a centre manager so that we are confident that the centre has satisfactory controls in place to administer, tutor, assess and evidence Leadership Skills Foundation qualifications.
Step 3 The decision on awarding approved qualification centre status	This outcome of the meeting will result in either: <ul style="list-style-type: none">• confirmation of approved qualification centre status;• an action plan for approval. If we are not confident that a centre is ready to be given approved qualification centre status as there are still actions to be addressed, the quality assurance team will work with the centre to create an action plan for delivering qualifications with us.

What happens if a centre approval application is not successful?

If there is a response to any part of the centre approval process that leads to approved qualification status not being awarded, the Quality Assurance team will set a centre approval action plan with the centre. If the actions are completed, centre approval will be given.

If the actions are not completed, a centre will not be able to deliver Leadership Skills Foundation qualifications, but the centre may be able to work with another Leadership Skills Foundation approved qualification centre to deliver our qualifications.

Appealing against a centre approval decision

Please refer to the Appeals Policy for information of how to appeal a decision made by the Leadership Skills Foundation.

Stage 2 Centre training

To support centres to deliver our qualifications we have a programme of training activities to build on centre staff's understanding of our expectations for the specific roles required to manage, tutor, assess and verify.

All training is provided at no additional cost to the individual or the centre.

Mandatory training that centres need to complete

There is a mandatory training requirement for each of the three roles required to deliver and assess Leadership Skills Foundation qualifications. They are defined in the table below.

Role	Training title	Method	Requirements
Centre manager	Managing a qualification centre	30 minutes e-training	<p>The person that is taking on the role of centre manager must complete.</p> <p>If the person who currently performs the centre manager role leaves the centre, whoever takes over the role must complete the 'managing a qualification centre' training before approved qualification centre status can be given.</p>
Tutor	Tutor training	30 minutes e-training	<p>At least one tutor per qualification centre.</p> <p>If the person that has complete 'tutor training' leaves, at least one other person must complete the training. It is recommended that all tutors complete this training.</p>
	Association for Physical Education (afPE)	Various	<p>At least one tutor per professional qualification centre. Only required for professional learning qualifications offered in partnership with afPE.</p> <p>If the person that has complete 'tutor training' leaves, at least one other person must complete the training.</p>
	Various training	Various	<p>Some qualifications require the tutor to have specific a qualification(s) and/or professional status. Please refer to the specification for details for the following programmes:</p> <ul style="list-style-type: none"> • Professional learning • Lowland leadership
Internal verifier	Internally verifying qualifications	30 minutes e-training	All named internal verifiers must complete the training.

Note: Leadership Skills Foundation training status remains with the person that has completed the training. Therefore, if a trained person leaves a centre, it is likely that another person will be required to complete the relevant training.

Is existing Leadership Skills Foundation training valid?

Training completed before 1 August 2023 is still valid and remains valid unless we make any significant changes to the training requirements and/or qualification content.

Any changes to validity will be communicated to all centres through our Briefing for Centres and other updates.

In addition, training may be given as an action through a quality assurance review if centre personnel have been found to not meet standards required for the role(s) carried out.

Additional support and training for centres

In addition to the mandatory training requirements, there will be a series of other webinars and best practice workshops to give centres additional support throughout the year. These are not mandatory, but they provide opportunities for centre staff to improve their knowledge and understanding to support the delivery of high quality courses to learners.

Stage 3 Delivering a qualification and evidencing assessment

The assessment requirements for qualifications

Each qualification has a specification that details what content needs to be delivered and assessed and what learners/delegates are expected to produce to evidence that they have met the assessment criteria/performance criteria in the minimum action column.

The specification must be used by the centre to inform a development of a course plan and all staff that are to deliver and assess learners/delegates for a Leadership Skills Foundation qualification must understand the requirements of it.

The following table gives basic definitions for the components found in a Leadership Skills Foundation specification.

Term	Definition
Unit title	Outlines the overall aim of a unit and what a learner/delegate must be able to do to complete the unit.
Learning outcome	The specific understanding or action that a learner/delegate must be able to understand or do.
Assessment criteria/ performance criteria	This explains what the specific actions that a learner must complete and be assessed against.
Minimum action	This is the range of assessment that is needed for a learner/delegate to achieve assessment criteria. For example, 'plan a minimum of two activity sessions...' where the assessment criterion is 'plan activity sessions'.
What needs to be completed (or task)	This gives the specific task in the learner/delegate evidence record that needs to be completed by the learner/delegate and assessed by the tutor.
Tutor time (or guided learning hours)	The amount of time, in whole hours, that a tutor would typically spend delivering the qualification content and assessment to the average learner/delegate.
Directed study	The amount of time, in whole hours, that the average learner/delegate would typically spend completing components of a qualification away from direct tutor contact. This could include completing a worksheet or demonstration of leadership hours.
Total qualification time	Total qualification time is the total time that the average learner/delegate would take to complete all components of a qualification. It is equal to the sum of tutor time and directed study time.

Creating a course plan

A centre is required to create a course plan for all Leadership Skills Foundation qualifications they deliver.

It is the responsibility of the centre manager to ensure all tutors have a course plan to deliver from. They should work with the tutor(s), internal verifier(s) and independent assessors (for qualifications that require an independent assessor) to ensure everyone at the centre is prepared for their role in the delivery, assessment and verification.

The course plan(s) will be requested by our Quality Assurance team for a centre's quality assurance review.

A course plan must always include:

- the qualification title (e.g. level 1 qualification in sports leadership);
- plans for delivering the content from the correct specification;
- plans for assessing learners and for providing additional assessment opportunities;
- details of the planned activity of the internal verifier;
- a date for when the internal verification is to be completed – this will allow a centre to plan in an annual quality assurance review with us.
- details of any recognition of prior learning (RPL);
- details of any reasonable adjustments being applied for learners/delegates.

For the specific requirements of what needs to be included as part of a course plan, please refer to the course plan guidance section of this document.

Delivering assessment

Our 'no surprises' approach to assessment and evidence collation means that we provide all documentation the learner/delegate needs to meet the minimum requirements of a qualification.

The guidance below can also support centres support learners/delegates through their assessment and tailor it to their needs.

Learner evidence records (LERs) and delegate evidence records (DERs)

All learners/delegates will get access to an easy-to-use LER/DER which they can complete electronically or as a hard copy document.

It is essential that all learners/delegates are issued a LER/DER at the start of the course and that they complete it as they progress through the course. Everything that a learner/delegate needs to complete can be completed through the LER/DER.

The LER/DER is mandatory and includes a mix of:

- tasks that check underpinning knowledge – learners/delegates are required to compile their own work to add to the LER/DER;
- instructions and guidance on the planning and practical requirements of the qualification - completed by learners/delegates during the course;
- assessment forms - to be completed by the tutor.

Tutor(s) must make all assessment decisions and give feedback to learners/delegates in their LER/DER.

Recognition of prior learning

Learners/delegates who bring prior knowledge to a course may be assessed without having covered all taught elements a particular task or unit. They must still provide evidence that they can meet the minimum action required, either by completing the LER/DER or by providing appropriate alternative evidence (see Recognition of Prior Learning Policy for further details).

Written tasks for assessment

The LERs and DERs we provide have templates for written tasks, designed to gather the minimum evidence necessary for learners/delegates to show that they can meet all the requirements of the theoretical elements of the qualification.

Although, as a minimum, successful completion of all written assignments is required, there is flexibility for learners/delegates to replace written answers with alternative evidence. For example, in place of a written answer, learners/delegates could:

- create a poster;
- deliver a short, filmed presentation;
- record verbal answers to the questions;
- use an online application such as Jamboard, Miro or similar;
- evidence learning and assessment in another way.

Competence-based evidence

The practical elements of the qualification, where learners/delegates put their learning into practice (e.g. by planning, leading and reviewing leadership activities) are typically assessed using practical observation forms, completed by the tutor.

Templates are provided for the tutor to complete in the LER/DER. For some qualifications these templates may be in a separate assessment record.

Reasonable adjustments

Reasonable adjustments can be made for learners/delegates who are unable to complete the LER/DER, and centres have the flexibility to support learners/delegates with specific needs by adapting the assessment method. Please refer to the Reasonable Adjustments Policy for guidance.

Alternative methods of gathering and presenting evidence may be allowable as long as:

- it meets the minimum action requirements;
- it can be submitted to us to be quality assured;
- it is referenced where the alternative evidence can be found against the appropriate question/task in the LER/DER;
- assessment decisions are recorded, and feedback is given to the learner/delegate in the LER/DER.

Tracking the status of assessments on course(s)

Tutors are required to keep an assessment register/tracker for every course and ensure that the assessment progress for every learner/delegate is tracked through this. Tracking

assessment by assessment task or unit is the minimum that we would expect to see in the evidence a centre provides to us as part of a quality assurance review.

Any assessment register/tracker must only be used as a tool to support course delivery and assessment. It must not replace the assessment decisions made in each learner's/delegates LER/DER and will **not** be satisfactory as the only evidence of assessment during a quality assurance review.

Keeping track of centre course evidence

It is the responsibility of the centre manager to ensure that all required course evidence is collated and ready to be shared with the Leadership Skills Foundation on request. This request will typically be part of the annual quality assurance review that we will perform.

The Quality Assurance Review Check List gives details of the specific evidence that needs to be uploaded ahead of the annual quality assurance review. This is available to download as part of the qualification resources.

Quality Assurance Review Check List





Quality Assurance Review Check List

For all qualifications

Before certificates can be awarded, the Leadership Skills Foundation will perform an external quality assurance review of your centre and the courses that you have delivered in the year of the review.

Your quality assurance review will be in two parts (see below). It is the centre manager's responsibility to ensure that the quality assurance review can be carried out in line with both parts and the Quality Assurance Policy.

Part 1 Sharing centre and course evidence for us to review
All requested centre and course evidence must be shared with the Leadership Skills Foundation ahead of your quality assurance review meeting via the secure file sharing link the Quality Assurance team send you when they request the evidence.

The following evidence must be shared at least five working days ahead of your quality assurance review meeting with the Leadership Skills Foundation Quality Assurance team.

The evidence required	
<input type="checkbox"/>	Complete learner evidence records/delegate evidence records for the learners/delegates that are part of the internal verification sample
<input type="checkbox"/>	Completed internal verification record(s) to cover all courses, including: <ul style="list-style-type: none"> Part 1 Learner evidence record sample selection form <small>One form per tutor</small> Part 2A Verification of the tutor's assessment decisions <small>One form per tutor required per qualification type they deliver</small> Part 2B Reporting on tutor performance form <small>One form per tutor</small> Part 2C Internal verification action plan (if required) <small>One form per tutor required if actions arise from 2A and/or 2B</small>
<input type="checkbox"/>	A document(s) that clearly shows the tracking and dates of all assessment for all learners for every course (e.g. an internal assessment register/tracker)
<input type="checkbox"/>	Independent assessor forms <small>If relevant to the qualification you have delivered</small>
<input type="checkbox"/>	Course plans for every qualification type delivered
<input type="checkbox"/>	Any other documents requested by the Quality Assurance team <small>(typically evidence of addressing future actions from a previous quality assurance review)</small>

meet expected standards to result in a satisfactory review outcome this includes evidence that actions that have been set at previous reviews have been addressed in the agreed timeframes.

nce is not made available prior to the meeting causing the quality meeting not to take place, this will result in: actory outcome to the quality assurance review; egate certificates being withheld until the required evidence is seen; and future actions being given to the centre.

your evidence to share with us
arners/delegates have used hard copies for any document, you will se in to share them with us. The quickest and easiest way to do this o-use scanning app on a phone or tablet (e.g. Adobe Scan or

g the quality assurance review meeting
ice review meetings will be held via Microsoft Teams (or an equivalent form should Teams not be possible at your Centre.

come to a quality assurance review can only be given if both parts of nce review are completed satisfactorily.

ation?
nual and the Quality Assurance Policy for details on all quality es.

estions, either contact your named Quality Assurance team your centre or email qa@leadershipskillsfoundation.org.

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Stage 4 The quality assurance review

The purpose of the quality assurance review

The quality assurance review is undertaken by the Leadership Skills Foundation to allow us to scrutinise the processes that have been used to make assessment decisions for the qualifications a centre delivers. This ultimately ensures that the interests and needs of registered learners/delegates are protected.

We check three key things to monitor whether required standards have been met or not. These are:

1. Has the centre manager effectively managed the qualification administration, delivery and assessment at the centre?
2. Has the tutor(s) used assessment processes to make decisions that are fair, consistent and accurate?
3. Has the internal verifier(s) carried out the internal verification process effectively and verified the assessment process for all tutors?

Initiating a quality assurance review

Centres are required to have a minimum of one annual quality assurance review in every year that Leadership Skills Foundation qualifications are delivered.

The timing of a quality assurance review will be informed by either:

- the centre submitting a first certification request for a course;
- the centre informing us that they will be ready for a quality assurance review at a given time;
- the Quality Assurance team contacting the centre manager as registered course(s) are due to be ending soon.

We support centres by performing the entire quality assurance review process remotely and informed by digital centre and course evidence. This means that all aspects of the quality assurance review will be performed remotely (i.e. as a desktop review) unless requested otherwise by the Leadership Skills Foundation.

Organising a quality assurance review

There are two actions that a centre manager is asked to complete so that a quality assurance review can take place:

1. **Book an online quality assurance review meeting** with us.
2. **Share centre and course evidence** with us at least five working days ahead of the booked meeting.

The member of the Quality Assurance team that is assigned to a centre will send instructions for how to book a meeting and share evidence with us.

Sharing centre and course evidence for a quality assurance review

The Quality Assurance Review Check List details the evidence that a centre is required to share with us for a quality assurance review.

We require all evidence to be shared with us digitally (rather than hard copy evidence posted to us) at least five days prior to the quality assurance review meeting. This allows us the time to effectively review a centre's administration, delivery and assessment processes.

It is the centre manager's responsibility to make sure that evidence is uploaded at least five days ahead of the booked meeting.

If any of the requested evidence is not made available at least five days prior to the meeting causing the quality assurance review meeting not to take place, this will result in:

- learner/delegate certificates being withheld until the required evidence is seen;
- immediate and future actions being given to the centre.

Please refer to the Quality Assurance Policy for details of what to expect as part of the quality assurance review meeting and report.

Outcomes from a quality assurance review

There are three possible outcomes from a quality assurance review, defined in the table below:

- satisfactory
- unsatisfactory
- non-compliant

Satisfactory outcome

The delivery and assessment of Leadership Skills Foundation qualifications at a centre has met the required standards, policies and procedures.

There may be minor actions set for future courses, but they have not adversely affected the standards of delivery and assessment.

Achieving a 'satisfactory' outcome will allow:

- learners/delegates to be certificated;
- the centre to be given approved qualification centre status for the following year without any further actions.

Unsatisfactory outcome

If it has been found that parts of the course administration, delivery and/or assessment has not met required standards.

The Quality Assurance team will set an immediate action plan for the centre to address in an agreed timeframe. This will need to be completed before a satisfactory outcome can be given.

The centre manager will be required to oversee the completion of the actions and to report back to us within by the deadline set. Failure to complete the actions given may result in a centre becoming 'non-compliant'.

Non-compliant

In performing the quality assurance review, or through other engagements, a centre can be deemed 'non-compliant' if:

- a part of the course administration, delivery and/or assessment has seriously breached required standards;
- the centre fails to address an immediate action plan set by the Leadership Skills Foundation in agreed time frames;
- there is suspected maladministration/malpractice.

A formal investigation will be initiated to determine the cause of the non-compliance and the actions required to address the breaches of required standards.

Please refer to the Maladministration and Malpractice Policy for more information on how and when investigations will be carried out.

Appealing against a quality assurance review outcome

Please refer to the Appeals Policy for information of how to appeal a decision made by the Leadership Skills Foundation.

Section 2

Qualification centre roles and responsibilities

This section outlines each role required to deliver Leadership Skills Foundation qualifications. It also links the role to their responsibility within the four stage Centre delivery process outlined in section 1.

Role	Main role responsibility
Centre manager	The main contact at the centre for liaising with the Leadership Skills Foundation. They must be someone that is actively involved in the management and coordination of the planning, tutoring and assessment of our qualifications.
Tutor	The person who delivers the course content to learners/delegates and performs the assessment in line with the qualification specification.
Internal verifier	Monitors and verifies the assessment performance of each tutor at the centre across each qualification type they deliver.
Independent assessor	For professional qualification centres only. The person who witnesses the delegate demonstrate some of the practical application of the qualification content and gives assessment feedback to the tutor to support them in their assessment decision.
Note: For each role, it is important that all centre staff involved in delivering, assessing or verifying our qualifications understands the guidance in section 1.	

The permitted combinations of centre roles

To table below outlines the permitted combination of roles that can be carried out by personnel at a centre.

Centre role	Other roles that can be performed
Centre manager	Note: Role specific requirements must be met. The centre manager can also perform the role of tutor. The centre manager can also perform the role of internal verifier if they are not the tutor on the same course.

Tutor	The tutor can also perform the role of centre manager.	The tutor can perform the role of internal verifier for other tutor(s) (i.e. not themselves).
Internal verifier	The internal verifier can also perform the role of centre manager.	
Independent assessor	The independent assessor must be completely independent from the delivery of the course and cannot take on any other role on the courses that they internally verify.	

Centre manager role and responsibilities

The centre manager **must**:

- take overall responsibility for managing Leadership Skills Foundation courses at the centre;
- take responsibility for all staff involved in the delivery, assessment and internal verification of the qualifications;
- take overall responsibility for protecting the interests of learners/delegates registered on qualifications;
- be responsible for completing the relevant centre approval process;
- be responsible for the collation of centre and course evidence and be able to share this with us on request;
- be internal to the centre and have a sufficient level of authority within the centre to carry out the responsibilities required by Leadership Skills Foundation, with full accountability for the overall provision of our qualifications within the centre;
- be the main contact for the Leadership Skills Foundation and is responsible for agreeing to the Qualification Centre Terms and Conditions, administering courses, registering learners and authorising invoice payments;
- ensure the centre adheres to all Leadership Skills Foundation policies.

Who can be the centre manager?

The centre manager must be someone that is actively involved in the management and coordination of the administration, planning, tutoring and assessment of Leadership Skills Foundation qualifications.

Other management and administration roles at a centre (for example, an exams officer) cannot be the centre manager unless they can demonstrate being able to perform all centre manager responsibilities.

What the centre manager needs to complete

The following gives an overview the expectations of a centre manager at each stage of delivering and assessing our qualifications. All parts of this must be met by a centre to allow certificates to be awarded at the end of a course.

At stage 1 Centre approval	<p>Ensure the centre has approved qualification centre status.</p> <p>If already approved, move to stage 2.</p> <p>If not approved, refer to the 'Stage 1 Centre approval' section earlier in this document.</p>
At stage 2 Centre training	<p>Complete the centre manager training.</p> <p>See the training page of our website to access all training information.</p> <p>Ensure the relevant staff at the centre complete all required tutor training and internal verification training.</p>
At stage 3 Delivering a qualification and evidencing assessment	<p>Ensure all courses for the academic year are applied for.</p> <p>Register learners/delegates on to the course(s) – must be within eight weeks of the course start date.</p> <p>Ensure all invoices are paid on time.</p> <p>Disseminate information to other staff at the centre, including Briefings for Centres updates.</p> <p>Organise and hold an internal verification planning meeting with all internal verifiers and tutors at the start of the course delivery.</p> <p>Ensure that all tutors deliver and assess to the correct specification and use the relevant resources.</p> <p>Ensure all internal verifiers perform the internal verification process and complete the relevant forms.</p> <p>Ensure processes in place to track the assessment of learners/delegates through course(s), and that certificate claims are only made for those that have successfully completed the course.</p>
At stage 4 Quality assurance review	<p>Collate all course evidence to meet stages 1 to 3.</p> <p>Book and attend the quality assurance review meeting.</p> <p>Share centre and course evidence with us ahead of the quality assurance review.</p> <p>Complete any follow-up actions from the quality assurance review.</p>

Tutor role and responsibilities

The tutor:

- plans and delivers the qualification content to learners/delegates on the course;
- undertakes assessment of each learner/delegate against the assessment criteria/performance criteria of the qualification in their LER/DER.

Qualification and experience requirements for tutors

For the majority of our qualifications at levels 1, 2 and 3 (SCQF levels 4, 5 and 6) tutors must be eighteen years old or over and hold qualifications similar to the following:

- A recognised teaching qualification or background.
- A NGB or other sector recognised coaching/teaching/tutoring qualification.
- A Home Office armed public service qualification.
- A youth and community degree/diploma.

There are additional qualification and/or experience requirements for some of our qualifications. Please refer to the qualification specifications for additional requirements to be able to tutor qualifications in:

- lowland leadership (e.g. the Level 3 Qualification in Lowland Expedition Leadership);
- professional learning (e.g. the Level 3 Diploma in Supporting the Delivery of PESSPA);
- Esports leadership (e.g. the Level 3 Qualification in Esports Leadership).

What the tutor needs to complete

The following gives an overview of the expectations of a tutor at each stage of delivering and assessing Leadership Skills Foundation qualifications.

At stage 1 Centre approval	Assist the centre manager with creating a course plan.
At stage 2 Centre training	Complete tutor training if part of: <ul style="list-style-type: none"> • a new centre; • an existing Centre where an action to complete tutor training is set as part of the quality assurance review.
At stage 3 Delivering a qualification and evidencing assessment	Register learners/delegates on to the course(s) – this must be within eight weeks of the course start date.
	Deliver course content, assess learners/delegates and record assessments.
	Ensure the sample of LERs/DERs is available for the internal verifier.
At stage 4 Quality assurance review	Collate all course evidence to meet stages 1 to 3.
	Claim certificates for all learners/delegates that have achieved the qualification's assessment criteria/performance criteria.
	Assist the centre manager with any follow-up actions from a quality assurance review.

Internal verifier role and responsibilities

The internal verifier's role is to:

- plan the internal verification process at the start of the course;
- verify that assessment decisions made by every tutor are fair, consistent and accurate;
- provide support and guidance to the tutor(s) through positive and constructive feedback and recommendations;
- set actions for the tutor if the assessment process requires improvements to ensure a fair, consistent and accurate process;
- standardise assessment standards across the centre.

The internal verifier **must**:

- not assess any Leadership Skills Foundation course(s) they are tutoring;
- complete Leadership Skills Foundation internal verifier training;
- follow the two-part process detailed in the Internal Verification Record Guidance document;
- complete the internal verification record(s) for the qualification the centre delivers.

The internal verifier should:

- work in or alongside the centre;
- have experience of internal verification or monitoring standards of teaching/delivery of qualifications.

The internal verification process

An internal verifier must complete both parts of the internal verification process and report back to the tutor(s) and the centre manager afterwards. All internal verification records will be shared with the Leadership Skills Foundation for the annual quality assurance review.

Full details of what is expected of an internal verifier can be found in the Internal Verification Record Guidance document with the qualification resources. The relevant internal verification record forms can be downloaded from the same location.

Summary of internal verification record form requirements

	Part 1 Planning the internal verification sample and activities	Part 2 Performing the internal verification		
	To be completed at the start of the course delivery	To be completed after the assessment has been completed by the tutor(s)		
Form name	Learner/delegate evidence record sample selection form	Verification of the tutor's assessment decisions form	Reporting on tutor performance form	Internal verification action plan
How many forms	One form per tutor	One form per tutor required per qualification type they deliver	One per tutor	One per tutor where actions are set for the tutor

What the internal verifier needs to complete

The following gives an overview the expectations of an internal verifier at each stage of the centre's delivery of Leadership Skills Foundation qualifications.

At stage 1 Centre approval	No specific actions.
At stage 2 Centre training	Complete internal verifier training.
At stage 3 Delivering a qualification and evidencing assessment	Attend the internal verification planning meeting with the centre manager, all internal verifiers and tutors.
	Select learners/delegates whose learner evidence records (LERs)/delegate evidence records (DERs) will form the internal verification sample and identify the dates when internal verification will take place.
	Perform the internal verification of the assessment decisions made by each tutor. Complete the internal verification record giving feedback and actions to ensure course delivery and assessment decisions have met required standards.
	Refer to the Internal Verification Record Guidance document for full details of what is required.
	Log and manage the completion of any actions arising from the internal verification activities.

	Report back to the centre manager on the outcome(s) of the internal verification.
At stage 4 Quality assurance review	Collate all course evidence to meet stages 2 and 3.
	Assist the centre manager with any follow-up actions from a quality assurance review.

Accessing quality assurance forms

All forms are available through the tutor resource section of LEAP or Centre Hub.

Course plan guidance

A 'course plan' is needed for each course delivered by a centre. This is to support the delivery and assessment of qualifications at a given centre and to demonstrate to the Leadership Skills Foundation that the delivery has covered all required qualification components.

What is required in a course plan

A course plan should always include:

1. the qualification title (e.g. Level 1 Qualification in Sports Leadership);
2. the names of tutors and internal verifiers;
3. plans for delivering all of the content for the relevant specification including how the course is structured (e.g. one hour per week for 30 weeks) to meet the tutored hours;
4. an overview of what content will be delivered during each session/lesson;
5. details of any recognition of prior learning (see the Recognition of Prior Learning (RPL) Policy for guidance);
6. details of when assessment will be delivered for each component part;
7. a summary of any reasonable adjustments to assessment that will be applied for individual/groups of learners/delegates;
8. details of when the internal verification of assessment will take place;
9. a summary of how learners/delegates will be supported to complete their independent learning hours for the qualification;
10. plans for when and how any leadership hours(s) will be carried out by learners/delegates.

NB. Submitting just the qualification specification at a quality assurance review alone is not sufficient evidence of planning, as this does not demonstrate how the content will be delivered over the duration of the course. However, a qualification specification that is annotated with delivery dates, tutor comments and other planning considerations would be acceptable.

Leadership hours guidance

All learners/delegates are required to complete their demonstration of leadership within the centre, or an organisation outside of the centre, for their Leadership Skills Foundation qualification.

The experience that a learner/delegate develops through their leadership hours is key element to them developing the confidence to believe, the qualities to lead and the skills to succeed.

Disclosures (e.g. Disclosure and Barring Service (DBS))

All centres and tutors that deliver Leadership Skills Foundation qualifications must ensure that they work within the guidelines of their local policy.

All learners/delegates undertaking a Leadership Skills Foundation qualification should lead under direct supervision at all times throughout the duration of their demonstration of leadership.

As a result, the Leadership Skills Foundation do not stipulate that learners/delegates require a disclosure (e.g. Disclosure and Barring Service (DBS), Protection of Vulnerable Groups (PVG)) to undertake this element of leadership. However, we do acknowledge and support the policies of individual organisations.

Independent witness

The independent witness is required to sign off the leadership log during the learner's/delegate's demonstration of leadership if the tutor is not present.

There are no assessment requirements within this role, it is confirmation that the stated leadership hours have been undertaken.

If an independent witness wishes to discuss a learner's/delegate's leadership during this process they should contact the tutor directly.

By providing their own contact details on the leadership log it gives the tutor the opportunity to contact them too.

Contact us

If there are any questions about any of our processes, please contact email qa@leadershipskillsfoundation.org



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Registered Office: Leadership Skills Foundation, Bradwell Road,
Loughton Lodge, Milton Keynes, MK8 9LA