

The British
Psychological Society

Promoting excellence in psychology

Qualification in Educational
Psychology
(Scotland) (Stage 2)
Supervisor Handbook

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The British
Psychological Society
Qualifications

Contents

1. Introduction

1.1 Welcome from the Qualifications Board.....	2
1.2 About the Qualification in Educational Psychology (Scotland) (Stage 2).....	3
1.3 Aims of the QEP(S) (Stage 2).....	3
1.4 Structure and level.....	3
1.5 About us.....	5

2. The role of the Coordinating Supervisor

2.1 Training and registration requirements.....	7
2.2 Outline of duties.....	7

3. The role of the Additional Supervisor

3.1 Registration requirements.....	8
3.2 Outline of duties.....	8

4. The enrolment process

4.1 Placement arrangements – the probationary period.....	9
4.2 Workplace audit and risk assessment.....	10
4.3 Professional indemnity insurance.....	10

5. Supervision arrangements

5.1 Ongoing contact.....	11
5.2 The supervision contract.....	11
5.3 Group supervision.....	12

6. Assessment

6.1 Portfolio of competence.....	13
6.2 Contents of the portfolio of competence submission.....	13
6.3 Outcome of assessment.....	13
6.4 Resubmission.....	13

7. Ethics and Professional Conduct

7.1 Procedure for grievances which occur during supervised practice.....	14
7.2 Ethics.....	15

8. Appendices

Appendix 1: Assessment criteria

Appendix 2: The Scottish Credit and Qualifications Framework (SCQF) descriptors

1. Introduction

1.1 Welcome

Dear supervisor,

We would like to extend a warm welcome and thanks to you for your role in supporting a probationer educational psychologist. It is recognised that this is not a task to be taken lightly and that the job which you are undertaking is vital in ensuring the continuing quality and professionalism of educational psychology now and in the future.

Your role as a Co-ordinating (CS) or Additional Supervisor (AS) is crucial to the professional development of the candidate (probationer) and contributes significantly to their successful completion of the qualification. We have prepared this Handbook to help guide you through the process of supervising a candidate and of the Society's requirements.

It is essential that both candidates and supervisors recognise the rigour with which the Qualification will be assessed in order to meet the HCPC requirements for registration. Likewise, the Qualification must be recognised as having parity with other qualifications in educational psychology. To this end, the Qualification is assessed using the Level 12 (doctoral level) descriptors. We would, therefore, urge candidates and supervisors alike to familiarise themselves with the descriptors and utilise them to analyse practice and describe goals and progress. The CS and AS have a role in supporting the candidate to ensure they are demonstrating competence to practice at this professional level.

The Society provides support to supervisors via the Qualifications Administrator and Chief Supervisor/Registrar. Annual supervisor training is provided and supervisors should refresh their training every two years to retain their inclusion on the Register of Applied Psychology Practice Supervisors (RAPPS).

Once again, on behalf of the profession as a whole, we thank you for your hard work and diligence in supporting the professional development of a probationer educational psychologist. We hope that you will find this Handbook helpful and please do let us know if you have any questions or feedback at edscotland.qualification@bps.org.uk . We will also actively seek your feedback through surveys from time to time.

Best wishes,

The Educational Psychology (Scotland) Qualifications Board

1.2 About the Qualification in Educational Psychology (Scotland) (Stage 2)

The Qualification in Educational Psychology (Scotland) (QEP) (Stage 2) is a professional body qualification and provides a route where candidates can acquire the skills necessary to become a safe, effective and ethical autonomous practitioner in educational psychology in Scotland. It builds on the knowledge and skills that the candidate acquired in their stage 1 training and is designed so that they can take responsibility for their own learning and training. Candidates will do this with the support of the Qualifications Board, the Qualifications Administrator, and the Coordinating and Additional Supervisors.

Candidates will normally be enrolled for a minimum of one year (full time) or the part time equivalent.

The QEP(S) is the route to eligibility for Chartered Membership of the Society, Full membership of the Scottish Division of Educational Psychology (SDEP) and registration as an educational psychologist with the Health and Care Professions Council (HCPC).

1.3 Aims of the QEP(S) (Stage 2)

Upon successful completion of the QEP(S) (Stage 2) candidates will be:

- effective, ethical and reflective practitioners who will engage in lifelong learning and development, commensurate for an independent applied psychology practitioner.
- competent across the five content areas ('Currie' functions) of educational psychology.
- able to understand, develop and apply models of psychological inquiry for the creation of new knowledge which is appropriate for the multidimensional nature of relationships between people.
- able to appreciate the significance of wider social, cultural and political domains within which educational psychology in Scotland operates.

1.4 Structure and level

The QEP (Stage 2) comprises of three dimensions:

- **Knowledge Dimension: the underpinning knowledge base (MSc).**
- **Research Dimension: the research element of training (MSc and Stage 2).**
- **Practice Dimension: supervised practice during the MSc and a probationary year (Stage 2).**

Candidates will be required to demonstrate that they have met the competencies across the five core 'Currie' functions required to become an Educational Psychologist in Scotland:

- Assessment
- Consultation
- Intervention
- Research
- Training

The core functions should be carried out across differing levels of intervention as follows:

- 1) At the individual child or family level (e.g. case working, assessment, intervention and consultation).
- 2) The systemic level of the school or establishment (e.g. consultation, staff development and training and research).
- 3) The level of the local education authority/council (e.g. consultation, research, staff development and training, participation in strategic planning or policy development).

The QEP(S) is benchmarked at doctoral level (level 12) according to the Scottish Credit and Qualifications Framework (SCQF) – please, see appendix 2.

1.5 About us

The QEP(S) is administered by the Programme Team. The Team consists of the Educational Psychology (Scotland) Qualifications Board (EP(S)QB), the Qualifications Team and the Assessment Team.

Educational Psychology (Scotland) Qualifications Board

The Board consists of the following roles:

Chair

The Chair of the Board oversees all matters relating to the qualification, including enrolment and assessment, advising the Board on policy and procedural updates, and ensuring that results are released within the given deadline.

Chief Supervisor/Registrar

The Chief Supervisor/Registrar is responsible for approving supervisors, scrutinising candidates' enrolment applications and progress submissions. They also have oversight of the supervisory process and remain separate from the assessment process at all times.

The Chief Supervisor/Registrar, in conjunction with the Qualifications Administrator, will have responsibility for all communications with you relating to the Qualification and is on hand to help with any queries or questions either you or your candidate have throughout enrolment.

Chief Assessor

The Chief Assessor has oversight of the entire assessment process and coordinates a team of assessors who assess candidate submissions.

External Examiner

The Board also appoints an External Examiner to oversee the enrolment and assessment processes and ensures that standards (SQCF descriptors) are maintained.

Qualifications Team

The role of the Qualifications Team is to ensure the smooth running and ongoing development of the Society's qualifications. The main point of contact in the Qualifications Team will be the Qualifications Administrator, who will liaise with members of the Board on your/the candidate's behalf to answer questions and help with queries.

You can expect the Qualifications Administrator to do the following:

- 1) answer queries relating to the administration of training;
- 2) forward any queries that they are not able to answer (which are usually those of an academic nature) to the appropriate Board Officer;
- 3) process the enrolment form and payment;
- 4) process assessments (e.g. sending these to the relevant assessor, logging the outcome of assessment and issuing the result's letters);
- 5) ensure that the BPS Qualifications' pages of the website are kept up-to-date.

Assessor Team

The EP(S)QB has a team of experienced assessors who are responsible for assessing submissions to determine whether candidates have demonstrated the required competencies.

2. The role of the Co-ordinating Supervisor

2.1 Training and registration requirements

As Co-ordinating Supervisor (CS) you will have overall responsibility for co-ordinating the candidate's training and guiding them through the Qualification. In order to undertake the CS role, you must be a Chartered Member of the Society, a Full member of the Scottish Division of Educational Psychology (SDEP) and have been registered as an educational psychologist with the HCPC for a minimum of two years. You must also be listed on the Society's Register of Applied Psychology Practice Supervisors (RAPPS). If you are not already listed on RAPPS, you will be required to complete the Board's supervisor training, which consists of two online modules (Module 1 is focused on general supervision and Module 2 is specific to the Qualification) and a supervisor workshop. The supervisor workshop is provided by the Qualification Board's Chief Supervisor/Registrar on an annual basis.

CSs who are already listed on RAPPS must complete refresher supervisor training at least every two years. If you fail to attend a supervisor workshop within a 2 year period, you will be removed from RAPPS and your candidate(s) will need to transfer to a new CS. The Chief Supervisor/Registrar will support any candidates who need to transfer to a new CS under these circumstances.

2.2 Outline of duties

The CS is required to undertake the following duties:

- Undertake a needs analysis at the outset of the candidate's probationary period.
- Assist with the candidate's enrolment application.
- Oversee the preparation of the candidate's Plan of Training, and revise it as necessary.
- Maintain monthly contact with the candidate, which includes holding compulsory quarterly face-to-face meetings with them during the probationary period.
- Review and set objectives, in agreement with the candidate and placement host.
- Provide the candidate with information relevant to their probationary period (e.g. ethical, organisational, professional).
- Provide the candidate with guidance on necessary opportunities relevant to the satisfactory completion of the key roles.
- Observe or arrange for the candidate to be observed working in a practitioner situation.
- Appraise the candidate's integration and effectiveness, and provide positive and critical feedback on their strengths and weaknesses.
- Encourage the candidate to reflect on their learning and practice and to engage in creativity, problem-solving and the integration of theory and practice.
- Listen to the candidate's views and concerns regarding their work in progress and offer appropriate advice.
- Provide feedback and guidance on the written work the candidate prepares for assessment, to ensure that the work meets doctoral level standard (SCQF level 12). This should include, reading the candidate's initial drafts of work place evidence and offering any suggestions for further development and improvement.
- Ensure that the candidate's practice diary and supervision log are kept up to date.
- Countersign all the relevant forms and submission documents
- Complete the required sections of the candidate's Portfolio of Competence

3. The role of the Additional Supervisor

3.1 Registration requirements

Candidates should be supervised by suitably trained, experienced and registered educational psychologists. It may be agreed with the candidate or employer that it is appropriate to engage the expertise of an Additional Supervisor (AS) to supervise specific areas of training. The reason for requiring an AS should be given at enrolment in order to seek approval from the Chief Supervisor/Registrar. The AS need not necessarily be a Chartered Member but must have been qualified for at least two years and be registered with the HCPC as an educational psychologist. The candidate should establish a process for communication between the Co-ordinating and Additional Supervisor. The Co-ordinating Supervisor retains overall responsibility for the candidate's supervision.

3.2 Outline of duties

- Liaise with the Co-ordinating Supervisor;
- Provide the candidate with direct supervision in a given area of work in line with the plan of training;
- Countersign relevant documentation for both enrolment and assessment;
- Listen to the candidate's views about work that is in progress and advise as appropriate;
- Model and teach practical competence through illustration, prompting and feedback;
- Encourage candidates to apply best practice and communication;
- Appraise the candidate's effectiveness and provide positive and constructive feedback on their strengths and areas for development.

4. The enrolment process

4.1 Placement arrangements – the probationary period

As part of the overall process for putting together the Plan of Training, there will be a responsibility for arranging the probationary period.

All candidates undertaking the QEP(S) must be employed in a Society-accredited educational psychology service in Scotland. The probationary period consists of one year's full-time supervised practice (or the part-time equivalent) under the supervision of an appropriately qualified Co-ordinating Supervisor (CS), in order to develop the knowledge and skills to practice independently.

The educational psychology service and the CS have a responsibility to ensure that each placement will provide an appropriate learning experience. This includes approving the Additional Supervisor (AS), if one is required. Often, candidates will complete the qualification from their work in one setting but it is increasingly common for completion across different settings.

The enrolment form asks for information about the accredited service the candidate will be working in and the support that will be available to them. This is so we can be assured that the placement provides a suitable and safe learning environment. During the probationary period, the candidate will gain experience through undertaking a reduced workload relative to the service. It is the service's responsibility to ensure that the candidate has a protected reduction in their workload throughout the probationary period. Usually, services have followed a 20 per cent reduction in caseload rule; however, given that the QEP(S) may have slightly greater demands on candidates and their CS, this reduction should be viewed as a minimum. In addition, the service may also consider arrangements to provide protected time to supervisors in order to fulfil their role.

Before approving the probationary period, the CS should consider a number of factors:

- It is important that the practice setting will provide a safe and supportive environment and a risk assessment is undertaken. The CS should consult the accredited service about the most appropriate person to undertake the risk assessment. Some organisations will have a health and safety officer who will be able to help with the risk assessment. However, overall responsibility rests with the CS, who must be satisfied that the placement will provide a safe environment for the candidate.
- The organisation in which the supervised practice is taking place must comply with certain requirements in order to ensure it will provide an appropriate learning environment for the trainee. The workplace audit form (please, see section 4.2) has been designed to help the CS to ensure that these requirements are met.

For each placement, the placement approval documentation, which is part of the enrolment form, should be completed and signed by all parties. This should be sent to the CS, who should countersign the form before the candidate submits it to the Chief Supervisor/Registrar.

4.2 Workplace audit and risk assessment

A workplace audit and risk assessment form must be completed and submitted with the enrolment form. The audit will need to be reviewed on an annual basis. If the candidate changes setting during their enrolment then a change of setting form must be completed as well as a new workplace audit and risk assessment.

The CS is responsible for ensuring that placements take place in a safe environment. By completing the risk assessment, candidates will develop a sense of responsibility for their own safety and that of others in the workplace. For many candidates, this will be something new, so it is important that the CS/AS reviews the risk assessment with them. The CS should be satisfied that the policies, and their implementation, are adequate to provide for a safe placement environment. Any concerns should be discussed with the Chief Supervisor/Registrar and resolved before a placement is approved. A note of the concerns and action taken to resolve it should be added to the Placement Audit action plan, which is part of the enrolment form.

Please, also check with the accredited service that the candidate's induction will include the organisational health and safety policies, lone working policies and any other policies relevant to the safety of the candidate during their placement. The candidate should complete an induction checklist after their induction to ensure that all relevant information has been included.

4.3 Professional indemnity insurance

Candidates are required to ensure that they have appropriate professional indemnity insurance in place before they enrol. Often this will be provided by their employer but they will need to check they are covered for all of their supervised practice as a candidate.

Supervisors may also wish to check that their own professional indemnity insurance covers them for their role.

5. Supervision arrangements

5.1 Ongoing contact

Throughout the candidate's enrolment the Co-ordinating Supervisor (CS) is required to hold face-to-face meetings with them at least once every three months. At these quarterly meetings, the CS and the candidate will complete the Quarterly Supervisory Meeting Record form. In between the meetings, CSs will need to maintain regular contact with the candidate so that they can be kept up to date with progress and, also, be aware of any queries or concerns that may arise during training. This contact could be by email, telephone or other means, as appropriate to the matter that you need to discuss. Please keep a record of all contact.

When commencing the QEP(S), the first quarterly meeting will be to agree the plan for development activities in the first three months and the competencies which the candidate will aim to develop. Subsequently, the CS and candidate will have a face-to-face meeting once a quarter at which they will review progress against the previous plan and agree the plan for the next quarter, identifying the personnel who will support the candidate in development of the next set of competencies. This information will be recorded on the quarterly review form, which, also, has a final section for the candidate and CS to note any comments or concerns that they wish to present directly to the Chief Supervisor/Registrar and/or any feedback for the Qualifications Team.

Where an Additional Supervisor (AS) is involved in the candidate's training, the CS should make appropriate arrangements to communicate with the candidate and AS before, during and after the placement. The candidate and the supervisor should each know how to contact the CS if they feel it is appropriate, and should agree to do so in the event of any concerns about the placement. The CS and, where appropriate, the AS will have some contact before the placement so that the CS is satisfied as to the arrangements for the placement. Contact during the placement is also important. At the end of the placement, the CS and the AS should make contact to discuss the candidate's progress and any issues highlighted in the Evaluation of Professional Competence Form.

5.2 The supervision contract

The CS and AS will need to agree a contract with the candidate before they can apply to enrol. A copy of the contract must be included in the candidate's enrolment application. A sample contract is available on the QEP (Stage 2) webpage, which can be amended to suit individual arrangements.

The contract should set out what is expected of each party; the minimum number of meetings; the means by which meetings or supervision might take place (face to face, telephone, e-mail); what is expected of the candidate, e.g. what preparation is required for supervision meetings and details of all fees payable to the supervisor.

In addition to the minimum supervision requirements, please bear in mind that some candidates may need more support and supervision than the minimum specified and this should be accommodated for in the contractual arrangement. Some points in the process may also require more input than others, e.g. putting together an enrolment application may require more face-to-face meetings between the CS and candidate in a shorter period, with no further face-to-face meetings needed until the following quarter.

The candidate, CS and AS, if applicable, must all have a copy of the contract, a copy will also be lodged with the Society.

5.3 Group supervision

Supervisors may be supervising several candidates and choose to undertake group supervision. This can have advantages for candidates who can benefit from the shared learning experience.

When supervising a group of candidates together, each candidate will be deemed to have received a limited amount of supervision within the session. Therefore, if group supervision is to count towards the total overall supervision hours required, it should be apportioned appropriately. For example, a two hour supervision session involving a group of four trainees should be counted as 30 minutes of supervision for each individual.

Finally, whilst group supervision can provide benefits to candidates, it is not a substitute for individual one to one supervision. There should be an appropriate balance.

6. Assessment

6.1 Portfolio of competence

The assessment process consists of a Portfolio of Competence, which candidates are required to submit at the end of the Qualification (probationary period).

Candidates usually submit their Portfolio of Competence one year (or the part-time equivalent) after beginning the probationary period and it must reach the Qualifications Office no later than the fifth day of the month. Candidates are required to register one month in advance.

Candidates will need to complete their documentation in conjunction with their Co-ordinating (CS) and Additional Supervisor (AS). The CS is expected to comment on issues such as any practical challenges that they may have faced, the quality of work they have produced, or particularly significant learning experiences. They are also expected to read the submission before it is sent for assessment and agree that it is ready to be assessed.

6.2 Contents of the portfolio of competence submission

The Portfolio of Competence submission consists of the following:

- Reflective Practice Log.
- Workplace Evidence submissions.
- Quarterly Supervisory Meeting Record.
- Evaluation of Professional Competence (EPC) form.
- Updated Plan of Training (if applicable).

For further information in relation to the submission, please, see the Candidate Handbook.

6.3 Outcome of assessment

The overall outcome of assessment in relation to the five core 'Currie' functions: Assessment, Consultation, Intervention, Research and Training is one of the following:

- Competence Demonstrated.
- Competence Not Yet Demonstrated.
- Conditional Pass.
- Fail.

Please see [appendix one](#) for information on the assessment criteria. Candidates are provided with three assessment attempts. Once the assessors have assessed the submission, they will present their recommendation and feedback to the Chief Assessor. The candidate and CS will be informed of the assessment outcome within three months of the submission deadline.

6.4 Resubmission

If the outcome of assessment is Competence Not Yet Demonstrated, candidates will be required to resubmit either all or part of their work. The resubmission will be assessed, usually, by the same assessors and the candidate and CS will get the assessment decision within three months of the submission date.

7. Ethics and Professional Conduct

7.1 Procedure for grievances which occur during supervised practice

Candidates for the QEP (Scotland) (Stage 2) will normally be employed during their period of supervised practice. Candidates should have an employment contract or, in the case of unpaid placements, an honorary contract with the accredited service. This contract should refer to the accredited service grievance and disciplinary procedures. Where possible this should be provided at enrolment and, subsequently, whenever supervised practice is arranged with a new employer or institution.

If the grievance or disciplinary procedure is followed by the employer in relation to either the candidate or the Co-ordinating and/or Additional Supervisor (CS and/or AS) then the Chief Supervisor/Registrar should be informed that the procedure has been followed and of the outcome. Where appropriate the regulation relating to Avoidance of Academic and other Misconduct (*Regulations for the Society's Postgraduate Qualifications*) will be invoked.

In some cases, the problem or issue which arises may fall outside of the accredited service's procedures. For example, the candidate or supervisor may be concerned that the other party is not fulfilling their side of the supervision contract or there may be issues which relate specifically to the QEP (Scotland) (Stage 2) which are not considered by the employer to fall under its procedures. As a general rule, the supervisor(s) and candidate should always seek to resolve any issue, in the first instance. In cases which do not include the CS, either party may approach this person to facilitate such discussions. The CS may seek the advice of the Chief Supervisor/Registrar if they feel this is appropriate.

If the problem cannot be resolved informally, and the accredited service's own procedures do not apply, then the following procedure can be invoked.

Where the grievance does not involve the CS, the candidate and/or the supervisor should raise the issue with them and advise them that either the problem has not been resolved informally or that the problem is so serious as to preclude an informal resolution. If the CS is involved in the grievance then step (i) should be omitted.

The CS should inform the Chief Supervisor/Registrar that the issue has been raised (if the CS is raising the issue then step (i) will be omitted). When doing so they should provide information about the nature of the problem and any action or discussions which may have already been taken in order to attempt an informal resolution. The CS should also provide an explanation about why the problem is not being dealt with by the accredited services' own grievance and/ or disciplinary procedures.

If the issue pertains to the CS then the AS or candidate may raise this directly with the Chief Supervisor/Registrar, who will then be able to discuss the issue with the Chair of the Board and together they will decide:

- i. In the case of a matter related to the conduct of the candidate whether Regulation 5.3 (*Regulations for the Society's Postgraduate Qualifications*) should be invoked. If so the provisions of that regulation will apply to the remainder of the case.
- ii. In the case of a matter related to the conduct of the Work Place Supervisor, whether or not the matter should be reported to any regulator or professional body.
- iii. In any case whether there should be a change of Additional Supervisor or Co-ordinating Supervisor.
- iv. Whether or not the placement remains suitable in meeting Qualification requirements and, as a consequence, whether any changes to the plan of training are required.

In all cases the Chief Supervisor/Registrar and Chair of the Board may seek any information they need in order to inform their decision from any of the parties involved (which may include the service in which the placement is taking place) before reaching a decision. They will attempt to reach a decision and inform the parties involved within six weeks of being informed of the issue by the CS. Where this is not possible (for example, because requests for further information have not been responded to in a timely manner) the parties involved will be kept informed about any delays and, where possible, a likely date of resolution.

7.2 Ethics

During all of their work, candidates are expected to comply with the Society's Code of Ethics and Conduct and the Generic Professional Practice Guidelines as well as maintaining an awareness of the HCPC Standards of Conduct, Performance and Ethics.

Client consent

The issue of informed consent is central to ethical practice. Supervisors should discuss with candidates any particular issues regarding client consent within the context of their professional role and should ensure that organisational requirements for client consent are adhered to. Clients should be informed that the candidate is undergoing their probationary period and working under supervision, and should highlight the limits of confidentiality within the context.

Recording sessions

Some qualifications require that candidates record sessions with clients as part of the process of collecting evidence. Recording sessions can also be a useful tool in the developmental process, enabling supervisors and candidates to review sessions together to identify learning points. Specific consent should be sought for the recording of sessions.

Appendix 1: Assessment Criteria

General information relating to the outcomes of assessments (e.g. marking conventions, procedures relating to re-submissions, dispatch of certificates, etc.) can be found in the Society's Regulations for Postgraduate Study.

When candidates are assessed against the core functions experienced assessors will consider if they have met the learning outcomes as well as the competences required for supervised practice which are as follows:

Assessment Outcome Descriptors

Competence Demonstrated:	This is at least as good as the general level of performance expected of the competent psychologist. It reflects a good match between the candidate's performance and their planned training objectives, where the candidate will have undertaken an appropriate workload and carried out the work competently, such that they are fit to practice independently and autonomously as a practitioner psychologist.
Competence Not Yet Demonstrated:	<p>This may reflect some degree of concern over aspects of the candidate's performance. It may also reflect minor difficulties in several areas or a major concern (not amounting to unprofessional or unethical conduct). However, it may indicate serious concern about the candidate's performance. If major difficulties are described in more than one area specified by the subheadings or if conduct is unethical then this rating should be used. The reasons for the rating should be obvious from the written comments in the assessment report.</p> <p>If the assessors were to judge that a candidate's Portfolio of Competence did not meet the required standard, they might ask them to do one or more of the following:</p> <ul style="list-style-type: none"> ■ Re-submit one or more pieces of work ■ Supply additional evidence ■ Undergo a further period of supervised practice
Conditional Pass:	This category will be used in cases where the Workplace Evidence contains unacceptable presentational errors (e.g. spelling/typing errors, formatting problems or omissions, inaccuracies in references, breaches in confidentiality) that do not have a substantive bearing on the work place submission. Such work will need to be corrected and re-presented for checking by the Chief Assessor before the final assessment decision can be awarded.
Fail:	There is insufficient evidence that the candidate has demonstrated competence in the core functions after the permissible three submissions. The presentation of the Work Place Evidence is inadequate with many errors and poorly organised material.

Appendix 2: SCQF Level 12 Descriptors

Assessors will use the following descriptions of the categories for the outcome of assessment:

Knowledge and Understanding

- Demonstrate:
 - A critical overview of a subject/discipline/sector, including critical understanding of the principle theories, concepts and principles.
 - A critical, detailed and often leading knowledge and understanding at the forefront of one or more specialisms
 - Knowledge and understanding that is generated through personal research or equivalent work that makes a significant contribution to the development of the subject/ discipline/sector.

Practice: Applied Knowledge, Skills and Understanding

- In using a significant range of the principal professional skills, techniques, practices and/or materials associated with the subject/discipline/sector.
- In using and enhancing a range of complex skills, techniques, practices and/or materials that are at the forefront of one or more specialisms.
- In applying a range of standard and specialised research and/or equivalent instruments and techniques of enquiry.
- In designing and executing research, investigative or development projects to deal with new problems and issues.
- In demonstrating originality and creativity in the development and application of new knowledge, understanding and practices.
- To practice in the context of new problems and circumstances.

Generic Cognitive Skills

- Apply a constant and integrated approach to critical analysis, evaluation and synthesis of new and complex ideas, information and issues.
- Identify, conceptualise and offer original and creative insights into new, complex and abstract ideas, information and issues.
- Develop original and creative responses to problems and issues.
- Deal with complex and/or new issues and make informed judgments in the absence of complete or consistent data/information.

Communication, ICT and Numeracy Skills

- Use a wide range of routine skills and a significant range of advanced and specialised skills as appropriate to a subject/discipline/sector, for example:
 - communicate at an appropriate level to a range of audiences and adapt communication to the context and purpose;
 - communicate at the standard of published academic work and/or critical dialogue and review with peers and experts in other specialisms;
 - use a range of ICT applications to support and enhance work at this level and specify software requirements to enhance work;
 - critically evaluate numerical and graphical data.

Autonomy, Accountability and Working with Others

- Demonstrate substantial authority and exercise a high level of autonomy and initiative in professional and equivalent activities.
- Take full responsibility for own work and/or significant responsibility for the work of others.
- Take significant responsibility for a range of resources.
- Demonstrate leadership and/or originality in tackling and resolving problems and issues.
- Practice in ways which are reflective, self-critical and based on research/evidence.
- Manage complex ethical and professional issues and make informed judgments on new and emerging issues not addressed by current professional and/or ethical codes or practices.