



Handbook

PPAA2 – VTCT (Skillsfirst) Level 2 Award in People of
Pride Allyship (RQF)

610/1514/3

Version 3.0

About Skillsfirst

VTCT is a market-leading Awarding, Assessment and End-point Assessment (EPA) Organisation offering vocational and technical qualifications in a range of 'services to people' sectors.

The VTCT group of companies are comprised of three innovative awarding brands: VTCT, ITEC and Skillsfirst. Together they have over 2,500 approved centres in over 40 countries across the world.

The qualifications suite offered by VTCT (Skillsfirst) spans a range of sectors including Childcare, Business Services, Health & Social Care, Recruitment and Social Media.

For more information visit us at www.vtct.org.uk and www.skillsfirst.co.uk, contact our dedicated Customer Support Team via email at customersupport@vtct.org.uk and customerservices@skillsfirst.co.uk or call 0121 270 5100

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1 Qualification at a glance

Qualification title	VTCT (Skillsfirst) Level 2 Award in People of Pride Allyship (RQF)
Qualification number	610/1514/3
Product code	PPAA2
Age range	There are no age limits attached to learners undertaking this qualification.
Credits	6
Total Qualification Time (TQT)	55
Guided Learning (GL) hours	47
Assessment	To be awarded this qualification, learners must successfully achieve the following assessments: <ul style="list-style-type: none">• Portfolio of evidence
Entry requirements	There are no formal entry requirements for learners undertaking this qualification.
Legal considerations	Learners would be expected to have met the standards of the Care Certificate as part of their induction programme.
Support materials	Support materials can be found on the website (if applicable)

2 Qualification information

2.1 Qualification aim and design

This qualification has been developed in conjunction with members from the Skillsfirst People of Pride Collective and it has been designed to standardise and validate the many Allyship training programmes that are available nationally as it is aimed at those learners who are looking to demonstrate their commitment to equity, diversity and inclusivity. These could include staff in schools, colleges, as well as organisations in the public and private sectors.

The qualification is intended to provide learners with an awareness and knowledge of the being a pride of people ally by:

- Knowing the roles, responsibilities and boundaries of an ally
- Knowing the impact of language and assumptions on people of pride
- Understanding the principles of creating an environment for people of pride

2.2 Progression opportunities

On completion of this qualification, the learner may progress into further learning, employment or onto other Skillsfirst qualifications, such as the:

- VTCT (Skillsfirst) Level 2 Certificate in LGBT Inclusion in the Workplace (RQF)
- VTCT (Skillsfirst) Level 2 Certificate in Equality, Diversity and Inclusivity in an Educational Environment (RQF)
- VTCT (Skillsfirst) Level 2 Certificate in LGBT Inclusivity in a Health and Social Care Environment (RQF)

or similar vocationally-based qualifications.

3 Qualification structure

To be awarded the Level 2 Award in People of Pride Allyship (RQF) learners must achieve 6 credits from the mandatory unit.

The minimum TQT required to achieve this qualification is **55**.

Product code	Unit title	Level	Credit	Unit reference number
Mandatory units (Group M): 6 credits				
PPA1	Understand how to create an environment for people of pride	2	6	L/650/3946

4 Centre requirements

4.1 Resources

Centres must possess the physical resources needed to support the delivery of the programme and the assessment of knowledge and skills, which should therefore be of industry standard. Where specific resources are required these have been indicated in individual units.

4.2 Occupational expertise of those who deliver, provide expert witness, assess performance, moderate and verify assessments

This handbook provides details of the assessment strategy, which centres will need to apply in order to assess and quality assure the VTCT (Skillsfirst) Level 2 Award in People of Pride Allyship (RQF) and includes the:

- occupational expertise of those who deliver, assess and moderate/verify assessments
- continuous professional development
- summary of assessment methods

4.3 Deliverers, assessors and internal moderators/verifiers

Deliverers, assessors and internal verifiers (IVs) are appointed by the recognised centre and approved by Skillsfirst Awards through the external verifier (EV).

While the Training, Assessment and Quality Assurance (TAQA) units and the assessor/verifier (A/V) units are valued as qualifications for centre staff, they are not currently a requirement for these qualifications. However, staff should hold, or be working towards, teaching/training qualifications and have sufficient experience and/or qualifications for competent delivery and assessment of the unit.

Centre staff may undertake more than one role, e.g. tutor and assessor or internal verifier, but must never internally verify their own assessments.

4.4 Continuous professional development (CPD)

Centres are responsible for ensuring that assessors and IVs plan and maintain their CPD. Centres are also expected to support their assessors and IVs in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments. Centres may have generic criteria and personnel specifications in addition to the above.

4.5 Total Qualification Time (TQT)

Each qualification has a Total Qualification Time (TQT) value based on the total number of hours learning required to achieve it. The TQT value reflects the number of supervised learning hours required to achieve the knowledge and assessment requirements, plus the length of time a learner would need to take to achieve the skills and capabilities to be deemed competent. All RQF qualifications are subject to an evaluation process to determine their fitness-for-purpose.

5 Assessment

5.1 Summary of assessment methods

For this qualification, learners will be required to provide a portfolio of evidence, which may be supplied via:

- learner statement
- notes
- review and tutorial records
- report
- diary
- worksheet
- audio/video recorded
- discussion/presentation/interview
- assessor observation
- witness statement
- product
- workbook/e-assessment

Please note that centres are not restricted to the types of evidence listed above.

5.2 Suggested delivery strategy

Deliverers should familiarise themselves with the structure, content and assessment requirements of the unit within the qualification before designing a learning programme. It is suggested that centres design learning programmes that:

- best meets the needs and capabilities of their learners and
- satisfies the learning outcomes and assessment criteria of the unit.

Delivery of the programme could be either classroom-based or e-learning, or a blended approach.

5.3 Characteristics of assessment guidance

The learner may produce evidence from a range of examples (as outlined below) which should be recorded in some form. A record of evidence will confirm to the assessor their confidence in the learner's breadth and depth of knowledge and understanding in being able to competently meet the functional requirements of all the units. The assessor will need to be assured that the learner can meet all the learning outcomes of a unit and pass all the assessment criteria of a unit.

An assessor may request additional evidence if they are not satisfied with the evidence presented by the learner. If this occurs, it may need to be agreed in partnership with the learner and the assessor

5.4 Professional discussion

Professional discussion is encouraged as a supplementary form of evidence to confirm a learner's competence. Such discussions should not be based on a prescribed list of questions, but be a structured discussion which enables the assessor to gather relevant evidence to ensure the learner has a firm understanding of the standard being assessed.

5.5 Simulation and witness testimony

These are not appropriate for this qualification.

5.6 Recognition of prior learning (RPL)

RPL is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a component of a qualification through knowledge, understanding or skills that they already possess and do not need to develop through a course of learning.

Should any opportunities for RPL be identified, it is important that a complete process of recognising prior experience and learning is undertaken, by ensuring that:

- it covers relevant or appropriate experience for previous activities, as well as accredited learning and qualifications
- it is incorporated into the assessment planning, with details of how this will take place
- mapping of prior learning to the national occupational standards to identify gaps is documented and auditable
- assessment methods or processes for recognising prior experience and learning, are documented and made available to the external verifier
- the audit trail covers the whole process and methodology of RPL
- the authenticity and currency of presented evidence is established by the assessor

This evidence will need to be referenced clearly on recording documentation and will need to be appropriately authenticated and validated, perhaps by an employer or expert witness. Assessment must be valid and reliable to ensure the integrity of the award. The evidence gathered must meet the standards of the qualification or component and the assessment process must be subject to the same quality assurance procedures as any other assessment process.

In summary, evidence submitted to the RPL process must:

- be authentic and prove conclusively that RPL is based on the learner's own work;
- meet the requirements of the current the skills and knowledge requirements and be appropriate to the content of the component or qualification being considered for RPL;
- be sufficient to conclusively prove consistency of learner performance in meeting the skills and knowledge requirements.
- Knowing the roles, responsibilities and boundaries of an ally
- Knowing the impact of language and assumptions on people of pride
- Understanding the principles of creating an environment for people of pride

6 Units

Unit Handbook

PPA1 – Understand how to create an environment for people of pride

Unit reference number: L/650/3946

Level: 2

Credit value: 6

Guided Learning (GL) hours: 47

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of the roles, responsibilities and boundaries of a people of pride ally. The learner will also gain an understanding of the impact of language and assumptions on people of pride and the principles of creating an environment for them.

Learning outcomes

There are three outcomes to this unit. These are:

LO1 Introduction to people of pride Allyship

LO2 Know the impact of language and assumptions on people of pride

LO3 Principles of creating an environment for people of pride

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Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Language must include:

- oral
- written
- in print
- using social media

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Introduction to people of pride Allyship	1.1 The learner can explain the <ul style="list-style-type: none"> • role • responsibilities • boundaries of being a people of pride ally
	1.2 Identify a range of privileges that: <ul style="list-style-type: none"> • heterosexual people take for granted in everyday life • people of pride have limited access to in everyday life
	1.3 Explain the reasons why people of pride have limited access to a range of privileges in everyday life

Learning Outcome	Assessment Criteria
LO2 Know the impact of language and assumptions on people of pride	2.1 The learner can define what is meant by: <ul style="list-style-type: none"> • sex assigned at birth • gender identity • gender expression • sexual orientation
	2.2 Explain how to use inclusive and affirming language to identify and describe sexual and gender identities
	2.3 Explain the concept of intersectionality as it applies to supporting inclusion

Learning Outcome	Assessment Criteria
LO3 Principles of creating an environment for people of pride	3.1 Explain the importance of language in creating inclusive and affirming environments for people of pride
	3.2 Describe ways to create inclusive environments for people of pride
	3.3 Explain the importance challenging negative language and attitudes in a safe way
	3.4 Describe how to challenge negative language and attitudes in a safe way

PPA1 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Re-branded	Compliance Manager

PPAA2 Document History

Version	Issue Date	Changes	Role
V3.0	31/01/2023	Handbook re-branded to VTCT. No content or learning outcomes have been amended.	Compliance Manager