**Quality Endorsement Scheme (QES) - Standard Submission Application Form**

1. **Important Information**

**Who should use this form?**

a) new Applicant Centres, submitting this *QES* - *Standard Submission* *Form* alongside their GA QES IRVAP *Application for Approval* form.

b) existing Centres who wish to apply for the GA Quality Endorsement Scheme for their first or subsequent course.

Your application will be reviewed by a member of our approvals team, who may request additional information. The *GA QES Policy and Procedure* contains further information on the QES approval process.

1. **QES Submission Details**

Please complete this form and email it to: **approvals@gatehouseawards.org**clearly marking your email **‘QES Submission – *title of course’*** in the subject line.

**2.1 Provider Details**

|  |  |
| --- | --- |
| Provider Name |  |
| Centre Number *(if applicable)* |  |
| Centre Contact |  |
| Telephone |  |
| Exams Officer |  |
| Date of Submission to GA |  |

**2.2 Endorsed Course Details**

|  |  |
| --- | --- |
| Course title: |  |
| a) What is the rationale for developing this course? |
|  |
| b) Please provide a brief description of the learning outcomes of the course. |
|  |
| c) What are the methods of delivery? (e.g. classroom, distance learning or combination of both) |
|  |
| d) If distance learning is used, please indicate which elements will be delivered in this way. |
|  |
| e) Are there any sub-contract arrangements for the delivery of the course? e.g. teaching, assessment, moderation and invigilation etc. |
|  |
| f) Why don't other (regulated) qualifications on the RQF meet your needs? |
|  |
| g) What is the target group? (information on the learners that the course is designed for) |
|  |
| h) What are the entry requirements for the course? Please provide information on the entry requirements for the course and/or any recommended entry requirements such as prior knowledge or skills, attainment or experience, age etc. |
|  |
| i) Are there any progression opportunities following successful completion of the course? |
|  |
| j) Please list the locations where this course will be delivered. |
|  |
| k) Please provide an overview of how your course is marketed or re-sold, including relevant links (e.g. online, television, leaflets etc.) |
|  |
| l) Does the course have any existing independent recognition or endorsement (e.g. from government departments, employers, universities, other AOs etc.)? If yes, please provide details. |
|  |
| m) Please indicate the expected number of learners per annum |  |
| n) Please confirm that your organisation has the right to use and distribute the course and all associated materials as the creator of the materials or, where materials from other sources are used, it has obtained appropriate permissions. | Yes [ ] No [ ]  |

**Section 3: Course Structure**

These details will be shown on the candidate Certificate of Achievement. Please see the Guidance Notes below for completing this Section.

|  |  |
| --- | --- |
| **Course Title** |  |
| **Level****Equivalence** | **Guided****Learning****Hours** | **GA Sector*****(see guidance******notes)*** | **Date of****Internal****Approval** | **Likely****Course****Start Date** | **Internal****Reference****Code** |
|  |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Your Ref** | **Unit/Module Titles** | **Mandatory**  | **Optional** | **Assessment Method(s) Codes***(see guidance notes)* |
| To achieve a full certificate, candidates must complete....................(*insert number*) of optional units |
| 01 |  |  |[ ] [ ]   |
| 02 |  |  |[ ] [ ]   |
| 03 |  |  |[ ] [ ]   |
| 04 |  |  |[ ] [ ]   |
| 05 |  |  |[ ] [ ]   |
| 06 |  |  |[ ] [ ]   |
| 07 |  |  |[ ] [ ]   |
| 08 |  |  | [ ]  |[ ]   |

**Section 4: Supporting Documents and Information**

|  |
| --- |
| **Please list below all documents and resources you are submitting in support of your application.** This may include lesson plans, schemes of work, classroom resources, assessment tasks, or online materials. If the course is delivered online, it may be appropriate to share the online access with GA – please therefore supply the web address and log in details (log in details may consist of guest access or other generic name/email you choose to use for this purpose). |
|  |
| **Any additional supporting information can be provided below.** |
|  |

**Section 5: Guidance Notes for Completing this Form**

This form must be used to notify GA of a course which has been approved by the provider’s own internal approval systems and which will lead to GA endorsement and candidate certification.

**Course Title**

Remember that the title given on this form will be the one printed on the candidate’s certificate of achievement.

**Level Equivalence**

The level equivalence will also be shown on the Certificate of Achievement. All courses must be benchmarked against the level descriptors. The level descriptors are contained in **Appendix 1** below.

**Guided Learning Hours**

The number of guided learning hours may also be shown on the Certificate of Achievement should you wish it. If you don't want the GLH to be shown on candidate's certificates of achievement, please indicate this in your answer.

**Subject Sector**

This information helps us with the data-input on to GA’s online management system, The Ark. Please write the corresponding number under "GA Sector" on the previous page.

|  |  |  |  |
| --- | --- | --- | --- |
| Health, public services and care | 1 | Arts, media and publishing | 9 |
| Science and mathematics | 2 | History, Philosophy and Theology | 10 |
| Agriculture, horticulture and animal care | 3 | Social sciences | 11 |
| Engineering and manufacturing technologies | 4 | Languages, literature and culture | 12 |
| Construction, planning & the built environment | 5 | Education and training | 13 |
| Information and communication technology | 6 | Preparation for Life and Work | 14 |
| Retail and commercial enterprise | 7 | Business, Administration, Finance & Law | 15 |
| Leisure, travel and tourism | 8 |  |  |

**Date of Internal Approval**

The date when internal approval of the course was completed.

**Likely Course Start Date**

This will help GA prioritise data input during busy periods and when we receive a high volume of course registrations.

**Internal Reference Code**

Please provide the internal reference/approval code for the course if you have one.

**Unit/Module Titles**

Please provide the unit/modules titles. If there are more than 8 unit/module titles, please add more rows to accommodate the proposed number.

**Mandatory / Optional**

Tick whether the units are mandatory or optional.

Candidates will be provided with a Unit/Module Summary with their Certificate of Achievement that details which units/modules titles they have successfully completed.

**Assessment Method(s)**

Notification of the form of assessment is required. Please use the following codes:

|  |  |
| --- | --- |
| **Assessment Type** | **Code** |
| Assignment (not timed) | Assign |
| Case Study | CS |
| Essay Questions | Essay |
| Examination (Timed) | Exam |
| Multiple Choice Questions | MCQ |
| Observation | Obs |
| Portfolio | PF |
| Product evidence | PE |
| Project | Proj |
| Records of professional discussion | PD |
| Records of questioning (oral) | Oral |
| Reports (Candidate and peer) | Rep |
| Short Answer Questions | SAQ |
| Simulation | Sim |
| True/False Questions | T/F |
| Witness Testimonies | WT |
| Other | Other |

**Appendix 1: Level Descriptors.**

|  |  |  |
| --- | --- | --- |
| **Level** | **Knowledge descriptor (the holder….)** | **Skills descriptor (the holder can…)** |
| Entry 1 | Progresses along a continuum that ranges from the most elementary of achievements to beginning to make use of knowledge and/or understanding that relate to the subject or immediate environment. | Progress along a continuum that ranges from the most elementary of achievements to beginning to make use of skills that relate to the subject or the immediate environment. |
| Entry 2 | Has basic knowledge or understanding of a subject and/or can carry out simple, familiar tasks. Knows the steps need to complete simple activities. | Carry out simple, familiar tasks and activities. Follow instructions or use rehearsed steps to complete tasks and activities. |
| Entry 3 | Has basic knowledge or understanding of a subject and/or can carry out simple, familiar tasks.Knows and understands the steps needed to complete structured tasks and activities in familiar contexts. | Carry out structured tasks and activities in familiar contexts. Be aware of the consequences of actions for self and others. |
| Level 1 | Has basic factual knowledge of a subject and/or knowledge of facts, procedures and ideas to complete well-defined routine tasks and address simple problems.Is aware of aspects of information relevant to the area of study or work. | Use basic cognitive and practical skills to complete well-defined routine tasks and procedures.Select and use relevant information.Identify whether actions have been effective. |
| Level 2 | Has knowledge and understanding of facts, procedures and ideas in an area of study or field or work to complete well-defined tasks and address straightforward problems.Can interpret relevant information and ideas.Is aware of a range of information that is relevant to the area of study or work. | Select and use relevant cognitive and practical skills to complete well-defined, generally routine tasks and address straightforward problems.Identify, gather and use relevant information to inform actions.Identify how effective actions have been. |
|  Level 3 | Has factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks and address problems that while well-defined, may be complex and non-routine.Can interpret and evaluate relevant information and ideas.Is aware of the nature of the area of study or work.Is aware of different perspectives or approaches within the area of study or work. | Identify, select and use appropriate cognitive and practical skills, methods and procedures to address problems that while well-defined, may be complex and non-routine.Use appropriate investigation to inform actions.Review how effective methods and actions have been. |
| Level 4 | Has practical, theoretical or technical knowledge and understanding of a subject or field of work to address problems that are well defined but complex and non-routine.Can analyse, interpret and evaluate relevant information and ideas.Is aware of the nature of approximate scope of the area of study or work.Has an informed awareness of different perspectives or approaches within the area of study or work. |  Identify, adapt and use appropriate cognitive and practical skills to inform actions and address problems that are complex and non-routine while normally fairly well-defined.Review the effectiveness and appropriateness of methods, actions and results.  |
| Level 5 | Has practical, theoretical or technological knowledge and understanding of a subject or field of work to find ways forward in broadly defined, complex contexts. Can analyse, interpret and evaluate relevant information, concepts and ideas. Is aware of the nature and scope of the area of study or work. Understands different perspectives, approaches or schools of thought and the reasoning behind them. |  Determine, adapt and use appropriate methods, cognitive and practical skills to address broadly defined, complex problems. Use relevant research or development to inform actions. Evaluate actions, methods and results.  |
|  Level 6 |  Has advanced practical, conceptual or technological knowledge and understanding of a subject or field of work to create ways forward in contexts where there are many interacting factors.Understands different perspectives, approaches or schools of thought and the theories that underpin them.Can critically analyse, interpret and evaluate complex information, concepts and ideas. | Determine, refine, adapt and use appropriate methods and advanced cognitive and practical skills to address problems that have limited definition and involve many interacting factors.Use and, where appropriate, design relevant research and development to inform actions.Evaluate actions, methods and results and their implications. |
| Level 7 | Reformulates and uses practical, conceptual or technological knowledge and understanding of a subject or field of work to create ways forward in contexts where there are many interacting factors.Critically analyses, interprets and evaluates complex information, concepts and theories to produce modified conceptions.Understands the wider contexts in which the area of study or work is located.Understands current developments in the area of study or work.Understands different theoretical and methodological perspectives and how they affect the area of study or work. |  Use specialised skills to conceptualise and address problematic situations that involve many interacting factors.Determine and use appropriate methodologies and approaches.Design and undertake research, development or strategic activities to inform or produce change in the area of work or study.Critically evaluate actions, methods and results and their short- and long-term implications. |
|  Level 8 | Develops original practical, conceptual or technological understanding to create ways forward in contexts that lack definition and where there are many complex, interacting factors. Critically analyses, interprets and evaluates complex information, concepts and theories to produce new knowledge and theories. Understands and reconceptualises the wider contexts in which the field of knowledge or work is located. Extends a field of knowledge or work by contributing original knowledge and thinking.Exercises critical understanding of different theoretical and methodological perspectives and how they affect the field of knowledge or work. | Use advanced and specialised skills and techniques to conceptualise and address problematic situations that involves many complex, interaction factors.Formulate and use appropriate methodologies and approaches.Initiate, design and undertake research, development or strategic activities that extend or produce significant change in the field of work or study.Critically evaluate actions, methods and results and their short- and long-term implications for the field of work or knowledge and its wider context. |

**GA Office Use Only:**

|  |  |  |
| --- | --- | --- |
| **Recommend Course Approval:** | Yes [ ]  | No [ ]  |
| Comments: |
| **Name of Reviewer** | **Signature**  | **Date** |
|  |  |  |