

Abu Dhabi Centre for Technical and Vocational Education and Training
Assessing
Qualification title: Level 5 Composite Award in External Verification
Qualification code: CAPF90050112

Qualification structure

Qualification Type: Composite Award	Discipline: P	Sector: F90	Level: 5	No in series: 01	Year of approval: 12
Credit value: 10 Credit hours		Certification requirement: 2 Core Units			

Qualification aims

The aim of the qualification is to develop the required knowledge, skills and performance a candidate is required to have in order to execute their roles and responsibilities in assessing the performance of learning and development practitioners and internal quality assurance verifiers. As a qualified external verifier a candidate will be able to apply the principles and practices associated with external quality assurance of assessment within an educational environment.

Qualification units

Core units

Unit code:	Unit no:	Unit title:	Level:	Credit value:
PF900500312	1	Understand external verification	5	5
PF900500412	2	Externally assure the quality of assessment	5	5

Specialist Units

Unit code:	Unit no:	Unit title:	Level:	Credit value:

Optional units

Unit code:	Unit no:	Unit title:	Level:	Credit value:

Prerequisites

Entry requirements	Requirements
<p>Learners will require the following skills for completion of this unit as follows: Analytical skills, communication skills, effective business relationships, information management skills, presentation skills, research and data collection skills, relate to people from diverse backgrounds, and diverse abilities.</p> <p>The unit is open to candidates of either gender and there are no entry barriers on grounds of race, creed or previous academic attainment or learning. There should be equality of access for candidates and candidates must be enabled and supported to undertake this qualification.</p> <p>All institute staff involved in the assessment or delivery of these qualifications should understand learner's requirements and through initial assessment, match them to the needs and capabilities before</p>	<ul style="list-style-type: none"> IELTS level 4.5 or equivalent is required. Functional IT skills would be an advantage. Minimum level entry qualification is at Level 3. <p>Credit transfer is available as published.</p>

entering learners as candidates for this qualification.		
Qualification pathways		
This qualification	Pathways	
Level 5 Composite Award in External Verification	Level 5 Unit Certificate in Designing assessment Level 5 Unit Certificate in Training Level 5 Unit Certificate in Designing learning programmes Level 5 Unit Certificate in Developing instructional design Level 5 Component Award in Internal Verification Level 5 Composite Award in External Verification Level 5 Composite Award in Assessing learners Diploma in Human Resources Diploma in Business Administration	
Copyright and ownership		Modification history
Copyright of units, Intellectual Property Rights and ownership of the qualification will be owned by ACTVET.	Release no: 1	Previous code:
	Comment:	New code:
National Occupational Standards		Not available

Abu Dhabi Centre for Technical and Vocational Education and Training
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Qualification overview

This qualification is suitable for	People intending to work as external verifiers overseeing the external quality assurance of assessment processes within educational environments.	
Target market	The target market for this qualification is for persons who have already attained the required and recognised qualification as an Internal Verifier and has Internal verification proven competence and experience.	
Job activities/tasks	The core component of this qualification contains competencies in: Understanding external quality assurance and conducting external quality assurance of qualifications.	
Work context/conditions	This qualification is for any individual who is, or wishes to be, involved in external quality assurance processes in the context of qualifications.	
Example employers	Government organisations. Private sector employers.	
Example jobs	Related occupations	
External Quality Assurance Manager	Internal Verifier	
Professional association		

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Delivery and Assessment

Mode of delivery	
<p>Mode of delivery will be classroom or any other mode of delivery that meets the needs of the learner, ensuring learner has access to appropriate resources. It is strongly advised that learning and development of subject content and associated skills be referenced to real vocational situations in an office environment.</p>	
Arrangements for learners with special assessment requirements	
<p>Arrangements for learners with special assessment requirements may need to be adapted to meet;</p> <ul style="list-style-type: none"> • language requirements • cultural or religious requirements • physical disabilities • particular learning needs. 	
Trainer qualifications	
<p>Training of learners will be by qualified Licensed Vocational Trainers who meet the requirements for employment in an ACTVET licensed institute and hold the required qualifications of Licensed Vocational Trainer (proposed). Licensed Vocational Trainers should be qualified and have recent experience of work in office environments. The trainer will comply with all licensing and accreditation requirements for an ACTVET Licensed Trainer.</p>	
Training methods	
<p>Licensed Vocational Trainers must use appropriate methods of training for classroom environment that reflects the vocational requirements of a workplace setting. Learning must be paced to meet the learner’s needs, preferred style of learning and is taught at a level where all learners comprehend the concepts trained.</p>	
Assessment	
<p>Assessment will be in classroom environment conducted by Assessors who meet the requirements for employment in an ACTVET licensed institute and hold the required qualifications of Licensed Vocational Assessor. Assessment methodology will be selected to utilise the most appropriate methods of assessment for the knowledge or skill involved and will be tailored to meet the requirements of the Unit Standards. Assessors must take into consideration any special assessment arrangements for learners to ensure learners are not disadvantaged in the assessment process.</p>	<p>Assessors must have:</p> <ul style="list-style-type: none"> • licensed Vocational Assessor qualifications or similar • applied industrial experience • assessment practices that meet QFEmirates National Standards of assessment • regular professional development practices.

Assessment methods	
<p>All assessment methods must use the appropriate assessment methods to assess knowledge and skill. There must be fair, valid, reliable, authentic and sufficient evidence for all assessment criteria.</p> <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this qualification:</p> <ul style="list-style-type: none"> • assessment of written reports summarising results of candidate skills assessment and selection outcomes • observation of techniques • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • oral or written questioning • review of authenticated documents from the workplace or training environment • review of testimony from team members, colleagues, supervisors, managers, clients or candidates. 	
Assessor decisions will make assessments that will be coded according to the following schedule:	Code to be inserted on record sheet
<p>Observation of the candidate by the assessor (Role play scenarios included)</p> <p><i>Examination of the evidence by the assessor:</i></p> <p>Examination of a product Examination of the witness/expert testimony Examination of a case history Examination of a personal statement Examination of written answers to questions</p> <p><i>Questioning of the candidate or witness by the assessor:</i></p> <p>Questioning of the candidate Questioning of the witness Professional Discussion Realistic working environment Simulation</p>	<p>O</p> <p>EP EWT ECH EPS EWQ</p> <p>QC QW PD RWE S</p>
Verifier	Vocational verifiers must have:
<p>The Verifier will observe Assessors carrying out assessments, review assessment decisions from the evidence provided and hold meetings with the assessment team to ensure consistency in the use of paperwork and interpretation of the qualification's requirements. Verifiers will ensure that learner tracking of registration for qualifications, assessment decisions and achievement, are recorded and maintained accurately and timely and are open to scrutiny.</p>	<ul style="list-style-type: none"> • verifier qualifications or similar • applied industrial experience • verification practices that meet NQEmirates National Standards of verification • regular professional development practices • ability to manage the learner's work environment for the verification process • ability to evidence standardisation processes.

Verification method	
Assessment and verification process will conform to the following:	
<ul style="list-style-type: none"> • Institute systems for learner, assessment and verification are unified. • Qualified Assessors must be used for all assessment. • Learner’s achievement is evidenced and recorded. • Learner is included in the assessment decision making process. • Assessment of learner’s achievement is evidenced by best practice. • Assessment takes into account diversity and language differences. • Assessment of learner’s achievement is tracked and recorded. • Learner will be able to compile their portfolio using their preferred technology. • Assessment uses valid, fair, authentic and reliable practice and reduces barriers to assessment. 	<ul style="list-style-type: none"> • Evidence collection makes efficient use of assessment opportunities and work production. • Licensed Vocational Verifiers must be used for all verifications. • Verification of learner’s achievement is evidenced by best practice. • Verification of learner’s achievement is tracked and recorded. • Standardisation of assessment and verification processes are evidenced • Evidence of sharing of learner, assessor and verifier best practice. • Evidence that complaints are addressed, recorded and solved effectively. • National Industry Sector Classification Code (SIC) to classify units and qualifications as per the guidance in the QFEmirates handbook.
Assessing and grading	
<p>This qualification is a knowledge, skills and application qualification. Assessment should, where possible, take a holistic approach. Assessment in one unit can be used as the assessment for another, if the assessed piece of work covers the criteria in the units. Assessment must be accessible for learners and the process of assessment as simple as possible. Learners must demonstrate competence by producing a portfolio of evidence.</p> <p>This qualification is examined in two ways: assessment of performance and underpinning knowledge. All performance is assessed by an assessor against the performance criteria and recorded in the Cumulative Assessment Record. Competence recognises all qualification requirements have been achieved. Not yet competent means all requirements have been attempted but yet to be achieved, insufficient evidence means all requirements have not been attempted. Underpinning knowledge is examined that more than 80% of the predetermined marking criteria should be met.</p> <p>This qualification is internally assessed by qualified Assessors and verified by Qualified Internal and External Verifiers of Approved Provider status institutions. Simulations in assessment are not recommended will require prior approval from the External Verifier.</p>	
Learner evidence	
Learners must demonstrate knowledge and skill achievement in a presented portfolio.	
Integrated assessment	
Opportunities for integrated assessment are possible between units 1 and 2.	

Risk in assessment

The learner's work environment needs proper management and risk management analyses. The following risks will be observed in the training, assessment and verification phases:

- health and safety
- stressing the learner
- inauthentic evidence/collation/unjustifiable support to the learner
- over-assessment
- potential of unfairness to the learner
- failing to meet assessment strategy of a qualification.

Appeals procedure

In the event that a learner judges that he is being unfairly considered in the assessment or verification process he has the right to appeal using the recognised appeals procedure and documentation (not included in this submission).

In the event that an assessor judges that he is being unfairly considered in the assessment or verification process he has the right to appeal using the recognised appeals procedure and documentation.

Abu Dhabi Centre for Technical and Vocational Education and Training
 Assessing
 Qualification title: Level 5 Composite Award in External Verification
 Qualification code: CAPF90050112

Unit: 1
 Unit title: Understand external verification
 Unit code: PF900500312
 External verification

Level: 5	Credit value: 5	Notional learning hours: 75 hours
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Unit Information

Unit description of content

The aim of this unit is to assess the knowledge and understanding an external verifier (learning and development) practitioner is required to have for the external quality assurance of assessment of qualification processes; including: processes, procedures, plans, methods and decisions; knowledge of different types of Centres, Awarding Body requirements and qualifications types.

Information for learning and achievement

This unit is a knowledge, skill and application unit (KSA). Learners must attempt all aspects of the unit requirements and demonstrate achievement in all aspects of evidence requirements. It is strongly advised that learning and development of knowledge and associated skills be referenced to real vocational situations in the workplace. Evidence must be at the level required by the unit standard and all related criteria. Candidates must contribute to group work by playing a role of both individuals as well as team members in varied roles and parts in group activities. Groups must perform as a group but individuals within the group must perform different tasks to demonstrate achievement of evidence requirements.

Assessment strategy

Assessment of the evidence requirements, to confirm that learning outcomes have been met, is considered holistically where evidence in one unit or learning outcome may provide the evidence for other units and learning outcome.
 This qualification is examined in two ways: assessment of underpinning knowledge and performance.
 Underpinning knowledge is examined so that more than 80% of the predetermined marking criteria must be met.
 Performance is assessed by an assessor in the workplace against the performance criteria and recorded in the Cumulative Assessment Record. ‘Competent’ recognises all unit criteria have been achieved. ‘Not yet competent’ means all criteria have been attempted but yet to be achieved, ‘insufficient evidence’ means not all criteria have been attempted.
 This qualification is internally assessed by qualified Assessors and verified by Qualified Internal and External Verifiers of Approved Provider status institutions. Simulations in assessment are not recommended and will require prior approval from the External Verifier.
 Assessment can include role play, scenario setting, drama, presentations, written material, notes, checklists, lists, statements, comparative charts, or diagrammes.

Recording and storing of learner achievement

Keep evidence of learner’s work in the Centre for up to one year.
 Encourage learners to maintain learning logs and evidence of professional development.
 Ensure learners maintain portfolios of work as evidence of achieving learning outcomes.

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 Assessing
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Unit: 1
 Unit title: Understand external verification
 Unit code: PF900500312
 External verification

Level: 5	Credit value: 5	Notional learning hours: 75 hours
Assessment criteria: Knowledge, skills and application (KSA)		
Learning outcomes		
Learning outcome 1: Understand the context and principles of external quality assurance		
Performance criteria: 1.1. Functions of external quality assurance in learning and development are analysed. 1.2. Key concepts and principles of the external quality assurance of assessment is evaluated. 1.3. Roles of practitioners involved in the quality assurance process are evaluated. 1.4. Requirements for internal and external quality assurance in own area of practice are explained.		
Learning outcome 2: Understand how to plan the external quality assurance of assessment		
Performance criteria: 2.1. The importance of planning an external quality assurance activities are evaluated. 2.2. Content of an external quality assurance plan is explained. 2.3. Preparations for external quality assurance, including information collection, communications, administrative arrangements and resources are summarized. 2.4. Adaptations made to meet customer needs for external verification without compromising quality assurance are explained.		
Learning outcome 3: Understand how to externally evaluate the quality of assessment and internal quality assurance		
Performance criteria: 3.1. Procedures for externally monitoring and evaluating internal quality assurance arrangements and practices are explained. 3.2. Requirements for externally monitoring and evaluating internal assessment arrangements and practices are explained. 3.3. Techniques for externally sampling evidence of assessment, including use of technology are explained.		
Learning outcome 4: Understand how to externally maintain and improve the quality of assessment		
Performance criteria: 4.1. Types of feedback, support and advice that internal assessment and quality assurance staff may need to maintain to improve the quality of assessment are critically compared. 4.2. Standardisation requirements in relation to the external quality assurance of assessment are evaluated. 4.3. The importance of feedback, support and advice to internal assessment and quality assurance staff that is consistent with standardisation requirements is explained. 4.4. Relevant procedures to be followed in dispute situations concerning quality assurance and assessment are explained.		

<p>Learning outcome 5: Understand the legal and good practice requirements relating to external quality assurance</p>
<p>Performance criteria:</p> <ol style="list-style-type: none"> 5.1. Requirements for information management, data protection and confidentiality in relation to the external quality assurance assessment are evaluated. 5.2. Legal issues, policies and procedures relevant to the external quality assurance of assessment, including those for health, safety and welfare are evaluated. 5.3. Different ways in which technology can contribute to the external quality assurance assessment are evaluated. 5.4. The value of reflective practice and continuing professional development in relation to the external quality assurance is explained. 5.5. Requirements for equality and diversity and where appropriate bilingualism, in relation to the external quality assurance of assessment are evaluated.
<p>Evidence guideline</p> <ul style="list-style-type: none"> ▪ Formative evidence for this unit can be written, oral or diagrammatic, as directed for given situations. ▪ Formative evidence ought to assist learners to learn and increase performance to reach summative assessment requirements. ▪ Summative assessment is project based from real live work situations. Simulation is only permissible with the written approval of the Internal Verifier. ▪ Learners should demonstrate no less than 80% of the requirements for the summative assessment. ▪ Re submissions are permissible.
<p>Evidence requirements</p> <ol style="list-style-type: none"> 1. Learners understand the context and principles of external quality assurance and evidence with a report on functions, key concepts and principles of internal quality assurance, the role of practitioners involved in quality assurance, and the requirements for internal and external quality assurance in own area of practice. 2. Learners understand how to plan the external quality assurance of assessment and evidence with a report on the importance of planning external quality assurance activities, the contents of an external quality assurance plan, requirements to and preparations for external quality assurance, and the adaptation of external verification to customer needs. 3. Learners understand how to externally evaluate the quality of assessment and internal quality assurance and evidence with a report on requirements and procedures for externally monitoring and evaluating internal quality assurance arrangements, and on techniques for externally sampling evidence of assessment. 4. Learners understand how to externally maintain and improve the quality of assessment and evidence with a report on information needed by internal assessment and quality assurance staff, standardisation requirements related to external quality assurance of assessment, and procedures for disputes about quality assurance and assessment. 5. Learners understand the legal and best practice requirements for the external quality assurance and evidence with a report on requirements to and best practices in external quality assurance of assessment, the contribution of technology and the value of reflective practice and continuing professional development. 6. Learners review own work and identify performance improvement strategies.

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Unit: 1
Unit title: Understand external verification
Unit code: PF900500312
External verification

Mapping of CoreLife Skills

Learning outcomes	Performance Criteria	Collecting, analysing, organising and applying information in a given context	Communicating information, concepts and ideas	Initiating and organising self and activities, including motivation, exploration and creativity	Working with others in teams including leadership	Solving problems including using mathematical ideas and techniques	Applying information and communication technology	Participating in social and civic life including ethical practice
1	1.1	X	X	X	X		X	
	1.2	X	X	X			X	
	1.3	X	X	X	X		X	
	1.4	X	X	X				
2	2.1	X	X	X				
	2.2	X	X					
	2.3	X	X	X			X	
	2.4	X	X	X	X	X	X	
3	3.1	X	X	X	X			
	3.2	X	X	X			X	
	3.3	X	X	X	X	X	X	
4	4.1	X	X	X	X		X	
	4.2	X	X	X	X		X	
	4.3	X	X	X	X		X	
	4.4	X	X	X	X	X		
5	5.1	X	X	X		X	X	
	5.2	X	X	X	X		X	X
	5.3	X	X	X			X	
	5.4	X	X	X	X			
	5.5	X	X	X	X		X	X

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Unit: 2
 Unit title: Externally assure the quality of assessment
 Unit code: PF900500412
 Internal Verification

Level: 5	Credit value: 5	Notional learning hours: 75 hours
Unit Information		
Unit description of content		
<p>The aim of this unit is to assess the performance competency, knowledge and understanding of an external verifier (learning and development) practitioner with responsibilities for the external quality assurance of assessment.</p>		
Information for learning and achievement		
<p>The unit requires learners to demonstrate competency and achieve the key required skills and knowledge embedded in the unit in assuring the quality of assessment from outside an organisation or Assessment Centre including planning External Quality Assurance plans sampling and evaluating decisions; observing practices; reviewing records, methods, occupational competence requirements, policies and procedures; monitoring; advising on assessment methods, explaining complex regulations; carry out Continuing Professional Development activities; apply procedures to standardise assessment practices, maintain confidentiality; apply External Quality Assurance requirements, legislative policy and procedures; critically reflect on own practices and expertise.</p> <p>This unit is a knowledge, skill and application unit (KSA). Learners must attempt all aspects of the unit requirements and demonstrate achievement in all aspects of evidence requirements. It is strongly advised that learning and development of knowledge and associated skills be referenced to real vocational situations in the workplace. Evidence must be at the level required by the unit standard and all related criteria. Candidates must contribute to group work by playing a role of both individuals as well as team members in varied roles and parts in group activities. Groups must perform as a group but individuals within the group must perform different tasks to demonstrate achievement of evidence requirements.</p>		
Assessment strategy		
<p>Assessment of the evidence requirements, to confirm that learning outcomes have been met, is considered holistically where evidence in one unit or learning outcome may provide the evidence for other units and learning outcome.</p> <p>This qualification is examined in two ways: assessment of underpinning knowledge and performance.</p> <p>Underpinning knowledge is examined so that more than 80% of the predetermined marking criteria must be met.</p> <p>Performance is assessed by an assessor in the workplace against the performance criteria and recorded in the Cumulative Assessment Record. ‘Competent’ recognises all unit criteria have been achieved. ‘Not yet competent’ means all criteria have been attempted but yet to be achieved, ‘insufficient evidence’ means not all criteria have been attempted.</p> <p>This qualification is internally assessed by qualified Assessors and verified by Qualified Internal and External Verifiers of Approved Provider status institutions. Simulations in assessment are not recommended and will require prior approval from the External Verifier.</p> <p>Assessment can include role play, scenario setting, drama, presentations, written material, notes, checklists, lists, statements, comparative charts, or diagrammes.</p>		

Recording and storing of learner achievement
Keep evidence of learner's work in the Centre for up to one year. Encourage learners to maintain learning logs and evidence of professional development. Ensure learners maintain portfolios of work as evidence of achieving learning outcomes.

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Unit: 2
 Unit title: Externally assure the quality of assessment
 Unit code: PF900500412
 Internal Verification

Level: 5	Credit value: 5	Notional learning hours: 75 hours
Assessment criteria: Knowledge, skills and application (KSA)		
Learning outcomes		
Learning outcome 1: Be able to plan the external quality assurance of assessment		
Performance criteria: 1.1. Procedures for the external quality assurance of assessment are planned. 1.2. Procedures for external quality assurance of the organisation and individuals concerned are communicated. 1.3. Arrangements and resources for external monitoring and evaluation are secured and in place.		
Learning outcome 2: Be able to externally evaluate internal verification quality assurance and assessment		
Performance criteria: 2.1. The quality of internal staffing and internal staff expertise and competence are evaluated. 2.2. The quality of internal verifier administration of quality systems is evaluated. 2.3. The quality of internal verifier application of quality systems is evaluated. 2.4. Assessment arrangements, methods and decisions are determined to ensure they meet quality requirements.		
Learning outcome 3: Be able to maintain and improve internal verification quality assurance processes		
Performance criteria: 3.1. Staff are provided with feedback, advice and support in order to facilitate, maintain and improve the quality of internal verification and assessment. 3.2. Procedures for the standardisation of internal verification and assessment practices and outcomes are evaluated and applied.		
Learning outcome 4: Be able to manage information relevant to the external verification quality assurance of assessment		
Performance criteria: 4.1. Procedures for recording, storing, reporting information relating to external verification quality assurance process are evaluated and applied. 4.2. Procedures for maintaining confidentiality of information relating to external verification quality assurance are evaluated and applied. 4.3. Relevant policies, procedures and legislation are applied in relation to external quality assurance, including those for health, safety and welfare, equality and diversity and where appropriate bilingualism. 4.4. Own practice in externally assuring the quality of assessment is reflected upon critically 4.5. Currency of own expertise and competence is maintained in externally assuring the quality of assessment.		

Evidence guideline
<ul style="list-style-type: none"> ▪ Formative evidence for this unit can be written, oral or diagrammatic, as directed for given situations. ▪ Formative evidence ought to assist learners to learn and increase performance to reach summative assessment requirements. ▪ Summative assessment is project based from real live work situations. Simulation is only permissible with the written approval of the Internal Verifier. ▪ Learners should demonstrate no less than 80% of the requirements for the summative assessment. ▪ Re submissions are permissible.
Evidence requirements
<ol style="list-style-type: none"> 1. Learners plan the external quality assurance of assessment and evidence with a report on procedures, arrangements and resources for external quality assurance. 2. Learners externally evaluate internal verification quality assurance and assessment and evidence with a report on assessment arrangements, methods and decisions, the quality of internal staff, and internal verifier administration and application. 3. Learners maintain and improve internal verification quality assurance processes and evidence with a report on feedback, support, advice and recommendations to internal staff and the application of procedures to standardize internal verification and assessment practices and outcomes. 4. Learners manage information relevant to the external verification quality assurance of assessment and evidence with a report on procedures regarding recording, storing, and reporting of information, maintaining confidentiality, requirements to and best practices in external quality assurance of assessment, and own practice, expertise and competence. 5. Learners review own work and identify performance improvement strategies.

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Unit: 2

Unit title: Externally assure the quality of assessment

Unit code: PF900500412

Internal Verification

Mapping of CoreLife Skills

Learning outcomes	Performance Criteria	Collecting, analysing, organising and applying information in a given context	Communicating information, concepts and ideas	Initiating and organising self and activities, including motivation, exploration and creativity	Working with others in teams including leadership	Solving problems including using mathematical ideas and techniques	Applying information and communication technology	Participating in social and civic life including ethical practice
1	1.1	X	X	X			X	
	1.2	X	X	X	X		X	
	1.3	X	X	X			X	
2	2.1	X	X	X	X		X	
	2.2	X	X	X	X	X		
	2.3	X	X	X	X			
	2.4	X	X	X	X	X		
3	3.1	X	X	X	X	X		
	3.2	X	X	X	X	X		
4	4.1	X	X	X				
	4.2	X	X	X		X	X	
	4.3	X	X	X		X	X	
	4.4	X	X	X	X	X	X	
	4.5	X	X	X				X