

## Chartered Trading Standards Practitioner Guidance for evidence of level six requirement

If you don't have a degree or any other qualification that is recognised as a level six qualification, you can show evidence of this requirement for the CTSP application via a reflective statement.

The reflective statement needs to show how you have achieved this requirement through your own personal development during the course of your career since qualifying, your extensive experience which highlights your capacity to deliver at a high level which is equivalent to a level six qualification. We would expect that the reflective statement would show that you have gained this experience over a number of years.

The following are examples of how individuals can show they have undertaken work at the required level. (This is not an exhaustive list.)

- Have been seconded to a government department at a suitable level.
- Is nationally recognised in a particular consumer protection field.
- Delivered training on a subject nationally at a suitable level, which can include training to go towards a qualification.
- Acts as an advisor to government departments, one way this can be demonstrated is if you are or have been a CTSI Lead Officer.
- Lectured at a University or an accredited training provider.
- Led on a regional/national task force.
- Has been or is an examiner for the TSQF or a previous trading standards qualification.
- Led on or was heavily involved in a high level case(s)
- Led on or was heavily involved in the development of a new nationally recognised initiative or development of a new piece of legislation or update of legislation.
- Management of a service, showing the development of the service during your tenure.
- Involvement in the Local Authority Peer Review Schemes

Evidence can show where the application of a methodical and detailed analysis and delivery by acquiring the critical understanding of the aims and objectives of the exercise being carried out. A developed plan of action to include any resources needed and identified any deficits, any potential costs involved any potential obstacles or challenges. This would need to be seen to have benefited the profession as a whole, but could be delivered regionally or nationally.



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The aim of the reflective statement is to show that although you have not gained a formal qualification at the required level six, you have achieved this through your work experience.

You may find the following useful as it explains how within an academic arena, an examiner/assessor establishes using the criteria's as set out below, that the individual has met the level of study required.

Within the educational theory there is a well established hierarchy (Bloom's Taxonomy) that distinguishes different levels of cognitive (that is, knowledge) progression. To illustrate the difference between the levels of cognition, a range of indicative verbs that describe the assessments that might be used to measure the intended outcomes of the associated studies are shown below.

### **Synthesis (create/build)**

Behaviour descriptive: develop new unique structures, systems, models, approaches, ideas; creative thinking, operations

Examples of activity to be trained, or demonstration and evidence to be measures:

develop plans or procedures, design solutions, integrate methods, resources, ideas, parts; create teams or new approaches, write protocols or contingencies

'Key words' (verbs which describe the activity to be trained or measured at each level):

Develop, plan, build, create, design, organise, revise, formulate, propose, establish, assemble, integrate, re-arrange, modify



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## Evaluation

Behaviour descriptive: assess effectiveness of whole concepts, in relation to values, outputs, efficacy, viability; critical thinking, strategic comparison and review; judgement relating to external criteria

Examples of activity to be trained, or demonstration and evidence to be measures:

review strategic options or plans in terms of efficacy, return on investment or cost-effectiveness, practicability; assess sustainability; perform a SWOT analysis in relation to alternatives; product a financial justification for a proposition or venture, calculate the effects of a plan or strategy; perform a detailed and costed risk analysis with recommendations and justifications

'Key words' (verbs which describe the activity to be trained or measured at each level):

review, justify, assess, present a case for, defend, report on, investigate, direct, appraise, argue, project-manage



To illustrate what can be expected of qualification holders at level 6, the Framework for Higher Education Qualifications provides statements that indicate the expected outcomes/abilities of holders of the qualifications.

## Honours level

Holders of qualifications at this level will have developed a sound understanding of the principles in their field of study, and will have learned to apply those principles more widely. Through this, they will have learned to evaluate the appropriateness of different approaches to solving problems. Their studies may well have had a vocational orientation, for example HNDs, enabling them to perform effectively in their chosen field. Holders of qualifications at this level will have the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision-making.

### **Descriptor for a higher education qualification at level 6: Bachelor's degree with honours**

The descriptor provided for this level of the FHEQ is for any bachelor's degree with honours which should meet the descriptor in full. This qualification descriptor can also be used as a reference point for other level 6 qualifications, including bachelor's degrees, graduate diplomas etc.

### **Bachelor's degrees with honours are awarded to students who have demonstrated:**

- a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline
- an ability to deploy accurately established techniques of analysis and enquiry within a discipline
- conceptual understanding that enables the student:
  - to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline
  - to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline
- an appreciation of the uncertainty, ambiguity and limits of knowledge
- the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline).



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**Typically, holders of the qualification will be able to:**

- apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects
- critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem
- communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

**And holders will have:**

- the qualities and transferable skills necessary for employment requiring:
  - the exercise of initiative and personal responsibility
  - decision-making in complex and unpredictable contexts
  - the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

Holders of a bachelor's degree with honours will have developed an understanding of a complex body of knowledge, some of it at the current boundaries of an academic discipline. Through this, the holder will have developed analytical techniques and problem-solving skills that can be applied in many types of employment. The holder of such a qualification will be able to evaluate evidence, arguments and assumptions, to reach sound judgements and to communicate them effectively.

Holders of a bachelor's degree with honours should have the qualities needed for employment in situations requiring the exercise of personal responsibility, and decision-making in complex and unpredictable circumstances.