



Ascentis Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice

Ascentis Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice

Ascentis Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice

These qualifications are being withdrawn. The last date of registration for learners is 31st July 2026 after which no further learners can be registered.

The certification end date is 31st July 2027. If you require any further clarification, please email development@ascentis.co.uk.

Ofqual Number:

Ascentis Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice **501/1732/4**

Ofqual Start Date: 01/10/2010

Ofqual End Date: 31/07/2026

Ofqual Certification End Date: 31/07/2027

Ascentis Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice **501/1734/8**

Ofqual Start Date: 01/10/2010

Ofqual End Date: 31/07/2026

Ofqual Certification End Date: 31/07/2027

Ascentis Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice **501/1733/6**

Ofqual Start Date: 01/10/2010

Ofqual End Date: 31/07/2026

Ofqual Certification End Date: 31/07/2027

ABOUT ASCENTIS

Ascentis was originally established in 1975 as OCNW, a co-operative scheme between Universities and Colleges of Further Education. Ascentis was the first 'Open College' in the UK and served the needs of its members for over 34 years. Throughout this period, OCNW grew yet maintained its independence in order that it could continue to respond to the requirements of its customers and provide a consistently high standard of service to all centres across the country and in recent years to its increasing cohorts of overseas learners.

In 2009 OCNW became Ascentis - a company limited by guarantee and a registered educational charity.

Ascentis is distinctive and unusual in that it is both:

- **An Awarding Organisation** regulated by the Office of Qualifications and Examinations Regulation (Ofqual) and
- **an Access Validating Agency (AVA)** for 'Access to HE Programmes' licensed by the Quality Assurance Agency for Higher Education (QAA).

Ascentis is therefore able to offer a comprehensive ladder of opportunities to centres and their students, including Foundation Learning, vocational programmes and progressing to QAA recognised Access to HE qualifications. The flexible and adult-friendly ethos of Ascentis has resulted in centres throughout the UK choosing to run its qualifications.

ASCENTIS CONTACT DETAILS

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Company limited by guarantee. Registered in England and Wales No. 6799564. Registered Charity No. 1129180

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ASCENTIS INTERNAL QUALITY ASSURANCE QUALIFICATIONS

Introduction

These qualifications are all at level 4 and are appropriate for staff who are working in or about to begin their career in Internal Quality Assurance. A learner can choose a qualification from the suite that is most appropriate to their current or intended job role. This suite of qualifications includes a unit that covers all the essential knowledge and understanding that quality assurance staff need, plus one or more units that describe competent practice. We believe this approach offers more flexibility and a greater potential to meet the needs of aspirant quality assurance staff.

The qualifications will give people who carry out a quality assurance role the opportunity to develop and improve their practice as well as the opportunity of achieving a professional qualification. There may be a requirement for quality assurance staff to hold a particular qualification, although the actual requirements will vary within a sector. Reference should be made to the particular assessment requirements from the sector in which the quality assurance staff are working. These will be detailed within the relevant qualification specifications, or through referring to the sector skill council.

The Awards have been developed for both those who work in regulated and non-regulated learning as well as those who work in the workplace. There is also the **Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice** for those staff who lead a team of quality assurance staff.

Ascentis also offers the suite of qualifications for those interested in Assessing, detailed within the qualification specification available on the Ascentis website.

These qualifications replace the previous qualifications:

V1 Conduct internal quality assurance of the assessment process, or
D34 Internally verify the assessment process

Aims

The aims of this suite of qualifications are to enable learners to:

- Develop an understanding of the principles and practices of internal quality assurance
- Assess performance in assuring the quality of assessment from within an organisation or assessment centre.
- Assess performance in leading the work of a team responsible for quality assurance within an organisation or assessment centre.
- Achieve a professional qualification for the knowledge, understanding and skills developed.

Target Group

This qualification is aimed at a range of learners, including:

- Appropriate for 19+ age group
- The qualifications are appropriate for those working or intending to work as internal quality assurance staff within an FE centre, Adult and Community Learning centre, an Independent Learning Provider and directly within the workplace.

Ofqual Qualification Numbers:

Ascentis Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice – 501/1732/4

Ascentis Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice – 501/1734/8

Ascentis Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice – 501/1733/6

Rules of Combination

| Ascentis Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice | | | | |
|--|-------|--------------|-----|------------|
| Credit Value: 6 | | | | |
| Title | Level | Credit Value | GLH | Unit ref |
| Understanding the Principles and Practices of Internally Assuring the Quality of Assessment | 4 | 6 | 45 | T/601/5320 |

| Ascentis Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice | | | | |
|--|-------|--------------|-----|------------|
| Credit Value: 12 | | | | |
| Title | Level | Credit Value | GLH | Unit ref |
| Understanding the Principles and Practices of Internally Assuring the Quality of Assessment | 4 | 6 | 45 | T/601/5320 |
| Internally Assure the Quality of Assessment | 4 | 6 | 45 | A/601/5321 |

| Ascentis Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice | | | | |
|--|-------|--------------|-----|------------|
| Credit Value: 17 | | | | |
| Title | Level | Credit Value | GLH | Unit ref |
| Understanding the Principles and Practices of Internally Assuring the Quality of Assessment | 4 | 6 | 45 | T/601/5320 |
| Internally Assure the Quality of Assessment | 4 | 6 | 45 | A/601/5321 |
| Plan, Allocate and Monitor Work in Own Area of Responsibility | 4 | 5 | 25 | H/600/9674 |
| Credit Accumulation | | | | |
| Within these qualifications there are opportunities for credit accumulation and credit transfer. Credit accumulation of any unit within these qualifications can be accepted within the lifetime of the qualification. | | | | |
| Exemptions: | | | | |
| Learners, who have achieved the A1/D32 or D33 Assessment qualification or the V1/D34 Internal Quality Assurance qualification, may use their achievement to contribute towards these awards and certificate. | | | | |
| Please contact the Ascentis office to discuss further. | | | | |
| Credits from Equivalent Units: | | | | |
| Please contact the Ascentis office to discuss opportunities for accepting credit from equivalent units. | | | | |

Recommended Guided Learning Hours

The recommended guided learning hours for these qualifications are: Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice - 45, Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice - 90 and Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice – 115.

Total Qualification Time

The total qualification time for Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice is 60, Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice is 120 and Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice is 170.

Recommended Prior Knowledge, Attainment and/or Experience

No particular qualifications, knowledge, understanding or skills are required other than learners being able to cope with the demands of the course. Learners taking the competence units need to have access to a minimum of two assessors' in order to carry out assessments of a learners knowledge, understanding, skills and or competence.

Age Range of Qualification

Appropriate for the 19+ learners as learners have to be in employment

Opportunities for Progression

Learners may progress to other qualifications within this suite of Quality Assurance qualifications.

A further choice could include qualifications for teaching within the Lifelong Learning Sector. Ascentis offers the full suite of these qualifications. These are detailed within the qualification specifications available on the Ascentis website.

Centre Recognition

This qualification can only be offered by centres recognised by Ascentis and approved to run this qualification. Details of the centre recognition and qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Qualification Approval

If your centre is already a recognised centre, you will need to complete and submit a qualification approval form to deliver this qualification. Details of the qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Registration

All learners must normally be registered with Ascentis within seven weeks of commencement of a course via the Ascentis electronic registration portal.

Status in England, Wales and Northern Ireland

This qualification is available in England and Northern Ireland. It is only offered in English. If a centre based overseas (including Scotland) would like to offer this qualification, they should make an enquiry to Ascentis.

Reasonable Adjustments and Special Considerations

In the development of this qualification Ascentis has made every attempt to ensure that there are no unnecessary barriers to achievement. For learners with particular requirements reasonable adjustments may be made in order that they can have fair assessment and demonstrate attainment. There are also arrangements for special consideration for any learner suffering illness, injury or indisposition. Full details of the reasonable adjustments and special considerations are available from the Resources/Key Documents area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

Enquiries and Appeals Procedure

Ascentis has an appeals procedure in accordance with the regulatory arrangements in the Ofqual *General Conditions of Recognition*¹. Full details of this procedure, including how to make an application, are available from the Resources/Key Documents area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

Useful Links

Web links and other resources featured in this specification are suggestions only to support the delivery of this qualification and should be implemented at the centre's discretion. The hyperlinks provided were live at the time this specification was last reviewed. Please kindly notify Ascentis if you find a link that is no longer active.

Please note: Ascentis is not responsible for the content of third party websites and, whilst we check external links regularly, the owners of these sites may remove or amend these documents or web pages at any time.

¹ The Scottish Qualifications Authority (SQA) have developed some high level principles that cover the same requirements as the Ofqual Conditions. These are the SQA Accreditation Regulatory Principles (2011).

ASSESSMENT AND VERIFICATION ARRANGEMENTS

Assessment

To achieve any of the qualifications within this suite evidence of achievement of all the assessment criteria across all the mandatory units must be demonstrated. These are assessed by building up a portfolio of evidence. Ascentis has put together a structured method of building the portfolio called the Personal Practice File (2PF).

All units are internally assessed, internally verified by the centre and then externally verified by Ascentis.

On completion of the learner's evidence for either the individual units or the full award or certificate, the assessor is required to complete the Summary Record of Achievement for each learner. The Summary Record of Achievement asks assessors and the external verifier to confirm that the rules of combination have been followed for the qualification being claimed. The Summary Record of Achievement is provided in Appendix 1

Centres are required to retain all evidence from all learners for external verification and for 4 weeks afterwards should any appeal be made.

Learners taking the competence units need to have access to a minimum of two learners in order to carry out assessments of a learners' knowledge, understanding, skills and or competence.

Internal Assessment

The portfolio of evidence is marked within the centre by an assessor/tutor who may or may not be the tutor delivering the course. Assessor/tutors marking the assessment tasks should consider whether all the assessment criteria have been met to an appropriate standard. There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criteria through cross referencing work.

The assessor/tutor must be confident that the work is the learner's own work. For example, this can be ensured by completion of at least part of an assessment task within a supervised classroom environment. The summary sheet which includes a statement on authentication should be signed by both the learner and assessor. The summary sheet can be found in Appendix 7.

Ascentis has put together a structured method of building the portfolio called The Personal Practice File (2PF) further details of this are below. The 2PF is a dynamic document that encourages a holistic approach and develops incrementally as the learner progresses through the award/certificate programme. The 2PF is an optional method of assessment, however centres can build up a portfolio of assessment in the usual way by providing evidence for each of the assessment criteria, if they wish.

If the learner fails to meet the assessment criteria on the first attempt at an activity they may redraft the work following feedback given by the assessor/tutor. However, assessor/tutors must not correct the work of the learner, and all feedback given by the assessor/tutor must be included within the learner's evidence.

Learners' portfolio work should include a tracking sheet to show where the evidence for each assessment criteria is to be found. Some activities could produce evidence for more than one unit, which is acceptable as long as there is clear reference to this on the tracking sheet. Examples of tracking sheets are found in Appendix 2.

Performance Evidence for the Assessment Methods

Unit – Internally Assure the Quality of Assessment

All learning outcomes in this unit must be assessed using methods appropriate to the Learner (Internal Quality Assessor) IQA's performance. These must include:

- Observation of performance
- Examining products of work
- Questioning

Direct evidence of this kind may be supplemented, where necessary, by professional discussion, reflective accounts or witness testimony.

Evidence must come from the Internal Quality Assurance (IQA) learner's performance in the work environment. There must be evidence of the IQA learner monitoring a minimum of two assessors, each with a minimum of two learners of their own, through relevant learning outcomes of the particular unit.

Unit – Plan, Allocate and Monitor the Quality of Work in Own Area of Responsibility

All learning outcomes in this unit must be assessed using methods appropriate to the Learner (Internal Quality Assessor) IQA's performance. These must include:

- Observation of performance
- Examining products of work
- Questioning

Direct evidence of this kind may be supplemented, where necessary, by professional discussion reflective accounts or witness testimony.

Evidence must come from performance in the work environment.

Personal Practice File (2PF)

The 2PF is part of the assessment strategy for the first two units within this suite of qualifications, the Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice, and the Award in Internal Quality Assurance of Assessment Processes and Practice. Satisfactory completion of the 2PF will provide evidence that the learner has achieved the learning outcomes and assessment criteria in the units of assessment. (Mapping has been completed against the units of assessment)

The 2PF may be part of the assessment strategy for all units within this suite of qualifications. Satisfactory completion will provide evidence that the learner has achieved the learning outcomes and assessment criteria in the units of assessment. Mapping has been completed against the units of assessment and is shown within each unit.

It is the responsibility of the learner to maintain the 2PF, which must be available to tutors, internal verifiers and external verifiers where necessary.

The 2PF is intended to be a dynamic document that develops incrementally throughout the programmes of study, demonstrating the development of knowledge, understanding and skills of the learner.

It is recommended that the 2PF is completed and updated as an electronic document; however, hard copies may be required for assessment, internal verification and external verification.

The 2PF contains the following elements:

- IQA Role and Log (IQARL)
- Observation Record (OR)
- Planning, Support, Assessment and Evaluation (PSAE)
- Record of Development (RoD)

Descriptions of the documentation required for each of the above sections can be found in the Appendix 4.

Evidence for the 2PF

It is envisaged that the evidence for the 2PF will be gathered in a variety of ways, of which the following are examples:

- Feedback given to individuals after assessment has taken place
- Observation record
- Questions and discussions
- The planning of assessment with individuals and groups;
- The practical assessment of individuals' work carried out by the learner;
- Video
- Worksheets

Learners must always be aware that it is the quality of work they produce, and not the quantity that determines the level of achievement.

Verification

Internal Verification

Internal verification is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards i.e. consistently and reliably. Internal verification activities will include: ensuring any stimulus or materials used for the purposes of assessment are fit for purpose; sampling assessments; standardisation of assessment decisions; standardisation of internal verification decisions. Internal Verifiers are also responsible for supporting assessors by providing constructive advice and guidance in relation to the qualification delivered.

Further information is available from the Resources/Key Documents section of the Ascentis website www.ascentis.co.uk

External Verification

Recognised centres will be visited in accordance with a verification model that is considered most appropriate for the provision. More frequent verifications can be requested from the Ascentis Quality Assurance team, for which there is usually an additional charge. You will receive a visit from your Ascentis Quality Reviewer usually at the beginning of the academic year. This and external verification will usually focus on the following areas:

- A review of the centres management of the regulated provision
- The levels of resources to support the delivery of the qualification, including both physical resources and staffing
- Ensuring the centre is using appropriate assessment methods and making appropriate assessment decisions according to Ascentis' requirements
- Ensuring the centre has appropriate internal quality assurance arrangements as outlined within the relevant qualification specification
- Checking that the centre is using appropriate administrative arrangements to support the function of delivery and assessment

External Verifiers will usually do this through discussion with the centre management team; assessment and Internal Quality Assurance staff; verifying a sample of learners' evidence; talking to learners, reviewing relevant centre documentation and systems.

Knowledge, Understanding and Skills required of Assessors and Internal Verifiers

All those who assess and/or quality assure these qualifications must:

- Already hold the qualification they are assessing (or previous equivalent qualification) and have successfully assessed other qualifications;
- Have up to date working knowledge and experience of best practice in assessment and quality assurance.
- Show current evidence of CPD in assessment and quality assurance

Hold one of the following qualifications or their recognised equivalent:

- Level 3 Award in Assessing Competence in the Work Environment, or
- Level 3 Certificate in Assessing Vocational Achievement, or
- A1 assess learner performance using a range of methods, or
- D32 Assess learner performance and D33 Assess learner using differing sources of evidence

Staff who internally quality assure these qualifications must, in addition to the above:

Hold one of the following internal quality assurance qualifications or their recognised equivalent:

- Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 Conduct internal quality assurance of the assessment process
- D34 Internally verify the assessment process

Internal Quality Assurers need to have knowledge and experience of the internal quality assurance process. Refresher training is available from Ascentis for anyone in this role.

UNIT SPECIFICATIONS

Understanding the Principles and Practices of Internally Assuring the Quality of Assessment

Credit Value of Unit: 6

GLH of Unit: 45

Level of Unit: 4

Introduction

This unit is intended for those who wish to gain an understanding of the principles and practices of internal quality assurance without any requirement to practice, from within an organisation or assessment centre.

| Learning Outcomes | Assessment Criteria | Assessment |
|--|--|-------------------|
| The learner will be able to | The learner can | 2PF |
| 1 Understand the context and principles of internal quality assurance. | 1.1 Explain the functions of internal quality assurance in learning and development | PSE |
| | 1.2 Explain the key concepts and principles of the internal quality assurance of assessment | PSE |
| | 1.3 Explain the roles of practitioners involved in the internal and external quality assurance process | IQARL |
| | 1.4 Explain the regulations and requirements for internal quality assurance in own area of practice | IQARL |
| 2 Understand how to plan the internal quality assurance of assessment | 2.1 Evaluate the importance of planning and preparing internal quality assurance activities | PSE |
| | 2.2 Explain what an internal quality assurance plan should contain | PSE |
| | 2.3 Summarise the preparations that need to be made for internal quality assurance, including: <ul style="list-style-type: none">▪ Information Collection▪ Communications▪ Administrative Arrangements▪ Resources | PSE |
| 3 Understand the techniques and criteria for monitoring the quality of assessment internally | 3.1 Evaluate different techniques for sampling evidence of assessment, including use of technology | PSE |
| | 3.2 Explain the appropriate criteria to use for judging the quality of the assessment process | PSE |
| 4 Understand how to internally maintain and improve the quality of assessment | 4.1 Summarise the types of feedback, support and advice that assessors may need to maintain and improve the quality of assessment | PSE |
| | 4.2 Explain the standardisation requirements in relation to assessment | PSE |
| | 4.3 Explain relevant procedures regarding disputes about the quality of assessment | PSE |

| | | |
|--|---|-------|
| 5 Understand how to manage information relevant to the internal quality assurance of assessment | 5.1 Evaluate requirements for information management, data protection and confidentiality in relation to the internal quality assurance of assessment | IQARL |
| 6 Understand the legal and good practice requirements for the internal quality assurance of assessment | 6.1 Evaluate legal issues, policies and procedures, relevant to the internal quality assurance of assessment, including those for health, safety and welfare. | IQARL |
| | 6.2 Evaluate different ways in which technology can contribute to the internal quality assurance of assessment | IQARL |
| | 6.3 Explain the value of reflective practice and continuing professional development in relation to internal quality assurance | QAR |
| | 6.4 Evaluate requirements for equality and diversity and where, appropriate, bilingualism, in relation to the internal quality assurance of assessment | PSE |

Indicative Content

Personnel Involved e.g. *Internal verifier, external verifier*

Processes Involved e.g. *checking assignment briefs, checking assessment methods, feedback to assessors*

Reasons for Internal Quality Assurance

Planning for Internal Quality Assurance e.g. *timing of sampling*

Sampling Techniques

Feedback to Assessors e.g. *verbal: written*

Dispute Procedures

Legal Requirements e.g. *health and safety, equality and diversity*

Continuing Professional Development

UNIT SPECIFICATIONS

Internally Assure the Quality of Assessment

Credit Value of Unit: 6

GLH of Unit: 45

Level of Unit: 4

Introduction

This unit is to assess the IQA learner's performance in assuring the quality of assessment from within an organisation or assessment centre.

All learning outcomes in this unit must be assessed using methods appropriate to the learner IQA's performance. These must include:

- Observation of Performance
- Examining Products of Work
- Questioning

Direct evidence of this kind may be supplemented, where necessary, by discussion, reflective accounts or witness testimony.

Simulations are not allowed

Evidence must come from the IQA learner's performance in the work environment. There must be evidence of the IQA learner monitoring a minimum of two assessors, each with a minimum of two learners of their own, through components of a qualification.

| Learning Outcomes | | Assessment Criteria | Assessment 2PF |
|-----------------------------|--|---|-----------------------|
| The learner will be able to | | The learner can | |
| 1 | Be able to plan the internal quality assurance of assessment | 1.1 Plan monitoring activities according to the requirements of own role | PSE |
| | | 1.2 Make arrangements for internal monitoring activities to assure quality | PSE |
| 2 | Be able to internally evaluate the quality of assessment | 2.1 Carry out internal monitoring activities to quality requirements | PSE |
| | | 2.2 Evaluate assessor expertise and competence | PSE |
| | | 2.3 Evaluate the planning and preparation of assessment processes | PSE |
| | | 2.4 Determine whether assessment methods are safe, fair, valid and reliable | QAR;PSE |
| | | 2.5 Determine whether assessment decisions are made using the specified criteria | QAR;PSE |
| | | 2.6 Compare assessor decisions to ensure they are consistent | QAR;PSE |
| 3 | Be able to internally maintain and improve the quality of assessment | 3.1 Provide assessors with feedback, advice and support, including professional development opportunities, which help them to maintain and improve the quality of assessment. | QAR |
| | | 3.2 Apply procedures to standardise assessment practices and outcomes | QAR |

| | | | |
|---|--|--|-----------|
| 4 | Be able to manage information relevant to the internal quality assurance of assessment | 4.1 Apply procedures for recording, storing and reporting information relating to internal quality assurance. | IQARL |
| | | 4.2 Follow procedures to maintain confidentiality of internal quality assurance information | IQARL;PSE |
| 5 | Be able to maintain legal and good practice requirements when internally monitoring and maintaining the quality of assessment. | 5.1 Apply relevant policies, procedures and legislation in relation to internal quality assurance, including those for health, safety and welfare. | IQARL |
| | | 5.2 Apply requirements for equality and diversity and, where appropriate, bilingualism, in relation to internal quality assurance. | IQARL |
| | | 5.3 Critically reflect on own practice in internally assuring the quality of assessment | PSE |
| | | 5.4 Maintain the currency of own expertise and competence in internally assuring the quality of assessment. | IQARL |

| Indicative Content |
|---|
| Planning and Timing of Internal Quality Assurance Activities |
| Safety and Suitability of Assessment Methods Used |
| Feedback to Assessors |
| Standardisation Activities |
| Recording Information re internal quality assurance |
| Legal Requirements: e.g. health and safety, equality and diversity etc. |
| Critical Analysis of Own Performance |
| Continuing Professional Development Opportunities e.g. course to attend, research, professional discussions etc. |

UNIT SPECIFICATIONS

Plan, Allocate and Monitor Work in Own Area of Responsibility

Credit Value of Unit: 5

GLH of Unit: 25

Level of Unit: 4

Introduction

This unit is to assess performance in leading the work of a team responsible for the internal quality assurance within an organisation or assessment centre.

All learning outcomes in this unit must be assessed using methods appropriate to the learner IQA's performance. These must include:

- Observation of Performance
- Examining Products of Work
- Questioning

Direct evidence of this kind may be supplemented, where necessary, by discussion, reflective accounts or witness testimony. Evidence must come from performance in the work environment.

| Learning Outcomes | | Assessment Criteria | Assessment 2PF |
|-----------------------------|--|---|----------------|
| The learner will be able to | | The learner can | |
| 1 | Be able to produce a work plan for own area of responsibility | 1.1 Explain the context in which work is to be undertaken | IQARL |
| | | 1.2 Identify the skills base and the resources available. | IQARL |
| | | 1.3 Examine priorities and success criteria needed for the team | PSE |
| | | 1.4 Produce a work plan for own area of responsibility | PSE |
| 2 | Be able to allocate and agree responsibilities with team members | 2.1 Identify team members' responsibilities for identified work activities | IQARL |
| | | 2.2 Agree responsibilities and SMART (Specific, measurable, Achievable, realistic and Time-bound) objectives with team members. | IQARL |
| 3 | Be able to monitor the progress and quality of work in own area of responsibility and provide feedback | 3.1 Identify ways to monitor progress and quality of work | IQARL |
| | | 3.2 Monitor and evaluate progress against agreed standards and provide feedback to team members | IQARL;PSE |
| 4 | Be able to review and amend plans of work for own area of responsibility and communicate changes | 4.1 Review and amend work plan where changes are needed | PSE |
| | | 4.2 Communicate changes to team members | IQARL;PSE |

***Opportunities for evidencing these learning outcomes MAY arise in the above sections of the 2PF. However, this will need to be completed by an additional portfolio to show full cover of all learning outcomes.**

| Indicative Content |
|---|
| Personnel Involved in Your Team e.g. <i>assessors, mentors, internal verifiers etc.</i> |
| Responsibilities of Individual Team Members e.g. <i>planning of assessment; timing of assessment; assessment methods used; timing of assessment and internal verification etc.</i> |
| Monitoring Progress e.g. <i>progress of assessment and internal verification; quality of work produced; standardisation; feedback to team members</i> |
| Review and Amend e.g. <i>review assessment and internal verification processes, add changes to work plans as appropriate, discuss changes with team members</i> |

APPENDIX 1

Summary Record of Achievement

Award in Understanding the Internal Quality Assurance Staff

| Unit Title | Level | Credit Value | Date completed | Assessor Signature | Internal Verifier Signature (if sampled) |
|---|-------|--------------|----------------|--------------------|--|
| Understanding the Principles and Practices of Internally Assuring the Quality of Assessment | 4 | 6 | | | |

Learner Name _____

Minimum Credit Value of Qualification 6

I confirm that the minimum number of credits at the appropriate level have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the correct combination of mandatory and optional units as specified within the Rules of Combination.

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

APPENDIX 1

Summary Record of Achievement

Award in Internal Quality assurance of Assessment Processes and Practice

| Unit Title | Level | Credit Value | Date completed | Assessor Signature | Internal Verifier Signature (if sampled) |
|---|-------|--------------|----------------|--------------------|--|
| Understanding the Principles and Practices of Internally Assuring the Quality of Assessment | 4 | 6 | | | |
| Internally Assure the Quality of Assessment | 4 | 6 | | | |

Learner Name _____

Minimum Credit Value of Qualification 12

I confirm that the minimum number of credits at the appropriate level have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the correct combination of mandatory and optional units as specified within the Rules of Combination.

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

APPENDIX 1

Summary Record of Achievement Certificate in Leading the Internal Quality Assurance of Assessment Professes and Practice

| Unit Title | Level | Credit Value | Date completed | Assessor Signature | Internal Verifier Signature (if sampled) |
|---|-------|--------------|----------------|--------------------|--|
| Understanding the Principles and Practices of Internally Assuring the Quality of Assessment | 4 | 6 | | | |
| Internally Assure the Quality of Assessment | 4 | 6 | | | |
| Plan, Allocate and Monitor Work in Own Area of Responsibility | 4 | 5 | | | |

Learner Name _____

Minimum Credit Value of Qualification 17

I confirm that the minimum number of credits at the appropriate level have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the correct combination of mandatory and optional units as specified within the Rules of Combination.

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

APPENDIX 2

Tracking Sheet

Unit 1 - Understanding the Principles and Practice

| Criteria | Assessment Method | Evidence Details | Portfolio Reference | Completion Date |
|--|-------------------|------------------|---------------------|-----------------|
| 1.1 Explain the functions of internal quality assurance in learning and development | | | | |
| 1.2 Explain the key concepts and principles of the internal quality assurance of assessment | | | | |
| 1.3 Explain the roles of practitioners involved in the internal and external quality assurance process. | | | | |
| 1.4 Explain the regulations and requirements for internal quality assurance in own area of practice | | | | |
| 2.1 Evaluate the importance of planning and preparing internal quality assurance activities. | | | | |
| 2.2 Explain what an internal quality assurance plan should contain | | | | |
| 2.3 Summarise the preparations that need to be made for internal quality assurance including: <ul style="list-style-type: none"> ▪ Information collection ▪ Communications ▪ Administrative arrangements ▪ Resources | | | | |
| 3.1 Evaluate different techniques for sampling evidence of assessment, including use of technology | | | | |
| 3.2 Explain the appropriate criteria to use for judging the quality of the assessment process | | | | |
| 4.1 Summarise the types of feedback, support and advice that assessors may need to maintain and improve the quality of assessment | | | | |
| 4.2 Explain the standardisation requirements in relation to assessment | | | | |
| 4.3 Explain relevant procedures regarding disputes about the quality of assessment | | | | |

| | | | | |
|---|--|--|--|--|
| 5.1 Evaluate requirements for information management, data protection and confidentiality in relation to the internal quality assurance of assessment | | | | |
| 6.1 Evaluate legal issues, policies and procedures, relevant to the internal quality assurance of assessment, including those for health, safety and welfare. | | | | |
| 6.2 Evaluate different ways in which technology can contribute to the internal quality assurance of assessment | | | | |
| 6.3 Explain the value of reflective practice and continuing professional development in relation to internal quality assurance | | | | |
| 6.4 Evaluate requirements for equality and diversity and, where appropriate, bilingualism, in relation to the internal quality assurance of assessment. | | | | |

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

APPENDIX 2

Tracking Sheet

Unit 2 – Internally Assure the Quality of Assessment

| Criteria | Assessment Method | Evidence Details | Portfolio Reference | Completion Date |
|--|-------------------|------------------|---------------------|-----------------|
| 1.1 Plan monitoring activities according to the requirements to the role | | | | |
| 1.2 Make arrangements for internal monitoring activities to assure quality | | | | |
| 2.1 Carry out internal monitoring activities to quality requirements | | | | |
| 2.2 Evaluate assessor expertise and competence | | | | |
| 2.3 Evaluate the planning and preparation of assessment processes | | | | |
| 2.4 Determine whether assessment methods are safe, fair, valid and reliable | | | | |
| 2.5 Determine whether assessment decisions are made using the specified criteria | | | | |
| 2.6 Compare assessor decisions to ensure they are consistent | | | | |
| 3.1 Provide assessors with feedback, advice and support, including professional development | | | | |
| 3.2 Apply procedures to standardise assessment practices and outcomes | | | | |
| 4.1 Apply procedures for recording, storing and reporting information relating to internal quality | | | | |
| 4.2 Follow procedures to maintain confidentiality of internal quality assurance information | | | | |
| 5.1 Apply relevant policies, procedures and legislation in relation to internal quality assurance, including those for health, safety and welfare. | | | | |
| 5.2 Apply requirements for equality and diversity and, where appropriate, bilingualism, in relation to internal quality assurance. | | | | |
| 5.3 Critically reflect on own practice in internally assuring the quality of assessment | | | | |

| | | | | |
|---|--|--|--|--|
| 5.4 Maintain the currency of own expertise and competence in internally assuring the quality of | | | | |
|---|--|--|--|--|

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

APPENDIX 2

Tracking Sheet

Unit 3 – Plan, Allocate and Monitor Work in Own area of Responsibility

The above evidence has been assessed against the standards and has been judged for validity,

| Criteria | Assessment Method | Evidence Details | Portfolio Reference | Completion Date |
|--|-------------------|------------------|---------------------|-----------------|
| 1.1 Explain the context in which work is to be undertaken | | | | |
| 1.2 Identify the skills base and the resources available | | | | |
| 1.3 Examine priorities and success criteria needed for the team | | | | |
| 1.4 Produce a work plan for own area of responsibility | | | | |
| 2.1 Identify team members responsibilities for identified work activities | | | | |
| 2.2 Agree responsibilities and SMART (Specific, Measureable, Achievable, Realistic and Time- | | | | |
| 3.1 Identify ways to monitor progress and quality of work | | | | |
| 3.2 Monitor and evaluate progress against agreed standards and provide feedback to team | | | | |
| 4.1 Review and amend work plan where changes are needed | | | | |
| 4.2 Communicate changes to team members | | | | |

authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

APPENDIX 3

Mapping/relationship to National Standards

National Occupational Standards aim to provide a clear description of what you need to know and what you need to be able to do to perform a job successfully. They can help inform education, training, recruitment and staff performance monitoring.

National Occupational Standards are there to act as a guide to tutors enabling you to ensure your lessons are relevant and up to date with contemporary practice.

Learning and development NOS Standard 11: Internally monitor and maintain the quality of assessment

APPENDIX 4

The Personal Practice File (The 2PF)

The **2PF** contains the following elements:

- Internal Quality Assurance Role and Log (IQARL)
- Planning, Support, Assessment and Evaluation (PSE)
- The Quality Assurance Record (QAR)
- Observation Record

The Internal Quality Assurance Role and Log is required in full for all the units with this suite of qualifications.

The Planning, Support, and Evaluation part of the 2PF is required for all of the units within the suite of qualifications, although the evidence required will vary dependent on the units being taken.

The Quality Assurance Record is **not** required for the Unit Plan, Allocate and Monitor Work in Own Area of Responsibility. It is required as evidence for all the other units, but the actual evidence required will vary dependent on the units being taken.

In addition, there are evidence requirements that are not met through the above elements, therefore, separate tasks will need to be set in order to cover all the assessment criteria. If using the 2PF approach and learners are taking the Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice. An additional portfolio of evidence must be put together for the unit, Plan, Allocate and Monitor Work in Own Area of Responsibility.

APPENDIX 5

The following pages provide detailed guidance on the use and completion of the 2PF

Internal Quality Assurance Role and Log (IQARL)

Learner should provide some contact details and an overview of their role in Internal Quality Assurance. Any other relevant training should be noted.

The IQARL must also provide information on the different contexts in which the learner carries out internal quality assurance, whether as a team leader or a member of a team.

It should include:

- Learner contact details; Current C.V. (preferably in the European format)
- Evidence of the learner's own initial assessment
- An explanation of the context(s) in which the learner carries out internal quality assurance; i.e. team leader or member of a team
- Consider methods in which technology contribute to internal quality assurance of assessment
- And explanation of the roles and responsibilities of an internal quality assurance individual **OR** an explanation of the roles of a leader of a group of IQA individuals
- An outline of how the learner liaises with others who may be involved in the assessment/ quality assurance process; including issues of confidentiality and information management
- An outline of specific current legislative requirements and codes of practice related to internal quality assurance
- The IQARL must be updated whenever necessary to demonstrate currency of experience

The IQARL will demonstrate:

- The nature and levels of internal quality assurance in which the learner is engaged
- The learner's understanding of their role as an internal quality assurance individual
- The way in which the learner works with others involved in the assessment and internal quality assurance process
- That internal quality assurance is carried out in an approved context
- That the learner can demonstrate knowledge of relevant legislation and codes of practice

It is an Essential Document:

- To confirm the appropriateness of the qualification for the learner
- To confirm correct starting point for the learner
- For providing evidence that the learner has achieved the learning outcomes and has met the assessment criteria for the units of assessment

APPENDIX 6

Planning, Support and Evaluation (PSE)

This section of the 2PF will provide evidence relating to the learner's ability regarding knowledge and understanding of the internal quality assurance process and their ability to carry out quality assurance procedures either as an IQA learner or leader of a group of IQA learners. It must include:

A rationale for the Quality Assurance Programme including:

- An explanation of the principles, and practices and concepts of internal quality assurance and their importance
- Explanation of the contents of the IQA plan
- Include a summary of the preparations during the IQA process
- A full description of the methods used for internal quality assurance of performance
- A full description of the methods used to check internal quality assurance of knowledge and understanding of assessors
- Team leaders of IQA members should explain the role of each individual within the team

Observation plans of at least two assessors observing two learners in the work environment **OR a** work plan produced for own area of responsibility as a leader of IQA learners/individuals. Also include the benefits of a holistic approach and the risks involved and how you would minimise them. Including issues of equality and diversity.

Evaluation of the Internal Quality Assurance Process

- A range of sampling techniques used including standardisation
- Criteria for judging the quality of the assessment process
- Procedures regarding assessment disputes
- A summary of feedback, support and advice given to assessors; including a completed feedback form

PSE will demonstrate:

- The learner's knowledge and understanding of the principles of internal quality assurance
- The learner's ability to carry out internal quality assurance
- Unit 8 (team leaders ability to plan, monitor and alter plans as required)

It is an essential document:

- For providing evidence of the learner's knowledge and understanding of the principles and practices of internal quality assurance
- To demonstrate learner's ability to carry out internal quality assurance
- To demonstrate learner's ability to provide feedback to assessors and /or other internal quality assurance personnel
- For proving that the learner has achieved the learning outcomes of the assessment criteria in the units of assessment

A summary of feedback, support and advice given to assessors; including a completed feedback form

APPENDIX 7

Quality Assurance Records (QAR)

In this section learners will include records of internal quality assurance activities carried out with assessors and / or internal quality assurance personnel, as their role requires.

Learners must maintain reflections on these activities and any evidence of actions taken as a result.

The QAR should include:

Copies of completed paperwork to support internal monitoring activities which includes:

- Internal verification planning documentation
- Documents to support appropriate sampling
- Feedback given to assessor showing that the assessment decisions were fair, valid, reliable and consistent and linked to specific criteria
- Actions taken as a result of challenging assessor decisions
- Unit 8 – monitoring own work and work of team members

Feedback given to assessor showing that the internal verifier understood fair, valid, reliable and consistent and linked to specific criteria; actions taken as a result of challenging assessor decisions.

The QAR will demonstrate:

- Learner progress in the development of the internal quality assurance process
- Dialogue with tutors, assessors and other quality assurance personnel
- Reflective practice
- Actions taken as a result of consultations and discussions

It is an Essential Document:

- To provide evidence of internal quality assurance activities
- To provide evidence of the acquisition and development of appropriate skills involved in the internal quality assurance process
- To demonstrate reflection in action
- For providing evidence that the learner has achieved the learning outcomes and has met the assessment criteria in the units of assessment

APPENDIX 8

Resources to support the delivery of this qualification (including physical resources)

Useful Publications

Reece I, and Walker S, (2003) *Teaching, training and Learning: A Practical guide*, London, Routledge
Tummons J, (2005) *Assessing learning in Further Education*

Other relevant sources

Education guardian (Tuesday) or <https://www.theguardian.com/education>

Times Education Supplement (Friday) or www.tes.co.uk

The Department for Education and Skills - www.DfES.gov.uk

Adults learning, NIACE: (monthly journal)

Authenticity Cover Sheet

Authenticity Cover Sheet

Name of learner

Qualification title:

1. I confirm that all the work submitted in this assignment is my own
2. I confirm that I used the Harvard referencing system to acknowledge all quotes and all references to research and wider reading

Learner signature:

Date:

Assessor's name and signature

Date:

Internal Verifier's name and signature

Date: