



Level 4 Award in
**The Internal Quality Assurance of
Assessment Processes and Practices
(RQF)**

601/6107/3

Key Information

Level: 4

Sector: Teaching and Lecturing

Qualification type: Occupational Qualification

Total Qualification time: 120

Credit Value: 12

Guided Learning Hours: 90

Status: Available to Learners

Methods of Assessment: Portfolio of Evidence

Minimum age: 16

Contents

| | |
|---|---|
| Key Information..... | 2 |
| Qualification Purpose:..... | 4 |
| Age Ranges..... | 4 |
| Geographical | 4 |
| Learner Entry Requirements..... | 4 |
| Reasonable Adjustments and Special Considerations | 4 |
| Assessment Methods..... | 5 |
| Progression Routes..... | 5 |
| Supporting Material and Useful Websites | 5 |
| Qualification Structure..... | 6 |
| Units..... | 7 |

Focus Awards Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practices (RQF)

QRN: 601/6107/3

GLH: 90

TQT: 120

Credit: 12

Qualification Purpose:

This qualification is intended for those who maintain quality of assessment from within an organisation or assessment centre.

Learners undertaking this qualification will be able to understand the principles and practices of internally assuring the quality of assessment and internally assure the quality of assessment.

Age Ranges:

Entry is at the discretion of the centre. However, learners should be aged 16 to undertake this qualification.

Geographical Coverage:

This qualification is available in England and Northern Ireland.

Learner Entry Requirements:

Focus Awards does not set any other entry requirements, but additional criteria may be requested or specified by the centre.

Reasonable Adjustments and Special Considerations:

Please refer to the Focus Awards 'Reasonable Adjustments and Special Considerations Policy'. A copy is available for download from the Focus Awards website at the following url:

<https://www.focusawards.org.uk/wp-content/uploads/2016/08/Reasonable-Adjustments.pdf>

Assessment Methods:

This qualification is Internally Assessed. Each learner must create a portfolio of evidence that demonstrates achievement of all the learning outcomes and assessment criteria associated with each unit.

The main pieces of evidence for the portfolio could include some or all of the following:

- Assessor observation
- Witness testimony
- Learner product
- Worksheets
- Assignments/projects/reports
- Record of oral and written questioning
- Learner and peer reports
- Recognition of prior learning (RPL)

Progression Routes:

Learners seeking progress from this qualification can advance their skills further through the following:

- Focus Awards Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practices (RQF)
- Focus Awards Level 4 Award in Understanding the External Quality Assurance of Assessment Processes and Practice (RQF)

Supporting Material and Useful Websites:

- <https://focusawards.org.uk/supportingmaterials>
- <https://ofqual.gov.uk>

Qualification Structure:

Learners must achieve 12 credits from 2 mandatory units.

Mandatory Units:

| Unit Title | Unit reference | Level | Credit | Guided Learning Hours |
|---|----------------|-------|--------|-----------------------|
| Understanding the principles and practices of internally assuring the quality of assessment | T/601/5320 | 4 | 6 | 45 |
| Internally assure the quality of assessment | A/601/5321 | 4 | 6 | 45 |

Units

| | |
|-------------|---|
| Unit Title: | Understanding the principles and practices of internally assuring the quality of assessment |
| Unit No: | T/601/5320 |
| Level: | 4 |
| GLH: | 45 |
| Credit: | 6 |

Unit details: The aim of the unit is to assess knowledge and understanding of the principles and practices that underpin the internal quality assurance of assessment.

| Learning Outcome | Assessment Criterion |
|--|--|
| The learner will: | The learner can: |
| 1 Understand the context and principles of internal quality assurance | 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 Understand how to plan the internal quality assurance of assessment | 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 Understand techniques and criteria for monitoring the quality of assessment internally | 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 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 4.2 Explain standardisation requirements in relation to assessment 4.3 Explain relevant procedures regarding disputes about the quality of assessment |
| 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 |
| 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 |

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| | | <p>6.2 Evaluate different ways in which technology can contribute to the internal quality assurance of assessment</p> |
| | | <p>6.3 Explain the value of reflective practice and continuing professional development in relation to internal quality assurance</p> |
| | | <p>6.4 Evaluate requirements for equality and diversity and, where appropriate, bilingualism, in relation to the internal quality assurance of assessment</p> |

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| Unit Title: | Internally assure the quality of assessment | | |
| Unit No: | A/601/5321 | | |
| Level: | 4 | | |
| GLH: | 45 | | |
| Credit: | 6 | | |
| Unit details: The aim of the unit is to assess the candidate's performance in assuring the quality of assessment from within an organisation or assessment centre. | | | |
| Learning Outcome The learner will: | | Assessment Criterion 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 |
| | | 1.2 | Make arrangements for internal monitoring activities to assure quality |
| 2 | Be able to internally evaluate the quality of assessment | 2.1 | Carry out internal monitoring activities to quality requirements |
| | | 2.2 | Evaluate assessor expertise and competence in relation to the requirements of their role |
| | | 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 | 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 |
| | | 3.2 | Apply procedures to standardise assessment practices and outcomes |
| 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 |
| | | 4.2 | Follow procedures to maintain confidentiality of internal quality assurance information |
| 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 |
| | | 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 quality assurance |
| | | 5.4 | Maintain the currency of own expertise and competence in internally assuring the quality of assessment |

Staff Requirements

Requirements for Tutors/Instructors

Tutors delivering the qualification will be required to hold or be working towards a teaching qualification. This may include qualifications such as the Levels 3, 4 or 5 in Education and Training, or a Certificate in Education. Focus Awards will however; consider other teaching qualifications upon submission. Tutors must also be able to demonstrate that they are occupationally competent within the sector area.

Requirements for Assessors

Assessors will be required to hold, or be working towards a relevant assessing qualification. This includes qualifications such as:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally-Related Achievement
- Level 3 Certificate in Assessing Vocational Achievement

Focus Awards will however; consider other relevant assessing qualifications upon submission.

Assessors who only hold the Level 3 Award in Understanding the Principles and Processes of Assessment will be required to complete an additional programme of study to achieve the relevant competency units required for one of the qualifications listed above.

Trainee assessors who do not hold an assessment qualification will require their decisions to be countersigned by a suitably qualified assessor.

Assessors must also be able to show they are occupationally competent within the sector area

Requirements for Internal Quality Assurers (IQA)

Internal Quality Assurers should hold or be working towards the following an IQA qualification. This may include qualifications such as the V1 (previously D34), or the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice. Focus Awards will however; consider other relevant IQA qualifications upon submission. Trainee IQAs who do not hold an IQA qualification will require their decisions to be countersigned by a suitably qualified IQA. IQAs must be able to demonstrate occupational competence.

Handy vocabulary of terms used in this specification

This table explains how the terms used in Focus Awards' Qualification Specification content are applied. Not all terms are necessarily used in this qualification.

| | |
|---------------------|---|
| Apply | Explain how existing knowledge can be used in new or different situations. |
| Analyse | Break the subject down into individual parts. Examine each, show how they fit together, whether they support each other and why they're important. Reference to current research or theory may add weight to your analysis. |
| Clarify | Clearly and concisely explain the information presented. |
| Classify | Organise in alignment with specified criteria. |
| Collate | Gather and organise information in a logical order (e.g., alphabetically, numerically, chronologically etc.). |
| Compare | Examine the subjects in detail to identify differences and similarities. |
| Critically compare | Similar to 'compare' above, but consider any positive aspects and/or limitations/restrictions arising from identified differences and similarities. |
| Consider | Think critically about a presented situation, problem, action or decision, and explain it. Also see 'explain' below. |
| Demonstrate | Describe or explain knowledge or understanding by providing examples or illustrations. |
| Describe | Write about the subject, presenting detailed information logically. |
| Develop... | Expand a plan or idea by adding more detail and/or depth of information. |
| Diagnose | Collate and consider appropriate evidence to identify the cause or origin of a situation or problem. |
| Differentiate | Identify the differences between 2 or more arguments, situations or subjects. |
| Discuss | Create a detailed account from a range of viewpoints, opinions or perspectives. |
| Distinguish | Explain the difference between 2 or more items, resources, pieces of information. |
| Draw conclusions... | Derive a reason or logic based decision or judgement. |

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| Estimate | Use existing knowledge, experience and other relevant information to arrive at an approximate or 'best guess' opinion or judgement. |
| Evaluate | Examine strengths and weaknesses, consider arguments for and against, and/or similarities and differences. Assess any presented evidence from different perspectives and arrive at a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation. |
| Explain | Present detailed information about the subject with reasons showing how or why it's included. Include examples to support these reasons where possible. |
| Extrapolate | Use existing knowledge and data to predict possible outcomes or results that might be outside the expected 'norm'. |
| Identify | Recognise and name the main points accurately. Additional description or explanation may be needed to aid clarity and attribute credibility. |
| Implement | Explain how to put an idea or plan into action. |
| Interpret | Explain the meaning of something. |
| Judge | Form an opinion or make a decision. |
| Justify | Provide a satisfactory explanation for actions or decisions. |
| Perform | Carry out a task or process to meet the requirements of the question. |
| Plan | Create and record (list) a logical, organised sequence of information, required resources and actions/events that enable a concept or idea to be crystallised and communicated. |
| Provide | Identify and deliver detailed and accurate information related to the subject. |
| Reflect | Consider actions, experiences or learning and how these may impact practice and/or professional development. |
| Review and revise | Look back over the subject and make corrections or changes to improve clarity or better demonstrate understanding. |
| Select | Make an informed choice for a specific purpose or required outcome/result. |
| Show | Supply evidence to demonstrate accurate knowledge and understanding. |
| State | Provide the main points clearly in sentences or paragraphs. |
| Summarise | Convey the main ideas or facts concisely. |

Assessor Feedback

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| Student Name: | |
| Student Number: | |
| Course: | |
| Unit(s): | |
| Criteria: | |
| Date: | |
| Comments: | |

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| Decision: | |
| Further Actions: | |
| Assessor: | |
| Position: | |

| IQA Report | | | |
|----------------|--------------------|-----------------------|----------|
| Qualification: | | | |
| Assessor: | | IQA: | |
| Candidate Name | Unit(s) Sampled | Assessment Methods | Comments |
| | | | |
| | | IQA Signature | |
| | | Assessor Signature | |