



Level 4 Certificate in
**Leading the Internal Quality Assurance
of Assessment Processes and Practices
(RQF)**

601/6111/5

Key Information

Level: 4

Sector: Teaching and Lecturing

Qualification type: Occupational Qualification

Total Qualification time: 170

Credit Value: 17

Guided Learning Hours: 95

Status: Available to Learners

Methods of Assessment: Portfolio of Evidence

Minimum age: 19

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Focus Awards Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (RQF)

QRN: 601/6111/5

GLH: 95

TQT: 170

Credit: 17

Qualification Purpose:

The Focus Awards Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes ad Practice (RQF) aims to provide learners with the knowledge and competency to assess individuals in the workplace.

The Focus Awards Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes ad Practice (RQF) is aimed at those who maintain the quality of assessment from within an organisation or assessment centre.

Age Ranges:

Entry is at the discretion of the centre. However, learners should be aged 19 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:

- Level 4 Award in Understanding the External Quality Assurance of Assessment Processes and Practice (RQF)
- Level 4 Award in Externally Assuring the Quality of Assessment Processes and Practice (RQF)
- Level 4 Certificate in Leading 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:

To achieve the qualification learners must achieve 17 credits from the 3 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
Plan, allocate and monitor work in own area of responsibility	H/600/9674	4	5	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 this unit is to assess the knowledge and understanding a learning and development practitioner requires for the internal quality assurance of assessment.			
Learning Outcome The learner will:		Assessment Criterion 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	

		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

Unit Title:	Internally assure the quality of assessment		
Unit No:	A/601/5321		
Level:	4		
GLH:	45		
Credit:	6		
Unit details: The aim of this unit is to assess the performance of a learning and development practitioner with responsibility for the internal quality assurance of assessment.			
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

Unit Title:	Plan, allocate and monitor work in own area of responsibility		
Unit No:	H/600/9674		
Level:	4		
GLH:	25		
Credit:	5		
Unit details: This unit introduces learners to how to plan, allocate and monitor work in a given area of responsibility. It provides learners with the knowledge, understanding and competency to put theoretical knowledge into practice.			
Learning Outcome The learner will:		Assessment Criterion 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
		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	Be able to allocate and agree responsibilities with team members	2.1	Identify team members' responsibilities for identified work activities
		2.2	Agree responsibilities and SMART (Specific, Measurable, Achievable, Realistic and Time Bound) objectives with team members
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 against agreed standards and provide feedback to team members
		3.2	Monitor and evaluate progress against agreed standards and provide feedback to team members
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
		4.2	Communicate changes to team members

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.

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

Student Name:	
Student Number:	
Course:	
Unit(s):	
Criteria:	
Date:	
Comments:	
Decision:	
Further Actions:	
Assessor:	
Position:	

Qualification:			
Assessor:	IQA:		
Candidate Name	Unit(s) Sampled	Assessment Methods	Comments

IQA Signature

Assessor Signature