



AoFA Qualifications

Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (QCF) Qualification Specification



Qualification Introduction

This qualification has been approved by the regulators Ofqual and the Welsh Government. The qualification is intended for those who are part of the internal quality assurance processes and who lead a team of internal quality assurance (IQA) staff. It is about monitoring assessment processes and decisions within an organisation, helping to maintain and improve the quality of assessment, as well as leading a team of IQA staff. Anyone achieving this award will enable them to perform internal quality assurance activities.

The qualification meets the national occupational standards for learning and development.

Key facts:

Level:	4
Contact classroom hours:	n/a
Guided learning hours (GLH):	115
Number of units:	3
Credits:	17
Qualification number:	601/6035/4
Qualification Credit Framework (QCF) approved:	Yes
Resources available:	Supporting PowerPoint presentation, scheme of work and advertising leaflet.
Assessment methods:	Written Assignment and portfolio of evidence.

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Certificate validity:	Lifelong
Entry Guidance:	<p>This qualification is designed for learners aged 19 and above. There are not any specific recommended prior learning requirements for this qualification. However, learners might find it helpful if they have previously achieved a Level 3 qualification in Assessment and a qualification in management, particularly in leading a team.</p> <p>Centres are responsible for ensuring that these qualifications are appropriate for the age and ability of the learners. They need to make sure that learners can fulfil the requirements of the assessment criteria, QCF level descriptors for Level 4 (which are at Appendix 1) and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.</p>
Resources:	<p>There are not any specific resource requirements for this qualification. However, AoFAQ strongly advises that teaching and development of subject content and associated skills be referenced to real vocational situations, through the utilisation of appropriate work-based contact, vocationally experienced delivery personnel, and real life case studies. Learners should be encouraged to read around the subject and have an appropriate knowledge of the application of the appropriate legislation (e.g. Health and Safety). In addition, each unit will contain guidance on the resources required.</p> <p>Staff conducting assessments must fully understand the requirements of these qualifications.</p> <p>Centres should ensure that appropriate physical resources are made available to Learners.</p>
Assessment:	This qualification is pass/fail. This qualification is internally assessed and internally quality assured by centre staff and externally quality assured by the Awarding Organisation's EQAs.
Certificate validity:	AoFAQ will notify you at least six months before the qualification closes for entries. This information is available on Ofqual's register of accredited qualifications.
Unique Learner Number (ULN):	It is an Ofqual requirement that Awarding Organisations must capture the Unique Learner Number (ULN) for all learners who have claimed certification for the Internal Quality Assurance of Assessment Processes and Practice qualifications. Where a learner has a ULN, you should enter their number in the ULN field of the entry form. Further information about this can be found in the Learning Record Service (LRS) website. Further guidance on this can be found in the Awarding Organisation's Centre Compliance Manual.

Version control:

Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice (QCF)

Version Number

1

Date of Issue

1st December 2014

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Section 1 - Introduction to the Qualification:

This section covers:

- 1.1 Aim of the qualification
- 1.2 Qualification Structure
- 1.3 Entry requirements
- 1.4 Target audience
- 1.5 Requalification requirements
- 1.6 Learner progression

1.1 Aim of the qualification:

The aim of this qualification is to provide learners with the underpinning knowledge of the role and responsibilities of the internal quality assurer (IQA) and to make evident their practical skills in the role of leading a number of IQAs.

1.2 Qualification structure:

- The ***AoFAQ Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (Credit Value – 17) qualification consists of 3 mandatory units:***
 - Unit 1 - Understanding the principles and practices of internally assuring the quality of assessment (Level 4 - Credit Value 6)
 - Unit 2 - Internally assure the quality of assessment (Level 4 - Credit Value 6)
 - Unit 3 - Plan, allocate and monitor work in own area of responsibility (Level 4 -Credit Value 5)

1.3 Entry requirements:

This qualification is designed for learners aged 19 and above. There are not any specific recommended prior learning requirements for this qualification. However, learners might find it helpful if they have achieved a Level 3 qualification in Assessment and a qualification in management in particular leading a team and learners should be working in the education and training field or aspire to do so.

Centres are responsible for ensuring that Learners for this qualification are appropriate for the age and ability of the learners. They need to make sure that learners can fulfil the requirements of the assessment criteria, QCF level descriptors for Level 4 ([Appendix 1](#)) and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

1.4 Target audience:

This qualification is aimed at anyone who is will be responsible for internal quality assurance within an assessment centre or training department. Examples include, but are not limited to:

- Newly appointed IQAs
- IQAs who have achieved the legacy IQA qualification as part of their CPD (e.g. D34 and V1)
- Managers carrying out a quality assurance function within an assessment centre or training department.

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- Administration staff carrying out a quality assurance function within an assessment centre or training department.
- Team leaders managing other IQAs or within an assessment centre or training.
- Examiners and Moderators

1.5 Requalification requirements:

There is a no requalification requirement for this course. However, learners must maintain their CPD record (total of 30 hours per year) and keep their knowledge up to date.

1.6 Learner progression:

Learners achieving this qualification can progress onto:

- AoFAQ Level 4 Award in Understanding the External Quality Assurance of Assessment Processes and Practice (QCF)

Section 2 - Qualification delivery requirements:

This section covers:

- 2.1 The role of the assessor
- 2.2 The responsibilities of the assessor
- 2.3 Acceptable assessor qualifications and experience
- 2.4 The role of the assessor
- 2.5 The responsibilities of the assessor
- 2.6 Acceptable assessor qualifications and experience
- 2.7 Equipment and venue requirements
- 2.8 Learning materials
- 2.9 Learner ID requirements

2.1 The role of the assessor:

An assessor is a person who is occupationally competent, qualified and has the knowledge, experience and skills required to assess against a standard. The assessor's role is to assess that a learner has the underpinning knowledge and/or competence to meet a set standard. Assessment is a critical part of these qualifications.

2.2 The responsibilities of an assessor:

Assessors must be qualified to assess and comply with the National Occupational Standard 9 for Learning and Development.

- Understand and apply the standards set by the awarding organisation
- Plan assessments to meet the needs of the learner
- Communicate assessment requirements to learners

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- Carry out assessments
- Make assessment decisions
- Compare evidence with set standards/criteria
- Document the assessment process and decisions
- Provide feedback to learners
- Take part in standardisation processes
- Take part in CPD
- Follow organisational policies and procedures.

2.3 Acceptable assessor qualifications and experience:

All those who assess this qualification must:

- Hold one of the following qualifications or their recognised equivalent:
 - The Level 3 Award in Assessing Competence in the Work Environment
 - The Level 3 Certificate in Assessing Vocational Achievement
 - A1 Assess learner performance using a range of methods
 - D32 Assess learner performance and D33 Assess learner using differing sources of evidence
- Already hold the qualification (or previous equivalent qualification) they are assessing and have successfully assessed learners for other qualifications; if assessing quality assurance
- Must have experience as a qualified quality assurance practitioner of carrying out internal or external quality assurance of qualifications for a minimum of two assessors
- Have up-to-date working knowledge and experience of best practice in assessment and quality assurance
- Demonstrate current evidence of continuing professional development in assessment and quality assurance through an annual CPD record consisting of at least 30 hours

2.4 The role of the IQA:

The IQA is a critical role for regulated qualifications. The IQA role is to monitor the standards and quality of courses and take steps to ensure the organisation complies with the AoFAQ's requirements. An IQA is mandatory.

2.5 The responsibilities of an IQA:

IQAs must be qualified to carry out internal quality assurance assess and comply with the National Occupational Standard 11 for Learning and Development.

- Maintain the integrity of the course
- Lead improvements
- Ensure assessors apply the qualification standards
- Plan and carry out sampling of assessed work

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- Monitor subject delivery and assessment practice
- Interview learners and assessors
- Advise and support tutors and assessors
- Lead standardisation activities
- Take part in CPD
- Liaise with the EQA
- Chair meetings
- Deal with assessment appeals and complaints
- Implement EQA action points
- Support tutors and assessors CPD



2.6 Acceptable IQA qualifications and experience:

All those who IQA this qualification must:

- Have up-to-date working knowledge and experience of best practice in assessment and quality assurance
- Hold one of the following assessor qualifications or their recognised equivalent:
 - the Level 3 Award in Assessing Competence in the Work Environment, or
 - the 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
- Hold one of the following internal quality assurance qualifications or their recognised equivalent:
 - the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice, or
 - the Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice, or
 - V1 Conduct internal quality assurance of the assessment process, or
 - D34 Internally verify the assessment process
- Demonstrate current evidence of continuing professional development in assessment and quality assurance through an annual CPD record consisting of at least 30 hours

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2.7 Equipment and venue requirements:

AV Equipment and training aids	Sufficient Audio Visual equipment and training aids should be available to facilitate learning using varying teaching methods.
Learning materials	Learners should be provided with clear and accurate reference books/handouts covering the topics included in the qualification.
Training Venue	The training venue must meet acceptable health and safety standards and be conducive to learning.

2.8 Learning materials:

There are a number of textbooks that are easily available through the internet. AoFAQ recommends the “Achieving Your Assessment and Quality Assurance Units (Taqa) (Further Education and Skills)” - Paperback ISBN: 9781446274453

2.9 Unique Learner Number (ULN) requirements:

It is an Ofqual requirement that Awarding Bodies must capture the Unique Learner Number (ULN) for all learners in in England and Wales, who have claimed certification for the Internal Quality Assurance of Assessment Processes and Practice qualifications. Where a learner has a ULN, you should enter their number in the ULN field of the entry form. Further information about this can be found in the [Learning Record Service \(LRS\)](#) website. Further guidance on this can be found in the Awarding Organisation’s Centre Compliance Manual.

Section 3 - Assessment:

This section covers:

- 3.1 Assessment overview
- 3.2 Assessment approach
- 3.3 Assessing learners against the assessment criteria
- 3.4 Initial assessment of learners
- 3.5 Assessment Planning
- 3.6 Claiming certificate
- 3.7.1 Unit Summaries
- 3.7.2 Active Verbs
- - Learning outcomes, assessment criteria and assessment guidance against each unit for these qualifications:
 - 3.7.1 Unit 1 - Understanding the principles and practices of internally assuring the quality of assessment

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- 3.7.2 Unit 2 - Internally assure the quality of assessment
- 3.7.3 Unit 3 - Plan, allocate and monitor work in own area of responsibility

3.1 Assessment overview:

The purpose of the qualifications' assessment is to determine if the learner has gained sufficient underpinning knowledge and demonstrated practical skill to adequately meet the criteria within each unit for the individual qualification.

Further guidance on the assessment process is provided below.

3.2 Assessment approach:

AoFAQ does not specify the mode of study for the achievement of this qualification other than the expiry dates for entry and certification laid down by the regulatory authorities detailed in the qualification profiles. Centres are encouraged to complete learners within 18 months of their start dates.

Centres are free to deliver this qualification using any mode of delivery that meets the needs of their learners. Whatever mode of delivery is used, centres must ensure that learners have appropriate access to the resources. Centres should consider the learners' complete learning experience when designing learning programmes. This is particularly important in relation to learners studying part time alongside real work commitments where learners may bring with them a wealth of experience that should be utilised to maximum effect by centre staff.

Adjustments to standard assessment arrangements are made on the basis of the individual needs of learners. Consequently, it is important that centres identify as early as possible whether learners have disabilities or particular difficulties that will put them at a disadvantage in the assessment situation and select an appropriate qualification or adjustment that will allow them to demonstrate attainment.

The responsibility for providing adjustments to assessment is one which is shared between AoFAQ and the centre. Centre staff should consult the Joint Council of Qualifications' (JCQ) booklet Access Arrangements, Reasonable Adjustments and Special Consideration available from the [JCQ website](#).

This document should also be referred to for those learners who may require a post examination adjustment, special consideration (to reflect temporary illness, indisposition or injury), at the time of the examination/assessment. Further guidance on assessment requirements can be found in the Awarding Organisation's Centre Compliance Manual.

3.3 Assessing learners against the assessment criteria

The tutor/assessor must ensure each learners assessment meets the VACSR criteria:

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Valid	<ul style="list-style-type: none"> • Is the work produced relevant to the assessment criteria?
Authentic	<ul style="list-style-type: none"> • Has the work been completed by the student? • Is any part of the work produced plagiarised?
Current	<ul style="list-style-type: none"> • Is the work produced current at the time of assessment?
Sufficient	<ul style="list-style-type: none"> • Does the work produced sufficiently meet the assessment criteria?
Reliable	<ul style="list-style-type: none"> • Is the evidence reliable and consistent from students across the programme being undertaken over time?

In order for learners to be able to effectively progress towards meeting the requirements of each assessment criterion, tutors/assessors must make sure that the supporting knowledge, understanding and skills requirements for each criterion are fully addressed. The identified knowledge, understanding and skills in the unit are not exhaustive and may be expanded upon or tailored to particular contexts to which the unit is being taught and the assessment criteria applied.

There is no requirement for each unit to be assessed separately. Assessors are advised to adopt a holistic approach and, where possible, to use one activity as evidence for learning outcomes and assessment criteria for both units. For example, a discussion for 'Understanding the principles and practices of internally assuring the quality of assessment', might provide some evidence for 'Internally assure the quality of assessment'. In the same way, some evidence from 'Internally assure the quality of assessment' could be used for 'Plan, allocate and monitor work in own area of responsibility'. However, it is essential that evidence for the assessment criteria in each unit is also identified individually.

3.4 Initial assessment of learners

It is important for centres to carry out some form of initial assessment that identifies what competence and knowledge a learner already has and the gaps that need to be addressed. This will help plan the assessment as it allows assessors to help learners understand the best place to start collecting evidence. It will also identify units which learners might have difficulty in achieving.

3.5 Assessment planning

Assessors must take responsibility for assessment planning with learners and must make a note of their assessment planning and regularly give feedback to learners. This will involve agreeing a number of issues with learners including:

- confirming the best times, dates and places for the assessments to take place
- finding the best way of assessing the learner
- finding the best source of evidence to use for particular units

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3.7.1 Unit Summaries

Unit No.	Ofqual's Unit Accreditation No.	Title	Aim <i>'Practitioner' means anyone with a learning and development responsibility as the whole or a part of their role.</i>	Level	GLH	Credit Value	Additional Information
1	T/601/5320	Understanding the principles and practices of internally assuring the quality of assessment	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.	4	45	6	This unit is mandatory for both qualifications: <ul style="list-style-type: none"> • AoFAQ Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice • AoFAQ Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
2	A/601/5321	Internally assure the quality of assessment	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.	4	45	6	This unit is mandatory for both qualifications: <ul style="list-style-type: none"> • AoFAQ Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice • AoFAQ Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
3	H/600/9674	Plan, allocate and monitor work in own area of responsibility	This unit helps learners to plan, allocate and monitor work in own area of responsibility, and make any necessary changes to original work plans using SMART goals and objectives and ensuring compliance with any regulatory or statutory requirements.	4	25	5	This unit is mandatory for both qualifications: <ul style="list-style-type: none"> • AoFAQ Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice

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3.7.2 Active Verbs

As these units and qualifications are at Level 4, it is important that Centres recognise that learners need to have an ability to use critical thinking skills to demonstrate their “knowledge and understanding” and “application and action” by focusing on the following key active verbs which are often embedded into the criteria. Moreover, Centres are to note that as part of the activities that IQA learners will be expected to ensure that learners’ literacy, numeracy and IT skills are of a good quality and to at least level 2 on the QCF.

Key Word	Meaning
Assist	<i>to help somebody to do or accomplish something</i>
Clarify	<i>to make something clearer by explaining it in greater detail</i>
Communicate	<i>to impart (knowledge) or exchange (thoughts, feelings, or ideas) by speech, writing, gestures, etc.</i>
Compare	<i>to regard or represent as analogous or similar; liken</i>
Describe	<i>to give an account or representation of in words</i>
Develop	<i>to come or bring to a later or more advanced or expanded stage; grow or cause to grow gradually</i>
Devise	<i>to work out, contrive, or plan (something) in one’s mind</i>
Evaluate	<i>to ascertain or set the amount or value of to judge or assess the worth of; appraise</i>
Explain	<i>to make (something) comprehensible, esp. by giving a clear and detailed account of the relevant structure, operation, surrounding circumstances, etc.</i>
Identify	<i>to consider two or more things as being entirely or essentially the same</i>
Implement	<i>to carry out; put into action; perform</i>
Justify	<i>to prove or see to be just or valid; vindicate to show to be reasonable; warrant or substantiate</i>
Manage	<i>to be in charge of something such as a project and be responsible for its smooth running and for any learners’ learning</i>
Provide	<i>to put at the disposal of; furnish or supply</i>
Review	<i>to look at or examine again; to look back upon</i>
Summarise	<i>to make or be a summary of; express concisely</i>
Support	<i>to give active help, encouragement</i>

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3.7.1 Unit 1 - Understanding the principles and practices of internally assuring the quality of assessment

Unit reference number:	<u>T/601/5320</u>	
Qualification framework:	QCF	
Title:	Understanding the principles and practices of internally assuring the quality of assessment	
Guided learning hours:	45	
Credit value:	6	
Assessment Evidence requirements	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 criterion.	
Learning outcome The learner will:	Assessment criteria The learner can:	Using a written assignment or a recorded guided discussion the learner may want to consider the following evidence (this is not exhaustive and Centre may want to discuss other relevant evidence with the AoFAQ EQA prior to programme delivery)
1 Understand the context and principles of internal quality assurance	1.1 Explain the functions of internal quality assurance in learning and development	<ul style="list-style-type: none"> • The purpose of quality assurance • What it measures and why • What standard must be achieved and why
	1.2 Explain the key concepts and principles of the internal quality assurance of assessment	<ul style="list-style-type: none"> • How assessment is quality assured and when • The different types of quality assurance intervention that may occur e.g.: <ul style="list-style-type: none"> • observation of assessment practice • sampling of decisions and evidence • reviewing assessment, planning and feedback • opportunities for assessors to compare their practice with that of others • Interviewing Learners, Assessor and Employers • Which key aspects of the assessment process should be monitored and why e.g.: <ul style="list-style-type: none"> • induction of the candidates • assessment planning • feedback to candidates • identifying and meeting learners needs • whether assessment decisions are fair, valid, reliable and sufficient
	1.3 Explain the roles of practitioners involved in the internal and external quality assurance process	<ul style="list-style-type: none"> • The roles of Learners • Assessors/Tutors/Mentors • IQAs • EQAs

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	1.4 Explain the regulations and requirements for internal quality assurance in own area of practice	<ul style="list-style-type: none"> • Ofqual's General Conditions of Recognition • Regulatory arrangements for the QCF • Ofsted Common Inspection Framework • Learning Record Service • Awarding Organisation requirements • Own organisational policies and procedures
2 Understand how to plan the internal quality assurance of assessment	2.1 Evaluate the importance of planning and preparing internal quality assurance activities	<ul style="list-style-type: none"> • The value of each type of intervention in relation to the qualification being quality assured and the experience of individual assessors • The timing of each intervention to achieve the desired outcomes • The importance of communicating how and when these activities will take place Awarding Body requirements • The consequences of non-compliance
	2.2 Explain what an internal quality assurance plan should contain	<ul style="list-style-type: none"> • The timetable for each intervention • Planning records • Company policies and procedures • Awarding Organisation and regulatory requirements • What is to be reviewed and how • Who will be involved • Qualifications/units assessed • Assessors • Assessment methods • Learner cohorts • Assessment sites
	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 	<ul style="list-style-type: none"> • What information is required and who needs to be involved • Company policy and procedure • Awarding Organisation requirements • Staff time and associated costs • How to record outcomes
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	<ul style="list-style-type: none"> • The value of: <ul style="list-style-type: none"> • Observations of assessment practice and Interviews with Learners • Reviewing claims to competence and/or knowledge and understanding • Assessor records of Learner evidence • Records of the use of different methods of assessments • How to take into account of <ul style="list-style-type: none"> • Ofqual's General Conditions of Recognition • Regulatory arrangements for the QCF • Ofsted Common Inspection Framework • Learning Record Service • Awarding Organisation requirements

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		<ul style="list-style-type: none"> • Own organisational policies and procedures
	3.2 Explain the appropriate criteria to use for judging the quality of the assessment process	<ul style="list-style-type: none"> • Comparison of assessment decisions against assessment criteria and learning outcomes of each unit • Identification of the most appropriate methods of assessment to use for individual learners in their particular environment • Comparison of decisions made by different assessors across units/types of evidence • How Assessors take into account specific assessment strategies, Awarding Organisation and regulatory requirements • How Assessors apply requirements for equality, diversity, inclusion, safeguarding and Health & Safety to 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	<ul style="list-style-type: none"> • Providing constructive feedback after sampling decisions and observing assessment practices • Identifying Assessor development needs • Advising on opportunities for continuous professional development • Advising on the requirements of assessment strategies; Awarding Organisation and regulatory requirements and company policy and procedures • Providing opportunities to compare practice/decisions with that of other assessors through standardisation • Comparing individuals skills and knowledge to the occupational competence requirements for assessors defined in the relevant assessment and IQA strategy
	4.2 Explain standardisation requirements in relation to assessment	<ul style="list-style-type: none"> • May include all aspects of Training centre management e.g.: • Ofqual's General Conditions of Recognition • Regulatory arrangements for the QCF • Ofsted Common Inspection Framework • Learning Record Service • Awarding Organisation requirements • Own organisational policies and procedures • Equality, diversity, inclusion, safeguarding and Health & Safety to the assessment process • Appeals • Assessment practice • Conflict of Interest
	4.3 Explain relevant procedures regarding disputes about the quality of assessment	<ul style="list-style-type: none"> • May include: <ul style="list-style-type: none"> • Appeals or Grievance Policy and Procedure • Regulatory requirements • Awarding Organisation requirements • Company policy and procedure
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	<ul style="list-style-type: none"> • Options for safe and secure storage of information in different environments and the potential risks • Data Protection • Confidentiality
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	<ul style="list-style-type: none"> • Data Protection • Safeguarding • Conflict of Interest • Equality of opportunity • Diversity • Health and Safety

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		<ul style="list-style-type: none"> • Awarding Organisation and regulatory requirements • Company policy
	6.2 Evaluate different ways in which technology can contribute to the internal quality assurance of assessment	<ul style="list-style-type: none"> • Software packages • E-Learner • Learning Management Systems • Electronic portfolios • Web based applications
	6.3 Explain the value of reflective practice and continuing professional development in relation to internal quality assurance	<ul style="list-style-type: none"> • What standards of performance are required • Ways of obtaining feedback on performance • How to identify gaps in knowledge or skill levels that need to be addressed • Examples of learning that have been applied to develop practice
	6.4 Evaluate requirements for equality and diversity and, where appropriate, bilingualism, in relation to the internal quality assurance of assessment	<ul style="list-style-type: none"> • What the requirements are • How they apply to IQA • How they can be used to ensure fairness and consistency

3.7.2 Unit 2 - Internally assure the quality of assessment

Unit reference number:	<u>A/601/5321</u>
Qualification framework:	QCF
Title:	Internally assure the quality of assessment
Guided learning hours:	45
Credit value:	6
Assessment Evidence requirements	<p>Evidence for all learning outcomes must come from performance in the work environment. All learning outcomes in this unit must be assessed using methods appropriate to the candidate IQA's performance. These must include:</p> <ul style="list-style-type: none"> • observation of performance • examining products of work • questioning <p>Direct evidence of this kind may be supplemented, where necessary, by discussion, reflective accounts or witness testimony.</p>

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Simulations are not allowed.

Learning outcome The learner will:	Assessment criteria The learner can:	Using a wide range of evidence the learner may want to consider the following evidence (this is not exhaustive and Centre may want to discuss other relevant evidence with the AoFAQ EQA prior to programme delivery)
1. Be able to plan the internal quality assurance of assessment	1.1 Plan monitoring activities according to the requirements of own role	<ul style="list-style-type: none"> • Forward IQA Plans and Sampling plan or matrix • Assessor Observations, Learner and Employer Interviews • Standardisation Calendar Dates and arrangements
	1.2 Make arrangements for internal monitoring activities to assure quality	<ul style="list-style-type: none"> • Agreeing plans with those involved e.g: <ul style="list-style-type: none"> • Assessors • Senior management • Other managers • Employers
2. Be able to internally evaluate the quality of assessment	2.1 Carry out internal monitoring activities to quality requirements	<ul style="list-style-type: none"> • Records of quality assurance interventions including: <ul style="list-style-type: none"> • Observation of assessment practice • Sampling of decisions and evidence • Reviewing assessment planning and feedback • Opportunities for assessors to compare their practice with that of others • Learner and Employers interviews
	2.2 Evaluate assessor expertise and competence in relation to the requirements of their role	<ul style="list-style-type: none"> • Comparing Assessor performance against expected outcomes of quality assurance and assessment strategy, company policy, awarding organisation and regulatory requirements
	2.3 Evaluate the planning and preparation of assessment processes	<ul style="list-style-type: none"> • Comparing the approach employed by Assessors against requirements.
	2.4 Determine whether assessment methods are safe, fair, valid and reliable	<ul style="list-style-type: none"> • Reviewing methods used by assessors against requirements and expected outcomes
	2.5 Determine whether assessment decisions are made using the specified criteria	<ul style="list-style-type: none"> • Comparing decisions made against national standards and requirements of quality assurance.
	2.6 Compare assessor decisions to ensure they are consistent	<ul style="list-style-type: none"> • Comparing decisions made by different Assessors on the same unit(s) or/and evidence
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	<ul style="list-style-type: none"> • Records of Giving constructive feedback on performance • Identifying learning needs and addressing those needs • Standardisation activities • CPD activities carried out
	3.2 Apply procedures to	<ul style="list-style-type: none"> • Records of Observation of assessment practice

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	standardise assessment practices and outcomes	<ul style="list-style-type: none"> • Sampling activities • Standardisation activities
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	<ul style="list-style-type: none"> • How records are stored • How security and confidentiality of information is managed • How information obtained is used
	4.2 Follow procedures to maintain confidentiality of internal quality assurance information	<ul style="list-style-type: none"> • The application of: • Data Protection • Confidentiality • Awarding Organisation and Regulatory requirements
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	<ul style="list-style-type: none"> • Records of how the following are applied: • Data Protection • Safeguarding • Equality of opportunity • Diversity Health and Safety • Conflict of Interest • Company policy • Awarding organisation and regulatory requirements
	5.2 Apply requirements for equality and diversity and, where appropriate, bilingualism, in relation to internal quality assurance	<ul style="list-style-type: none"> • What the requirements are and how they have been applied to IQA
	5.3 Critically reflect on own practice in internally assuring the quality of assessment	<ul style="list-style-type: none"> • Records of Reviewing actual against expected outcomes • Analysing strengths and weaknesses • Obtaining feedback from others everyone involved • Adapting practice based on feedback
	5.4 Maintain the currency of own expertise and competence in internally assuring the quality of assessment	<ul style="list-style-type: none"> • Records of activities undertaken • Training courses • Appraisals • Personal development log • Other relevant activity

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3.7.3 Unit 3 - Plan, allocate and monitor work in own area of responsibility

Unit reference number:	H/600/9674	
Qualification framework:	QCF	
Title:	Plan, allocate and monitor work in own area of responsibility	
Guided learning hours:	25	
Credit value:	5	
Assessment Evidence requirements	<p>In order to achieve this unit you must demonstrate that you have met all of the stated learning outcomes, the assessment criteria and all aspects of the knowledge, understanding and skills. Your assessor must be able to observe you in the workplace or you must provide tangible evidence of your real work activities.</p> <p>Simulation is not allowed for this unit.</p>	
Learning outcome The learner will:	Assessment criteria The learner can:	Using a wide range of evidence the learner may want to consider the following evidence (this is not exhaustive and Centre may want to discuss other relevant evidence with the AoFAQ EQA prior to programme delivery)
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.	<ul style="list-style-type: none"> • SMART goals and objectives to be achieved; • Regulatory or statutory requirements e.g. Health and Safety, Data Protection Act, etc. • Timelines for completion of whole plan and milestones • Criteria which constrain or impact upon the plan • Major tasks • Roles and responsibilities • Requirement for specialist skills • Resources • Use of technology
	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.	<ul style="list-style-type: none"> • Team members work activities • Appropriate formal and informal communications, e.g. presentation, discussion, meetings (groups, one-to-one), questioning, email • How to negotiate responsibilities and SMART objectives with team members • Ensure that divisions of responsibility are fair, motivating, developmental • How to record decisions on work plan.
	2.2 Agree responsibilities and SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives with team members	

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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.	<ul style="list-style-type: none"> • How to observe activity • Methods of exception reporting • How to manage and inform team meetings • The range of records and statistics required • That all monitoring measures: <ul style="list-style-type: none"> • Results not effort • Results that are within the control of the team or individual • Uses existing measures where possible rather than new and untried methods; • Are observable and objective • That data must be openly available for measurement and staff are aware of this • The appropriate form of the measures; financial, output, impact, reaction of others external to the team, time • The appropriate form of feedback: constructive, relevant, acknowledge excellence and short-comings.
	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.	<ul style="list-style-type: none"> • The importance of timely comparison of actual results of monitoring and evaluation against the goals and deadlines within the plan • How to adjust work plan to incorporate outcome of the monitoring process • How to feedback to the team including: timely, specific, precise, centres on things which the team member(s): <ul style="list-style-type: none"> • can do something about • consider it worthwhile and useful • see as clear, understandable and acceptable • How to resolve other any conflict between team members and resolve them using appropriate methods such as: <ul style="list-style-type: none"> • clarification of goals and objectives • resource redistribution • group activities • rewarding good performance
	4.2 Communicate changes to team members.	

All units with the QCF: must identify a single level for the unit that:

- represents the complexity, autonomy and/or range of achievement expressed within the unit
- is determined by comparing the learning outcomes and assessment criteria against the QCF level descriptors
- is a constant property of the unit, irrespective of the qualification in which it is located

Centre need to ensure that all delivery staff and learners clearly understand the level they will be expected to achieve at for this award, which in this case is Level 4 as outlined in the QCF level descriptors for level 4.

Level	Summary	Knowledge and understanding	Application and action	Autonomy and accountability
4	Achievement at level 4 reflects the ability to: <ul style="list-style-type: none"> ➢ Identify and use relevant understanding, methods and 	<ul style="list-style-type: none"> ➢ Use practical, theoretical or technical understanding to address problems that are well defined but complex and non- 	<ul style="list-style-type: none"> ➢ Address problems that are complex and non-routine while normally fairly well defined ➢ Identify, adapt and use 	<ul style="list-style-type: none"> ➢ Take responsibility for courses of action, including, where relevant, responsibility for the work of others

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	<p>skills to address problems that are well defined but complex and non-routine.</p> <ul style="list-style-type: none"> ➤ Taking responsibility for overall courses of action. ➤ Exercising autonomy and judgement within fairly broad parameters. ➤ Reflects understanding of different perspectives or approaches within an area of study or work. 	<p>routine.</p> <ul style="list-style-type: none"> ➤ Analyse, interpret and evaluate relevant information and ideas ➤ Be aware of the nature and approximate scope of the area of study or work ➤ Have an informed awareness of different perspectives or approaches within the area of study or work 	<p>appropriate methods and skills</p> <ul style="list-style-type: none"> ➤ Initiate and use appropriate investigation to inform actions ➤ Review the effectiveness and appropriateness of methods, actions and results 	<ul style="list-style-type: none"> ➤ Exercise autonomy and judgement within broad but generally well-defined parameters
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So that Centres can see the distinct difference between the different level descriptors here are the full list of QCF level descriptors from Levels 1 to 6. As an IQA Learners, this is something that they will need to focus on when quality assuring QCF qualifications to ensure that the learners enrolled on a specific level of qualification are producing work at the right level.

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Summary	Achievement at level 1 reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance.	Achievement at level 2 reflects the ability to select and use relevant knowledge, ideas, skills and procedures to complete well-defined tasks and address straightforward problems. It includes taking responsibility for completing tasks and procedures and exercising autonomy and judgement subject to overall direction or guidance.	Achievement at level 3 reflects the ability to identify and use relevant understanding, methods and skills to complete tasks and address problems that, while well defined, have a measure of complexity. It includes taking responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgement within limited parameters. It also reflects awareness of different perspectives or approaches within an area of study or work.	Achievement at level 4 reflects the ability to identify and use relevant understanding, methods and skills to address problems that are well defined but complex and non-routine. It includes taking responsibility for overall courses of action as well as exercising autonomy and judgement within fairly broad parameters. It also reflects understanding of different perspectives or approaches within an area of study or work.	Achievement at level 5 reflects the ability to identify and use relevant understanding, methods and skills to address broadly-defined, complex problems. It includes taking responsibility for planning and developing courses of action as well as exercising autonomy and judgement within broad parameters. It also reflects understanding of different perspectives, approaches or schools of thought and the reasoning behind them.	Achievement at level 6 reflects the ability to refine and use relevant understanding, methods and skills to address complex problems that have limited definition. It includes taking responsibility for planning and developing courses of action that are able to underpin substantial change or development, as well as exercising broad autonomy and judgement. It also reflects and understanding of different perspectives, approaches or schools of thought and the theories that underpin them
Knowledge and understanding	Use knowledge of facts, procedures and ideas to complete well-defined, routine tasks. Be aware of information relevant to the area of study or work	Use understanding of facts, procedures and ideas to complete well-defined tasks and address straightforward problems Interpret relevant information and ideas Be aware of the types of information that are relevant to the area of study or work	Use factual, procedural and theoretical understanding to complete tasks and address problems that, while well defined, may be complex and non-routine Interpret and evaluate relevant information and ideas	Use practical, theoretical or technical understanding to address problems that are well defined but complex and non-routine Analyse, interpret and evaluate relevant information and ideas	Use practical, theoretical or technological understanding to find ways forward in broadly defined, complex contexts Analyse, interpret and evaluate relevant information, concepts	Refine and use practical, conceptual or technological understanding to create ways forward in contexts where there are many interacting factors Critically analyse, interpret and evaluate complex

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			<p>Be aware of the nature of the area of study or work</p> <p>Have awareness of different perspectives or approaches within the area of study or work</p>	<p>Be aware of the nature and approximate scope of the area of study or work</p> <p>Have an informed awareness of different perspectives or approaches within the area of study or work</p>	<p>and ideas</p> <p>Be aware of the nature and scope of the area of study or work</p> <p>Understand different perspectives, approaches or schools of thought and the reasoning behind them</p>	<p>information, concepts and ideas</p> <p>Understand the context in which the area of study or work is located</p> <p>Be aware of current developments in the area of study or work</p> <p>Understand different perspectives, approaches or schools of thought and the theories that underpin them</p>
Application and action	<p>Complete well-defined routine tasks.</p> <p>Use relevant skills and Procedures.</p> <p>Select and use relevant Information.</p> <p>Identify whether actions have been effective.</p>	<p>Complete well-defined, generally routine tasks and address straightforward problems</p> <p>Select and use relevant skills and procedures</p> <p>Identify, gather and use relevant information to inform actions</p> <p>Identify how effective actions have been</p>	<p>Address problems that, while well defined, may be complex and non-routine</p> <p>Identify, select and use appropriate skills, methods and procedures</p> <p>Use appropriate investigation to inform actions</p> <p>Review how effective methods and actions have been</p>	<p>Address problems that are complex and non-routine while normally fairly well defined</p> <p>Identify, adapt and use appropriate methods and skills</p> <p>Initiate and use appropriate investigation to inform actions</p> <p>Review the effectiveness and appropriateness of methods, actions and results</p>	<p>Address broadly-defined, complex problems</p> <p>Determine, adapt and use appropriate methods and skills</p> <p>Use relevant research or development to inform actions</p> <p>Evaluate actions, methods and results</p>	<p>Address problems that have limited definition and involve many interacting factors</p> <p>Determine, refine, adapt and use appropriate methods and skills</p> <p>Use and, where appropriate, design relevant research and development to inform actions</p> <p>Evaluate actions, methods and results and their implications</p>
Autonomy and accountability	<p>Take responsibility for completing tasks and procedures subject to direction or guidance as needed.</p>	<p>Take responsibility for completing tasks and procedures</p> <p>Exercise autonomy and judgement subject to overall direction or guidance</p>	<p>Take responsibility for initiating and completing tasks and procedures, including, where relevant, responsibility for supervising or guiding others</p> <p>Exercise autonomy and judgement within limited parameters</p>	<p>Take responsibility for courses of action, including, where relevant, responsibility for the work of others</p> <p>Exercise autonomy and judgement within broad but generally well-defined parameters</p>	<p>Take responsibility for planning and developing courses of action, including, where relevant, responsibility for the work of others</p> <p>Exercise autonomy and judgement within broad parameters</p>	<p>Take responsibility for planning and developing courses of action that are capable of underpinning substantial changes or developments</p> <p>Initiate and lead tasks and processes, taking responsibility, where relevant, for the work and roles of others</p> <p>Exercise broad autonomy and judgement</p>

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