



Internally assure the quality of assessment

VRQ

Learner name:

UV40575

Learner number:

A/601/5321



Internally assure the quality of assessment

UV40575

The aim of this unit is to develop your performance as a learning and development practitioner with responsibility for the internal quality assurance of assessment.

Level

4

Credit value

6

GLH

45

Observation(s)

1

External Paper(s)

0



Learning outcomes

On completion of this unit you will:

1. Be able to internally evaluate the quality of assessment
 2. Be able to internally maintain and improve the quality of assessment
 3. Be able to manage information relevant to the internal quality assurance of assessment
 4. Be able to maintain legal and good practice requirements when internally monitoring and maintaining the quality of assessment
 5. Be able to plan the internal quality assurance of assessment
3. **Achieving assessment criteria**
There must be valid, authentic and sufficient evidence for all the assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one assessment criterion.
 4. **Observation outcomes**
Evidence must come from your internal quality assurance performance in the work environment. There must be evidence of you monitoring **a minimum of two assessors, each with a minimum of two learners** of their own, through components of a qualification. **A minimum of one assessment must be observed.**

Evidence requirements

1. Specific unit requirements

All learning outcomes in this unit must be assessed using methods appropriate to your internal quality assurance 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.

2. Simulation

Simulation is not allowed in this unit.

5. Range

All ranges must be practically demonstrated or other forms of evidence produced to show they have been covered.

6. Knowledge outcomes

There must be evidence that you possess all the knowledge and understanding listed in the 'Knowledge' section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.

7. Tutor/Assessor guidance

You will be guided by your tutor/assessor on how to achieve learning outcomes and ranges in this unit. All outcomes and ranges must be achieved.

8. External paper

There is no external paper requirement for this unit.

Achieving observations and range

Achieving observation outcomes

Your assessor will observe your performance of practical tasks. The minimum number of observations required is indicated in the evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be required to produce supplementary evidence or asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through oral questioning.

Your assessor will sign off an outcome when all criteria have been competently achieved.

Achieving range

The range section indicates what must be covered. Ranges should be practically demonstrated as part of an observation. Where this is not possible other forms of evidence may be produced. All ranges must be covered.

Your assessor will document the portfolio reference once a range has been competently achieved.

Learning outcome 1

Be able to internally evaluate the quality of assessment

You can:

- a. Carry out internal monitoring activities to quality requirements
- b. Evaluate assessor expertise and competence in relation to the requirements of their role
- c. Evaluate the planning and preparation of assessment processes
- d. Determine whether assessment methods are safe, fair, valid and reliable
- e. Determine whether assessment decisions are made using the specified criteria
- f. Compare assessor decisions to ensure they are consistent

*May be assessed by supplementary evidence.

| Observation | 1 | Optional | Optional |
|----------------------------|---|----------|----------|
| Date achieved | | | |
| Criteria questioned orally | | | |
| Portfolio reference | | | |
| Assessor initials | | | |
| Learner signature | | | |

Learning outcome 2

Be able to internally maintain and improve the quality of assessment

You can:

- a. Provide assessors with feedback, advice and support, including professional development opportunities, which help them to maintain and improve the quality of assessment
- b. Apply procedures to standardise assessment practices and outcomes

*May be assessed by supplementary evidence.

| Observation | 1 | Optional | Optional |
|----------------------------|---|----------|----------|
| Date achieved | | | |
| Criteria questioned orally | | | |
| Portfolio reference | | | |
| Assessor initials | | | |
| Learner signature | | | |

Learning outcome 3

Be able to manage information relevant to the internal quality assurance of assessment

You can:

- a. Apply procedures for recording, storing and reporting information relating to internal quality assurance
- b. Follow procedures to maintain confidentiality of internal quality assurance information

*May be assessed by supplementary evidence.

| Observation | 1 | Optional | Optional |
|----------------------------|---|----------|----------|
| Date achieved | | | |
| Criteria questioned orally | | | |
| Portfolio reference | | | |
| Assessor initials | | | |
| Learner signature | | | |

Learning outcome 4

Be able to maintain legal and good practice requirements when internally monitoring and maintaining the quality of assessment

You can:

- a. Apply relevant policies, procedures and legislation in relation to internal quality assurance, including those for health, safety and welfare
- b. Apply requirements for equality and diversity and, where appropriate, bilingualism, in relation to internal quality assurance

*May be assessed by supplementary evidence.

| Observation | 1 | Optional | Optional |
|----------------------------|---|----------|----------|
| Date achieved | | | |
| Criteria questioned orally | | | |
| Portfolio reference | | | |
| Assessor initials | | | |
| Learner signature | | | |

Observation range

You must cover all the ranges listed:

| Internal verification process | Portfolio reference |
|-------------------------------|---------------------|
| Organisation of assessment | |
| Qualifications | |
| Practical assessments | |
| Evidence portfolios | |
| Staff CPD logs | |
| Assessment papers | |

| Assessment methods | Portfolio reference |
|----------------------------|---------------------|
| Observation of performance | |
| Examining products of work | |
| Questioning of learners | |
| Questioning of assessors | |
| Recognising prior learning | |

| Assessors | Portfolio reference |
|------------------------|---------------------|
| New to verification | |
| Used to verification | |
| With assessor award | |
| Without assessor award | |

| Records | Portfolio reference |
|-------------------------------------|---------------------|
| Verifier records | |
| Assessment book | |
| Centre tracking records | |
| Awarding organisation documentation | |

You must cover all the ranges listed:

| Assessors working with a minimum of 1 specific need | Portfolio reference |
|--|---------------------|
| Physical needs | |
| Literacy difficulties | |
| Language differences | |

| Verification | Portfolio reference |
|-----------------------|---------------------|
| Internal verification | |
| External verification | |
| Sampling by verifiers | |

| Regulations and good practice requirements | Portfolio reference |
|--|---------------------|
| Equality and diversity | |
| Bilingualism | |
| Health, safety and welfare | |
| Reasonable adjustments | |
| Appeals procedures | |
| Data protection and confidentiality | |
| Rules for appearance and behaviour | |
| Authenticity and validity of evidence | |
| Currency | |
| Sufficient evidence | |
| Occupational standards | |

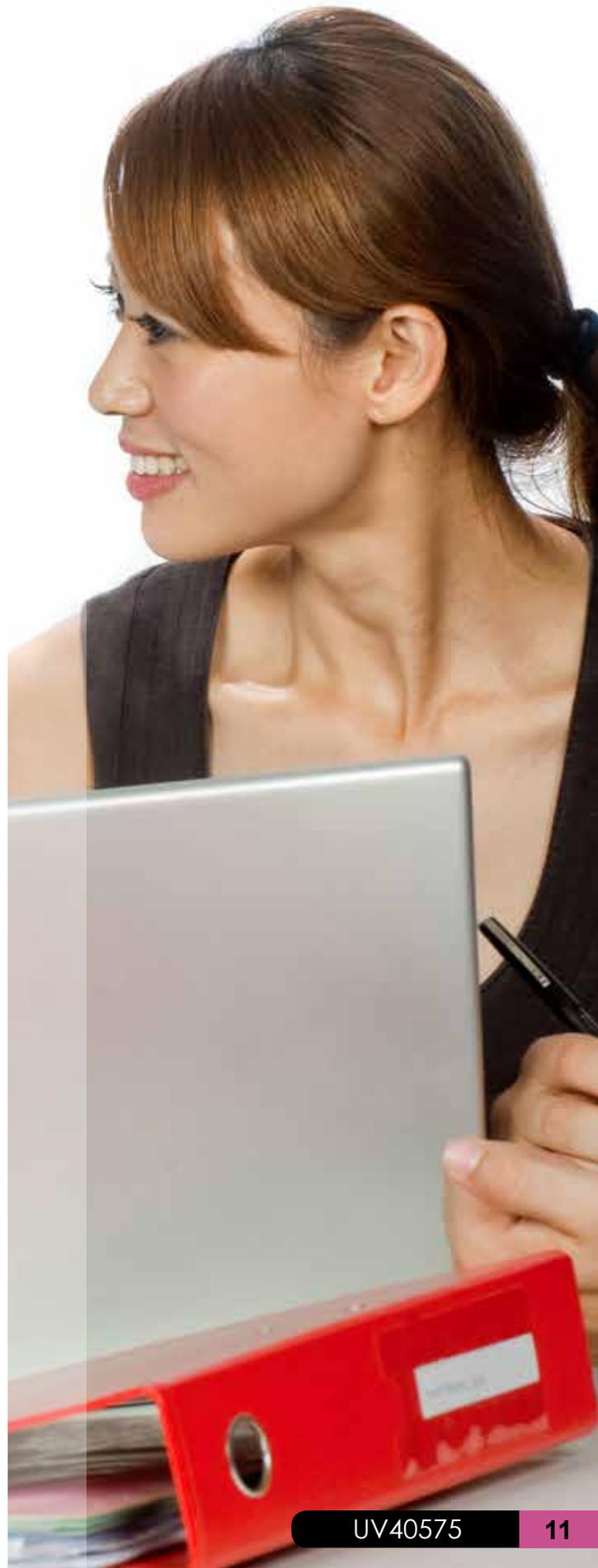
It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.

Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.



Learning outcome 4

Be able to maintain legal and good practice requirements when internally monitoring and maintaining the quality of assessment

| You can: | Portfolio reference |
|---|---------------------|
| c. Critically reflect on own practice in internally assuring the quality of assessment | |
| d. Maintain the currency of own expertise and competence in internally assuring the quality of assessment | |

Learning outcome 5

Be able to plan the internal quality assurance of assessment

| You can: | Portfolio reference |
|---|---------------------|
| a. Plan monitoring activities according to the requirements of own role | |
| b. Make arrangements for internal monitoring activities to assure quality | |

Unit content

This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Learning outcome 1: Be able to internally evaluate the quality of assessment

Carry out internal monitoring:

Observation of assessor to ensure competent assessment of learner by practical observation, examination of products of work, questioning of the learner, discussion with the learner and assessor, use of others (witness testimony), looking at learner statements, written evidence and portfolio, recognition of prior learning, fully documented outcomes, feedback to learner by assessor.

Evaluate assessor expertise and competence in relation to role:

Occupational competence (i.e. curriculum vitae and relevant certificates), continuing professional development, updating of skills and qualifications, reflective practice, knowledge of regulatory bodies including Ofqual, SQA, DfES, CCEA, sector skills councils, and awarding organisations, knowledge of policies such as equality and diversity, health, safety and welfare, safeguarding for learners, standardisation and verification.

Evaluate planning and preparation of assessment processes:

Evaluate against specified criteria, provision of rationale and justification for assessment process, opportunities for holistic assessment, evidence to be coherent, realistic, accessible and relevant, feedback to reflect appropriateness in terms of level related to criteria and standards, identify opportunities for improvement and development.

Assessment methods:

Validate the safety of assessment decisions, evidence to be valid (relevant to occupational standards and currency), fair (opportunities for achievement of outcomes, ranges and excellence, value of a holistic approach, authenticity and sufficiency of evidence gathered), reliable (standardisation procedures, mark sheets, record cards, sampling and verification, replication of assessment tasks under identical/similar conditions/context).

Determine assessment decisions against specified criteria:

Rationale and justification to be provided for assessment decisions, decisions are coherent, realistic, accessible and relevant.

Compare assessment decisions for consistency:

In accordance with centre and awarding organisation policies and occupational standards, standardisation of assessment method, paperwork, collaboration/agreement of learner feedback, standardisation meetings, sharing good practice, internal and external verification procedures, shadowing, evaluation procedures, decisions show clearly that occupational competence has been achieved, and where competence has not been achieved justifiable reasons are recorded fully.

Learning outcome 2: Be able to internally maintain and improve the quality of assessment

Provide assessors with feedback, advice and support:

Coverage including affirmation of achievement or identification of further work required by learner, assessment and progression, use of communication and interpersonal skills including sensitive and empathetic approach (as required), effective use of body language and voice, positive, constructive and supportive feedback approach, appropriateness of feedback in terms of experience related to criteria and standards, opportunities for improvement and continuing professional development highlighted with development plans outlined.

Standardisation procedures:

In accordance with centre and awarding organisation policies and occupational standards, standardisation of assessment method, paperwork, collaboration/agreement of learner feedback, standardisation meetings, sharing good practice, internal and external verification procedures, shadowing, evaluation procedures.

Learning outcome 3: Be able to manage information relevant to the internal quality assurance of assessment

Procedures for recording, storing and reporting information:

Legislation such as data protection, retain assessment documentation, observation records, written statements, audio/visual records, internal verification records, action plans, information sharing with appropriate colleagues, accessibility of information, different approaches, including use of technology, team meetings, electronic and hard formats, assessment and standardisation meetings and sampling.

Maintaining confidentiality:

Suitable environment for providing assessor feedback, safe recording and storage of information, data protection, legislative requirements for paper-based records, electronic safeguarding and security.

Learning outcome 4: Be able to maintain legal and good practice requirements when internally monitoring and maintaining the quality of assessment

Relevant policies, procedures and legislation:

Regulatory bodies including Ofqual, SQA, DfES, CCEA, sector skills councils, and awarding organisations, legislation including health and safety, equality and diversity, procedures including, first aid and emergency procedures, risk assessment, accident reporting procedures, hygiene and duty of care, organisational including standardisation and moderation of assessors and continuing professional development.

Equality and diversity requirements:

Relevant legislation, codes of practice, requirements of awarding organisations and regulators, employment regulations and policies, promoting equality and diversity including bilingualism when appropriate, flexibility in planning, implementation and quality assurance, provision of additional resources and support.

Critical reflection of own work:

Self-assessment on carrying out internal verification, use of outcome measures including feedback from learners, assessors and colleagues, observation reports, appraisal and achievement of goals/targets, identification of strengths and weaknesses, achievements and opportunities for improvement, conclusions, setting of personal goals and personal development planning.

Maintaining currency:

Review of competence, setting goals and realistic targets, modification to internal verification plans and practice, evidence based research and use of technology, personal development planning, engaging in continuing professional development.

Learning outcome 5: Be able to plan the internal quality assurance of assessment

Plan monitoring:

Identify internal quality assessment opportunities, agree quality assurance plan with relevant parties (i.e. assessor/learner) using a variety of internal quality methods including observation of performance, written evidence (i.e. projects, assignments, independent papers and journals), questioning and discussion, witness testimony, learner statements and recognised prior learning, range opportunities, agree process of quality assessment.

Making arrangements for internal monitoring:

Communication with assessor/learner, plan time and venue, identify requirements and process, assessment method, assessment units or qualification, learners, assessors, timing and coverage, sampling, assessment methods, document outcomes, standardisation, review, identify development opportunities.

Notes

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Notes

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