VTCT Skills Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice

Accreditation start date:	**1 September 2010**
Credit value:	**12**
Total Qualification Time (TQT):	**120**
Guided learning hours (GLH):	**90**
Qualification number:	**501/0515/2**

Statement of unit achievement

By signing this statement of unit achievement you are confirming that all learning outcomes, assessment criteria and range statements have been achieved under specified conditions and that the evidence gathered is authentic.

This statement of unit achievement table must be completed prior to claiming certification.

Unit code	Date achieved	Learner signature	Assessor initials	IQA signature (if sampled)
Mandatory units				
UV40565				
UV40575				

The qualification

Introduction

The VTCT Skills Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice is a practical-based qualification intended for those who maintain the quality of assessment from within an organisation or assessment centre.

National Occupational Standards (NOS)

Units in this qualification have been mapped to the relevant NOS (where applicable). This qualification is regulated on the Regulated Qualifications Framework.

This qualification is approved and supported by Lifelong Learning UK, now a division of The Learning and Skills Improvement Service (LSIS), the sector-owned body for the learning and skills sector.



Progression

This qualification provides the knowledge and skills required to progress to employment as an internal verifier.

The VTCT Skills Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice provides progression opportunities in the form of Level 4 studies for those looking to further their career in internal verification, including:

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

Qualification structure

Total credits required - 12

All mandatory units must be completed.

Mandatory units - 12 credits				
VTCT Skills unit code	Ofqual unit reference	Unit title	Credit value	GLH
UV40565	T/601/5320	Understanding the principles and practices of internally assuring the quality of assessment	6	45
UV40575	A/601/5321	Internally assure the quality of assessment	6	45

Guidance on assessment

This book contains the mandatory units that make up this qualification. Optional units will be provided in additional booklets (if applicable). Where indicated, VTCT Skills will provide assessment materials. Assessments may be internal or external. The method of assessment is indicated in each unit.

Internal assessment

(any requirements will be shown in the unit)

Assessment is set, marked and internally quality assured by the centre to clearly demonstrate achievement of the learning outcomes. Assessment is sampled by VTCT Skills external quality assurers.

External assessment

(any requirements will be shown in the unit)

Externally assessed question papers completed electronically will be set and marked by VTCT Skills.

Externally assessed hard-copy question papers will be set by VTCT Skills, marked by centre staff and sampled by VTCT Skills external quality assurers.

Assessment explained

VTCT Skills courses are assessed and quality assured by centre staff. Work will be set to improve your practical skills, knowledge and understanding. For practical elements, you will be observed by your assessor. All your work must be collected in a portfolio of evidence and cross-referenced to requirements listed in this record of assessment book.

Your centre will have an internal quality assurer whose role is to check that your assessment and evidence is valid and reliable and meets VTCT Skills and regulatory requirements.

An external quality assurer, appointed by VTCT Skills, will visit your centre to sample and quality-check assessments, the internal quality assurance process and the evidence gathered. You may be asked to attend on a different day from usual if requested by the external quality assurer.

This record of assessment book is your property and must be in your possession when you are being assessed or quality assured. It must be kept safe. In some cases your centre will be required to keep it in a secure place. You and your course assessor will together complete this book to show achievement of all learning outcomes, assessment criteria and ranges.



Creating a portfolio of evidence

As part of this qualification you are required to produce a portfolio of evidence. A portfolio will confirm the knowledge, understanding and skills that you have learnt. It may be in electronic or paper format.

Your assessor will provide guidance on how to prepare the portfolio of evidence and how to show practical achievement, and understanding of the knowledge required to successfully complete this qualification. It is this booklet along with the portfolio of evidence that will serve as the prime source of evidence for this qualification.

Evidence in the portfolio may take the following forms:

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

All evidence should be documented in the portfolio and cross referenced to unit outcomes. Constructing the portfolio of evidence should not be left to the end of the course.

Unit assessment methods

This section provides an overview of the assessment methods that make up each unit in this qualification. Detailed information on assessment is provided in each unit.

Mandatory units				
		External	Internal	
VTCT Skills unit code	Unit title	Question paper(s)	Observation(s)	Assignment(s)
UV40565	Understanding the principles and practices of internally assuring the quality of assessment	0	✗	✓
UV40575	Internally assure the quality of assessment	0	✓	✓

Unit glossary

	Description
VTCT Skills product code	All units are allocated a unique VTCT Skills product code for identification purposes. This code should be quoted in all queries and correspondence to VTCT Skills.
Unit title	The title clearly indicates the focus of the unit.
National Occupational Standards (NOS)	NOS describe the skills, knowledge and understanding needed to undertake a particular task or job to a nationally recognised level of competence.
Level	Level is an indication of the demand of the learning experience, the depth and/or complexity of achievement and independence in achieving the learning outcomes.
Credit value	This is the number of credits awarded upon successful achievement of all unit outcomes. Credit is a numerical value that represents a means of recognising, measuring, valuing and comparing achievement.
Guided learning hours (GLH)	The activity of a learner in being taught or instructed by - or otherwise participating in education or training under the immediate guidance or supervision of - a lecturer, supervisor, tutor or other appropriate provider of education or training.
Total qualification time (TQT)	The number of hours an awarding organisation has assigned to a qualification for Guided Learning and an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study, or any other form of participation in education or training. This includes assessment, which takes place as directed - but, unilke Guided Learning, not under the immediate guidance or supervision of - a lecturer, supervisor, tutor or other appropriate provider of education or training.
Observations	This indicates the minimum number of observations required to achieve the unit.
Learning outcomes	The learning outcomes are the most important component of the unit, they set out what is expected in terms of knowing, understanding and practical ability as a result of the learning process. Learning outcomes are the results of learning.
Evidence requirements	This section provides guidelines on how evidence must be gathered.
Maximum service times	The maximum time in which a particular service or practical element must be completed.
Observation outcome	An observation outcome details the practical tasks that must be completed to achieve the unit.
Knowledge outcome	A knowledge outcome details the theoretical requirements of a unit that must be evidenced through oral questioning, a mandatory written question paper or portfolio of evidence.
Assessment criteria	Assessment criteria set out what is required, in terms of achievement, to meet a learning outcome. The assessment criteria and learning outcomes are the components that inform the learning and assessment that should take place. Assessment criteria define the standard expected to meet learning outcomes.
Range	The range indicates what must be covered. Ranges must be practically demonstrated in parallel to the unit's observation outcomes.

UV40565

Understanding the principles and practices of internally assuring the quality of assessment

The aim of this unit is to develop your knowledge and understanding that underpins the internal quality assurance of assessment.

Level

4

Credit value

6

GLH

45

Observation(s)

0

External paper(s)

0



Understanding the principles and practices of internally assuring the quality of assessment

Learning outcomes

On completion of this unit you will:

1. Understand the context and principles of internal quality assurance
2. Understand how to plan the internal quality assurance of assessment
3. Understand techniques and criteria for monitoring the quality of assessment internally
4. Understand how to internally maintain and improve the quality of assessment
5. Understand how to manage information relevant to the internal quality assurance of assessment
6. Understand the legal and good practice requirements for the internal quality assurance of assessment

Evidence requirements

1. *Specific unit requirements*
   All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding.
2. *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.
3. *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.
4. *Tutor/Assessor guidance*
   You will be guided by your tutor/assessor on how to achieve learning outcomes in this unit. All outcomes must be achieved.
5. *External paper*
   There is no external paper requirement for this unit.

Developing knowledge

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 possible your assessor will integrate knowledge outcomes into practical observations through oral questioning.

Knowledge



Outcome 1

Understand the context and principles of internal quality assurance

You can:	Portfolio reference
a. Explain the functions of internal quality assurance in learning and development	
b. Explain the key concepts and principles of the internal quality assurance of assessment	
c. Explain the roles of practitioners involved in the internal and external quality assurance process	
d. Explain the regulations and requirements for internal quality assurance in own area of practice	



Outcome 2

Understand how to plan the internal quality assurance of assessment

You can:	Portfolio reference
a. Evaluate the importance of planning and preparing internal quality activities	
b. Explain what an internal quality assurance plan should contain	
c. Summarise the preparations that need to be made for internal quality assurance, including: • information collection • communications • administrative arrangements • resources	



Outcome 3

Understand techniques and criteria for monitoring the quality of assessment internally

You can:	Portfolio reference
a. Evaluate different techniques for sampling evidence of assessment, including use of technology	
b. Explain the appropriate criteria to use for judging the quality of the assessment process	



Outcome 4

Understand how to internally maintain and improve the quality of assessment

You can:	Portfolio reference
a. Summarise the types of feedback, support and advice that assessors may need to maintain and improve the quality of assessment	
b. Explain standardisation requirements in relation to assessment	
c. Explain relevant procedures regarding disputes about the quality of assessment	



Outcome 5

Understand how to manage information relevant to the internal quality assurance of assessment

You can:	Portfolio reference
a. Evaluate requirements for information management, data protection and confidentiality in relation to the internal quality assurance of assessment	



Outcome 6

Understand the legal and good practice requirements for the internal quality assurance of assessment

You can:	Portfolio reference
a. Evaluate legal issues, policies and procedures relevant to the internal quality assurance of assessment, including those for health, safety and welfare	
b. Evaluate different ways in which technology can contribute to the internal quality assurance of assessment	
c. Explain the value of reflective practice and continuing professional development in relation to internal quality assurance	
d. Evaluate requirements for equality and diversity and, where appropriate, bilingualism, in relation to the internal quality assurance of assessment	

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.

Outcome 1: Understand the context and principles of internal quality assurance

Functions of internal quality assurance: How to meet awarding organisation, regulatory requirements and occupational standards, assess achievement, advise on progression and development, maintain consistent practices, standardisation of assessment processes, paperwork, occupational practice, collaboration/ agreement of decisions, identify good practice, provide guidance/support for assessors, provide regulatory/awarding organisation directives and updates, provide constructive feedback that recognises improvement opportunities, action planning, recommendations for quality assurance.

Key concepts and principles of internal quality assurance: Planning internal verification, timing, incomplete unit/ qualification, complete unit/qualification, quality assurance processes, methods of assessment including observation of performance, written evidence (i.e. projects, assignments, independent papers and journals), questioning, discussion with learner, witness testimony, and recognition of prior learning, standardisation of internal assurance such as remote sampling, use of technology, work-based assessment, opportunities for quality improvement via development plans, continuing professional development, requirements of the external verification process.

Roles of practitioners involved in internal and external process: Assessors, internal verifiers, mentors and peers; assessor role to plan, evaluate, deliver, judge, document and communicate assessment decisions, internal verifier role to allocate, plan, monitor, review, validate or adjust decisions and standardise processes; external verifier role is plan, monitor, review, support, develop, advise, check validity of decisions and provide link between awarding organisation and centre, decision reporting.

Regulations and requirements in own area of practice: Regulatory bodies and their directives including Ofqual, SQA, DfES, CCEA, sector skills councils and awarding organisations, centre requirements, internal and external verification processes and strategies, assessment processes, self-assessment reviews and self-improvement plans, legislation including equality and diversity, health, safety and welfare, risk assessment, accident reporting procedures, standardisation and moderation.



Outcome 2: Understand how to plan the internal quality assurance of assessment

Planning and preparation for internal quality assurance: Make arrangements for internal verification to take place, identify involvement of assessors, verifiers, learners, employers and others, coverage including qualification, unit, module, project or assignment, observation of performance, use of technology, planning internal verification, timing, incomplete qualification or unit, complete unit/qualification, quality assurance of process, product, outcome, outcome decisions shared, appropriateness of feedback in terms of level related to criteria and standards, improvement plans outlined.

Internal quality plan: Coverage including qualifications, units, modules, assessment criteria and standards, knowledge of roles of internal verifier, assessors, peers, mentors, learners, sampling processes, timing, frequency, content, assessment methods such as observation, examination of products, questioning, learner statements, witness testimony, feedback from assessors, learners and mentors, standardisation, reports following monitoring/review and observation of assessments, meetings, sharing good practice, decision outcomes, recommendations for quality assurance, opportunities for improvement, development plans, training needs.

Preparations for internal quality assurance: Plan quality assurance, information requirements, staffing, workloads of assessors, occupational competence and vocational expertise of assessors, range of learners, range of qualifications, methods of communication, reasonable adjustments and special considerations, delivery and mode of learning affecting evidence, negotiation of arrangements and plan considering assessors, learners, mentors, employers, administrative arrangements, timing, venue, schedule, resources such as assessment records and documentation, assessment plan, range of evidence, sampling activities, resources, including use of technology, internal quality assurance documentation, reporting processes.



Outcome 3: Understand techniques and criteria for monitoring the quality of assessment internally

Different techniques for sampling evidence: Authenticity and reliability of evidence, observation, portfolios of evidence, oral and written questioning, assignments, paper records, technology such as online testing, electronic projects/ assignments/portfolios, audio and visual evidence, electronic feedback and discussion forums, distance learning, record keeping and storage, appropriate systems and software, electronic safeguarding and security.

Appropriate criteria for judging quality: Judge against specified criteria, rationale and justification provided for assessment decisions, credibility and compatibility with required standards, evidence to be coherent, realistic, accessible and relevant, standardisation and consistency of assessment decisions.

Outcome 4: Understand how to internally maintain and improve the quality of assessment

Summarise assessor feedback: Coverage including affirmation of achievement and the identification of further work required, 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, appropriateness of feedback in terms of level related to criteria and standards, achievements and opportunities for improvement highlighted with development plans outlined.

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

Procedures for disputes: Centre policies and procedures, regulatory and awarding organisation requirements and processes, documented evidence of procedures available to learner and relevant parties, clear process in place for investigating dispute, investigation outcomes and conclusions, confidentiality of information, ensure no discrimination, transparent audit trail.



Outcome 5: Understand how to manage information relevant to the internal quality assurance of assessment

Requirements for information management: Accurate reflection of activities/occurrences, range of assessment methods documented, action plans/personal development plans, completed assessment logbooks/ pro-formas, records of oral and written questioning, to be aligned with centre and awarding organisation policies, legislative requirements for paper-based records, data protection, electronic safeguarding and security.

Outcome 6: Understand the legal and good practice requirements for the internal quality assurance of assessment

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

Use of technology in quality assurance: Evaluate technology such as online testing, initial testing, electronic projects/ assignments, e-portfolios, audio and visual evidence, electronic feedback and discussion forums, distance learning, consideration of authenticity and reliability of evidence, record keeping and storage, appropriate systems and software, electronic safeguarding and security.

Evaluation of own work: Self-assessment on planning and carrying out assessment, use of outcome measures including feedback from assessors, learners 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.

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

UV40575

Internally assure the quality of assessment

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



Internally assure the quality of assessment

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

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.
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 thier own, through components of a qualification. **A minimum of one assessment must be observed.**
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.



Observations

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 through oral questioning.*

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



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 through oral questioning.*

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



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 through oral questioning.*

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



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 through oral questioning.

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



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 knowledge/competence.

Developing knowledge

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 possible your assessor will integrate knowledge outcomes into practical observations through oral questioning.

Knowledge



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	



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.

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.



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.

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.



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.

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.