



# Assessing and Assuring the Quality of Assessment

Guidance for awarding organisations  
March 2010

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# Section one: Introduction

## A. Purpose of this document

Lifelong Learning UK has produced this document as a guide to new qualifications developed for the Qualifications and Credit Framework (QCF) which cover assessment and the quality assurance of assessment.

New qualifications for assessors:

- Level 3 Award in Understanding the Principles and Practices of Assessment
- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Certificate in Assessing Vocational Achievement

New qualifications for internal quality assurance staff (sometimes known as 'internal verifiers'):

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

New qualifications for external quality assurance staff (sometimes known as 'external verifiers'):

- Level 4 Award in Understanding the External Quality Assurance of Assessment Processes and Practice
- Level 4 Award in the External Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice

The new qualifications will supersede the following in the National Qualifications Framework (NQF):

- Level 3 Award in Assessing Candidates' Performance Using a Range of Methods ('A1')
- Level 3 Award in Assessing Candidates' Performance through Observation ('A2')
- Level 4 Award in Conducting Internal Quality Assurance of the Assessment Process ('V1')
- Level 4 Award in Conducting External Quality Assurance of the Assessment Process ('V2')

We are working with awarding organisations to ensure new qualifications are made available no later than 1 January 2011.

## B. How to use this document

- The remainder of **Section 1** explains the background to the new units and qualifications, their rationale and place in the QCF. It includes simple diagrams which give an overview of the new qualifications.
- **Sections 2 – 4** set out the Rules of Combination and evidence and assessment requirements for each new qualification:

**Section 2 - Assessing qualifications**

**Section 3 - Internal quality assurance qualifications**

**Section 4 – External quality assurance qualifications.**

- **Section 5** explains the assessment strategy, including requirements for who can assess and quality assure the new qualifications.
- **Section 6** describes in detail the units of assessment that make up the new qualifications.

## C. Background to the development of the new qualifications

The QCF becomes fully operational at the beginning of 2011 for all new qualifications and candidate registrations. For a period of three years, however, qualifications on the NQF – including National Vocational Qualifications (NVQs) – will continue to operate because candidates are already registered and need a period of time to complete. There will continue to be a need for qualified assessors and quality assurance staff (verifiers) to meet the requirements of the NVQ Code of Practice and Sector Skills Councils assessment strategies.

There will also be a need for qualified assessors and quality assurance staff to deliver QCF qualifications that use the term 'NVQ' in their title.

There may also be a need (depending on individual assessment strategies) for qualifications for staff who are assessing and quality assuring qualifications within the QCF that do not use the term 'NVQ' in their titles but whose purpose is **D1 Confirm occupational competence**.

All of the above needs can be addressed by the new **Level 3 Award in Assessing Competence in the Work Environment** and the appropriate quality assurance qualifications.

The **Level 3 Award in Assessing Vocationally Related Achievement** will be valuable to ensure that staff assessing non-NVQ or non-competence-based vocational qualifications within the QCF on a 'devolved' basis meet agreed standards of assessment.

The **Level 3 Certificate in Assessing Vocational Achievement** will be appropriate for those whose role involves the assessment of both occupational competence and vocationally related achievement.

There are knowledge units for each assessor and quality assurance role which are available as one unit Awards which will be valuable for those who would like an understanding of these roles but are not yet in a position to practice.

### 1. How were the qualifications developed?

Lifelong Learning UK began to develop the new qualifications following a review of the National Occupational Standards (NOS) for Learning and Development, which involved consultation with several hundred individual practitioners, managers and organisations as well as relevant awarding organisations, Sector Skills Councils, regulators and other key stakeholders across the UK.

In parallel with the NOS consultation we consulted on the future types of qualifications which the learning and development community expected to result from the revised NOS. Research and reports on the development and consultation process are available on request.

Once the new NOS were agreed we conducted preliminary discussions with awarding organisations and regulators which resulted in draft QCF units and Rules of Combination (the QCF term for qualification structures).

We then invited a sample of over 1,000 learning and development practitioners and managers to take part in consultation (281 responses received) on proposed qualifications structures, evidence requirements, assessment strategy and units of assessment, and also held workshops with relevant awarding organisations, Sector Skills Councils and learning and development experts.

The qualifications outlined in this document are the final versions developed as a result of consultation activities.

## 2. What is the rationale behind the new qualifications?

Each new qualification includes a unit that covers all the essential knowledge and understanding that assessors or quality assurance staff need, plus one or more units that describe competent practice. We believe this approach offers more flexibility and a greater potential to meet the needs of aspirant assessors and quality assurance staff.

For example, the **Level 3 Award in Assessing Competence in the Work Environment** consists of two units.

- Unit 1: Understanding the principles and practices of assessment (knowledge and understanding unit)
- Unit 2: Assess occupational competence in the work environment (practical application unit).

This structure offers people undertaking the units a number of options.

Those new to assessment and hoping to become assessors can take the first unit and gain an understanding of assessment principles and practices even before they are in a position to practice assessment. When they are ready to practice they can attempt the additional unit/s.

Those who need to know about assessment, but never intend to practice – for example managers – are able to learn about essential principles and practices. They would not achieve the whole qualification but could complete the unit ‘stand-alone’..

Others who are in a position to carry out real assessments can undertake both units at the same time and, in the spirit of holistic assessment, use evidence from one to meet some of the requirements of the other.

## 3. The structure of the QCF – credits, levels and qualification types

Every qualification in the QCF consists of units of assessment, and each unit is written in a specific way. This format includes:

- unit title
- level
- credit value
- learning outcomes
- assessment criteria.

The **unit title** is a concise but explicit description of what the unit covers.

The QCF has nine levels, from Entry level to level eight. More information is provided on the Qualifications and Curriculum Development Agency website: [www.qcda.gov.uk](http://www.qcda.gov.uk).

The **credit value** reflects the time it takes a learner, on average, to achieve the learning outcomes and assessment criteria contained in the unit. Learning time means everything the learner has to do to achieve the unit, not only guided learning hours. One credit is equivalent to 10 hours of learning

time so if a unit is worth four credits, for example, then it will take the average learner approximately 40 hours to complete.

The **learning outcomes** set out what a learner is expected to know, understand or be able to do.

The **assessment criteria** specifies the standard a learner must meet to show the learning outcome has been achieved.

There are three types of qualifications in the QCF: Awards, Certificates and Diplomas. These are determined by the total number of credits for the units that make up the qualification. An Award is worth between one and 12 credits, a Certificate between 13 and 36 credits and a Diploma 37 credits or more.

The terms Award, Certificate and Diploma do not describe qualification levels. It is possible to have an Award at level 5, for example, and a Diploma at level 2.

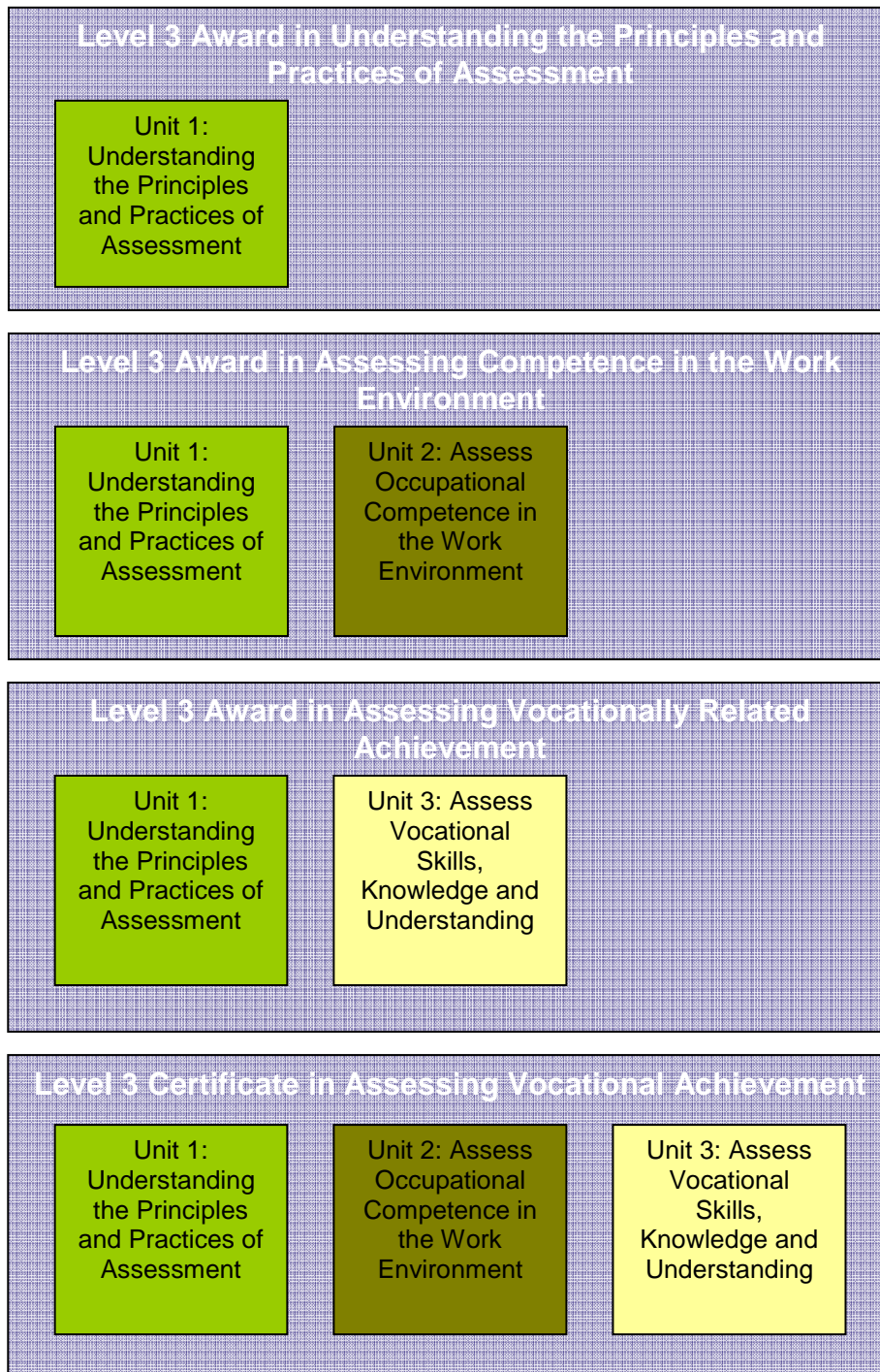
The new qualifications relating to assessment and quality assurance are all Awards and Certificates. No Diplomas were proposed during the consultation.

For more information about the QCF visit: [www.qcda.gov.uk/8150.aspx](http://www.qcda.gov.uk/8150.aspx)

## 4. Overview of the new qualifications

### 4.1 Qualifications for assessors

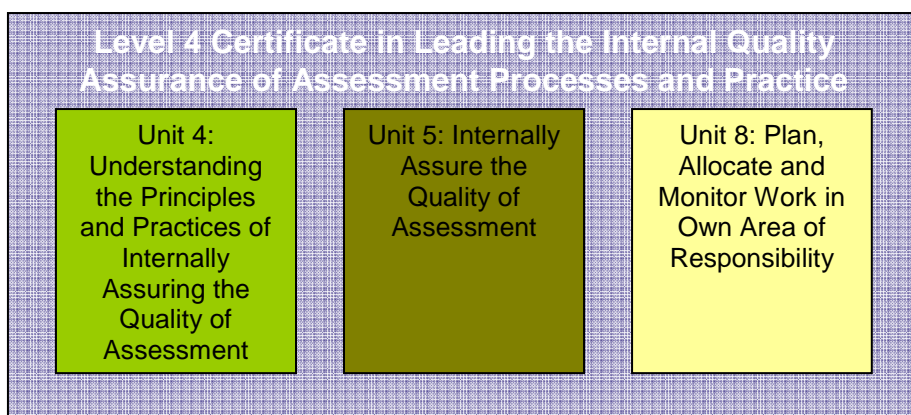
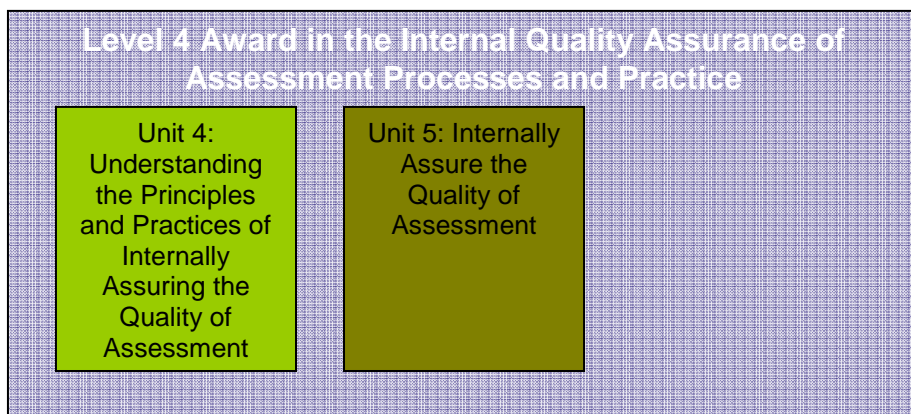
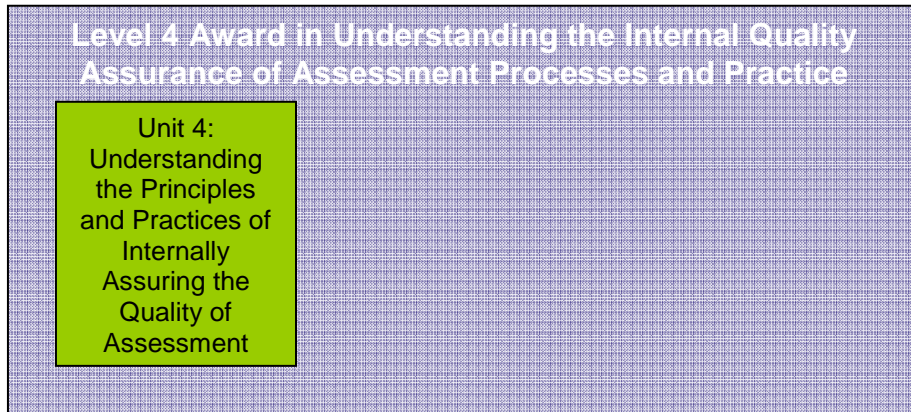
Three level 3 Awards and a level 3 Certificate have been developed for assessors. Each has one or more units in common.





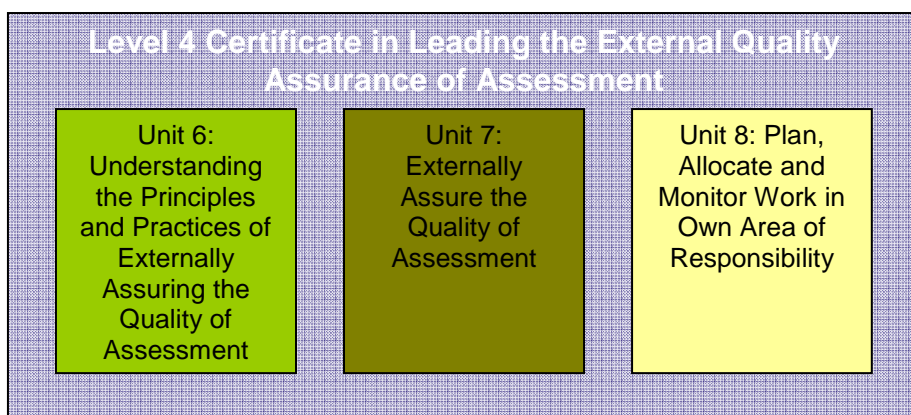
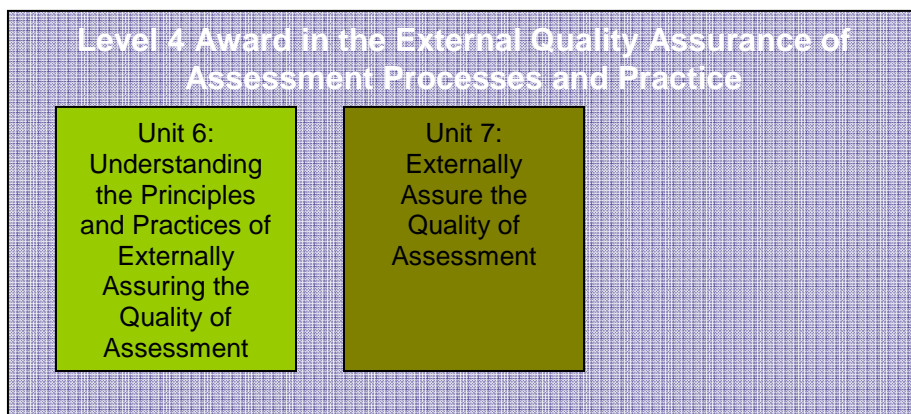
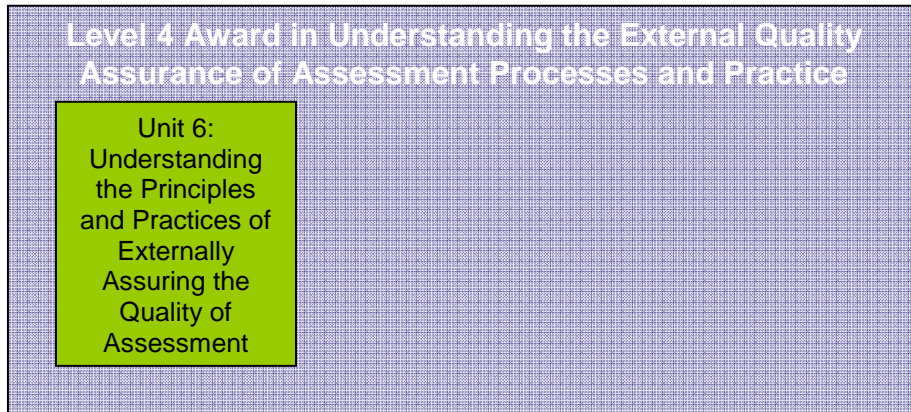
## 4.2 Qualifications for internal quality assurance staff

Two level 4 Awards and one level 4 Certificate have been developed for internal quality assurance staff. Each qualification has one or more units in common.



### 4.3 Qualifications for external quality assurance staff

Two level 4 Awards and one level 4 Certificate have been developed for external quality assurance staff. Each qualification has at least one unit in common.



## D. Glossary of terms

### **Award**

A qualification within the Qualifications and Credit Framework (QCF). The qualification has a value between one and 12 credits.

### **Certificate**

A qualification within the QCF. The qualification has a value between 13 and 36 credits.

### **Credit (award of)**

A method of recognising learner achievement. Within the QCF, credit is awarded for the successful completion of units of assessment. One credit represents the notional equivalent of 10 hours of learning.

### **Units of assessment**

A unit is defined as a coherent and explicit set of learning outcomes and related assessment criteria with a title, credit value and level. Within the QCF the term 'unit' refers to a unit of assessment. Units for the QCF share a common set of characteristics, are submitted on a template and can be combined to support the creation of coherent programmes of learning and qualifications.

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# Section two: Assessing qualifications

## Level 3 Award in Understanding the Principles and Practices of Assessment

### 1 Overview

This qualification is intended for those who wish to gain an understanding of the principles and practices of assessment without any requirement to practice as assessors.

### 2 Rules of Combination

Qualification title:		Level 3 Award in Understanding the Principles and Practices of Assessment	
Credit value:		3	
Minimum credit to be achieved at, or above, the level of the qualification:		3	
Mandatory units (credit value 3)			
Unit title		Credits	Level
1 Understanding the principles and practices of assessment		3	3

### 3 Evidence requirements and assessment guidance

#### Unit 1 Understanding the principles and practices of assessment

The aim of this unit is to assess the candidate assessor's knowledge and understanding of the principles and practices that underpin assessment.

All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding.

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.

# Level 3 Award in Assessing Competence in the Work Environment

## 1 Overview

This qualification is intended for assessors who assess occupational competence in an individual's work environment. It includes the following assessment methods (although not all of these require performance evidence):

- observation of performance in the work environment
- examining products of work
- questioning the learner
- discussing with the learner
- use of others (witness testimony)
- looking at learner statements
- recognising prior learning.

## 2 Rules of Combination

<b>Qualification title:</b>		Level 3 Award in Assessing Competence in the Work Environment	
Credit value:	9		
Minimum credit to be achieved at, or above, the level of the qualification:	9		
Mandatory units (credit value 9)			
<b>Unit title</b>	<b>Credits</b>	<b>Level</b>	
1 Understanding the principles and practices of assessment	3	3	
2 Assess occupational competence in the work environment	6	3	

### 3 Evidence requirements and assessment guidance

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 'Assess occupational competence in the work environment' might provide some evidence for 'Understanding the principles and practices of assessment'. However, it is essential that evidence for the assessment criteria in each unit is also identified individually.

#### **Unit 1 Understanding the principles and practices of assessment**

The aim of this unit is to assess the candidate assessor's knowledge and understanding of the principles and practices that underpin assessment.

All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding.

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.

#### **Unit 2 Assess occupational competence in the work environment**

The aim of this unit is to assess the candidate assessor's performance in assessing occupational competence in an individual's work environment. There must be evidence to cover all of the assessment methods listed in the unit. As a minimum, there must be performance evidence for the following assessment methods:

- observation of performance in the work environment
- examining products of work
- questioning the learner.

Simulations are not allowed.

Other forms of evidence will be acceptable for the remaining assessment methods:

- discussing with the learner
- use of others (witness testimony)
- looking at learner statements
- recognising prior learning.

The candidate assessor's performance evidence must be assessed by observation, examining the products of work and questioning / discussions.

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 learning outcome or assessment criterion.

There must be evidence of the candidate assessor carrying out at least two assessments of two learners' occupational competence (four assessments in total). This occupational competence must not be in assessment itself. In other words, evidence for this unit must not come from assessing another candidate assessor who in turn is assessing someone else.

# Level 3 Award in Assessing Vocationally Related Achievement

## 1 Overview

This qualification is intended for those who assess vocational skills, knowledge and understanding in environments other than the work environment (for example a workshop, classroom or other training environment). It includes the following assessment methods (although not all of these require performance evidence):

- assessments of the learner in simulated environments
- skills tests
- oral and written questions
- assignments
- projects
- case studies
- recognising prior learning.

## 2 Rules of Combination

<b>Qualification title:</b>		Level 3 Award in Assessing Vocationally Related Achievement	
Credit value:	9		
Minimum credit to be achieved at, or above, the level of the qualification:	9		
Mandatory units (credit value 9)			
<b>Unit title</b>	<b>Credits</b>	<b>Level</b>	
1 Understanding the principles and practices of assessment	3	3	
3 Assess vocational skills, knowledge and understanding	6	3	

## 3 Evidence requirements and assessment guidance

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 'Assess vocational skills, knowledge and understanding' might provide some evidence for 'Understanding the principles and practices of assessment'. However, it is essential that evidence for the assessment criteria in each unit is also identified individually.

### Unit 1 Understanding the principles and practices of assessment

The aim of this unit is to assess the candidate assessor's knowledge and understanding of the principles and practices that underpin assessment.



All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding.

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.

### **Unit 3 Assess vocational Skills, knowledge and understanding**

The aim of this unit is to assess the candidate assessor's performance in assessing vocational skills, knowledge and understanding in environments other than the workplace – for example, workshops, classrooms or other training environments. There must be evidence to cover all of the assessment methods listed in the unit. As a minimum, there must be performance evidence for at least three of the following assessment methods:

- assessments of the learner in simulated environments
- skills tests
- oral and written questions
- assignments
- projects
- case studies
- recognising prior learning.

Simulations are not allowed.

Other forms of evidence will be acceptable for the remaining assessment methods.

The candidate assessor's performance evidence must be assessed by observation, examining the products of work and questioning / discussions.

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 learning outcome or assessment criterion.

There must be evidence of the candidate assessor carrying out at least two assessments of two learners' skills, knowledge and understanding (four assessments in total).

# Level 3 Certificate in Assessing Vocational Achievement

## 1 Overview

This qualification is intended for those who assess both occupational competence in the work environment and vocational skills, knowledge and understanding in environments other than the workplace (for example a workshop, classroom or other training environment).

## 2 Rules of Combination

Qualification title:		Level 3 Certificate in Assessing Vocational Achievement	
Credit value:	15		
Minimum credit to be achieved at, or above, the level of the qualification:	15		
Mandatory units (credit value 15)			
Unit title	Credits	Level	
1 Understanding the principles and practices of assessment	3	3	
2 Assess occupational competence in the work environment	6	3	
3 Assess vocational skills, knowledge and understanding	6	3	

## 3 Evidence requirements and assessment guidance

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 'Assess vocational skills, knowledge and understanding' might provide some evidence for 'Understanding the principles and practices of assessment'. In the same way, if a candidate assessor is working with a learner whose learning programme involves both assessment in the work environment and assessment in a training context, they could use evidence from these assessments for 'Assess competence in the work environment' and 'Assess vocational skills, knowledge and understanding'. However, it is essential that evidence for the assessment criteria in each unit is also identified individually.

### **Unit 1 Understanding the principles and practices of assessment**

The aim of this unit is to assess the candidate assessor's knowledge and understanding of the principles and practices that underpin assessment.

All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding.

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.

### **Unit 2 Assess occupational competence in the work environment**

The aim of this unit is to assess the candidate assessor's performance in assessing occupational competence in an individual's work environment. There must be evidence to cover all of the assessment methods listed in the unit. As a minimum, there must be performance evidence for the following assessment methods:

- observation of performance in the work environment
- examining products of work
- questioning the learner.

Simulations are not allowed.

Other forms of evidence will be acceptable for the remaining assessment methods:

- discussing with the learner
- use of others (witness testimony)
- looking at learner statements
- recognising prior learning.

The candidate assessor's performance evidence must be assessed by observation, examining the products of work and questioning / discussions.

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 learning outcome or assessment criterion.

There must be evidence of the candidate assessor carrying out at least two assessments of two learners' occupational competence (four assessments in total). This occupational competence must not be in assessment itself. In other words, evidence for this unit must not come from assessing another candidate assessor who in turn is assessing someone else.

### **Unit 3 Assess vocational skills, knowledge and understanding**

The aim of this unit is to assess the candidate assessor's performance in assessing vocational skills, knowledge and understanding in environments other than the workplace – for example workshops, classrooms or other training environments. There must be evidence to cover all of the assessment methods listed in the unit. As a minimum, there must be performance evidence for at least three of the following assessment methods:

- assessments of the learner in simulated environments
- skills tests
- oral and written questions

- assignments
- projects
- case studies
- recognising prior learning.

Simulations are not allowed.

Other forms of evidence will be acceptable for the remaining assessment methods.

The candidate assessor's performance evidence must be assessed by observation, examining the products of work and questioning / discussions.

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 learning outcome or assessment criterion.

There must be evidence of the candidate assessor carrying out at least two assessments of two learners' skills, knowledge and understanding (four assessments in total).

# Section three: Internal quality assurance qualifications

## Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice

### 1 Overview

This qualification is intended for those who wish to gain an understanding of the principles and practices of internal quality assurance without any requirement to practice.

### 2 Rules of Combination

Qualification title:		Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice	
Credit value:	6		
Minimum credit to be achieved at, or above, the level of the qualification:	6		
Mandatory units (credit value 6)			
Unit title	Credits	Level	
4 Understanding the principles and practices of internally assuring the quality of assessment	6	4	

### 3 Evidence requirements and assessment guidance

#### Unit 4 Understanding the principles and practices of internally assuring the quality of assessment

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

All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding.

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.

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

## 1 Overview

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

## 2 Rules of Combination

<b>Qualification title:</b>		Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice	
Credit value:	12		
Minimum credit to be achieved at, or above, the level of the qualification:	12		
Mandatory units (credit value 12)			
<b>Unit title</b>	<b>Credits</b>	<b>Level</b>	
4 Understanding the principles and practices of internally assuring the quality of assessment	6	4	
5 Internally assure the quality of assessment	6	4	

## 3 Evidence requirements and assessment guidance

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 'Internally assure the quality of assessment' might provide some evidence for 'Understanding the principles and practices of internally assuring the quality of assessment'. However, it is essential that evidence for the assessment criteria in each unit is also identified individually.

### **Unit 4 Understanding the principles and practices of internally assuring the quality of assessment**

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

All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding.

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.

## **Unit 5 Internally assure the quality of assessment**

The aim of this unit is to assess the candidate's performance in assuring the quality of assessment from within an organisation or assessment centre.

All learning outcomes in this unit must be assessed using methods appropriate to the candidate IQA's 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.

Simulations are not allowed.

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.

Evidence must come from the Internal Quality Assurance (IQA) candidate's performance in the work environment. There must be evidence of the IQA candidate monitoring a minimum of two assessors, each with a minimum of two candidates of their own, through components of a qualification.

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

## 1 Overview

This qualification is intended for those who lead a team of internal quality assurance staff.

## 2 Rules of Combination

<b>Qualification title:</b>		Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice	
Credit value:	17		
Minimum credit to be achieved at, or above, the level of the qualification:	17		
Mandatory units (credit value 17)			
<b>Unit title</b>	<b>Credits</b>	<b>Level</b>	
4 Understanding the principles and practices of internally assuring the quality of assessment	6	4	
5 Internally assure the quality of assessment	6	4	
8 Plan, allocate and monitor work in own area of responsibility	5	4	

## 3 Evidence requirements and assessment guidance

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 'Internally assure the quality of assessment' might provide some evidence for 'Understanding the principles and practices of internally assuring 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.



#### **Unit 4 Understanding the principles and practices of internally assuring the quality of assessment**

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

All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding.

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.

#### **Unit 5 Internally assure the quality of assessment**

The aim of this unit is to assess the IQA candidate's performance in assuring the quality of assessment from within an organisation or assessment centre.

All learning outcomes in this unit must be assessed using methods appropriate to the candidate IQA's performance. These must include:

- observation of performance
- examining products of work
- questioning.

Direct evidence of this kind may be supplemented, where necessary, by discussion, reflective accounts or witness testimony.

Simulations are not allowed.

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 learning outcome or assessment criterion.

Evidence must come from the IQA candidate's performance in the work environment. There must be evidence of the IQA candidate monitoring a minimum of two assessors, each with a minimum of two candidates of their own, through components of a qualification.

#### **Unit 8 Plan, allocate and monitor the quality of work in own area of responsibility**

The aim of this unit is to assess performance in leading the work of a team responsible for the internal quality assurance within an organisation or assessment centre.

All learning outcomes in this unit must be assessed using methods appropriate to the candidate IQA's performance. These must include:

- observation of performance
- examining products of work
- questioning.

Direct evidence of this kind may be supplemented, where necessary, by discussion, reflective accounts or witness testimony.

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 learning outcome or assessment criterion.

Evidence must come from performance in the work environment.

# Section four: External quality assurance qualifications

## Level 4 Award in Understanding the External Quality Assurance of Assessment Processes and Practice

### 1 Overview

This qualification is intended for those who wish to gain an understanding of the principles and practices of external quality assurance without any requirement to practice.

### 2 Rules of Combination

Qualification Title:		Level 4 Award in Understanding the External Quality Assurance of Assessment Processes and Practice	
Credit Value:	6		
Minimum credit to be achieved at, or above, the level of the qualification:	6		
Mandatory units (credit value 6)			
Unit Title	Credits	Level	
6 Understanding the principles and practices of externally assuring the quality of assessment	6	4	

### 3 Evidence Requirements and Assessment Guidance

#### Unit 6 Understanding the principles and practices of externally assuring the quality of assessment

The aim of this unit is to assess knowledge and understanding of the principles and practices that underpin the external quality assurance of assessment.

All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding.

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 assessment criterion.

# Level 4 Award in Externally Assuring the Quality of Assessment Processes and Practice

## 1 Overview

This qualification is intended for those who maintain the quality of assessment from outside an organisation or assessment centre, usually on behalf of an awarding organisation.

## 2 Rules of Combination

Qualification Title:		Level 4 Award in Externally Assuring the Quality of Assessment Processes and Practice	
Credit Value:	12		
Minimum credit to be achieved at, or above, the level of the qualification:	12		
Mandatory units (credit value 12)			
Unit Title	Credits		Level
6 Understanding the principles and practices of externally assuring the quality of assessment	6		4
7 Externally assure the quality of assessment	6		4

## 3 Evidence requirements and assessment guidance

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 'Externally assure the quality of assessment' might provide some evidence for 'Understanding the principles and practices of externally assuring the quality of assessment'. However, it is essential that evidence for the assessment criteria in each unit is also identified individually.

## **Unit 6 Understanding the principles and practices of externally assuring the quality of assessment**

The aim of this unit is to assess knowledge and understanding of the principles and practices that underpin the external quality assurance of assessment.

All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding.

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 assessment criterion.

## **Unit 7 Externally assure the quality of assessment**

The aim of this unit is to assess performance in assuring the quality of assessment from outside an organisation or assessment centre, usually on behalf of an awarding organisation.

All learning outcomes in this unit must be assessed using methods appropriate to the candidate EQA's 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.

Simulations are not allowed.

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 learning outcome or assessment criterion.

Evidence must come from performance in the work environment. There must be evidence of carrying out at least two external centre visits, including the preparation for and actions after the actual visit itself.

# Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice

## 1 Overview

This qualification is intended for those who lead a team of people responsible for assuring the quality of assessment from outside an organisation or assessment centre, usually on behalf of an awarding organisation.

## 2 Rules of Combination

Qualification Title:		Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice	
Credit Value:	17		
Minimum credit to be achieved at, or above, the level of the qualification:	17		
Mandatory units (credit value 17)			
Unit Title	Credits		Level
6 Understanding the principles and practices of externally assuring the quality of assessment	6		4
7 Externally assure the quality of assessment	6		4
8 Plan, allocate and monitor the quality of work in own area of responsibility	5		4

## 3 Evidence Requirements and Assessment Guidance

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 'Externally assure the quality of assessment' might provide some evidence for 'Understanding principles and practices of externally assuring the quality of assessment'. In the same way, some evidence from 'Externally 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.

## **Unit 6 Understanding the principles and practices of externally assuring the quality of assessment**

The aim of this unit is to assess knowledge and understanding of the principles and practices that underpin the external quality assurance of assessment.

All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding.

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.

## **Unit 7 Externally assure the quality of assessment**

The aim of this unit is to assess performance in assuring the quality of assessment from outside an organisation or assessment centre, usually on behalf of an awarding organisation.

All learning outcomes in this unit must be assessed using methods appropriate to the candidate EQA's performance. These must include:

- observation of performance
- examining products of work
- questioning.

Direct evidence of this kind may be supplemented, where necessary, by discussion, reflective accounts or witness testimony.

Simulations are not allowed.

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.

Evidence must come from performance in the work environment. There must be evidence of carrying out at least two external centre visits, including the preparation for and actions after the actual visit itself.

## **Unit 8 Plan, allocate and monitor the quality of work in own area of responsibility**

The aim of this unit is to assess performance in leading the work of a team responsible for the external quality assurance of assessment centres.

All learning outcomes in this unit must be assessed using methods appropriate to the candidate EQA's performance. These must include:

- observation of performance
- examining products of work
- questioning.

Direct evidence of this kind may be supplemented, where necessary, by discussion, reflective accounts or witness testimony.

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.

Evidence must come from performance in the work environment.



# Section five: Assessment Strategy

## ASSESSMENT STRATEGY

**Please note: what follows are Lifelong Learning UK requirements for the qualifications described in this booklet. They are not the requirements of the Regulators, Sector Skills Councils or awarding organisations for other qualifications and should not be applied to them. These will be covered by Assessment Strategies relevant to those qualifications.**

### 1 Quality Assurance

Centres offering these qualifications must provide internal quality assurance to ensure assessment meets all awarding organisation requirements and is standardised across individual assessors, assessment locations and learners. In addition, the awarding organisation must ensure there is a robust system of external quality assurance to ensure quality and standardisation across centres.

Awarding organisations should apply appropriate risk rating measures to individual assessment centres and ensure that robust quality assurance systems are in place to manage these risks on an individual basis.

Lifelong Learning UK will also expect the different awarding organisations offering these qualifications to meet on a regular basis through an Awarding Organisation Forum to compare practice and identify issues of concern.

### 2 Requirements for Assessors

All those who assess these qualifications must:

- already hold the qualification (or previous equivalent qualification) they are assessing and have successfully assessed learners for other qualifications; if assessing quality assurance roles, they 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
- hold one of the following 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 candidate performance using a range of methods, *or*
  - D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence.
- show current evidence of continuing professional development in assessment and quality assurance.

### 3 Requirements for Internal Quality Assurance

All those who quality assure these qualifications internally 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 candidate performance using a range of methods, *or*
  - D32 Assess candidate performance and D33 Assess candidate 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.
- show current evidence of continuing professional development in assessment and quality assurance.

### 4 Requirements for External Quality Assurance

All those who externally quality assure these qualifications 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 candidate performance using a range of methods, *or*
  - D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence.
- hold one of the following external quality assurance qualifications or their recognised equivalent:
  - the Level 4 Award in Externally Assuring the Quality of Assessment Processes and Practice, *or*
  - the Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice, *or*
  - V2 Conduct external quality assurance of the assessment process, *or*
  - D35 Externally verify the assessment process.

- show current evidence of continuing professional development in assessment and quality assurance.

Best practice would suggest that external quality assurance staff should also hold an appropriate internal quality assurance qualification, either:

- 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.

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# Section six: Units of Assessment

## UNITS OF ASSESSMENT

### 1 Understanding the principles and practices of assessment

<b>Title:</b>	Understanding the principles and practices of assessment	
<b>Level:</b>	3	
<b>Credit value:</b>	3	
<b>Learning outcomes</b> <i>The learner will:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1. Understand the principles and requirements of assessment	1.1 explain the functions of assessment in learning and development 1.2 define the key concepts and principles of assessment 1.3 explain the responsibilities of the assessor 1.4 identify the regulations and requirements relevant to assessment in own area of practice	
2. Understand different types of assessment method	2.1 compare the strengths and limitations of a range of assessment methods with reference to the needs of individual learners	
3. Understand how to plan assessment	3.1 summarise key factors to consider when planning assessment 3.2 evaluate the benefits of using a holistic approach to assessment 3.3 explain how to plan a holistic approach to assessment 3.4 summarise the types of risks that may be involved in assessment in own area of responsibility 3.5 explain how to minimise risks through the planning process	

<p>4. Understand how to involve learners and others in assessment</p>	<p>4.1 explain the importance of involving the learner and others in the assessment process</p> <p>4.2 summarise types of information that should be made available to learners and others involved in the assessment process</p> <p>4.3 explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning</p> <p>4.4 explain how assessment arrangements can be adapted to meet the needs of individual learners</p>
<p>5. Understand how to make assessment decisions</p>	<p>5.1 explain how to judge whether evidence is:</p> <ul style="list-style-type: none"> <li>• sufficient</li> <li>• authentic</li> <li>• current</li> </ul> <p>5.2 explain how to ensure that assessment decisions are:</p> <ul style="list-style-type: none"> <li>• made against specified criteria</li> <li>• valid</li> <li>• reliable</li> <li>• fair</li> </ul>
<p>6. Understand quality assurance of the assessment process</p>	<p>6.1 evaluate the importance of quality assurance in the assessment process</p> <p>6.2 summarise quality assurance and standardisation procedures in own area of practice</p> <p>6.3 summarise the procedures to follow when there are disputes concerning assessment in own area of practice</p>
<p>7. Understand how to manage information relating to assessment</p>	<p>7.1 explain the importance of following procedures for the management of information relating to assessment</p> <p>7.2 explain how feedback and questioning contribute to the assessment process</p>

8. Understand the legal and good practice requirements in relation to assessment	<p>8.1 explain legal issues, policies and procedures relevant to assessment, including those for confidentiality, health, safety and welfare</p> <p>8.2 explain the contribution that technology can make to the assessment process</p> <p>8.3 evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment</p> <p>8.4 explain the value of reflective practice and continuing professional development in the assessment process</p>
Additional information about the unit	
Unit aim(s)	<p>The aim of this unit is to assess the learning and development practitioner's knowledge and understanding of the principles and practices of assessment.</p> <p>'Practitioner' means anyone with a learning and development responsibility as the whole or a part of their role.</p>
Unit expiry date	TBA
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	Learning and Development NOS Standard 9: Assess learner achievement.
Details of the relationship between the unit and other standards or curricula (if appropriate)	
Assessment requirements specified by a sector or regulatory body (if appropriate)	
Endorsement of the unit by a sector or other appropriate body (if required)	Lifelong Learning UK
Location of the unit within the subject/sector classification system	13 Education and Training 13.2 Direct Learning Support
Name of the organisation submitting the unit	Lifelong Learning UK
Availability for use	Shared
Availability for delivery	TBA
Guided Learning Hours	24





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## 2 Assess occupational competence in the work environment

<b>Title:</b>	Assess occupational competence in the work environment	
<b>Level:</b>	3	
<b>Credit value:</b>	6	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<b><i>The learner will:</i></b>	<b><i>The learner can:</i></b>	
1. Be able to plan the assessment of occupational competence	1.1 plan assessment of occupational competence based on the following methods: <ul style="list-style-type: none"> <li>• observation of performance in the work environment</li> <li>• examining products of work</li> <li>• questioning the learner</li> <li>• discussing with the learner</li> <li>• use of others (witness testimony)</li> <li>• looking at learner statements</li> <li>• recognising prior learning</li> </ul> 1.2 communicate the purpose, requirements and processes of assessing occupational competence to the learner 1.3 plan the assessment of occupational competence to address learner needs and current achievements 1.4 identify opportunities for holistic assessment	
2. Be able to make assessment decisions about occupational competence	2.1 use valid, fair and reliable assessment methods including: <ul style="list-style-type: none"> <li>• observation of performance</li> <li>• examining products of work</li> <li>• questioning the learner</li> <li>• discussing with the learner</li> <li>• use of others (witness testimony)</li> <li>• looking at learner statements</li> <li>• recognising prior learning</li> </ul> 2.2 make assessment decisions of occupational competence against specified criteria 2.3 follow standardisation procedures 2.4 provide feedback to learners that affirms achievement and identifies any further implications for learning, assessment and progression	

3. Be able to provide required information following the assessment of occupational competence	3.1 maintain records of the assessment of occupational competence, its outcomes and learner progress 3.2 make assessment information available to authorised colleagues 3.3 follow procedures to maintain the confidentiality of assessment information
4. Be able to maintain legal and good practice requirements when assessing occupational competence	4.1 follow relevant policies, procedures and legislation for the assessment of occupational competence, including those for health, safety and welfare 4.2 apply requirements for equality and diversity and, where appropriate, bilingualism, when assessing occupational competence 4.3 evaluate own work in carrying out assessments of occupational competence 4.4 maintain the currency of own expertise and competence as relevant to own role in assessing occupational competence
<b>Additional information about the unit</b>	
Unit aim(s)	The aim of this unit is to assess a learning and development practitioner's performance in carrying out assessments of occupational competence in a work environment. This unit requires evidence of using the following assessment methods: <ul style="list-style-type: none"> <li>• observation of performance in the work environment</li> <li>• examining products of work</li> <li>• questioning the learner</li> <li>• discussing with the learner</li> <li>• use of others (witness testimony)</li> <li>• looking at learner statements</li> <li>• recognising prior learning</li> </ul> 'Practitioner' means anyone with a learning and development responsibility as the whole or a part of their role.
Unit expiry date	TBA
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	Learning and Development NOS Standard 9: Assess learner achievement.
Details of the relationship between the unit and other standards or curricula (if appropriate)	

Assessment requirements specified by a sector or regulatory body (if appropriate)	<p>Evidence for all learning outcomes must come from carrying out assessments in a work environment. As a minimum, there must be <b>performance evidence</b> for the following assessment methods:</p> <ul style="list-style-type: none"> <li>• observation of performance in the work environment</li> <li>• examining products of work</li> <li>• questioning the learner</li> </ul> <p>Simulations are not allowed.</p> <p>Other forms of evidence will be acceptable for the remaining assessment methods:</p> <ul style="list-style-type: none"> <li>• discussing with the learner</li> <li>• use of others (witness testimony)</li> <li>• looking at learner statements</li> <li>• recognising prior learning</li> </ul>
Endorsement of the unit by a sector or other appropriate body (if required)	Lifelong Learning UK
Location of the unit within the subject/sector classification system	13 Education and Training 13.2 Direct Learning Support
Name of the organisation submitting the unit	Lifelong Learning UK
Availability for use	Shared
Availability for delivery	TBA
Guided Learning Hours	30

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### 3 Assess vocational skills, knowledge and understanding

<b>Title:</b>	Assess vocational skills, knowledge and understanding	
<b>Level:</b>	3	
<b>Credit value:</b>	6	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Be able to prepare assessments of vocational skills, knowledge and understanding	1.1 select methods to assess vocational skills, knowledge and understanding which address learner needs and meet assessment requirements, including: <ul style="list-style-type: none"> <li>• assessments of the learner in simulated environments</li> <li>• skills tests</li> <li>• oral and written questions</li> <li>• assignments</li> <li>• projects</li> <li>• case studies</li> <li>• recognising prior learning</li> </ul> 1.2 prepare resources and conditions for the assessment of vocational skills, knowledge and understanding 1.3 communicate the purpose, requirements and processes of assessment of vocational skills, knowledge and understanding to learners	
2. Be able to carry out assessments of vocational skills, knowledge and understanding	2.1 manage assessments of vocational skills, knowledge and understanding to meet assessment requirements 2.2 provide support to learners within agreed limitations 2.3 analyse evidence of learner achievement 2.4 make assessment decisions relating to vocational skills, knowledge and understanding against specified criteria 2.5 follow standardisation procedures 2.6 provide feedback to the learner that affirms achievement and identifies any further implications for learning, assessment and progression	

<p>3. Be able to provide required information following the assessment of vocational skills, knowledge and understanding</p>	<p>3.1 maintain records of the assessment of vocational skills, knowledge and understanding, its outcomes and learner progress</p> <p>3.2 make assessment information available to authorised colleagues as required</p> <p>3.3 follow procedures to maintain the confidentiality of assessment information</p>
<p>4. Be able to maintain legal and good practice requirements when assessing vocational skills, knowledge and understanding</p>	<p>4.1 follow relevant policies, procedures and legislation relating to the assessment of vocational skills, knowledge and understanding, including those for health, safety and welfare</p> <p>4.2 apply requirements for equality and diversity and, where appropriate, bilingualism</p> <p>4.3 evaluate own work in carrying out assessments of vocational skills, knowledge and understanding</p> <p>4.4 take part in continuing professional development to ensure current expertise and competence in assessing vocational skills, knowledge and understanding</p>
<p><b>Additional information about the unit</b></p>	
<p>Unit aim(s)</p>	<p>The aim of this unit is to assess a learning and development practitioner's performance in carrying out the assessment of vocational skills, knowledge and understanding outside of the work environment. Assessment methods include:</p> <ul style="list-style-type: none"> <li>• assessments of the learner in simulated environments</li> <li>• skills tests</li> <li>• oral and written questions</li> <li>• assignments</li> <li>• projects</li> <li>• case studies</li> <li>• recognising prior learning</li> </ul> <p>The unit does not require the design of assessments.</p> <p>'Practitioner' means anyone with a learning and development responsibility as the whole or a part of their role.</p>
<p>Unit expiry date</p>	<p>TBA</p>
<p>Details of the relationship between the unit and relevant national occupational standards (if appropriate)</p>	<p>Learning and Development NOS Standard 9: Assess learner achievement.</p>
<p>Details of the relationship between the unit and other standards or</p>	

curricula (if appropriate)	
Assessment requirements specified by a sector or regulatory body (if appropriate)	<p>Evidence for all learning outcomes must come from performance in the work environment. There must be evidence to cover all of the assessment methods listed in the unit. As a minimum, there must be <b>performance evidence</b> for at least three of the following assessment methods:</p> <ul style="list-style-type: none"> <li>• assessments of the learner in simulated environments</li> <li>• skills tests</li> <li>• oral and written questions</li> <li>• assignments</li> <li>• projects</li> <li>• case studies</li> <li>• recognising prior learning</li> </ul> <p>Other forms of evidence will be acceptable for the remaining assessment methods.</p>
Endorsement of the unit by a sector or other appropriate body (if required)	Lifelong Learning UK
Location of the unit within the subject/sector classification system	13 Education and Training 13.2 Direct Learning Support
Name of the organisation submitting the unit	Lifelong Learning UK
Availability for use	Shared
Availability for delivery	TBA
Guided Learning Hours	30



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

<b>Title:</b>	Understanding the principles and practices of internally assuring the quality of assessment	
<b>Level:</b>	4	
<b>Credit value:</b>	6	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<b><i>The learner will:</i></b>	<b><i>The learner can:</i></b>	
1. Understand the context and principles of internal quality assurance	1.1 explain the functions of internal quality assurance in learning and development 1.2 explain the key concepts and principles of the internal quality assurance of assessment 1.3 explain the roles of practitioners involved in the internal and external quality assurance process 1.4 explain the regulations and requirements for internal quality assurance in own area of practice	
2. Understand how to plan the internal quality assurance of assessment	2.1 evaluate the importance of planning and preparing internal quality assurance activities 2.2 explain what an internal quality assurance plan should contain 2.3 summarise the preparations that need to be made for internal quality assurance, including: <ul style="list-style-type: none"> <li>• information collection</li> <li>• communications</li> <li>• administrative arrangements</li> <li>• resources</li> </ul>	
3. Understand techniques and criteria for monitoring the quality of assessment internally	3.1 evaluate different techniques for sampling evidence of assessment, including use of technology 3.2 explain the appropriate criteria to use for judging the quality of the assessment process	
4. Understand how to internally maintain and improve the quality of assessment	4.1 summarise the types of feedback, support and advice that assessors may need to maintain and improve the quality of assessment 4.2 explain standardisation requirements in relation to assessment 4.3 explain relevant procedures regarding disputes about the quality of assessment	

5. Understand how to manage information relevant to the internal quality assurance of assessment	5.1 evaluate requirements for information management, data protection and confidentiality in relation to the internal quality assurance of assessment
6. Understand the legal and good practice requirements for the internal quality assurance of assessment	6.1 evaluate legal issues, policies and procedures relevant to the internal quality assurance of assessment, including those for health, safety and welfare 6.2 evaluate different ways in which technology can contribute to the internal quality assurance of assessment 6.3 explain the value of reflective practice and continuing professional development in relation to internal quality assurance 6.4 evaluate requirements for equality and diversity and, where appropriate, bilingualism, in relation to the internal quality assurance of assessment
<b>Additional information about the unit</b>	
Unit aim(s)	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. 'Practitioner' means anyone with a learning and development responsibility as the whole or a part of their role.
Unit expiry date	TBA
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	Learning and Development NOS Standard 11: Internally monitor and maintain the quality of assessment.
Details of the relationship between the unit and other standards or curricula (if appropriate)	
Assessment requirements specified by a sector or regulatory body (if appropriate)	
Endorsement of the unit by a sector or other appropriate body (if required)	Lifelong Learning UK
Location of the unit within the subject/sector classification system	13 Education and Training 13.2 Direct Learning Support
Name of the organisation submitting the unit	Lifelong Learning UK

Availability for use	Shared
Availability for delivery	TBA
Guided Learning Hours	45

## 5 Internally assure the quality of assessment

<b>Title:</b>	Internally assure the quality of assessment	
<b>Level:</b>	4	
<b>Credit value:</b>	6	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<b><i>The learner will:</i></b>	<b><i>The learner can:</i></b>	
1. Be able to plan the internal quality assurance of assessment	1.1 plan monitoring activities according to the requirements of own role 1.2 make arrangements for internal monitoring activities to assure quality	
2. Be able to internally evaluate the quality of assessment	2.1 carry out internal monitoring activities to quality requirements 2.2 evaluate assessor expertise and competence in relation to the requirements of their role 2.3 evaluate the planning and preparation of assessment processes 2.4 determine whether assessment methods are safe, fair, valid and reliable 2.5 determine whether assessment decisions are made using the specified criteria 2.6 compare assessor decisions to ensure they are consistent	
3. Be able to internally maintain and improve the quality of assessment	3.1 provide assessors with feedback, advice and support, including professional development opportunities, which help them to maintain and improve the quality of assessment 3.2 apply procedures to standardise assessment practices and outcomes	
4. Be able to manage information relevant to the internal quality assurance of assessment	4.1 apply procedures for recording, storing and reporting information relating to internal quality assurance 4.2 follow procedures to maintain confidentiality of internal quality assurance information	

<p>5. Be able to maintain legal and good practice requirements when internally monitoring and maintaining the quality of assessment</p>	<p>5.1 apply relevant policies, procedures and legislation in relation to internal quality assurance, including those for health, safety and welfare</p> <p>5.2 apply requirements for equality and diversity and, where appropriate, bilingualism, in relation to internal quality assurance</p> <p>5.3 critically reflect on own practice in internally assuring the quality of assessment</p> <p>5.4 maintain the currency of own expertise and competence in internally assuring the quality of assessment</p>
<p><b>Additional information about the unit</b></p>	
<p>Unit aim(s)</p>	<p>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.</p>
<p>Unit expiry date</p>	<p>TBA</p>
<p>Details of the relationship between the unit and relevant national occupational standards (if appropriate)</p>	<p>Learning and Development NOS Standard 11: Internally monitor and maintain the quality of assessment.</p>
<p>Details of the relationship between the unit and other standards or curricula (if appropriate)</p>	
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<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"> <li>• observation of performance</li> <li>• examining products of work</li> <li>• questioning</li> </ul> <p>Direct evidence of this kind may be supplemented, where necessary, by discussion, reflective accounts or witness testimony.</p> <p>Simulations are not allowed.</p>
<p>Endorsement of the unit by a sector or other appropriate body (if required)</p>	<p>Lifelong Learning UK</p>
<p>Location of the unit within the subject/sector classification system</p>	<p>13 Education and Training 13.2 Direct Learning Support</p>
<p>Name of the organisation submitting the unit</p>	<p>Lifelong Learning UK</p>

Availability for use	Shared
Availability for delivery	TBA
Guided Learning Hours	45

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## 6 Understanding the principles and practices of externally assuring the quality of assessment

<b>Title:</b>	Understanding the principles and practices of externally assuring the quality of assessment	
<b>Level:</b>	4	
<b>Credit value:</b>	6	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<b><i>The learner will:</i></b>	<b><i>The learner can:</i></b>	
1. Understand the context and principles of external quality assurance	1.1 analyse the functions of external quality assurance of assessment in learning and development 1.2 evaluate the key concepts and principles of external quality assurance of assessment 1.3 evaluate the roles of practitioners involved in the quality assurance process 1.4 explain the regulations and requirements for external and internal quality assurance in own area of practice	
2. Understand how to plan the external quality assurance of assessment	2.1 evaluate the importance of planning and preparing external quality assurance activities 2.2 explain what an external quality assurance plan should contain 2.3 summarise the preparations that need to be made for external quality assurance activities, including: <ul style="list-style-type: none"> <li>• information collection</li> <li>• communications</li> <li>• administrative arrangements</li> <li>• resources</li> </ul> 2.4 explain how to adapt external monitoring and evaluation approaches to meet customer need without compromising quality standards	
3. Understand how to externally evaluate the quality of assessment and internal quality assurance	3.1 explain the procedures for externally monitoring and evaluating internal quality assurance arrangements and practices 3.2 interpret the requirements for externally monitoring and evaluating internal assessment arrangements and practices 3.3 evaluate different techniques for externally sampling evidence of assessment, including those that use technology	

<p>4. Understand how to externally maintain and improve the quality of assessment</p>	<p>4.1critically compare the types of feedback, support and advice that internal assessment and quality assurance staff may need to maintain and improve the quality of assessment</p> <p>4.2evaluate standardisation requirements relevant to the external quality assurance of assessment</p> <p>4.3explain the importance of providing feedback, support and advice to internal assessment and quality assurance staff that is consistent with standardisation requirements</p> <p>4.4explain the relevant procedures to follow when there are disputes concerning quality assurance and assessment</p>
<p>5. Understand how to manage information relevant to external quality assurance</p>	<p>5.1evaluate the requirements for information management, data protection and confidentiality in relation to external quality assurance</p>
<p>6. Understand the legal and good practice requirements relating to external quality assurance</p>	<p>6.1evaluate legal issues, policies and procedures that are relevant to external quality assurance, including those for health, safety and welfare</p> <p>6.2critically compare different ways in which technology can contribute to external quality assurance</p> <p>6.3evaluate requirements for equality and diversity and, where appropriate, bilingualism, in relation to the external quality assurance of assessment</p> <p>6.4explain the value of reflective practice and continuing professional development in relation to external quality assurance</p>
<p><b>Additional information about the unit</b></p>	
<p>Unit aim(s)</p>	<p>The aim of this unit is to assess the knowledge and understanding a learning and development practitioner requires for the external quality assurance of assessment.</p>
<p>Unit expiry date</p>	<p>TBA</p>
<p>Details of the relationship between the unit and relevant national occupational standards (if appropriate)</p>	<p>Learning and Development NOS Standard 12: Externally monitor and maintain the quality of assessment.</p>
<p>Details of the relationship between the unit and other standards or curricula (if appropriate)</p>	
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	

Endorsement of the unit by a sector or other appropriate body (if required)	Lifelong Learning UK
Location of the unit within the subject/sector classification system	13 Education and Training 13.2 Direct Learning Support
Name of the organisation submitting the unit	Lifelong Learning UK
Availability for use	Shared
Availability for delivery	TBA
Guided Learning Hours	45

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## 7 Externally assure the quality of assessment

<b>Title:</b>	Externally assure the quality of assessment	
<b>Level:</b>	4	
<b>Credit value:</b>	6	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<b><i>The learner will:</i></b>	<b><i>The learner can:</i></b>	
1. Be able to plan the external quality assurance of assessment	1.1 plan procedures for the external quality assurance of assessment 1.2 communicate procedures for external quality assurance to the organisations and individuals concerned 1.3 ensure arrangements and resources are in place for external monitoring and evaluation	
2. Be able to externally evaluate internal quality assurance and assessment	2.1 carry out monitoring activities to quality requirements 2.2 evaluate the quality of internal quality assurance systems 2.3 evaluate the quality of internal administrative arrangements 2.4 evaluate the quality of internal staffing and internal staff expertise and competence 2.5 determine whether assessment arrangements, methods and decisions meet quality requirements	
3. Be able to maintain and improve internal quality assurance processes	3.1 provide staff with feedback, advice and support which help them maintain and improve the quality of assessment 3.2 apply procedures for the standardisation of assessment practices and outcomes	
4. Be able to manage information relevant to the external quality assurance of assessment	4.1 apply procedures for recording, storing, reporting information relating to external quality assurance 4.2 apply procedures to maintain confidentiality of information relating to external quality assurance	
5. Be able to maintain legal and good practice requirements when externally monitoring and maintaining the quality of assessment	5.1 apply policies, procedures and legislation relevant to the external quality assurance of assessment, including those for health, safety and welfare 5.2 apply requirements for equality and diversity and, where appropriate, bilingualism, to the external quality assurance of assessment 5.3 critically reflect on own practice in externally assuring the quality of assessment 5.4 maintain the currency of own expertise and competence as relevant to external quality assurance	

<b>Additional information about the unit</b>	
Unit aim(s)	The aim of this unit is to assess the performance of a learning and development practitioner with responsibility for the external quality assurance of assessment – usually an external verifier.
Unit expiry date	TBA
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	Learning and Development NOS Standard 12: Externally monitor and maintain the quality of assessment.
Details of the relationship between the unit and other standards or curricula (if appropriate)	
Assessment requirements specified by a sector or regulatory body (if appropriate)	<p>All learning outcomes in this unit must be assessed using methods appropriate to the candidate EQA's performance. These must include:</p> <ul style="list-style-type: none"> <li>• observation of performance</li> <li>• examining products of work</li> <li>• questioning</li> </ul> <p>Direct evidence of this kind may be supplemented, where necessary, by professional discussion, reflective accounts or witness testimony.</p> <p>Simulations are not allowed.</p>
Endorsement of the unit by a sector or other appropriate body (if required)	Lifelong Learning UK
Location of the unit within the subject/sector classification system	13 Education and Training 13.2 Direct Learning Support
Name of the organisation submitting the unit	Lifelong Learning UK
Availability for use	Shared
Availability for delivery	TBA
Guided Learning Hours	30

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## 8 Plan, allocate and monitor work in own area of responsibility

<b>Title:</b>	Plan, allocate and monitor work in own area of responsibility	
<b>Level:</b>	4	
<b>Credit value:</b>	5	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<b><i>The learner will:</i></b>	<b><i>The learner can:</i></b>	
1. Be able to produce a work plan for own area of responsibility.	1.1 Explain the context in which work is to be undertaken. 1.2 Identify the skills base and the resources available. 1.3 Examine priorities and success criteria needed for the team. 1.4 Produce a work plan for own area of responsibility.	
2. Be able to allocate and agree responsibilities with team members.	2.1 Identify team members' responsibilities for identified work activities. 2.2 Agree responsibilities and SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives with team members.	
3. Be able to monitor the progress and quality of work in own area of responsibility and provide feedback.	3.1 Identify ways to monitor progress and quality of work. 3.2 Monitor and evaluate progress against agreed standards and provide feedback to team members.	
4. Be able to review and amend plans of work for own area of responsibility and communicate changes.	4.1 Review and amend work plan where changes are needed. 4.2 Communicate changes to team members.	
<b>Additional information about the unit</b>		
Unit aim(s)	This unit helps learners to plan, allocate and monitor work in own area of responsibility, and make any necessary changes to original work plans.	
Unit expiry date	TBA	
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	MSC D6 Allocate and monitor the progress and quality of work in your area of responsibility	



Details of the relationship between the unit and other standards or curricula (if appropriate)	
Assessment requirements specified by a sector or regulatory body (if appropriate)	
Endorsement of the unit by a sector or other appropriate body (if required)	Management Standards Centre
Location of the unit within the subject/sector classification system	15.3
Name of the organisation submitting the unit	TBA
Availability for use	Shared
Guided Learning Hours	TBA