
Handbook

QAA04 – VTCT (Skillsfirst) Level 4 Award in the Internal
Quality Assurance of Assessment Processes and
Practice (RQF)

501/1748/8

About Skillsfirst

VTCT is a market-leading Awarding, Assessment and End-point Assessment (EPA) Organisation offering vocational and technical qualifications in a range of 'services to people' sectors.

The VTCT group of companies are comprised of three innovative awarding brands: VTCT, iTEC and Skillsfirst. Together they have over 2,500 approved centres in over 40 countries across the world.

The qualifications suite offered by VTCT (Skillsfirst) spans a range of sectors including Childcare, Business Services, Health & Social Care, Recruitment and Social Media.

For more information visit us at www.vtct.org.uk and www.skillsfirst.co.uk, contact our dedicated Customer Support Team via email at customersupport@vtct.org.uk and customerservices@skillsfirst.co.uk or call 0121 270 5100

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1 Qualification at a glance

Qualification title	VTCT (Skillsfirst) Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (RQF)
Qualification number	501/1748/8
Product code	QAA04
Age range	There are no age limits attached to learners undertaking this qualification, unless this is a legal requirement of the process or the environment.
Credits	12
Total Qualification Time (TQT)	120
Guided Learning (GL) hours	90
Assessment	To be awarded this qualification, learners must successfully achieve the following assessments: <ul style="list-style-type: none">• Portfolio of evidence• Skills-based assessment (if applicable)
Entry requirements	There are no formal entry requirements for learners undertaking this qualification; however centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place.
Legal considerations	There are no formal entry requirements for learners undertaking this qualification however, centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place.
Support materials	Support materials can be found on the website (if applicable)

2 Qualification information

2.1 Qualification aim and design

This VTCT (Skillsfirst) Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice is a practical based qualification. It is intended for individuals whose job role requires them to maintain the quality of assessment from within an organisation or assessment centre.

The units within this Award are based upon the LLUK Learning and Development National Occupational Standards. The qualification provides a national benchmark of good practice, capturing the skills, knowledge and experience needed to perform the key activities of internally quality assuring assessment.

2.2 Progression opportunities

On completion of individual qualification(s), learners may develop within the internal quality assurance role or progress either into leading a team of the internal quality assurance practitioners or onto teaching or direct delivery higher learning programmes.

Learners could progress onto the:

- VTCT (Skillsfirst) Level 5 NVQ Diploma in Management and Leadership (RQF)
- VTCT (Skillsfirst) Level 5 Diploma in Principles of Management and Leadership (RQF)

3 Qualification structure

To be awarded the VTCT (Skillsfirst) Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (RQF) learners must achieve all mandatory units. All **12** credits must be achieved.

The minimum TQT required to achieve this qualification is **120**.

Product code	Unit title	Level	Credit	Unit reference number
Mandatory units (Group M)				
AV04	Understanding the principles and practices of internally assuring the quality of assessment	4	6	T/601/5320
AV05	Internally assure the quality of assessment	4	6	A/601/5321

4 Centre requirements

4.1 Resources

Centres must possess the physical resources needed to support the delivery of the programme and the assessment of knowledge and skills, which should therefore be of industry standard. Where specific resources are required these have been indicated in individual units.

4.2 Occupational expertise of those who assess and quality assure assessments

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 learner performance using a range of methods, or
 - D32 Assess learner performance and D33 Assess learner using differing sources of evidence.
- show current evidence of continuing professional development in assessment and 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 learner performance using a range of methods, or
 - D32 Assess learner performance and D33 Assess learner using differing sources of evidence.
- hold one of the following internal quality assurance qualifications or their recognised equivalent:
 - the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice, or
 - the Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice, or
 - V1 Conduct internal quality assurance of the assessment process, or
 - D34 Internally verify the assessment process.
- show current evidence of continuing professional development in assessment and quality assurance

4.3 Continuous professional development (CPD)

The sector requires all assessors and those carrying out quality assurance to maintain current assessment and quality assurance competence as necessary to deliver these functions. The LLUK recognises this can be achieved in many ways but must be recorded in individual continual professional development (CPD) records that are maintained in Lifelong Learning assessment centres.

4.4 Total Qualification Time (TQT)

Each qualification has a Total Qualification Time (TQT) value based on the total number of hours learning required to achieve it. The TQT value reflects the number of supervised learning hours required to achieve the knowledge and assessment requirements, plus the length of time a learner would need to take to achieve the skills and capabilities to be deemed competent. All RQF qualifications are subject to an evaluation process to determine their fitness-for-purpose.

5 Assessment

5.1 Summary of assessment methods

For this qualification, learners will be required to provide a portfolio of evidence for each unit.

5.2 Recognition of prior learning (RPL)

RPL is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a component of a qualification through knowledge, understanding or skills that they already possess and do not need to develop through a course of learning. Should any opportunities for RPL be identified, it is important that a complete process of recognising prior experience and learning is undertaken, by ensuring that:

- it covers relevant or appropriate experience for previous activities, as well as accredited learning and qualifications
- it is incorporated into the assessment planning, with details of how this will take place
- mapping of prior learning to the national occupational standards to identify gaps is documented and auditable
- assessment methods or processes for recognising prior experience and learning, are documented and made available to the external verifier
- the audit trail covers the whole process and methodology of RPL
- the authenticity and currency of presented evidence is established by the assessor

This evidence will need to be referenced clearly on recording documentation and will need to be appropriately authenticated and validated, perhaps by an employer or expert witness. Assessment must be valid and reliable to ensure the integrity of the award. The evidence gathered must meet the standards of the qualification or component and the assessment process must be subject to the same quality assurance procedures as any other assessment process.

In summary, evidence submitted to the RPL process must:

- be authentic and prove conclusively that RPL is based on the learner's own work;
- meet the requirements of the current the skills and knowledge requirements and be appropriate to the content of the component or qualification being considered for RPL;
- be sufficient to conclusively prove consistency of learner performance in meeting the skills and knowledge requirements

5.3 Assessing performance

Assessment of individual units of the Level 3 and 4 assessor and quality assurance qualifications are detailed within the evidence requirements and assessment guidance for each unit.

5.4 Simulation

Simulation may be used for Level 3 and 4 assessor and quality assurance qualifications AUA03 and QUA04. For further details, please see the evidence requirements and assessment guidance for each unit.

6 Units

Unit Handbook

AV04 – Understanding the principles and practices of internally assuring the quality of assessment

Unit reference number: T/601/5320

Level: 4

Credit value: 6

Guided Learning (GL) hours: 45

Unit aim

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.

Learning outcomes

There are six outcomes to this unit. The learner will:

LO1 Understand the context and principles of internal quality assurance

LO2 Understand how to plan the internal quality assurance of assessment

LO3 Understand techniques and criteria for monitoring the quality of assessment internally

LO4 Understand how to internally maintain and improve the quality of assessment

LO5 Understand how to manage information relevant to the internal quality assurance of assessment

LO6 Understand the legal and good practice requirements for the internal quality assurance of assessment

Unit content

Evidence requirements and assessment guidance

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.

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

This unit is linked to the National Occupational Standards for Learning and Development Standard 11: Internally monitor and maintain the quality of assessment.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Lifelong Learning UK (LLUK), the sector skills council for learning and development.

Functional skills

This unit could contribute towards the Functional Skills in the following areas:

- English Level 2
- Mathematics Level 2
- ICT Level 1

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 Understand how to plan the internal quality assurance of assessment	2.1 Evaluate the importance of planning and preparing internal quality assurance activities
	2.2 Explain what an internal quality assurance plan should contain
	2.3 Summarise the preparations that need to be made for internal quality assurance, including: <ul style="list-style-type: none"> • information collection • communications • administrative arrangements • resources

Learning Outcome	Assessment Criteria
LO3 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

Learning Outcome	Assessment Criteria
LO4 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

Learning Outcome	Assessment Criteria
LO5 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

Learning Outcome	Assessment Criteria
LO6 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

AV04 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

AV05 – Internally assure the quality of assessment

Unit reference number: A/601/5321

Level: 4

Credit value: 6

Guided Learning (GL) hours: 45

Unit aim

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.

Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Be able to plan the internal quality assurance of assessment

LO2 Be able to internally evaluate the quality of assessment

LO3 Be able to internally maintain and improve the quality of assessment

LO4 Be able to manage information relevant to the internal quality assurance of assessment

LO5 Be able to maintain legal and good practice requirements when internally monitoring and maintaining the quality of assessment

Unit content

Evidence requirements and assessment guidance

The aim of this unit is to assess the learner'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 learner Internal Quality Assurance (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 IQA learner's performance in the work environment. There must be evidence of the IQA learner monitoring a minimum of two assessors, each with a minimum of two learners of their own, through components of a qualification.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the National Occupational Standards for Learning and Development Standard 11: Internally monitor and maintain the quality of assessment.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Lifelong Learning UK (LLUK), the sector skills council for learning and development.

Functional skills

This unit could contribute towards the Functional Skills in the following areas:

- English Level 2
- Mathematics Level 2
- ICT Level 1

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 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

Learning Outcome	Assessment Criteria
LO4 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

Learning Outcome	Assessment Criteria
LO5 Be able to maintain legal and good practice requirements when internally monitoring and maintaining the quality of assessment	5.1 Apply relevant policies, procedures and legislation in relation to internal quality assurance, including those for health, safety and welfare
	5.2 Apply requirements for equality and diversity and, where appropriate, bilingualism, in relation to internal quality assurance
	5.3 Critically reflect on own practice in internally assuring the quality of assessment
	5.4 Maintain the currency of own expertise and competence in internally assuring the quality of assessment

AV05 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

QAA04 Document History

Version	Issue Date	Changes	Role
v6	10/02/2023	Formatting and re-branding. No content amendment.	Data Administrator