



AoFA Qualifications

Level 4 Award in the External Quality Assurance of Assessment Processes and Practice (RQF)



Qualification Introduction

This qualification is intended for those who want to be involved in carrying out external quality assurance of assessment of outside organisations or assessment centres. Anyone achieving this award will have the ability to demonstrate their competence in to perform external quality assurance activities.

Key facts:

Level:	4
Contact classroom hours:	n/a
Guided learning hours (GLH):	75
Number of units:	2
Credits:	12
Qualification number:	601/6154/1
Regulated Qualifications Framework (RQF) approved:	Yes
Resources available:	Supporting PowerPoint presentation, scheme of work and advertising leaflet.
Assessment methods:	One assignment or professional discussion or portfolio of evidence.
Certificate validity:	Lifelong
Resources:	There are not any specific resource requirements for this qualification. However, AoFAQ strongly advises that teaching and development of subject content and associated skills be referenced to real vocational situations, through the utilisation of appropriate work-based contact, vocationally experienced delivery personnel, and real life case studies. Learners should be encouraged to read around the subject and have an appropriate knowledge of the application of the appropriate legislation (e.g. Health and Safety). In addition, each unit will contain guidance on the resources required. Staff conducting assessments must fully understand the requirements of these qualifications. Centres should ensure that appropriate physical resources are made available to Learners.
Assessment:	This qualification is pass/fail. This qualification is internally assessed and internally quality assured by centre staff and externally quality assured by an EQA.
Certificate validity:	AoFAQ will notify you at least six months before the qualification closes for entries.

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	This information is available on Ofqual's register of accredited qualifications.
Unique Learner Number (ULN):	It is an Ofqual requirement that Awarding Bodies must capture the Unique Learner Number (ULN) for all learners in England and Wales, who have claimed certification for the Level 4 Award in Understanding the Principles and Practices of Externally Assuring the Quality of Assessment qualification. Where a learner has a ULN, you should enter their number in the ULN field of the entry form. Further information about this can be found in the Learning Record Service (LRS) website.

Version control:	AoFAQ Level 4 Award in the External Quality Assurance of Assessment Processes and Practice (RQF)
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Section 1 - Introduction to the Qualification:

This section covers:

- 1.1 The aim of this qualification
- 1.2 The qualification structure
- 1.3 Entry requirements
- 1.4 Target audience
- 1.5 Requalification requirements
- 1.6 Learner progression

1.1 The Aim of this Qualification

The aim of this qualification is to provide learners with the underpinning knowledge of the role and responsibilities of the external quality assurer (EQA) and demonstrate competence in performance of a learning and development practitioner with responsibility for the external quality assurance of assessment, usually as an EQA.

1.2 Qualification Structure:

- The ***AoFAQ Level 4 Award in the External Quality Assurance of Assessment Processes and Practice (RQF) (Credit Value – 12) qualification consists of two mandatory units:***
 - Unit 1 - Understanding the Principles and Practices of Externally assuring the Quality of Assessment (Level 4 - Credit Value 6)
 - Unit 2 - Externally Assure the Quality of Assessment (Level 4 - Credit Value 6)

1.3 Entry Requirements:

This qualification is designed for learners aged 19 and above. There are not any specific recommended prior learning requirements for this qualification. However, learners might find it helpful if they have achieved a Level 3 qualification in Assessment or Level 4 Internal Quality Assurance and a qualification in management and learners should be working in the education and training field or aspire to do so.

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

1.4 Target Audience:

This qualification is aimed at anyone who has an interest in quality assurance within an assessment centre or training department. Examples include and are not exhaustive:

- Newly appointed EQAs
- EQAs who have achieved the legacy EQA qualification as part of their CPD (e.g. D35 and V2)

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- Managers who carry out a quality assurance function within an assessment centre or training department.
- Team leaders managing other IQAs or within an assessment centre or training.
- Teachers, Lecturers, Examiners and Moderators carrying out EQA duties for an organisation other than their own.

1.5 Requalification Requirements:

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

1.6 Learner Progression:

Learners achieving this qualifications can progress onto:

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

Section 2 - Qualification Delivery Requirements:

This section covers:

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

2.1 The Role of the Assessor:

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

2.2 The Responsibilities of an Assessor:

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

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

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

2.3 Acceptable Assessor Qualifications and Experience:

All those who assess this qualifications must:

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

2.4 The role of the IQA:

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

2.5 The responsibilities of an IQA:

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

- Maintain the integrity of the course
- Lead improvements
- Ensure assessors apply the qualification standards
- Plan and carry out sampling of assessed work
- Monitor subject delivery and assessment practice
- Interview learners and assessors

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- Advise and support tutors and assessors and plan their personal development
- Support tutors and assessors CPD
- Lead standardisation activities
- Take part in CPD
- Liaise with the EQA and implement EQA action points
- Chair meetings
- Deal with assessment appeals and complaints

2.6 Acceptable IQA qualifications and experience:

All those who IQA this qualification must:

- Have up-to-date working knowledge and experience of best practice in assessment and quality assurance
- Hold one of the following assessor qualifications or their recognised equivalent:
 - the Level 3 Award in Assessing Competence in the Work Environment, or
 - the Level 3 Certificate in Assessing Vocational Achievement, or
 - A1 Assess learner performance using a range of methods, or
 - D32 Assess learner performance and D33 Assess learner using differing sources of evidence
- Hold one of the following internal quality assurance qualifications or their recognised equivalent:
 - the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice, or
 - the Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice, or
 - V1 Conduct internal quality assurance of the assessment process, or
 - D34 Internally verify the assessment process
 - A Level 4 in External Quality Assurance of the Assessment process or its recognised equivalent
- Demonstrate current evidence of continuing professional development in assessment and quality assurance through an annual CPD record consisting of at least 30 hours

2.7 Equipment and venue requirements:

AV Equipment and training aids	Sufficient Audio Visual equipment and training aids should be available to facilitate learning using varying teaching methods.
Learning materials	Learners should be provided with clear and accurate reference books/handouts covering the topics included in the qualification.

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Training Venue

The training venue must meet acceptable health and safety standards and be conducive to learning.

2.8 Learning materials:

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

2.9 Unique Learner Number (ULN) requirements:

It is an Ofqual requirement that Awarding Bodies must capture the Unique Learner Number (ULN) for all learners in in England and Wales, who have claimed certification for the Level 4 Award in Understanding the Principles and Practices of Externally Assuring the Quality of Assessment qualification. Where a learner has a ULN, you should enter their number in the ULN field of the entry form. Further information about this can be found in the [Learning Record Service \(LRS\)](#) website. Further guidance on this can be found in the Awarding Organisation’s Centre Compliance Manual.

Section 3 - Assessment:

This section covers:

- 3.1 Assessment Overview
- 3.2 Assessment Approach
- 3.3 Assessing Learners Against the Assessment Criteria
- 3.4 Initial Assessment of Learners
- 3.5 Assessment Planning
- 3.6 Claiming Certificates
- 3.7.1 Unit Summaries
- 3.7.2 Active Verbs
- - Learning outcomes, assessment criteria and assessment guidance against the two mandatory units for this qualification:
 - 3.7.1 Unit 1 - Understanding the Principles and Practices of Externally Assuring the Quality of Assessment
 - 3.7.2 Unit 2 - Externally Assure the Quality of Assessment

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3.1 Assessment overview:

The purpose of the qualification's assessment is to determine if the learner has gained sufficient underpinning knowledge and demonstrated to adequately meet the criteria within the two mandatory units for the qualification.

Further guidance on the assessment process is provided below.

3.2 Assessment approach:

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

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

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

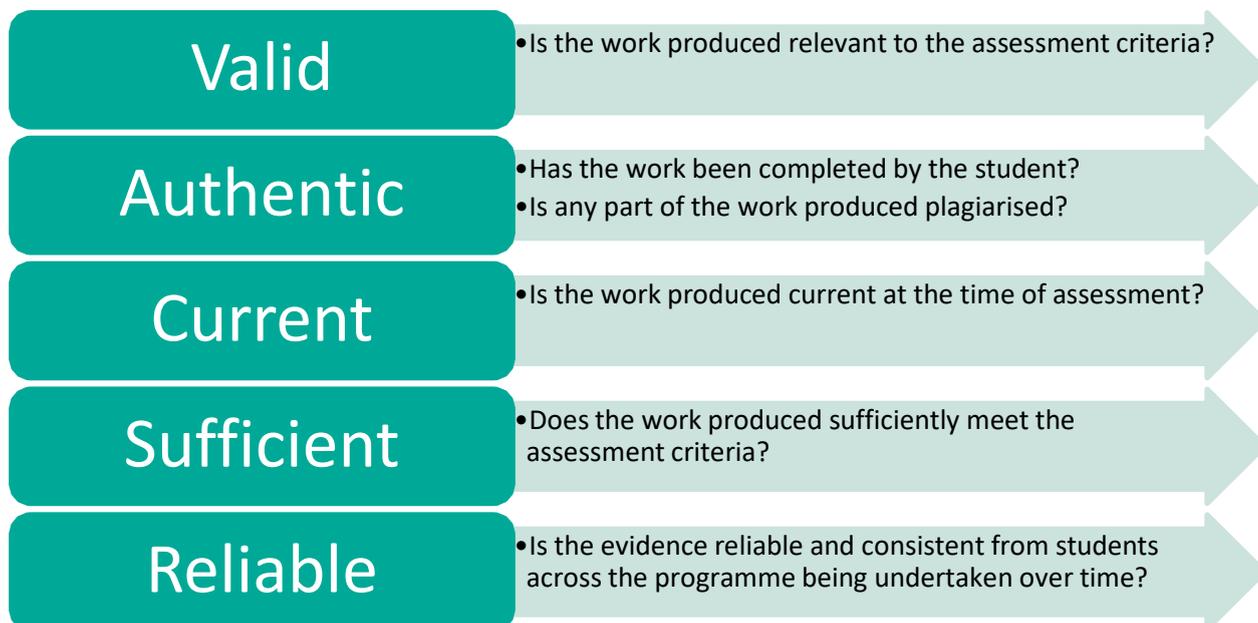
The responsibility for providing adjustments to assessment is one which is shared between AoFAQ and the centre. Centre staff should consult the Joint Council of Qualifications' (JCQ) booklet Access Arrangements, Reasonable Adjustments and Special Consideration available from the [JCQ website](#). This document should also be referred to for those learners who may require a post examination adjustment, special consideration (to reflect temporary illness, indisposition or injury), at the time of the examination/assessment. Further guidance on assessment requirements can be found in the Awarding Organisation's Centre Compliance Manual.

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3.3 Assessing learners against the assessment criteria

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



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

There is no requirement for each learning outcome within the 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 the unit. However, it is essential that evidence for the assessment criteria in the unit is also identified individually.

3.4 Initial assessment of learners

It is important for centres to carry out some form of initial assessment that identifies what competence and knowledge a learner already has and the gaps that they need to look at. This will help with planning the assessment as it allows assessors to decide and assist learners with where best to start collecting evidence. It will also identify units which learners might have difficulty in achieving.

3.5 Assessment planning

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

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agreeing a number of issues with learners including:

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

3.6 Claiming certificates

Learners who achieve the full qualification will receive a certificate giving the full qualification title listing the unit achieved with their related credit value

Learners achieving one or more units but who do not meet the credit requirements for a full certificate will receive a certificate listing the units they have achieved along with their credit value.

Certificates will be issued directly to the centre for successful learners. In order to ensure that these are automatically issued centres must ensure that the AoFAQ learner number is always used where a learner has already achieved one or more units.

If a replacement certificate is required a request must be made to the Awarding Organisation.

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3.7.1 Unit Summaries

Unit No.	Ofqual's Unit Accreditation No.	Title	Aim <i>'Practitioner' means anyone with a learning and development responsibility as the whole or a part of their role.</i>	Level	GLH	Credit Value	Additional Information
1	F/601/5322	Understanding the Principles and Practices of Externally Assuring the Quality of Assessment	The aim of this unit is to assess the knowledge and understanding a learning and development practitioner requires for the external quality assurance of assessment.	4	45	6	<p>These units are mandatory for the following qualifications:</p> <ul style="list-style-type: none"> • AoFAQ L Level 4 Award In Understanding the External Quality Assurance of Assessment Processes and Practice (RQF) • Level 4 Award in Externally Assuring the Quality of Assessment and Practice (RQF) • Level 4 Certificate In Leading the External Quality Assurance of Assessment Processes and Practice (RQF) <p>They also form as optional units in the following qualification:</p> <ul style="list-style-type: none"> • Level 4 Certificate in Education and Training (RQF) • Level 5 Diploma In Education and Training (RQF)
2	J/601/5323	Externally Assure the Quality of Assessment	The aim of this unit is to assess the performance of a learning and development practitioner with responsibility for the external quality assurance of assessment – usually an EQA.	4	30	6	

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3.7.2 Active Verbs

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

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

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Interpret	<i>Demonstrate your understanding of an issue or topic. This can be the use of particular terminology by an author, or what the findings from a piece of research suggest to you.</i>
Critically compare	<i>Give your verdict as to what extent a statement or findings within a piece of research are true, or to what extent you agree with them</i>

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

Unit reference number:	<u>F/601/5322</u>
Qualification framework:	RQF
Title:	Understanding the Principles and Practices of Externally Assuring the Quality of Assessment
Guided learning hours:	45
Credit value:	6
Assessment Evidence requirements	<p>All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding.</p> <p>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.</p>

Learning outcome The learner will:	Assessment criteria The learner can:	Using a written assignment or a recorded guided discussion the learner may want to consider the following evidence (this is not exhaustive and Centre may want to discuss other relevant evidence with the AoFAQ EQA prior to programme delivery)
1. Understand the context and principles of external quality assurance	1.1 Analyse the functions of external quality assurance of assessment in learning and development	<ul style="list-style-type: none"> Through guided discussions or assignments or combination of the two and witness testimony, analysing: <ul style="list-style-type: none"> The purpose of external quality assurance What it measures and why What standard must be achieved and why Relevant regulatory requirements Through guided discussions or assignments or combination of the two and witness testimony, evaluating: <ul style="list-style-type: none"> The options for quality assuring different types of Centres. Regulatory and Awarding Organisations requirements Different types of qualifications and their assessment strategies The roles of Assessors, Tutors, Mentors, Teachers, IQA Personnel, EQA personnel, Standard setting bodies (i.e. Sector Skills Councils/Bodies, Inspection Bodies, Funding Agencies)
	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	

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	1.4 Explain the regulations and requirements for external monitoring and evaluation approaches to meet customer need without compromising quality standards	<ul style="list-style-type: none"> • Through guided discussions or assignments or combination of two and witness testimony, explaining: <ul style="list-style-type: none"> • Ofqual's General Conditions of Recognition and Regulatory arrangements for the RQF • Ofsted Common Inspection Framework • Learning Record Service • Awarding Organisation requirements • Own organisational policies and procedures in relation to EQA activities
2. Understand how to plan the external quality assurance of assessment	2.1 Evaluate the importance of planning and preparing external quality assurance activities	<ul style="list-style-type: none"> • Through guided discussions or assignments or combination of two and witness testimony, evaluating: <ul style="list-style-type: none"> • The importance and significance of external quality assurance • The timing of quality assurance to achieve the anticipated outcomes • Different methods of QA and when they are suitable • Who needs to be informed of plans and why • Regulatory and Awarding Organisation requirements
	2.2 Explain what an external quality assurance plan should contain	<ul style="list-style-type: none"> • Through guided discussions or assignments or combination of two and witness testimony, explaining: <ul style="list-style-type: none"> • Timescales for your planned EQA activities • What is to be reviewed and how during your EQA • Who you will expect to be involved in any EQA activity • Qualifications, units, criteria to be quality assured • Assessment and quality assurance personnel practice that will need to be quality assured • Learner cohorts that will need to be quality assured • Assessment sites that will need to be quality assured. • Assessment methods that will need to be quality assured
	2.3 Summarise the preparations that need to be made for external quality assurance activities, including: information collection communications administrative arrangements resources	<ul style="list-style-type: none"> • Through guided discussions or assignments or combination of two and witness testimony, summarising: <ul style="list-style-type: none"> • What information is required and who needs to be involved • Company policy and procedure • Regulatory and Awarding Organisation requirements • Staff time and associated costs • How to record outcomes
	2.4 Explain how to adapt external and internal quality assurance in own area of practice	<ul style="list-style-type: none"> • Through guided discussions or assignments or combination of two and witness testimony, explaining: <ul style="list-style-type: none"> • Different types of Centre • Differing requirements of different qualifications or assessment criteria. • How to measure the level of risk posed by any issues and how to mitigate the risk
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	<ul style="list-style-type: none"> • Through guided discussions or assignments or combination of two and witness testimony, explaining: <ul style="list-style-type: none"> • Observations of assessment practice and Interviews with the Centre's Management Team, IQAs, Assessors and Learners • Reviewing claims to competence and/or knowledge and understanding • Assessor records of Learner evidence and IQA records of internal quality assurance • Records of the use of different methods of assessments • How to take into account of <ul style="list-style-type: none"> • Ofqual's General Conditions of Recognition • Regulatory arrangements for the RQF

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		<ul style="list-style-type: none"> • Ofsted Common Inspection Framework • Learning Record Service • Awarding Organisation requirements • Own organisational policies and procedures
	3.2 Interpret the requirements for externally monitoring and evaluating internal assessment arrangements and practices	<ul style="list-style-type: none"> • Through guided discussions or assignments or combination of two and witness testimony, interpreting: <ul style="list-style-type: none"> • Comparison of assessment decisions against assessment criteria and learning outcomes of each unit • Identification of the most appropriate methods of assessment to use for individual learners in their particular environment • Comparison of decisions made by different assessors across units/types of evidence and IQA activities • How Assessors and IQAs take into account specific assessment strategies, Awarding Organisation and regulatory requirements • How Assessors and IQAs apply requirements for equality, diversity, inclusion, safeguarding and Health & Safety to the assessment process
	3.3 Evaluate different techniques for externally sampling evidence of assessment, including those that use technology	<ul style="list-style-type: none"> • Through guided discussions or assignments or combination of two and witness testimony, evaluating: <ul style="list-style-type: none"> • The difference between External Quality Assurance and Moderation • E-Learning • Open Source Software • Learning Management Systems • Web based applications • Hand held devices
4. Understand how to externally maintain and improve the quality of assessment	4.1 Critically 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	<ul style="list-style-type: none"> • Through guided discussions or assignments or combination of two and witness testimony, critically comparing: <ul style="list-style-type: none"> • The importance of giving constructive feedback • The need to create clear action plans with SMART objectives • The need explain complex regulations and requirements. • The need to share good practice. • The need to apply relevant sanction where appropriate
	4.2 Evaluate standardisation requirements relevant to the external quality assurance of assessment	<ul style="list-style-type: none"> • Through guided discussions or assignments or combination of two and witness testimony, evaluating: <ul style="list-style-type: none"> • How standardisation activities need to look at all aspects of programme delivery within a centre • What relevant CPD activities are appropriate
	4.3 Explain the importance of providing feedback, support and advice to internal assessment and quality assurance staff that is consistent with standardisation requirements	<ul style="list-style-type: none"> • Through guided discussions or assignments or combination of two and witness testimony, explaining: <ul style="list-style-type: none"> • The importance of providing constructive feedback after sampling decisions and observing assessment practices • The Importance of identifying Assessor an IQA development needs and advising on opportunities for continuous professional development • The importance of following the requirements of assessment strategies; Awarding Organisation and regulatory requirements and company policy and procedures • The importance of providing opportunities to compare practice/decisions with that of other assessors through standardisation • The importance of individual's skills and knowledge to the occupational competence requirements for assessors defined in the relevant assessment and IQA strategy
	4.4 Explain the relevant procedures to follow when there are disputes concerning quality assurance and assessment	

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		<ul style="list-style-type: none"> • Appeals or Grievance Policy and Procedure • Regulatory requirements • Awarding Organisation requirements • Company policy and procedure
5 Understand how to manage information relevant to the internal quality assurance of assessment	5.1 Evaluate requirements for information management, data protection and confidentiality in relation to the internal quality assurance of assessment	<ul style="list-style-type: none"> • Through guided discussions or assignments or combination of two and witness testimony, evaluating: <ul style="list-style-type: none"> • Options for safe and secure storage of information in different environments and the potential risks • Data Protection • Confidentiality
6. Understand the legal and good practice requirements relating to external quality assurance	6.1 Evaluate legal issues, policies and procedures that are relevant to external quality assurance, including those for health, safety and welfare	<ul style="list-style-type: none"> • Through guided discussions or assignments or combination of two and witness testimony, evaluating: <ul style="list-style-type: none"> • Data Protection • Safeguarding • Conflict of Interest • Equality of opportunity • Diversity • Health and Safety • Awarding Organisation and regulatory requirements • Company policy
	6.2 Critically compare different ways in which technology can contribute to external quality assurance	<ul style="list-style-type: none"> • Through guided discussions or assignments or combination of two and witness testimony, critically comparing: <ul style="list-style-type: none"> • Online security and Data Protection • Software packages • E-Learner • Learning Management Systems • Electronic portfolios • Web based applications
	6.3 Evaluate requirements for equality and diversity and, where appropriate, bilingualism, in relation to the external quality assurance of assessment	<ul style="list-style-type: none"> • Through guided discussions or assignments or combination of two and witness testimony, evaluating: <ul style="list-style-type: none"> • What the requirements are • How they apply to EQA • How they can be used to ensure fairness and consistency
	6.4 Explain the value of reflective practice and continuing professional development in relation to external quality assurance	<ul style="list-style-type: none"> • Through guided discussions or assignments or combination of two and witness testimony, explaining: <ul style="list-style-type: none"> • What standards of performance are required • Ways of obtaining feedback on performance • How to identify gaps in knowledge or skill levels that need to be addressed • Examples of learning that have been applied to develop practice

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3.7.2 Unit 2 - Externally assure the quality of assessment

Unit reference number:	<u>J/601/5323</u>
Qualification framework:	RQF
Title:	Externally assure the quality of assessment
Guided learning hours:	30
Credit value:	6
Assessment Evidence requirements	<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"> • observation of performance • examining products of work • questioning <p>Direct evidence of this kind may be supplemented, where necessary, by professional discussion, reflective accounts or witness testimony.</p> <p>Simulation is not allowed.</p> <p>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.</p> <p>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. 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.</p>

Learning outcome The learner will:	Assessment criteria The learner can:	Using a examples of product evidence the learner may want to consider the following evidence (this is not exhaustive and Centre may want to discuss other relevant evidence with the AoFAQ EQA prior to programme delivery)
1. Be able to plan the 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	<ul style="list-style-type: none"> • Forward plans with time scales can include: <ul style="list-style-type: none"> • All qualifications/units/modules/criteria • All Assessors/Trainers • All IQA personnel • All Learner groups • All assessment/training sites • All assessment/training methods • All stages of assessment/training

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	1.3 Ensure arrangements and resources are in place for external monitoring and evaluation	<ul style="list-style-type: none"> • Reviewing IQA practices and outcomes • What needs to be communicated, how, when and to whom
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	<ul style="list-style-type: none"> • Records of activities undertaken including: <ul style="list-style-type: none"> • Visits • Observation of assessment practice • Sampling of assessment decisions and evidence Reviewing assessment methods used • Reviewing quality assurance arrangements • Interviewing Assessors, IQA personnel, learners • Reviewing occupational competence requirements of assessment and IQA personnel • Reviewing policies and procedures • Comparing practice of IQA personnel against Awarding Organisation and Regulatory requirements Assessment strategy • Reviewing records maintained and comparing to requirements • Assessing findings against Awarding Organisation and Regulatory requirements Assessment strategy
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 3.3 Evaluate different techniques for externally sampling evidence of assessment, including those that use technology	<ul style="list-style-type: none"> • Records or observation of activities undertaken including: <ul style="list-style-type: none"> • Giving constructive feedback. • Advising on assessment methods, IQA practices, CPD opportunities. • Action planning and objective setting. • Explaining complex regulations and requirements. • Sharing good practice. • Applying relevant sanction where appropriate
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	<ul style="list-style-type: none"> • Through recorded guided discussions or product evidence may include: <ul style="list-style-type: none"> • How information is stored securely and safely. • How confidentiality of information is managed. • How information is used. • The application of: <ul style="list-style-type: none"> ▪ Data Protection ▪ Confidentiality ▪ Awarding Organisation and Regulatory requirements • Reports to Awarding Organisation.
5. Be able to maintain legal and good practice	5.1 Apply policies, procedures and legislation relevant to the	<ul style="list-style-type: none"> • Through guided discussions or assignments or combination of two and witness testimony, or product evidence may

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requirements when externally monitoring and maintaining the quality of assessment	external quality assurance of assessment, including those for health, safety and welfare	include:
	5.2 Apply requirements for equality and diversity and, where appropriate, bilingualism, to the external quality assurance of assessment	<ul style="list-style-type: none"> • The application of: <ul style="list-style-type: none"> • Data Protection • Safeguarding • Equality of opportunity • Diversity • Health and Safety • Awarding Organisation and Regulatory requirements • What the requirements are and how they have been applied to EQA
	5.3 Critically reflect on own practice in externally assuring the quality of assessment	<ul style="list-style-type: none"> • Appraisals • Records of Reviewing actual against expected outcomes • Analysing strengths and weaknesses • Obtaining feedback from others • Adapting practice as required
	5.4 Maintain the currency of own expertise and competence as relevant to external quality assurance	<ul style="list-style-type: none"> • Records of activities undertaken • Training courses • Appraisals • Personal development log

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

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

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

Level	Summary	Knowledge and understanding	Application and action	Autonomy and accountability
4	Achievement at level 4 reflects the ability to: <ul style="list-style-type: none"> ➤ Identify and use relevant understanding, methods and skills to address problems that are well defined but complex and non-routine. ➤ Taking responsibility for overall courses of action. ➤ Exercising autonomy and judgement within fairly broad parameters. 	<ul style="list-style-type: none"> ➤ Use practical, theoretical or technical understanding to address problems that are well defined but complex and non-routine. ➤ Analyse, interpret and evaluate relevant information and ideas ➤ Be aware of the nature and approximate scope of the area of study or work 	<ul style="list-style-type: none"> ➤ Address problems that are complex and non-routine while normally fairly well defined ➤ Identify, adapt and use appropriate methods and skills ➤ Initiate and use appropriate investigation to inform actions ➤ Review the effectiveness and appropriateness of methods, actions and 	<ul style="list-style-type: none"> ➤ Take responsibility for courses of action, including, where relevant, responsibility for the work of others ➤ Exercise autonomy and judgement within broad but generally well-defined parameters

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➤ Reflects understanding of different perspectives or approaches within an area of study or work.	➤ Have an informed awareness of different perspectives or approaches within the area of study or work	results	
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So that Centres can see the distinct difference between the different level descriptors here are the full list of RQF level descriptors from Levels 1 to 6. As an IQA Learners, this is something that they will need to focus on when quality assuring RQF qualifications to ensure that the learners enrolled on a specific level of qualification are producing work at the right level.

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

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

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