



**GQA LEVEL 4 AWARD IN INTERNAL QUALITY
ASSURANCE OF ASSESSMENT PROCESSES AND
PRACTICE**

Qualification Number
600/3823/8

PERSONAL COMPETENCE SUMMARY

Name	Company/Centre
Job Title	GQA Registration Number

UNITS OF COMPETENCE				ASSESSOR SIGNATURE Performance and knowledge assessment completed and supplemented with evidence overtime	DATE
Unit Number	Mandatory Units	Level	Credit		
T/601/5320	Understanding the principles and practices of internally assuring the quality of assessment	4	6		
A/601/5321	Internally assure the quality of assessment	4	6		

RELIABLE EVIDENCE: The forms of evidence available include (mark as appropriate)

Observation in the workplace ☐
 Records of prior experience ☐
 Testimonial(s) ☐
 Work records ☐

Assessment of knowledge ☐
 Witness statement(s) ☐
 Photographic evidence ☐
 External testing ☐

Passport Style
 Candidate Photo
 (Mandatory)

COMPETENCE COMPLETION SIGNATURES

By signing here, the Candidate and Assessor confirm that evidence presented is authentic and that the assessments took place in accordance with the relevant assessment strategy. Details of the assessments and evidence must be recorded in the assessment decision record/summaries at the end of each unit.

	Name and Signature	Date
Candidate		
Lead Assessor		
IQA		
EQA		

Introduction to the Qualification

Who is this Qualification for?

This is a Level 4 qualification, and is for those who carry out internally quality assurance of Assessors and assessments.

To complete this qualification it will be necessary to have a minimum of 2 Assessors who have 2 candidates each to work with, and these candidates must be working in an industry you have occupational knowledge of.

The qualification requirements include planning of Internal Quality Assurance, sampling assessment decisions, monitoring, supporting and providing feedback to Assessors and ensuring information is recorded and stored in accordance with legislation. In addition there is a requirement to ensure standardisation and to maintain and improve Assessor and Centre performance. An understanding of assessment methods and how to evaluate them is also required. The ability to communicate clearly to those involved in Quality Assurance, including External Verifiers and Awarding Organisations is essential.

There is also a Level 3 qualification in Assessing Vocational Achievement, please visit the GQA website at www.gqaqualifications.com for information.

What is required from candidates?

GQA qualifications are made up of a number of units that have a credit value or credits.

The units are made up of the things you need to know and the things you need to be able to do to carry out your job safely and correctly. These are called Learning Outcomes, and all must be met to achieve the units. This qualification is made up of 2 mandatory units with a credit value of 12 credits.

Unit Ref	Title	Level	Credit
Mandatory Units			
T/601/5320	Understanding the principles and practices of internally assuring the quality of assessment	4	6
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Achieving the combination of Mandatory units and the correct choice of Optional credits will mean the qualification has been completed and GQA will provide the qualification title.

Assessment guidance:

Evidence should show that you can complete all of the learning outcomes for each unit being taken.

Types of evidence:

Evidence of performance and knowledge is required. Evidence of performance should be demonstrated by activities and outcomes, and should be generated in the workplace only, unless indicated under potential sources of evidence (see below). Evidence of knowledge can be demonstrated through performance or by responding to questions.

Quantity of evidence:

Evidence should show that you can meet the requirements of the units in a way that demonstrates that the standards can be achieved consistently over an appropriate period of time.

Potential sources of evidence:

The main source of evidence for each unit will be observation of the candidate's performance and knowledge demonstrated during the completion of the unit. This can be supplemented by the following types of physical or documentary evidence:

- Accident book/reporting systems
- Safety records
- Training records
- Audio records
- Job specifications and documentation
- Witness testimonies
- Correspondence with customers
- Notes and memos
- Photo/video evidence
- Work diaries
- Timesheets
- Telephone logs
- Delivery records
- Equipment
- Prepared materials and sites
- Completed structures

Please Note that photocopied or downloaded documents such as manufacturers' or industry guidance, H&S policies, Risk Assessments etc, are not normally acceptable evidence for GQA qualifications unless accompanied by a record of a professional discussion or Assessor statement confirming candidate knowledge of the subject. If you are in any doubt about the validity of evidence, please contact your GQA EQA.

GQA Qualification Implementation Requirements covering Centre Approval, Candidate Assessment and ongoing Quality Assurance

This document indicates the requirements of Approved Centres delivering GQA qualifications and / or units of credit.

1. Equality of Opportunity

Equality of access to fair and valid assessment is necessary for all candidates undergoing assessment. This may mean making reasonable adjustments to normal assessment methods for candidates with particular or special assessment requirements. Candidates work patterns should not become a barrier to assessment, the organisation of which may have to be flexible. In the same way, reasonable adjustment arrangements may be necessary for candidates with a disability. For example, a candidate who is unable, through disability, to produce oral or written evidence, may be allowed to use the method they normally use as a substitute for the required form of communication. Reasonable adjustments need to be approved by GQA.

2. Recognised/Approved Assessment Centres

2.1 Individual centres must be approved by GQA to offer specific qualifications and / or units of credit. A centre may be a single organisation or a partnership of two or more organisations. It may operate at a single location or have satellites. For further details see the GQA booklet "Guide to Centre Approval". The Centre Approval process is carried out by a GQA approved EQA. Each Centre must maintain a centre file. It is important to be clear what the steps in the assessment process are:

- plan evidence collection and opportunities for assessment
- collect evidence
- judge evidence
- determine whether sufficient evidence has been presented
- make an assessment decision and give feedback to the candidate

NB Any deviation from the norm must be approved by a GQA EQA

2.2 Assessors and Verifiers

All Assessors of candidate performance must be competent, to make qualitative judgements, both in the skills they are assessing and in the assessment of candidates and hold the appropriate Assessor national award. Assessor occupational knowledge related to the qualifications being assessed is essential and must be illustrated to GQA prior to approval.

IQA's are responsible for the quality assurance of the assessment process within a centre. They should have a relevant occupational background, be competent in internal verification and hold the IQA's national award. It is recommended that IQA's work towards national recognition of assessor competence.

EQAs are responsible for ensuring accurate and consistent standards of assessment across centres, qualifications, units of credit and over time. They should have a relevant occupational background, be competent in external quality assurance and hold the relevant national external quality assurance award. GQA will approve and licence all individuals involved in the assessment and verification of its approved qualifications and / or units of credit. Individuals who are working towards the Assessor or IQA national awards can only be provisionally licensed. The judgement of provisional licence holders will need to be agreed/authorised by a fully qualified and GQA licensed individual who cannot carry out a dual role in relation to a specific candidate.

All GQA Assessors and Verifiers must undertake a minimum of 2 significant CPD activities in both occupational areas and assessment and verification. Reflective CPD records must be maintained and made available to GQA EQA's for review.

2.3 Centre Approval, Monitoring Reviews and Quality Assurance

The centre recognition/approval process is the start of a significant part of the awarding body's quality assurance system. The Approval process will begin with an EQA review of centre procedures to ascertain the potential centres ability to deliver GQA qualifications and / or units of credit. Centres will be expected to meet the relevant regulatory authority criteria for delivery of qualifications prior to initial approval; continued compliance with the criteria will be monitored through regular EQA visits. It is recommended that centre reviews are conducted at minimum every six months by a GQA EQA.

New or multi-site centres may be required to undertake quarterly or more frequent EV reviews to ensure that different

locations can be seen to satisfy the national requirements.

GQA will ensure that unacceptable barriers relating to the assessment and internal verification of candidates in small companies do not deny recognition of competence to competent young workers. In such circumstances, GQA will demonstrate that its quality assurance procedures remain sufficient and rigorous to ensure that the competence outcomes have standing and credibility in the occupational area.

Enhanced quality procedures to ensure consistency of assessment and verification will be necessary and will include:

- a high level of sampling of assessment decisions N.B. In some instances the EQA may visit each assessment location and qualification / unit of credit candidate (e.g. single candidates dispersed throughout different small companies on government funded programmes)
- an in-depth scrutiny of assessment plans, materials and records
- specific centre guidance aimed at the successful implementation of qualifications and / or units of credit in SMEs via approved centre partnerships. This can include guidance on the quantity and quality of valid, authentic, and transferable evidence expected to be attributed to individual candidates
- ensuring centres are following the requirements prescribed in any appropriate assessment strategies and applicable codes of practice
- the identification and publication of good practice in centres

As part of the Quality Assurance process Proskills require an Enhanced external quality assurance process. This will be in the form of 1 significant underpinning knowledge question answered by the candidate for each unit of the qualification. The questions will be decided by GQA, and guideline answers must be submitted for approval and once approved kept in the Centre File to allow independent assessment

3. Qualification / Unit of Credit Candidates

All candidates must register with a GQA recognised/approved centre. The centre must maintain appropriate candidate personal details for external audit purposes etc.

The centre will provide candidates with advice and guidance on how to prepare for assessment and allocate an Assessor who will assess candidate ability to meet the requirements of the relevant qualifications / unit of credit. It is the candidate's responsibility to demonstrate competence and to do this they must:

- prove they can consistently meet all the qualification and / or unit of credit criteria
- provide evidence from work, that they can perform competently in all the contexts specified in the qualification / unit of credit requirements
- prove that they have the knowledge and understanding required to perform competently, even where they have not provided evidence from the workplace

It is therefore critical that quality evidence is provided in a format to allow the Assessor to make a decision and for the IQA to audit/verify his/her decision.

4. Evidence

A qualification and / or credit is awarded when a person has achieved the necessary outcomes of the qualification and / or unit of credit.

The specific combination of units necessary to achieve a qualification is detailed in the qualification structure. Certificates of Unit Credit can be awarded when candidates achieve any one, or more, units from the qualification.

The evidence the candidate brings forward is primarily evidence of performance of what he/she can do, not just what he/she knows. The assessment criteria / qualification requirements are described within the qualification and / or unit of credit itself and can incorporate practical skills and knowledge.

The assessor's role is to judge each relevant item of evidence. Each must be judged against the qualification and / or unit of credit requirements. It is not sensible to collect evidence against individual criteria. Nor is it effective. If items of evidence were collected for each of the criteria, the candidate may have to produce many items of evidence, well above the number actually required. GQA recommend holistic assessment.

When judging each item of evidence, the assessor is deciding whether the evidence:

- is authentic – i.e. actually produced by the candidate
- meets the criteria
- relates as appropriate to a context defined within the qualification and / or unit of credit
- confirms that the candidate has the required underpinning knowledge

When the assessor makes a decision about the candidate's competence, he or she examines all the evidence available to determine:

- if the evidence, as a whole, covers all the evidence of achievement
- whether the evidence indicates consistency in competent performance
- whether there is enough evidence on which to base an inference of competence

The answer can only be:

- yes (the candidate is competent)

- no (the candidate is not yet competent)
- there is insufficient evidence to make a decision

Consistency means that the individual is likely to achieve the standard in their work role, in the different activities defined in the qualification and / or unit of credit over time and range of work. The assessor must judge how long a time period is enough to be confident that the candidate can perform reliably to the standard. Unsupported evidence i.e. based on a single assessment/visit will not normally prove consistency.

Performance evidence

Performance evidence can be what the individual actually produces, or the way the individual achieves the standard. One is called product evidence and the other process evidence.

Product evidence is tangible – you can look at it and feel it. Products can be inspected and the candidate can be asked questions about them.

In order to make a fair and objective assessment, the assessor must be able to answer the question: Is there sufficient evidence that the candidate can consistently meet the requirements of the qualification and / or unit of credit?

Process evidence describes the way the candidate has achieved an outcome – how they went about it. This may be, for example, the way the quality of products is checked or the way customer complaints are handled. This usually means observing the candidate in action.

Performance evidence may cover a number of outcomes. It makes sense to plan evidence collection so that what the candidate does, in the normal course of their job, can be related to different outcomes and units. The activities that clearly link to the qualification and / or unit of credit requirements are the things to concentrate on when planning evidence collection and assessment and when monitoring the candidate's progress. Look for opportunities in the candidate's job when evidence can be collected against a number of units at the same time.

Performance evidence can be:

- Naturally occurring – evidence produced in the normal course of work. Evidence of this sort is usually of high quality and reliable. It is also cost effective to collect naturally occurring evidence
- Taken from previous achievements – the candidate may be able to bring forward evidence from previous work experience to show that they are still competent to the standard.
- Evidence of prior achievement can be used when it can be shown to support a judgment that the candidate can still achieve the standard. So, the assessor must be satisfied that the evidence of prior achievement is sufficiently reliable to justify saying that the candidate is currently competent.
- Simulated – from circumstances specially designed to enable the candidate's performance to be assessed. Simulation is generally not acceptable. The exceptions to this are:
 - Dealing with emergencies
 - Dealing with accidents
 - Certain pre-approved real time simulators
 - Limited other procedures that cannot be practically performed in the workplace, and for which sufficient evidence can be collected through other means.

NB: It is not always possible or feasible to collect naturally occurring evidence. It is likely that some simulation may be needed, when it may take too long to wait for the evidence to arise e.g. it may be an aspect of performance which occurs infrequently. An example of this may be evidence of how to deal with emergencies i.e. it makes sense to look for evidence from sources other than naturally occurring ones, rather than for, say, waiting for the building to burn down. Centres must obtain GQA EQA approval prior to the use of simulation.

Knowledge evidence

Being able to achieve a standard requires the ability to put knowledge to work. The qualification and / or unit of credit indicates the knowledge each person should use if they are to perform competently.

It should not be necessary to test all of the candidate's knowledge separately; however, any exception to this would be detailed in the relevant Assessment Strategy. Performance evidence could show that the candidate knows what he or she is doing. When this is not the case, or if the assessor is not convinced from the performance evidence, it may be necessary to check the individual's knowledge separately.

Oral or written assessments must clearly provide a suitable means of checking the breadth and depth of an individual's knowledge. Assessors will need to judge the best mix of knowledge evidence according to individual circumstances. Knowledge evidence is useful when deciding the quality of performance evidence, but must not be used in isolation to judge competence or as an alternative to performance evidence. Care must be taken that candidate evidence is auditable and verifiable.

NB: These Qualification implementation guidelines are generic across the full range of GQA qualifications. Further guidance on acceptable evidence on each qualification will be found in the Introduction to the Qualification section of the candidate booklet

Candidate Declaration

Candidate Name.....

Centre/Company Name.....

Assessor(s) Name(s).....

I acknowledge receipt of this copy of GQA qualification booklet. The unit structure provides information on which units must be achieved to be awarded the qualification. The individual units detail the necessary requirements etc that I must achieve.

I understand that I will have an important role in preparing for and planning assessments and with guidance from the Assessor I will collect and record relevant evidence.

I have been informed of the appeals system, should I want to appeal against any part of the assessment process.

I understand the assessments will be carried out with regard to the company's/centre's Equal Opportunities Policy.

Candidate signature.....

Date.....

Production/Process Activity Guideline

To aid new or established workers, a centre may wish to describe a normal production/process activity relevant to the achievement of the national vocational qualification and identify which units/elements it will contribute to, e.g. the act of preparation for work, implementation and completion will contribute to a number of units of competence.

Production/Process Activity Relevant to the Achievement of this Qualification	Contributory to: Units/Elements

T/601/5320	Understanding the principles and practices of internally assuring the quality of assessment	Level 4	6 Credits
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The aim of this unit is to ensure the candidate has the required knowledge and understanding of how to carry out the internal quality assurance of assessments. Candidates must understand the range of techniques and criteria available to do this. They must also understand the importance of planning and evaluation of assessment activities and assessors, and record, handle and share information in accordance with legislation and confidentiality requirements. Candidates must also understand the need for standardisation and how to ensure this and the importance of improving assessment practices and individuals involved in the assessments. Candidates must also understand how and why to maintain and record CPD.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
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: • Information collection • Communications • Administrative arrangements • Resources			
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.			

Assessor comments/feedback

T/601/5320	Understanding the principles and practices of internally assuring the quality of assessment (continued)	Level 4	6 Credits
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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.			

Assessor comments/feedback

A/601/5321	Internally assure the quality of assessment	Level 4	6 Credits
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The aim of this unit is to ensure the candidate is able to carry out the internal quality assurance of assessments. Candidates must be able to plan and carry out quality assurance and evaluation of assessment activities and assessors, and record, handle and share information in accordance with legislation and confidentiality requirements. Candidates must also ensure they look to ensure procedures and practices are standardised and also seek to improve assessment practices and individuals involved in the assessments. Candidates must also evaluate their own knowledge and performance and maintain the relevant occupational experience.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
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.			

Assessor comments/feedback

Notes

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