

# **SEG Awards Certa Level 4 Award in the External Quality Assurance of Assessment Processes and Practice**

## **Qualification Guidance**

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**Level 4 Award – 600/9320/1**

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## About Us

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At the Skills and Education SEG Awards (Certa)<sup>1</sup> we continually invest in high quality qualifications, assessments and services for our chosen sectors. As a UK leading sector specialist we continue to support employers and skills providers to enable individuals to achieve the skills and knowledge needed to raise professional standards across our sectors.

Skills and Education Group Awards has an on-line registration system to help customers register learners on its qualifications, units and exams. In addition it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

The system is accessed via a web browser by connecting to our secure website using a username and password: [Skills and Education Group Awards Secure Login](#)

## Sources of Additional Information

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The Skills and Education Group Awards website [www.skillsandeducationgroupawards.co.uk](http://www.skillsandeducationgroupawards.co.uk) provides access to a wide variety of information.

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## Specification Code, Date and Issue Number

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The specification code is C9964-04.

Version	Date	Details of change
2.0	April 2021	Updated qualification guide in new format
2.1	Aug 2024	Revised review date

This guide should be read in conjunction with the Indicative Content document **version 1.0** which is available on our secure website using the link above.

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<sup>1</sup> Certa Awards is a brand of the Skills and Education Group Awards, a recognised awarding organisation and part of the Skills and Education Group. Any reference to Certa Awards, its registered address, company or charity number should be deemed to mean the Skills and Education Group Awards.

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This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Guide is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

## Introduction

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This qualification is part of a suite that was developed for the Regulated Qualifications Framework to cover assessment and the quality assurance of assessment. This qualification is for those who wish to maintain the quality of assessment from outside an organisation or assessment centre, usually on behalf of an awarding organisation.

This qualification is part of a suite of qualifications that were developed in consultation with a number of individual practitioners, managers and organisations as well as relevant Awarding Organisations, Sector Skills Councils, regulators and other key stakeholders across the UK.

## Pre-requisites

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Skills and Education Group Awards expects approved centres to recruit with integrity on the basis of a trainee's ability to contribute to and successfully complete all the requirements of a unit(s) or the full qualification.

## Aims

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

## Target Group

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This qualification is designed for those learners who are aged 19+ and who wish to gain the essential knowledge and understanding of the principles and practices that underpin the external quality assurance of assessment.

## Qualification Structure and Rules of Combination

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### Rules of Combination:

Learners must achieve all 12 credits from the two mandatory units.

Unit	Unit Number	Level	Credit Value	GL
<b>Mandatory Units</b>				
Externally Assure the Quality of Assessment	J/601/5323	4	6	30
Understanding the Principles and Practices of Externally Assuring the Quality of Assessment	F/601/5322	4	6	45

If learners achieve credits from units of the same title (or linked titles) at more than one level, they cannot count credits achieved from both units towards the credit target of a qualification.

## **Practice Assessment Material**

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Skills and Education Group Awards confirm that there is no practice assessment material for this qualification.

## **Teaching Strategies and Learning Activities**

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Centres should adopt a delivery approach which supports the development of all individuals. The aims and aspirations of all the learners, including those with identified special needs or learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

## **Progression Opportunities**

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If appropriate to an individual's job role, learners could progress to Skills and Education Group Awards qualifications Internal Quality Assurance.

Centres should be aware that Reasonable Adjustments which may be permitted for assessment may in some instances limit a learner's progression into the sector. Centres must, therefore, inform learners of any limits their learning difficulty may impose on future progression.

## **Tutor/Assessor Requirements**

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We require those involved in the assessment process to be suitably experienced and / or qualified. In general terms, this usually means that the assessor is knowledgeable of the subject / occupational area to a level above that which they are assessing.

Assessors should also be trained and qualified to assess or be working towards appropriate qualifications.

In addition, all assessors must:

- be in the same location at the same time when observations are being carried out, already hold the qualification they are assessing (or a recognised equivalent) 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:
  - Level 3 Award in Assessing Competence in the Work Environment

- Level 3 Certificate in Assessing Vocational Achievement
- A1: Assess candidate performance using a range of methods; or D32 and D33

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

## Language

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These specifications and associated assessment materials are in English only.

## Qualification Summary

<b>Qualification</b>								
Level 4 Award in the External Quality Assurance of Assessment Processes and Practice <b>600/9320/1</b>								
<b>Qualification Purpose</b>	Confirm occupational competence and/or 'licence to practice'							
<b>Age Range</b>	Pre 16		16-18		18+		19+	✓
<b>Regulation</b>	The above qualification is regulated by Ofqual							
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Internal assessment</li> <li>• Internal and external moderation</li> </ul>							
<b>Type of Funding Available</b>	See LARS (Learning Aims Reference Service)							
<b>Qualification/Unit Fee</b>	See Skills and Education Group Awards web site for current fees and charges							
<b>Grading</b>	Pass To achieve a Pass, learners must complete all units as stated in the rule of combination (RoC)							
<b>Operational Start Date</b>	01/07/2013							
<b>Review Date</b>	31/07/2025							
<b>Operational End Date</b>								
<b>Certification End Date</b>								
<b>Guided Learning (GL)</b>	75							
<b>Total Qualification Time TQT)</b>	120							
<b>Credit Value</b>	12							
<b>Skills and Education Group Awards Sector</b>	Education and Training							
<b>Ofqual SSA Sector</b>	13.1 Teaching and lecturing							
<b>Support from Trade Associations/Stakeholder Support</b>								
<b>Administering Office</b>	See Skills and Education Group Awards website							

## Unit Details

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## Externally Assure the Quality of Assessment

<b>Unit Reference</b>	<b>J/601/5323</b>
<b>Level</b>	<b>4</b>
<b>Credit Value</b>	<b>6</b>
<b>Guided Learning</b>	<b>30 hours</b>
<b>Unit Summary</b>	The aim of this unit is to assess the performance of a learning and development practitioner with responsibility for the external quality assurance of assessment – usually an external verifier.
<b>Learning Outcomes (1 to 5) <i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 5.4) <i>The learner can</i></b>
1. Be able to plan the external quality assurance of assessment	1.1 Plan procedures for the external quality assurance of assessment  1.2 Communicate procedures for external quality assurance to the organisations and individuals concerned  1.3 Ensure arrangements and resources are in place for external monitoring and evaluation
2. Be able to externally evaluate internal quality assurance and assessment	2.1 Carry out monitoring activities to quality requirements  2.2 Evaluate the quality of internal quality assurance systems  2.3 Evaluate the quality of internal administrative arrangements  2.4 Evaluate the quality of internal staffing and internal staff expertise and competence  2.5 Determine whether assessment arrangements, methods and decisions meet quality requirements

<p>3. Be able to maintain and improve internal quality assurance processes</p>	<p>3.1 Provide staff with feedback, advice and support, which helps them maintain and improve the quality of assessment</p> <p>3.2 Apply procedures for the standardisation of assessment practices and outcomes</p>
<p>4. Be able to manage information relevant to the external quality assurance of assessment</p>	<p>4.1 Apply procedures for recording, storing, reporting information relating to external quality assurance</p> <p>4.2 Apply procedures to maintain confidentiality of information relating to external quality assurance</p>
<p>5. Be able to maintain legal and good practice requirements when externally monitoring and maintaining the quality of assessment</p>	<p>5.1 Apply policies, procedures and legislation relevant to the external quality assurance of assessment, including those for health, safety and welfare</p> <p>5.2 Apply requirements for equality and diversity and, where appropriate, bilingualism, in relation to the external quality assurance of assessment</p> <p>5.3 Critically reflect on own practice in externally assuring the quality of assessment</p> <p>5.4 Maintain the currency of own expertise and competence as relevant to external quality assurance</p>

**Mapping to National Occupational Standards**

Learning and Development NOS Standard 12: Externally monitor and maintain the quality of assessment.

## Understanding the Principles and Practices of Externally Assuring the Quality of Assessment

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<b>Unit Reference</b>	<b>F/601/5322</b>
<b>Level</b>	<b>4</b>
<b>Credit Value</b>	<b>6</b>
<b>Guided Learning</b>	<b>45 hours</b>
<b>Unit Summary</b>	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.
<b>Learning Outcomes (1 to 6)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 6.4)</b> <i>The learner can</i>
1. Understand the context and principles of external quality assurance	<p>1.1 Analyse the functions of external quality assurance of assessment in learning and development</p> <p>1.2 Evaluate the key concepts and principles of external quality assurance of assessment</p> <p>1.3 Evaluate the roles of practitioners involved in the quality assurance process</p> <p>1.4 Explain the regulations and requirements for external and internal quality assurance in own area of practice</p>
2. Understand how to plan the external quality assurance of assessment	<p>2.1 Evaluate the importance of planning and preparing external quality assurance activities</p> <p>2.2 Explain what an external quality assurance plan should contain</p> <p>2.3 Summarise the preparations that need to be made for external quality assurance activities, including:</p> <ul style="list-style-type: none"> <li>a. information collection</li> <li>b. communications</li> </ul>

	<ul style="list-style-type: none"> <li>c. administrative arrangements</li> <li>d. resources</li> </ul> <p>2.4 Explain how to adapt external monitoring and evaluation approaches to meet customer need without compromising quality standards</p>
3. Understand how to externally evaluate the quality of assessment and internal quality assurance	<p>3.1 Explain the procedures for externally monitoring and evaluating internal quality assurance arrangements and practices</p> <p>3.2 Interpret the requirements for externally monitoring and evaluating internal assessment arrangements and practices</p> <p>3.3 Evaluate different techniques for externally sampling evidence of assessment, including those that use technology</p>
4. Understand how to externally maintain and improve the quality of assessment	<p>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</p> <p>4.2 Evaluate standardisation requirements relevant to the external quality assurance of assessment</p> <p>4.3 Explain the importance of providing feedback, support and advice to internal assessment and quality assurance staff that is consistent with standardisation requirements</p> <p>4.4 Explain the relevant procedures to follow when there are disputes concerning quality assurance and assessment</p>
5. Understand how to manage information relevant to external quality assurance	<p>5.1 Evaluate the requirements for information management, data protection and confidentiality in relation to external quality assurance</p>

<p>6. Understand the legal and good practice requirements relating to external quality assurance</p>	<p>6.1 Evaluate legal issues, policies and procedures that are relevant to external quality assurance, including those for health, safety and welfare</p> <p>6.2 Critically compare different ways in which technology can contribute to external quality assurance</p> <p>6.3 Evaluate requirements for equality and diversity and, where appropriate, bilingualism, in relation to the external quality assurance of assessment</p> <p>6.4 Explain the value of reflective practice and continuing professional development in relation to external quality assurance</p>
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**Mapping to National Occupational Standards**

Learning and Development NOS Standard 12. Externally monitor and maintain the quality of assessment.

# Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies

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Skills and Education Group Awards policy enables learners to avoid duplication of learning and assessment in a number of ways:

- Recognition of Prior Learning (RPL) – a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
- Exemption - Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within ABC qualification but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the Skills and Education Group Awards qualification to be achieved in order to determine its equivalence.

Any queries about the relevance of any certificated evidence, should be referred in the first instance to your centre's internal moderator and then to Skills and Education Group Awards.

It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.

Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.

- Credit Transfer – Skills and Education Group Awards may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred must share the same learning outcomes and assessment criteria along with the same unit number. Assessors must ensure that they review and verify the evidence through sight of:
  - original certificates OR
  - copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator.
- Equivalencies – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit must have the same credit value or greater than the unit(s) in question and be at the same level or higher.

Skills and Education Group Awards encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption, Credit Transfer and Equivalencies. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Centres should provide advice and

guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Further guidance can be found in 'Delivering and Assessing ABC Qualifications' which can be downloaded from the website.

## **Exemptions**

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There are no identified exemptions for these qualifications.

## **Equivalencies**

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The previous and current Assessor Awards: D32/33, A1, A2 and Internal Verifier Awards: D34, V1 are equivalent to these qualifications. For non NVQ provision the Certa Tutor Assessor Awards and Internal Verifier Awards are also equivalent qualifications.

## **Certification**

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Learners will be certificated for all units and qualifications that are achieved and claimed.

Skills and Education Group Awards policies and procedures are available on the website.

# Glossary of Terms

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## **GL (Guided Learning)**

GLH is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – ‘Would I need to plan for a member of staff to be present to give guidance or supervision?’

GLH is calculated at qualification level and not unit/component level.

Examples of Guided Learning include:

- Face-to-face meeting with a tutor
- Telephone conversation with a tutor
- Instant messaging with a tutor
- Taking part in a live webinar
- Classroom-based instruction
- Supervised work
- Taking part in a supervised or invigilated assessment
- The learner is being observed.

## **TQT (Total Qualification Time)**

‘The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.’ The size of a qualification is determined by the TQT.

TQT is made up of the Guided Learning Hours (GLH) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit/component level.

Examples of unsupervised activities that could contribute to TQT include:

- Researching a topic and writing a report
- Watching an instructional online video at home/e-learning
- Watching a recorded webinar
- Compiling a portfolio in preparation for assessment
- Completing an unsupervised practical activity or work
- Rehearsing a presentation away from the classroom
- Practising skills unsupervised
- Requesting guidance via email – will not guarantee an immediate response.