

# **SEG Awards Certa Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice**

## **Qualification Guidance**

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**Level 4 Certificate – 600/9384/5**

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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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This document may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

## Specification Code, Date and Issue Number

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The specification code is C9966-04.

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. The suite provides a significant amount of knowledge, understanding and skills that underpin occupational competence in Assessment and Quality Assurance.

This suite of qualifications 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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Learners undertaking the assessment unit Internally Assure the Quality of Assessment must be engaged in the assessment or Internal Quality Assurance of learner work.

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

Learners undertaking the unit titled Plan, Allocate and Monitor Work in Own Area of Responsibility must be actively involved in the co-ordination of the Internal Verification of accredited learning.

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 suitable for those who lead a team of Internal Quality Assurance staff as the units aim to do the following:

- Assess knowledge and understanding of the principles and practices that underpin the IQA
- Assess the IQA's trainee's performance in assuring the quality of assessment
- Assess the performance when leading the work of a team of IQA staff who are responsible for the internal IQA

## Target Group

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This qualification is intended for those who maintain the quality of assessment within an organisation and for those who lead a team of internal quality assurance staff.

# Qualification Structure and Rules of Combination

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## Rules of Combination:

Learners must achieve all 17 credits from the three mandatory units.

Unit	Unit Number	Level	Credit Value	GL
<b>Mandatory Units</b>				
Internally assure the quality of assessment	A/601/5321	4	6	45
Plan, allocate and monitor work in own area of responsibility	H/600/9674	4	5	25
Understanding the principles and practices of internally assuring the quality of assessment	T/601/5320	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 for External 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 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice <b>600/9384/5</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>	120							
<b>Total Qualification Time TQT)</b>	170							
<b>Credit Value</b>	17							
<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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## Internally Assure the Quality of Assessment

<b>Unit Reference</b>	<b>A/601/5321</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 performance of a learning and development practitioner with responsibility for the internal quality assurance of assessment.
<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 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

<p>3. Be able to internally maintain and improve the quality of assessment</p>	<p>3.1 Provide assessors with feedback, advice and support, including professional development opportunities, which help them to maintain and improve the quality of assessment</p> <p>3.2 Apply procedures to standardise assessment practices and outcomes</p>
<p>4. Be able to manage information relevant to the internal quality assurance of assessment</p>	<p>4.1 Apply procedures for recording, storing and reporting information relating to internal quality assurance</p> <p>4.2 Follow procedures to maintain confidentiality of internal quality assurance information</p>
<p>5. Be able to maintain legal and good practice requirements when internally monitoring and maintaining the quality of assessment</p>	<p>5.1 Apply relevant policies, procedures and legislation in relation to internal quality assurance, including those for health, safety and welfare</p> <p>5.2 Apply requirements for equality and diversity and, where appropriate, bilingualism, in relation to internal quality assurance</p> <p>5.3 Critically reflect on own practice in internally assuring the quality of assessment</p> <p>5.4 Maintain the currency of own expertise and competence in internally assuring the quality of assessment</p>
<p><b>Mapping to National Occupational Standards</b>  Learning and Development NOS Standard 11: Internally monitor and maintain the quality of assessment.</p>	

## Plan, Allocate and Monitor Work in Own Area of Responsibility

<b>Unit Reference</b>	<b>H/600/9674</b>
<b>Level</b>	<b>4</b>
<b>Credit Value</b>	<b>5</b>
<b>Guided Learning</b>	<b>25 hours</b>
<b>Unit Summary</b>	This unit helps learners to plan, allocate and monitor work in own area of responsibility, and make any necessary changes to original work plans.
<b>Learning Outcomes (1 to 4) <i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 4.2) <i>The learner can</i></b>
1. Be able to produce a work plan for own area of responsibility	<p>1.1 Explain the context in which work is to be undertaken</p> <p>1.2 Identify the skills base and the resources available</p> <p>1.3 Examine priorities and success criteria needed for the team</p> <p>1.4 Produce a work plan for own area of responsibility</p>
2. Be able to allocate and agree responsibilities with team members	<p>2.1 Identify team members' responsibilities for identified work activities</p> <p>2.2 Agree responsibilities and SMART (Specific, Measurable, Achievable, Realistic and Time bound) objectives with team members</p>

<p>3. Be able to monitor the progress and quality of work in own area of responsibility and provide feedback</p>	<p>3.1 Identify ways to monitor progress and quality of work</p> <p>3.2 Monitor and evaluate progress against agreed standards and provide feedback to team members</p>
<p>4. Be able to review and amend plans of work for own area of responsibility and communication changes</p>	<p>4.1 Review and amend work plan where changes are needed</p> <p>4.2 Communicate changes to team members</p>

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

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<b>Unit Reference</b>	<b>T/601/5320</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>	<p>The aim of this unit is to assess the knowledge and understanding a learning and development practitioner requires for the internal quality assurance of assessment.</p> <p>'Practitioner' means anyone with a learning and development responsibility as the whole or a part of their role.</p>
<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 internal quality assurance	<p>1.1 Explain the functions of internal quality assurance in learning and development</p> <p>1.2 Explain the key concepts and principles of the internal quality assurance of assessment</p> <p>1.3 Explain the roles of practitioners involved in the internal and external quality assurance process</p> <p>1.4 Explain the regulations and requirements for internal quality assurance in own area of practice</p>
2. Understand how to plan the internal quality assurance of assessment	<p>2.1 Evaluate the importance of planning and preparing internal quality assurance activities</p> <p>2.2 Explain what an internal quality assurance plan should contain</p> <p>2.3 Summarise the preparations that need to be made for internal quality assurance, including a. information collection</p>

	<ul style="list-style-type: none"> <li>b. communications</li> <li>c. administrative arrangements</li> <li>d. resources</li> </ul>
3. Understand techniques and criteria for monitoring the quality of assessment internally	<ul style="list-style-type: none"> <li>3.1 Evaluate different techniques for sampling evidence of assessment, including use of technology</li> <li>3.2 Explain the appropriate criteria to use for judging the quality of the assessment process</li> </ul>
4. Understand how to internally maintain and improve the quality of assessment	<ul style="list-style-type: none"> <li>4.1 Summarise the types of feedback, support and advice that assessors may need to maintain and improve the quality of assessment</li> <li>4.2 Explain standardisation requirements in relation to assessment</li> <li>4.3 Explain relevant procedures regarding disputes about the quality of assessment</li> </ul>
5. Understand how to manage information relevant to the internal quality assurance of assessment	<ul style="list-style-type: none"> <li>5.1 Evaluate requirements for information management, data protection and confidentiality in relation to the internal quality assurance of assessment</li> </ul>
6. Understand the legal and good practice requirements for the internal quality assurance of assessment	<ul style="list-style-type: none"> <li>6.1 Evaluate legal issues, policies and procedures relevant to the internal quality assurance of assessment, including those for health, safety and welfare</li> <li>6.2 Evaluate different ways in which technology can contribute to the internal quality assurance of assessment</li> <li>6.3 Explain the value of reflective practice and continuing professional development in relation to internal quality assurance</li> <li>6.4 Evaluate requirements for equality and diversity and, where appropriate, bilingualism, in relation to the internal quality assurance of assessment</li> </ul>

### Mapping to National Occupational Standards

Learning and Development NOS Standard 11: Internally 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.