Crossfields Institute

Qualification Specification

Level 4 Award in Internal Quality Assurance: Integrative Approach

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Key Facts

Qualification Title	Crossfields Institute Level 4 Award in Internal Quality Assurance: Integrative Approach
Qualification Number (QAN)	610/1579/9
Qualification Type	Vocationally Related Qualification
Sector	13.1 Teaching and Lecturing
Level	Level 4
Rules of Combination	All units are compulsory
Total Qualification Time	120 Hours
Guided Learning Hours	60 Hours
Total Credits	12 Credits
Minimum age of learners	18
Assessment Methods	Portfolio of evidence
Grading system	Pass/Fail
How long will it take to complete?	12 months
Developed by	The qualification has been developed by Crossfields Institute with subject-specific expertise provided by Crossfields Learning and external experts.

Section 1: About this Qualification

1.1 Why take this qualification?

Assessment-based programmes and qualifications should enable the learner to achieve the learning outcomes and/or assessment criteria through a robust and effective assessment process that has been quality-assured. Understanding the assessment process and being able to identify when this is done well is essential so that the techniques for sampling assessment are effective and support the assessment process and practitioners.

This objective of this Crossfields Institute Level 4 Award in Internal Quality Assurance: Integrative Approach is to:

- Prepare learners to take up a professional role as an Internal Quality Assurer

There is a knowledge component within this qualification that focuses on the principles and practices of internal quality assurance and a skills component where the candidate is required to demonstrate their skills through naturally occurring evidence.

The knowledge component of this qualification will help the learner to understand the need to identify good practice before being able to put the different techniques of planning and undertaking the role (that will be explored through taught session and discussion) into practice. The learner will have the opportunity to create their own internal quality assurance process or critically reflect on their organisation's existing process.

1.2 Who is it for?

This qualification is aimed at those who have a responsibility for the quality assurance of assessment practice within their organisation. It will help them to understand how to recognise good practice and undertake the role of internal quality assurance to meet the requirements of their own organisation and/or of external organisations such as an awarding organisation.

1.3 What does the qualification cover?

You must complete 2 mandatory units:

Unit 1: IQA Knowledge

This unit covers the key principles of IQA; how to identify good practice in assessment; the plans, processes and techniques of internal quality assurance; and the importance of effective quality assurance.

Unit 2: IQA Competency

This unit covers the activities of IQA; planning internal quality assurance; undertaking IQA activity; managing IQA information; maintaining legal and good practice.

Learners should ensure they have sufficient time to attend online taught sessions and evaluation tasks as well as time for independent learning, reading and/or practical application.

The qualification is at level 4 as defined by Ofqual. https://www.gov.uk/guidance/ofqual-handbook/section-e-design-and-development-of-qualifications#level-descriptors

The learner…	**The learner can…**
Has practical, theoretical or technical knowledge and understanding of a subject or field of work to address problems that are well-defined but complex and non-routine. Can analyse, interpret and evaluate relevant information and ideas. Is aware of the nature of approximate scope of the area of study or work. Has an informed awareness of different perspectives or approaches within the area of study or work.	Identify, adapt and use appropriate cognitive and practical skills to inform actions and address problems that are complex and non-routine while normally fairly well-defined. Review the effectiveness and appropriateness of methods, actions and results.

1.4 What are the entry requirements?

To study on this qualification you need to demonstrate to the centre that you meet the following criteria:

- Learners must be able to provide evidence of previous study at level 3 (or equivalent) or have equivalent work experience.
- Applicants for whom English is not the first language must be able to demonstrate sufficient spoken and written English skills to meet the requirements of this qualification.
- To complete the qualification, learners must be in a quality assurance role and have access to assessors in order to be able to sample their assessment practice.

To ensure there is no conflict of interest, any practicing IQAs must declare if they are also an assessor on the programme that they will quality assure as an IQA is not permitted to sample their own assessment practice.

1.5 What are the assessment methods?

You will create a portfolio of evidence throughout your time working towards this qualification. This may include:

- Observation
- Witness testimony
- Questioning
- Performance evidence
- Products
- Professional discussion
- Reflective accounts
- Candidate statements

The programme facilitator/s will provide written feedback for each participant, relating to the evaluation task, based on their observation, assessment and engagement with the participant.

Note: Plagiarism. Plagiarism means claiming work to be your own which has been copied from someone or somewhere else. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. If there is evidence that your work is copied from elsewhere, it will not be accepted and you may be subject to a disciplinary procedure

Buying and selling assignments Offering to buy or sell assignments is not allowed. This includes using sites such as eBay. If this happens we reserve the right not to accept future entries from you

1.6 What are the progression opportunities?

This qualification has been designed to support participants to undertake the quality assurance role within their organisation.

Note: The learning outcomes and assessment criteria for this qualification have been mapped against the National Occupational Standard (NOS) 'internally monitor and maintain the quality of assessment'. NOS are statements of the standards of performance individuals must achieve when carrying out functions in the workplace, together with specifications of the underpinning knowledge and understanding. The standard to which this qualification has been mapped is about monitoring assessment processes and decisions within an organisation and helping to maintain and improve the quality of assessment A document which maps this qualification against the NOS can be provided by CFI upon request.

Section 2: Units

2.1 Unit/Module List

Module title	Guided Learning Hours (GLH)	Total Qualification Time (TQT)
1. Unit 1 - IQA Knowledge	50	60
2. Unit 2 - IQA Competency	10	60
Award Total	60	120

IQA-L4-Unit 1
IQA Knowledge

Ofqual unit code	[J/650/4394]	**Guided Learning Hours (GLH)**	50
Unit level	4	**Total Qualification Time (TQT)**	60

Unit aim

This unit focuses on the development of knowledge of internal quality assurance. Key themes covered include:

- How to identify good practice in assessment
- The processes and techniques of internal quality assurance
- How to plan internal quality assurance
- The importance of effective quality assurance

Unit rationale

In order to become competent in undertaking internal quality assurance it is essential that you understand the principles and practices that sit behind the task. This unit takes you through a step-by-step process in what an internal quality assurance practitioner needs to know in order to recognise good assessment practice and improve the quality of assessment.

Learning outcomes **The learner will:**	Assessment criteria **The learner can:**
1. Understand how to identify good practice in assessment	1.1 Describe the assessment requirements of the qualification in own area of monitoring the assessment process
	1.2 Evaluate how a holistic approach in planning assessment can benefit the assessment process
	1.3 Explain how to identify whether evidence assessed is: • Sufficient • Authentic • Current
	1.4 Explain how to identify that assessment decisions made against specific learning outcomes or assessment criteria are: • Valid • Reliable • Fair

Learning outcomes **The learner will:**	Assessment criteria **The learner can:**
	1.5 Explain the uses, benefits and drawbacks of the methods of assessment likely to be used by own assessment team
2. Understand the processes and techniques of internal quality assurance	2.1 Explain the process of internal quality assurance
	2.2 Explain the techniques to use when sampling evidence
	2.3 Identify the roles and requirements of those involved in maintaining the quality of assessment
3. Understand how to plan internal quality assurance	3.1 Describe what to include in an internal quality assurance sample plan
	3.2 Evaluate the importance of planning an accurate sample
	3.3 Analyse the benefit of using a variety of internal quality assurance activities
4. Understand the importance of effective quality assurance	4.1 Summarise the purpose of key documents required for internal quality assurance
	4.2 Evaluate the importance of giving feedback to the assessor
	4.3 Analyse how the IQA process can support the improvement of assessment
	4.4 Evaluate the importance of creating an audit trail of internal quality assurance

Learning outcomes **The learner will:**	Assessment criteria **The learner can:**
5. Understand the need for compliance and good practice	5.1 Summarise the key legislation, policies and codes of practice in own area of practice
	5.2 Identify issues related to equality and diversity that may affect assessment and quality assurance, and how to address these
	5.3 Describe organisations that influence the assessment and quality assurance process
	5.4 Explain the Purpose of CPD
	5.5 Explain the Purpose of Reflective practice
	5.6 Evaluate the EQA process

Additional Requirements for Delivery and Assessment

All learning outcomes and assessment criteria must be met to achieve this unit. The methods of assessment must be appropriate to meet each of the assessment verbs using a variety of assessment methods such as questioning, professional discussion, candidate statements or assignments. Multiple-choice questioning is not a suitable method of assessment for this unit.

IQA-L4-Unit 2
IQA Competency

Ofqual unit code	[K/650/4395]	**Guided Learning Hours (GLH)**	10
Unit level	4	**Total Qualification Time (TQT)**	60

Unit aim

This unit focuses on the competencies required for internal quality assurance.

Key themes covered include:

- Planning internal quality assurance
- Undertaking IQA activity
- Managing IQA information
- Maintaining legal and good practice

Unit rationale

This unit builds upon the knowledge gained in unit 1 by putting what has been learnt into internal quality assurance practice. You will be required to produce naturally occurring evidence to demonstrate that you are able to undertake each stage of the internal quality assurance process from recognising good assessment practice through to managing the whole of the internal quality assurance process whilst maintaining good practice and meeting specific, and sometimes legal, requirements relating to your own area of practice.

Learning outcomes **The learner will:**	Assessment criteria **The learner can:**
1. Plan internal quality assurance	1.1 Identify what to sample in your area of practice
	1.2 Create a sampling plan for your area of practice
	1.3 Create a rationale of your IQA activity
2 Undertake IQA activity	2.1 Undertake desk-based IQA sampling
	2.2 Observe an assessment taking place for IQA purposes

Learning outcomes **The learner will:**	Assessment criteria **The learner can:**
	2.3 Undertake learner interviews as part of the IQA process
	2.4 Facilitate standardisation of assessment practice
	2.5 Give feedback to the assessor that provides advice and support to improve their assessment practice
3. Manage IQA information	3.1 Create an audit trail of sampling plans and reports
	3.2 Make documentation available to authorised persons
	3.3 Follow your organisational procedures when there are significant concerns about the quality of assessment
4. Maintain legal and good practice	4.1 Follow H&S, E&D and GDPR requirements when undertaking IQA activity
	4.2 Maintain an up-to-date record of own CPD
	4.3 Reflect on own practice and identify professional development needs

Additional Requirements for Delivery and Assessment

This is a competence-based unit where the learner is required to demonstrate their skills in undertaking the IQA role based on the learning that has taken place during unit 1. They will be required to provide evidence of using the techniques they have learnt about, such as recognising good assessment practice, planning and undertaking sampling of assessment practice, facilitating standardisation activities to support a consistent and standardised approach to assessment whilst legal and good practice is maintained as well as managing all the related information required to ensure an accurate audit trail of assessment and IQA practice.

The learner is expected to produce evidence of sampling according to the needs of their own organisation as well as any external bodies such as an awarding organisation. As a minimum, the IQA candidate must create and implement a sampling plan that includes formative and summative sampling as well as meeting any specific demands of external and internal requirements. All methods of assessment that are used on the programme must be quality-assured by the learner. It is recommended that where there is more than one programme within the organisation where the IQA will have responsibility, there should be representative sampling of each.

Simulation is not allowed.

Section 3: Delivering this qualification

3.1 Delivery Requirements

The following guidance is for delivery of all units. Where units have additional specific delivery guidance, this is included in the unit information.

The units have been designed to support learner-centred approaches, which encourage learner investigation, enquiry and reflection alongside time for tutorials to reflect on learning and discuss the content and assessment requirements. The delivery process should be based around a facilitation method, which should create a supportive and dynamic environment, designed to inspire learner participation, enquiry and learning.

There is a significant amount of independent study within this qualification, and assessors should ensure that learners receive guidance and support on how to best make use of their study time.

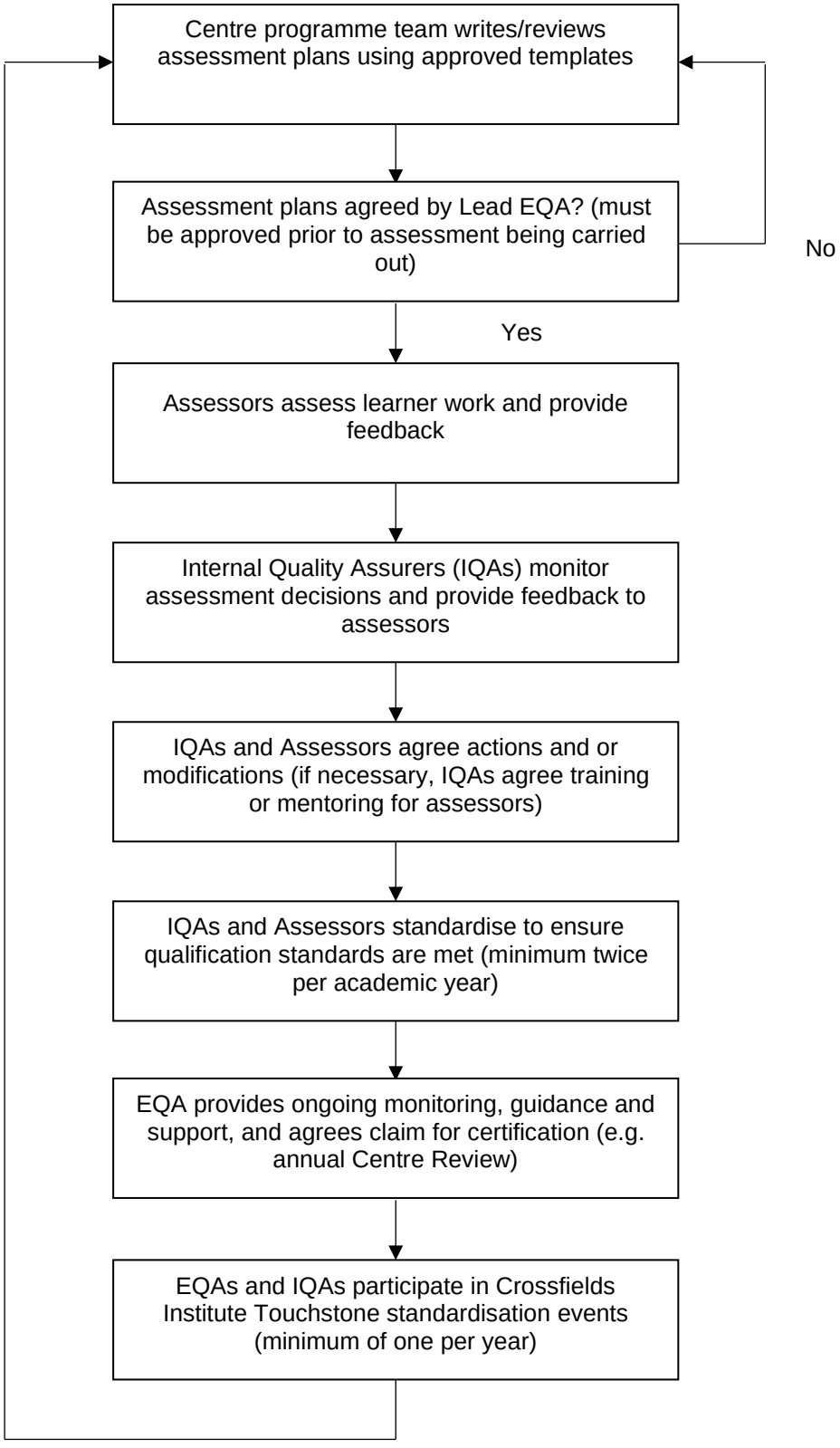
Independent study should be supported by structured home study and a variety of resources. The learner should also have access to tutorial support to engage in self-assessment throughout the units to allow them to monitor their understanding.

3.2 Quality Assurance

The Crossfields Institute approach to quality assurance is underpinned by educational values which address the development and transformation of the whole human being. In this qualification teaching, learning and assessment should be interconnected in order to support each individual to reach his or her full potential.

The primary aim of the Crossfields Institute Awarding Team is to support centres in delivering the best possible learning experience and high levels of achievement for learners. Centres will be allocated an External Quality Assurer (EQA) by the Crossfields Institute Awarding Team. The Lead EQA for this curriculum area will also be involved in reviewing assessment plans.

Centres delivering this qualification are required to follow this Crossfields Institute Quality Assurance process:


Centre programme team writes/reviews assessment plans using approved templates
Assessment plans agreed by Lead EQA? (must be approved prior to assessment being carried out)
No
Yes
Assessors assess learner work and provide feedback
Internal Quality Assurers (IQAs) monitor assessment decisions and provide feedback to assessors
IQAs and Assessors agree actions and or modifications (if necessary, IQAs agree training or mentoring for assessors)
IQAs and Assessors standardise to ensure qualification standards are met (minimum twice per academic year)
EQA provides ongoing monitoring, guidance and support, and agrees claim for certification (e.g. annual Centre Review)
EQAs and IQAs participate in Crossfields Institute Touchstone standardisation events (minimum of one per year)

3.3 Assessment Planning Guidance

This qualification uses a centre-devised approach to assessment. In planning their assessments, centres should ensure that assessment activities:

- are fit for purpose
- can be delivered efficiently
- meet the assessment criteria
- permit Reasonable Adjustments to be made, while minimising the need for them
- allow each learner to generate evidence which can be authenticated
- allow the specified level of attainment detailed in this specification to be reached by a learner who has attained the required level of knowledge, skills and understanding
- allow assessors to be able to differentiate accurately and consistently between a range of attainments by learners

They should also ensure that:

- sufficient time is allowed for assessment planning
- assessment tasks do not produce unreasonably adverse outcomes for learners who share a common attribute
- methods of assessment are in line with the assessment requirements in this specification
- reasonable timescales for assessment and feedback are given to learners
- a timely quality assurance process is conducted

3.4 Training and Support

To support centres in carrying out high quality assessment and quality assurance practice, the following training and support measures have been put in place for this qualification:

- All centre assessors and quality assurance staff for this qualification are required to meet National Occupational Standards for assessors and IQAs. National qualifications (NVQs) are available for these roles. Crossfields Institute can also provide customised assessor and IQA education as well as review of assessor and IQA practice.
- Assessors and IQAs must keep an up-to-date CPD log and be able to demonstrate the relevance of their CPD to this qualification and their role.
- Handbooks, exemplars and templates are available from the Crossfields Institute Awarding Team.
- Where required, a customised Quality Assurance Action and Development Plan will be provided by Crossfields Institute for centres.

Please note: there may be a charge for training and resources provided by Crossfields Institute.

3.5 Policies and Procedures

Each centre is required to work in partnership with Crossfields Institute to ensure that all learners have the best possible experience whilst taking this qualification and are treated

fairly. Our commitment to this is supported by our Centre Handbook, which all centres should become familiar with.

Crossfields Institute has policies and procedures in place to support centres and learners. All centres must also implement their own policies, which comply with Crossfields Institute's requirements – these will be checked during centre approval and in subsequent centre monitoring activities. It is the centre's responsibility to make relevant policies available to learners.

Relevant policies include:

- Learner Complaints and Appeals Policy: which allows learners to take action if they feel they have been treated unfairly.
- Reasonable Adjustments and Special Considerations Policy: which allows centres to make any necessary adjustments to assessments in the light of learners' individual circumstances.
- Malpractice and Maladministration Policy: which gives a framework through which concerns about the delivery and assessment of the qualification can be addressed.
- Equality and Diversity Policies: which ensures centres treat learners fairly and without any bias.

Crossfields Institute Policies, and other key documents, are available on our website at www.crossfieldsinstitute.com/resources

Appendix 1: Evidence requirements table

<table>
<tr><td>Learner/trainee IQA Name</td><td colspan="4"></td></tr>
<tr><td rowspan="2">Assessor/s to be sampled by trainee IQA (more assessors may be added to this table)</td><td colspan="2">Assessor 1</td><td colspan="2">Assessor 2</td></tr>
<tr><td colspan="2"></td><td colspan="2"></td></tr>
<tr><td rowspan="2">Programme/s to be internally quality assured (more programmes may be added to this table</td><td colspan="2">Programme 1</td><td colspan="2">Programme 2</td></tr>
<tr><td colspan="2"></td><td colspan="2"></td></tr>
<tr><td>Methods of assessment used by the assessor on each programme</td><td colspan="2"></td><td colspan="2"></td></tr>
<tr><td>Evidence of sampling rationale</td><td colspan="2"></td><td colspan="2"></td></tr>
<tr><td rowspan="2">Evidence of planning e.g. sampling/tracking plan</td><td colspan="2">Programme 1</td><td colspan="2">Programme 2</td></tr>
<tr><td colspan="2"></td><td colspan="2"></td></tr>
<tr><td rowspan="2">Evidence of sampling e.g. sampling reports</td><td>Formative</td><td>Summative</td><td>Formative</td><td>Summative</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td>Evidence of observing assessor/s</td><td colspan="4"></td></tr>
<tr><td>Evidence of standardisation e.g. meetings, observation of assessor, peer assessment, sharing good practice</td><td colspan="4"></td></tr>
<tr><td>Evidence of questioning learners</td><td colspan="4"></td></tr>
<tr><td>Evidence of own CPD</td><td colspan="4"></td></tr>
</table>