

# Qualification specification

**NCFE Level 4 Award in Understanding the  
Internal Quality Assurance of Assessment  
Processes and Practice  
QN: 501/0887/6**

**NCFE Level 4 Award in the Internal Quality  
Assurance of Assessment Processes and  
Practice  
QN: 501/0889/X**

**NCFE Level 4 Certificate in Leading the Internal  
Quality Assurance of Assessment Processes  
and Practice  
QN: 501/0890/6**

# Contents

<b>Summary of changes</b>	<b>4</b>
<b>Section 1</b>	<b>5</b>
<b>Qualification overview</b>	<b>6</b>
Introduction	6
Things you need to know	7
Total Qualification Time (TQT)	8
Credit	8
About these qualifications	8
Qualification purpose	9
Qualification objectives	9
Achieving these qualifications	10
Recognition of Prior Learning (RPL)	10
Credit transfer	10
Entry guidance	11
Progression opportunities	11
Qualification dates	12
Staffing requirements	12
Assessors and Internal Quality Assurance	13
Resource requirements	14
Support for learners	14
Evidence Tracking Log	14
Support for centres	14
Customer Support team	14
Reasonable Adjustments and Special Considerations Policy	14
Subject maps	14
Fees and Pricing	15
Training and support	15
Learning Resources	15
<b>Section 2</b>	<b>16</b>
<b>Unit content and assessment guidance</b>	<b>17</b>
Unit 01 Understanding the principles and practices of internally assuring the quality of assessment	18
Unit 02 Internally assure the quality of assessment	21
Unit 03 Plan, allocate and monitor work in own area of responsibility	24
<b>Section 3</b>	<b>26</b>
<b>Assessment and quality assurance</b>	<b>27</b>
How the qualification is assessed	27
Internal assessment	27
Presenting evidence	27
Quality Assurance	28
Internal quality assurance	28
External quality assurance	28

<b>Section 4</b>	<b>29</b>
<b>Explanation of terms</b>	<b>30</b>
<b>Section 5</b>	<b>32</b>
<b>General information</b>	<b>33</b>
Equal opportunities	33
Diversity, access and inclusion	33
Data protection	33
Contact us	34

# Summary of changes

## Summary of changes

This section summarises the changes to this qualification specification since the last version

Version	Publication Date	Summary of amendments
V2.1	January 2020	Information regarding the wellbeing and safeguarding of learners added to Section 1.
V2.2	June 2022	<a href="#">Information regarding entry requirements added to Section 1</a> <a href="#">Information regarding support handbooks added to Section 1</a> <a href="#">Information regarding assessment in English added to Section 3</a>

# Section 1

## Qualification overview

# Qualification overview

## Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about these qualifications and should be used by everyone involved in the planning, delivery and assessment of the following qualifications:

- NCFE Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice
- NCFE Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- NCFE Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice.

All information contained in this specification is correct at the time of publishing.

To ensure that you're using the most up-to-date version of this qualification specification please check the issue date in the page headers against that of the qualification specification on the NCFE website.

If you advertise these qualifications using a different or shortened name you must ensure that learners are aware that their final certificate will state the regulated qualification title of either, NCFE Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice, NCFE Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice, or NCFE Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice.

---

**Things you need to know**

Qualification number (QN)	<b>(501/0887/6)</b>
Aim reference	50108876
Total Qualification Time (TQT)	60
Guided Learning Hours (GLH)	45
Credit value	6
Level	4
Assessment requirements	internally assessed and externally quality assured portfolio of evidence

Qualification number (QN)	<b>(501/0889/X)</b>
Aim reference	5010889X
Total Qualification Time (TQT)	120
Guided Learning Hours (GLH)	90
Credit value	12
Level	4
Assessment requirements	internally assessed and externally quality assured portfolio of evidence

Qualification number (QN)	<b>(501/0890/6)</b>
Aim reference	50108906
Total Qualification Time (TQT)	170
Guided Learning Hours (GLH)	115
Credit value	17
Level	4
Assessment requirements	internally assessed and externally quality assured portfolio of evidence

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

Total Qualification Time is 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.

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.

Centres can decide how to allocate the TQT across the units of a qualification.

## **Credit**

The credit value is equal to the Total Qualification Time divided by ten, rounded to the nearest whole number.

---

## **About these qualifications**

These are regulated qualifications. The regulated numbers for these qualifications are 501/0887/6, 501/0889/X and 501/0890/6.

These qualifications are designed for those who currently work, or wish to work in the field of assessment and internal quality assurance. They are designed to support the Assessment and Quality Assurance of all Apprenticeships and vocational qualifications.

These qualifications may be eligible for funding. For further guidance on funding, please contact your local funding provider.

---



## Qualification purpose

### **Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice:**

The purpose of this qualification is to develop knowledge and understanding of internal quality assurance. It is intended for those who wish to gain an understanding of the principles and practices of internal quality assurance without any requirement to practice.

---

### **Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice:**

The purpose of this qualification is to confirm competence in an occupational role to the standards required. It is intended for those who maintain and improve the quality of assessment from within an organisation or assessment centre.

---

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

The purpose of this qualification is to confirm competence in an occupational role to the standards required. It is intended for those who lead a team of internal quality assurance staff.

---

## Qualification objectives

The objectives of these qualifications are to:

- provide the essential knowledge and understanding that quality assurance staff need, and offer additional units that describe competent practice. This approach gives flexibility and a greater potential to meet the needs of aspiring quality assurance staff.
-

## Achieving these qualifications

These qualifications consist of 1, 2 or 3 units. Each qualification has 1 or more units in common.

To be awarded the NCFE Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice, learners are required to successfully complete Unit 01.

To be awarded the NCFE Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice, learners are required to successfully complete Unit 01 and Unit 02.

To be awarded the NCFE Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice, learners are required to successfully complete all 3 mandatory units.

## Mandatory units

Unit No	Unit title
Unit 01	Understanding the principles and practices of internally assuring the quality of assessment
Unit 02	Internally assure the quality of assessment
Unit 03	Plan, allocate and monitor work in own area of responsibility

The learning outcomes for each unit are provided in Section 2.

The units above may be available as stand-alone unit programmes. Please visit [www.ncfe.org.uk/units](http://www.ncfe.org.uk/units) for further information.

To achieve these qualifications, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this qualification specification.

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply. A partial certificate can be requested for learners who don't achieve their full qualification but who have achieved at least one whole unit.

## Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by a qualified RPL Advisor.

## Credit transfer

Where a learner has already achieved a unit with credit, NCFE will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

## Direct Claim Status

For more information about Direct Claim Status, please contact our Customer Support team on 0191 239 8000.

---

## Entry guidance

These qualifications are designed for learners aged 19 and above.

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.

There are no specific recommended prior learning requirements for these qualifications. However, learners may find it helpful if they've already achieved a Level 3 qualification.

Entry is at the discretion of the centre. Centres are responsible for ensuring that these qualifications are appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of these qualifications.

Learners registered on these qualifications shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

---

## Progression opportunities

Learners who achieve these qualifications could progress to:

- NCFE Level 4 Certificate in Education and Training
- NCFE Level 5 Diploma in Education and Training

Learners can progress from an Award to a Certificate but centres must carefully consider which qualification they want to register the learner onto, as the registration fee will be applied for both qualifications.

---

## Qualification dates

Regulated qualifications have review dates, operational end dates and certification end dates.

The qualification review date is the date by which we'll have carried out a review of the qualification. This date is shown on the qualification page on the NCFE website.

We review qualifications up to 18 months before their review date, working with sector representatives to make any changes necessary to meet sector needs and to reflect recent developments. In most cases we'll then extend the qualification, and set a new review date. If we make the decision to withdraw a qualification, we'll set an operational end date.

If we extend the review date then this will be shown on the qualification page on the NCFE website and approved centres will be kept updated.

The operational end date will only show on the Register if we've made the decision to withdraw a qualification. After this date we can no longer accept learner registrations.

The certification end date will only show on the Register once an operational end date has been set. After this date we can no longer process certification claims.

---

## Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

## Assessors and Internal Quality Assurance

### Requirements for assessors

All those who assess these qualifications must:

- already hold the qualification they are assessing (or a recognised equivalent) and have successfully assessed learners for other Teaching, Learning or Assessment 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; or
  - Level 3 Certificate in Assessing Vocational Achievement; or
  - A1 Assess candidate performance using a range of methods; or
  - D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence; and
- show current evidence of continuing professional development in assessment and quality assurance.

### Requirements for internal quality assurance

All those who are involved with the quality assurance of these qualifications internally must:

- have up-to-date working knowledge and experience of best practice in assessment and quality assurance;
- hold one of the following assessor qualifications or their recognised equivalent:
  - Level 3 Award in Assessing Competence in the Work Environment; or
  - Level 3 Certificate in Assessing Vocational Achievement; or
  - A1 Assess candidate performance using a range of methods; or
  - D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence;
- hold one of the following internal quality assurance qualifications or their recognised equivalent:
  - Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice; or
  - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice; or
  - V1 Conduct internal quality assurance of the assessment process; or
  - D34 Internally verify the assessment process; and
- show current evidence of continuing professional development in assessment and quality assurance.

## Resource requirements

The following documents are essential reading for any centre involved in the delivery, assessment and administration of these qualifications:

- Qualification Guidance: Assessment and Quality Assurance Qualifications – Assessing and Assuring the Quality of Assessment (Education and Training Foundation, 2016).

This document can be downloaded from the qualification page on the NCFE website.

---

## Support for learners

### Evidence Tracking Log

The LETL can help learners keep track of their work. This blank document can be downloaded free of charge from the NCFE website. You don't have to use this document – you can devise your own evidence-tracking document instead.

### Support for centres

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

### Customer Support team

Our award winning Customer Support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. You can contact your Customer Support Assistant on 0191 239 8000 or email [customersupport@ncfe.org.uk](mailto:customersupport@ncfe.org.uk).

### Reasonable Adjustments and Special Considerations Policy

This policy is aimed at customers – including learners – who use our products and services and who submit requests for reasonable adjustments and special considerations. The policy can be found on our the NCFE website.

### Subject maps

Our suite of subject maps showcase the qualifications we have available within each specialist sector and how they connect to each other. They demonstrate how you can plot routes for your learners at different levels from entry level right through to higher education or the workforce, with supporting qualifications along the way.

### **Fees and Pricing**

The current fees and pricing guide is available on the NCFE website.

### **Training and support**

We can provide training sessions for Assessors and Internal Quality Assurers. Bespoke subject-specific training is also available. For further information please contact our Quality Assurance team on 0191 239 8000.

### **Learning Resources**

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the qualifications page on the NCFE website for more information and to see what is available for this qualification.

The resources and materials used in the delivery of these qualifications must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

---

# Section 2

## Unit content and assessment guidance



## Unit content and assessment guidance

This section provides details of the structure and content of these qualifications.

The unit overview includes:

- unit title and number
- unit summary
- credit value
- guided learning hours
- level
- an indication of whether a unit is mandatory or optional.

Following the unit summary there's detailed information for each unit containing:

- learning outcomes
- delivery and assessment (including types of evidence for internal assessment).

The regulated unit number is indicated in brackets for each unit (eg M/100/7116). However, to make cross-referencing assessment and quality assurance easier, we've used a sequential numbering system in this document for each unit.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

For further information or guidance about these qualifications please contact our Product Development team on 0191 239 8000.

---

**Unit 01 Understanding the principles and practices of internally assuring the quality of assessment (T/601/5320)**

---

<b>Unit summary</b>	The aim of this unit is to assess knowledge and understanding of the principles and practices that underpin the internal quality assurance of assessment.
<b>Credit value</b>	6
<b>Guided learning hours</b>	45
<b>Level</b>	4
<b>Mandatory/optional</b>	Mandatory (for all 3 qualifications)

---

**Learning outcome 1**

The learner will:

- 1 understand the context and principles of internal quality assurance

The learner can:

- 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
- 

**Learning outcome 2**

The learner will:

- 2 understand how to plan the internal quality assurance of assessment

The learner can:

- 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
-

**Unit 01 Understanding the principles and practices of internally assuring the quality of assessment (T/601/5320) (cont'd)****Learning outcome 3**

The learner will:

- 3 understand techniques and criteria for monitoring the quality of assessment internally

The learner can:

- 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
- 

**Learning outcome 4**

The learner will:

- 4 understand how to internally maintain and improve the quality of assessment

The learner can:

- 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
- 

**Learning outcome 5**

The learner will:

- 5 understand how to manage information relevant to the internal quality assurance of assessment

The learner can:

- 5.1 evaluate requirements for information management, data protection and confidentiality in relation to the internal quality assurance of assessment
-

## Unit 01 Understanding the principles and practices of internally assuring the quality of assessment (T/601/5320) (cont'd)

### Learning outcome 6

The learner will:

- 6 understand the legal and good practice requirements for the internal quality assurance of assessment

The learner can:

- 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

#### Delivery and assessment

All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding.

#### Types of evidence

There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

In gathering evidence for these qualifications, an unqualified learner Internal Quality Assurer (IQA) is not allowed to internally quality assure the work of another unqualified IQA.

**Unit 02 Internally assure the quality of assessment (A/601/5321)**

<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. 'Practitioner' means anyone with a learning and development responsibility as part of their role.
<b>Credit value</b>	6
<b>Guided learning hours</b>	45
<b>Level</b>	4
<b>Mandatory/optional</b>	This unit is mandatory for: Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice

**Learning outcome 1**

The learner will:

- 1 be able to plan the internal quality assurance of assessment

The learner can:

- 1.1 plan monitoring activities according to the requirements of own role
- 1.2 make arrangements for internal monitoring activities to assure quality

**Learning outcome 2**

The learner will:

- 2 be able to internally evaluate the quality of assessment

The learner can:

- 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

**Unit 02 Internally assure the quality of assessment (A/601/5321) (cont'd)****Learning outcome 3**

The learner will:

- 3 be able to internally maintain and improve the quality of assessment

The learner can:

- 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
- 

**Learning outcome 4**

The learner will:

- 4 be able to manage information relevant to the internal quality assurance of assessment

The learner can:

- 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
- 

**Learning outcome 5**

The learner will:

- 5 be able to maintain legal and good practice requirements when internally monitoring and maintaining the quality of assessment

The learner can:

- 5.1 apply relevant policies, procedures and legislation in relation to internal quality assurance, including those for health, safety and welfare
  - 5.2 apply requirements for equality and diversity and, where appropriate, bilingualism, in relation to internal quality assurance
  - 5.3 critically reflect on own practice in internally assuring the quality of assessment
  - 5.4 maintain the currency of own expertise and competence in internally assuring the quality of assessment
-

**Unit 02 Internally assure the quality of assessment (A/601/5321) (cont'd)****Delivery and assessment**

The aim of this unit is to assess the learner's performance in assuring the quality of assessment from within an organisation or assessment centre.

All learning outcomes in this unit must be assessed using methods appropriate to the IQA's performance. These must include:

- observation of performance
- examining products of work
- questioning

Direct evidence of this kind may be supplemented, where necessary, by professional discussion, reflective accounts or witness testimony.

Simulations are not allowed.

Remote observation is not acceptable for assessment of IQAs; in other words the assessor and the learner IQA must be in the same location at the same time when observations are being carried out.

**Types of evidence**

There must be valid, authentic and sufficient evidence for all the assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one assessment criterion.

Evidence must come from the learner IQA's performance in the work environment. There must be evidence of the learner IQA monitoring a minimum of 2 assessors, each with a minimum of 2 learners of their own, through components of a qualification.

In gathering evidence for these qualifications, an unqualified learner IQA is not allowed to internally quality assure the work of another unqualified IQA.

**Unit 03 Plan, allocate and monitor work in own area of responsibility (H/600/9674)**

<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>Credit value</b>	5
<b>Guided learning hours</b>	25
<b>Level</b>	4
<b>Mandatory/optional</b>	This unit is mandatory for: Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice.

**Learning outcome 1**

The learner will:

- 1 be able to produce a work plan for own area of responsibility

The learner can:

- 1.1 explain the context in which work is to be undertaken
- 1.2 identify the skills base and the resources available
- 1.3 examine priorities and success criteria needed for the team
- 1.4 produce a work plan for own area of responsibility

**Learning outcome 2**

The learner will:

- 2 be able to allocate and agree responsibilities with team members

The learner can:

- 2.1 identify team members' responsibilities for identified work activities
- 2.2 agree responsibilities and SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives with team members

**Learning outcome 3**

The learner will:

- 3 be able to monitor the progress and quality of work in own area of responsibility and provide feedback

The learner can:

- 3.1 identify ways to monitor progress and quality of work
- 3.2 monitor and evaluate progress against agreed standards and provide feedback to team members



**Unit 03 Plan, allocate and monitor work in own area of responsibility (H/600/9674) (cont'd)****Learning outcome 4**

The learner will:

- 4 be able to review and amend plans of work for own area of responsibility and communicate changes

The learner can:

- 4.1 review and amend work plan where changes are needed  
4.2 communicate changes to team members

**Delivery and assessment**

The aim of this unit is to assess performance in leading the work of a team of IQA staff who are responsible for the internal quality assurance within an organisation or assessment centre.

All learning outcomes in this unit must be assessed using methods appropriate to the learner IQA's performance. These must include:

- observation of performance
- examining products of work
- questioning

Direct evidence of this kind may be supplemented, where necessary, by professional discussion, reflective accounts or witness testimony.

**Types of evidence**

There must be valid, authentic and sufficient evidence for all the assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Evidence must come from performance in the work environment and from co-ordinating the work of a team of IQAs.

# Section 3

## Assessment and quality assurance

# Assessment and quality assurance

## How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

The NCFE Level 4 qualifications for Internal Quality Assurance Staff are internally assessed and externally quality assured.

Unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

---

## Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes associated with each unit. On completion of each unit learners must declare that the work produced is their own and the Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2.

Internally assessed work should be completed by the learner in accordance with the qualification specification. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the Tutor. Assessment activities can be integrated throughout, although separate from the teaching of the unit and do not have to take place directly at the end of the unit.

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work, and must be authenticated and attributable to the learner. The Tutor must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

---

## Presenting evidence

### Written

Written evidence may be presented in word-processed or handwritten form. Audio-visual content (videos, pictures, drawings, audio) may also be used.

Tables, graphs and spreadsheets may be produced using appropriate ICT.

Any copied material must be suitably acknowledged, and quotations must be clearly marked and a reference provided wherever possible to ensure that learner work can be authenticated.

## Recorded

Where audio-visual evidence of multiple learners is used, centres must ensure that each learner being assessed is clearly visible and can be identified by the Quality Assurer.

The recorded evidence should allow the learner to demonstrate the learning outcomes clearly but should only show work relevant to what is being assessed. For example if a performance/participation is done as part of a group, the Quality Assurer will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

To help our Quality Assurers to identify clearly when a particular learner is performing/participating we'd recommend including the following information:

- the exact start and finish times so that the Quality Assurer can go straight to that spot on the tape/recording
- a running order list and a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable).

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good quality audio. This will allow the Quality Assurer to hear both the learner(s) and the Assessor (if applicable).

---

## Quality Assurance

### Internal quality assurance

Internal quality assurance is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. It's the responsibility of Internal Quality Assurers to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Quality Assurers are also responsible for supporting Assessors by offering advice and guidance.

The Internal Quality Assurer will follow the centre's own sampling strategy in selecting the sample to be internally quality assured. See the guidance on sampling on the NCFE website.

The Internal Quality Assurer provides the vital link between the Assessors and the External Quality Assurer and acts as the centre's quality assurance agent.

---

### External quality assurance

External quality assurance of internal assessments is carried out at least once a year to ensure that assessment and grading decisions are in line with required standards. External quality assurance is carried out by External Quality Assurers who are appointed, trained and monitored by NCFE. External Quality Assurers are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their External Quality Assurer's contact details on registration of learners with NCFE.

---

# Section 4

## Explanation of terms

## Explanation of terms

This table explains how the terms used at Level 4 in the unit content are applied to these qualifications (not all verbs are used in these qualifications).

<b>Analyse</b>	Break the subject or complex situations into separate parts and examine each part in detail. Identify the main issues and show how the main ideas are related to practice and why they are important. Reference to current research or theory may support the analysis.
<b>Critically analyse</b>	This is a development of 'analyse' which explores limitations as well as positive aspects of the main ideas in order to form a reasoned opinion.
<b>Clarify</b>	Explain the information in a clear, concise way showing depth of understanding.
<b>Classify</b>	Organise accurately according to specific criteria.
<b>Collate</b>	Collect and present information arranged in sequence or logical order which is suitable for purpose.
<b>Compare</b>	Examine the subjects in detail, consider and contrast similarities and differences.
<b>Critically compare</b>	This is a development of compare where the learner considers and contrasts the positive aspects and limitations of the subject.
<b>Consider</b>	Think carefully and write about a problem, action or decision showing how views and opinions have been developed.
<b>Demonstrate</b>	Show an in-depth understanding by describing, explaining or illustrating using examples.
<b>Describe</b>	Provide a broad range of detailed information about the subject or item in a logical way.
<b>Discuss</b>	Write a detailed account which includes contrasting perspectives.
<b>Draw conclusions (which....)</b>	Make a final decision or judgment based on reasons.
<b>Evaluate</b>	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgment. Apply current research or theories to support the evaluation.

<b>Critically evaluate</b>	This is a development of 'evaluate' where the debater debates the validity of claims from the opposing views and produces a convincing argument to support the conclusion or judgement.
<b>Explain</b>	Apply reasoning to account for how something is or to show understanding of underpinning concepts. Responses could include examples to support these reasons.
<b>Identify</b>	Apply an in-depth knowledge to give the main points accurately. (A description may also be necessary to gain higher marks when using compensatory marking).
<b>Justify</b>	Give a detailed explanation of the reasons for actions or decisions.
<b>Review and revise</b>	Look back over the subject and make corrections or changes based on additional knowledge or experience.
<b>Reflect</b>	Learners should consider their actions, experiences or learning and the implications of these in order to suggest significant developments for practice and professional development.
<b>Summarise</b>	Give the main ideas or facts in a concise way to develop key issues.

# Section 5

## General information



# General information

## Equal opportunities

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of our Diversity and Equality policy is available on the NCFE website.

## Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external quality assurance and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy please visit the NCFE website.

## Data protection

NCFE is registered under the Data Protection Act and is committed to maintaining the highest possible standards when handling personal information.

## Contact us

NCFE  
Q6  
Quorum Park  
Benton Lane  
Newcastle upon Tyne  
NE12 8BT

Tel: 0191 239 8000\*

Fax: 0191 239 8001

Email: [customersupport@ncfe.org.uk](mailto:customersupport@ncfe.org.uk)

Website: [www.ncfe.org.uk](http://www.ncfe.org.uk)

**NCFE © Copyright 2020 All rights reserved worldwide.**

Version 2.2 June 2022

Information in this qualification specification is correct at the time of publishing but may be subject to change.

NCFE is a registered charity (Registered Charity No. 1034808) and a company limited by guarantee (Company No. 2896700).

CACHE; Council for Awards in Care, Health and Education; and NNEB are registered trademarks owned by NCFE.

All the material in this publication is protected by copyright.

***\* To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***