

Higher National Unit Specification

General information for centres

Unit title: Learning and Development: Quality Assuring the Assessment Process

Unit code: DN3P 34

Unit purpose: This Unit is designed to enable candidates to develop the knowledge, and understanding that is required in the moderation process

On completion of the Unit the candidate should be able to:

1. Explain the main principles and concepts of quality assurance as they apply to assessment.
2. Explain the role of internal moderators and their responsibilities towards assessors in the moderation process.
3. Examine how a quality assurance system works in an organisation.

Credit points and level: 1 HN Credit at SCQF level 7: (8 SCQF credit points at SCQF level 7*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Recommended prior knowledge and skills: Access to this Unit is at the discretion of the centre. However, candidates would normally be expected to have competence in communication skills at Intermediate 2 (SCQF Level 5) or similar qualifications or experience and some knowledge of the training cycle and the trainer's role within it. It is useful that candidates have achieved either the Competence Based Assessment or Non Competence Based Assessment Units.

Core skills: There may be opportunities to gather evidence towards core skills in this Unit, although there is no automatic certification of core skills or core skills components.

Context for delivery: If this Unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes. This Unit is included as optional in the framework of the HNC Learning and Development.

Assessment: This Unit will be assessed holistically by the production of written evidence in the form of a report, policy document or an induction pack.

Higher National Unit specification: statement of standards

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The sections of the Unit stating the Outcomes, knowledge and/or skills, and evidence requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Explain the main principles and concepts of quality assurance as they apply to assessment

Knowledge and/or skills

- ◆ The four stages of assessment
- ◆ Standards for assessment
- ◆ Sources of evidence
- ◆ Assessment of skills, knowledge and attitudes
- ◆ Barriers to assessment and how to overcome them
- ◆ Moderation and verification
- ◆ Stages of quality assurance

Evidence requirements

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ explain the four stages of assessment
- ◆ explain standards for assessment
- ◆ identify sources of evidence
- ◆ explain barriers to assessment and ways to overcome them
- ◆ explain the processes of moderation and verification
- ◆ describe the stages of quality assurance

The evidence should be produced in the form of a report of about 600 words explaining to assessors the knowledge and skills noted above.

Higher National Unit specification: statement of standards (cont)

Unit title: Learning and Development: Quality Assuring the Assessment Process

Assessment guidelines

This Outcome should be assessed holistically by a report and an associated induction pack for assessors or assessed separately by means of a report.

Outcome 2

Explain the role of internal moderators and their responsibilities towards assessors in the moderation process

Knowledge and/or skills

- ◆ Internal audit procedures
- ◆ Requirements of assessors
- ◆ National standards and assessment strategies
- ◆ Feedback/support skills
- ◆ Induction, standardisation, personal development plans
- ◆ How to monitoring assessors' performance
- ◆ Continuous Professional Development

Evidence requirements

Candidates will need evidence to demonstrate their skills and/or knowledge by showing that they can:

- ◆ explain audit procedures
- ◆ identify requirements for assessors
- ◆ explain what is meant by National Standards
- ◆ understand induction, standardisation and personal development plans
- ◆ explain how to monitor assessors' performance
- ◆ explain CPD

This evidence should be provided through clear written explanations of the role of internal moderators and their responsibilities in relation to assessors. Clear working examples should be provided of how a moderator does this. All of the above knowledge should be demonstrated through the report and induction pack.

Assessment guidelines

This Outcome should be assessed holistically with Outcome 1 and Outcome 3.

Higher National Unit specification: statement of standards (cont)

Unit title: Learning and Development: Quality Assuring the Assessment Process

Outcome 3

Examine how a quality assurance system works in an organisation

Knowledge and/or skills

- ◆ Purpose and scope of the moderation
- ◆ Advice and support of assessors
- ◆ Monitoring assessments decisions
- ◆ Internal moderation procedures
- ◆ Sampling plans
- ◆ Liaison with external bodies
- ◆ Complaints and appeals procedures

Evidence requirements

Candidates will need to demonstrate their knowledge and/or skills by showing that they can:

- ◆ explain the purpose and scope of moderation
- ◆ explain how to support and advise assessors
- ◆ understand how to monitor assessment decisions
- ◆ explain internal moderation procedures
- ◆ devise sampling plans
- ◆ explain how to liaise with external bodies
- ◆ explain their responsibilities in complaints and appeals procedures

This evidence should be provided through examining how a quality assurance system for assessment works. The system described should clearly reflect the external requirements of the relevant awarding body, the accrediting body, internal procedures. This will be evidenced through the report and the induction pack.

The organisation may be based on a case study or on real work experience.

Assessment guidelines

Outcome 3 should be assessed holistically with Outcomes 1 and 2.

Administrative Information

Unit code:	DN3P 34
Unit title:	Learning and Development: Quality Assuring the Assessment Process
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Higher National Unit specification: support notes

Unit title: Learning and Development: Quality Assuring the Assessment Process

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

The Unit covers an explanation of the concepts and principles as they relate quality assurance and the assessment process, what the role of the moderator, verifier and assessor is in the process, what support assessors need in carrying out assessment including guidance on sampling, standardisation arrangements, how to carry out an evaluation of an internal quality assurance system and how quality assurance system operates within different organisation.

In Outcome 1 the four stages of assessment are planning, generation and judgement of evidence, feedback and quality assurance. Standards can be nationally, organisationally or locally devised. Moderation concerns the standardisation of assessment judgements whilst verification checks validity, authenticity, reliability and sufficiency.

In Outcome 2 the requirements of assessors include qualifications, skills, standards, appropriate assessment documentation, support.

In Outcome 3 is concerned with an explanation of how a quality assurance system works in an organisation. The system should meet the external requirements of relevant awarding body, the accrediting bodies and internal procedures. Awarding bodies produce many useful reference documents about assessment and moderation which are good sources of information. These procedures may be ones already in place or ones that the candidate develops specifically to meet moderation/assessment requirements.

Topics listed here may be covered in a programme to enrich the learning experience, they are not mandatory.

- ◆ APL and others sources of indirect evidence,
- ◆ portfolio construction,
- ◆ assessment planning,
- ◆ assessment documentation,
- ◆ evidence recording,
- ◆ reviewing skills,
- ◆ assessment of competence
- ◆ the role of an advisor,
- ◆ the role of an external verifier
- ◆ moderation planning (rationale – types of moderation, frequency, etc)
- ◆ evidence of feedback and support to assessors.
- ◆ evidence requirements

Higher National Unit specification: support notes (cont)

Unit title: Learning and Development: Quality Assuring the Assessment Process

Guidance on the delivery and assessment of this Unit

The Unit may be delivered using a broad variety of teaching approaches. For example, role plays of standardisation meetings, case studies of work to be moderated, simulation of feedback exercises, exposition by the lecturer, discussions, use of the internet to research information about quality systems and specifically moderation as applied to assessment.

The principal context will be the training/teaching environment. Candidates will also be encouraged to use the Internet to carry out research. If a candidate has access to a workplace where evidence to meet the performance criteria can be generated this should be encouraged. This would require be negotiating and agreeing between the candidate and their tutor, and an assessment plan drawn up.

A holistic assessment may be used for the candidate to provide evidence to meet all Outcomes . The candidate may develop an induction pack to be given to candidate assessors, which explains the principles and concepts as they relate to the moderation process. The induction pack will include detail of a system to moderate the assessment process. This will take the form of a policy/report document that covers the essential processes of moderation. The induction pack should be of approximately 2000 words.

Open learning

This Unit could be delivered by open learning. However it would require planning by the centre to ensure the authenticity of candidate evidence.

Difficulties in authenticating evidence will have to be addressed by the centre. For further information and advice please refer to *Assessment and Quality Assurance for Open and Distance Learning* (SQA, February 2001 – publication code A1030)

Candidates with additional support needs

This Unit specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs*, which is available on the SQA website www.sqa.org.uk.

General information for candidates

Unit title: Learning and Development: Quality Assuring the Assessment Process

This Unit is designed to introduce you to the principles and concepts of assessment and how they relate to the moderation process.

Information will be given on the role of the moderator and assessor and how these relate to the moderation process.

You will be given the opportunity to study the principles and concepts of assessment in order to relate this to the moderation the assessment process.

You will develop an induction pack to be given to Candidate Assessors, which explains the principles and concepts as they relate to the moderation process.

The Unit also covers partial knowledge requirements of Scottish National Vocational Qualification Units V1 Conduct Internal Quality Assurance of the Assessment Process, A1 Assess Candidates Using a range of Methods and A2 Assess Candidates' Using Performance Through Observation.