

SQA unit J8RT 04

Internally Monitor and Maintain the Quality of Workplace Assessment

Source: CLDLD11 Internally Monitor and Maintain the Quality of Assessment
(approved June 2021)

Originating organisation: Lifelong Learning UK

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Overview

This unit is about monitoring assessment processes and decisions within an organisation and helping to maintain and improve the quality of assessment.

Who this unit is for

This unit is for those monitoring assessment processes and decisions within an organisation and helping to maintain and improve the quality of workplace assessment. The internal quality assurance process being conducted by the internal verifier-candidate can be for SVQs, work-based qualifications or in-company standards.

What this unit is about

The types of activities the internal verifier-candidate will be involved in include:

- Preparing to carry out internal quality assurance.
- Planning internal quality assurance.
- Carrying out planned monitoring of the quality of assessment.
- Providing assessors with feedback, advice and support to help them maintain and improve their assessment practice.
- Meeting appropriate external quality assurance requirements.

To achieve this unit, the internal verifier-candidate is required to carry out the monitoring activities defined in their organisation's quality assurance procedures in accordance with appropriate external quality assurance requirements.

Their knowledge will be assessed by taking part in a discussion with their assessor (noted / recorded), answering questions (written or oral), verifier-candidate statement or a combination of all of these.

The internal verifier-candidate's performance will be assessed by the assessor looking at products of work, for example:

- Notes of meetings with assessors and other quality assurance staff in the organisation.
- Notes on the planning process for their monitoring activities.
- Quality assurance documentation the internal verifier-candidate uses to record their monitoring of, at least, two assessors' work with, at least, two learners each, covering, at least, four assessment decisions in total, using, at least, two different assessment methods. Assessment "decisions" refer to individual assessment methods. Monitoring will include observation of assessors providing feedback to their learners.
- Records of their use of the results of monitoring to provide feedback, including advice and support on practice and planned Continuous Professional Development (CPD) processes, to assessors and other relevant people and agreeing any remedial action or changes to assessment procedures to meet internal and external quality assurance requirements.

The internal verifier-candidate will be observed monitoring the activities of one assessor.

Performance What the internal verifier-candidate must do:	Knowledge What the internal verifier-candidate must know:
1 Prepare to carry out internal quality assurance. (a) Prepare for the internal verification process by ensuring that all relevant information and intelligence has been identified, gathered and utilised. (b) Establish an appropriate sampling strategy to meet the requirements of the assessment and quality assurance process.	1. The organisational, legal and professional requirements that should be followed when planning learning and development programmes. 2. The current quality requirements for assessment processes and systems in your area of responsibility. 3. The key concepts and principles of assessment (VARCS). 4. The key concepts and principles of quality assurance. 5. Procedures to follow when preparing for monitoring activity. 6. The agreed procedures for planning, preparing for and carrying out assessments. 7. Appropriate criteria for judging the quality of the assessment process. 8. The role of the assessor and the relevant requirements of the role. 9. The roles of those involved in maintaining the quality of assessment and the relevant requirements of these roles. 10. Special assessment arrangements. 11. The uses, benefits and drawbacks of different assessment methods. 12. How to ensure the health and safety of the learner is maintained during assessment.

Performance What the internal verifier-candidate must do:	Knowledge What the internal verifier-candidate must know:
2. Plan internal quality assurance. (a) Establish an appropriate sampling strategy to meet the requirements of the assessment and quality assurance process. (b) Plan the implementation of sampling strategy and monitoring activities. (c) Prepare monitoring activities according to the requirements of the sampling strategy.	1. Procedures to follow when planning monitoring activity. 2. Quality assurance risks and how these will influence the sampling approach. 3. Assessment cycle when you would use interim and final verification. 4. Principles of monitoring assessor practice, sampling judgements by assessment methods. 5. Techniques for sampling evidence of assessment, including making appropriate use of technology. 6. Policies, procedures and requirements regarding information management, data protection and confidentiality in relation to assessment and quality assurance. 7. How to record and store assessment and internal verification decisions, and who they should be made available to.
3. Carry out planned monitoring of the quality of assessment. (a) Determine whether assessment processes and systems meet and operate according to relevant quality assurance and regulatory requirements. (b) Verify that assessor(s) meet(s) relevant assessment strategy requirements and that assessment plans are appropriate.	1. Assessment and Quality Assurance principles, requirements, policy and practice (Valid, Authentic, Reliable, Current and Sufficient.) 2. Assessment specifications and risk identification and management. 3. How to sample assessment decisions to ensure that they are valid, authentic, reliable, robust, current and sufficient. 4. Methods of monitoring assessor practice, ensuring full coverage of the assessment cycle and the recording of sampling to show a clear audit trail.

Performance What the internal verifier-candidate must do:	Knowledge What the internal verifier-candidate must know:
(c) Check that assessments are planned, prepared for and carried out according to agreed principles of assessment procedures. (d) Check that assessment methods are valid, authentic, reliable, robust, and current. (e) Sample assessor decisions to ensure that they are consistent, reliable, and valid and meet the assessment requirements. (f) Provide assessors with feedback, advice and support to help them maintain and improve their assessment practice.	5. Standardisation processes and how to co-ordinate and contribute to these. 6. The types of feedback, support and advice that assessors need and how to meet these needs. 7. Procedures to follow when there are concerns about quality of assessment: when and how to use them. 8. Procedures to follow when there are disputes concerning assessment and quality assurance. 9. Issues related to equality and diversity that may affect assessment and quality assurance and how to address these. 10. Procedures to follow when carrying out and recording monitoring activity. 11. The requirements for information management, data protection and confidentiality and communication in relation to assessment and quality assurance. 12. IV role in identifying gaps in Assessors' skills and knowledge, identifying Continuous Professional Development (CPD) opportunities to meet national standards in assessment and verification.

Performance What the internal verifier-candidate must do:	Knowledge What the internal verifier-candidate must know:
4. Meet appropriate external quality assurance requirements. (a) Work with assessors and others to ensure the standardisation of assessment practice and outcomes. (b) Follow agreed procedures when there are significant concerns about the quality of assessment. (c) Participate in wider quality assurance activities which contribute to the quality of assessment and support your own development. (d) Follow agreed procedures for the recording, storing, reporting and confidentiality of information. (e) Reflect on own practice and identify professional development needs.	1. External quality assurance requirements prior to, during and post monitoring activities. 2. Procedures to follow when there are disputes concerning assessment and quality assurance. 3. Standardisation processes and how to co-ordinate and contribute to these. 4. Methods of reporting on internal quality assurance and reviews of practice. 5. The requirements for information management, data protection and confidentiality in relation to assessment and quality assurance. 6. The value and purpose of continuing professional development for assessment and quality assurance practitioners.

Evidence requirements

Stage 1: Prepare to carry out internal quality assurance.

Performance evidence

1. The information the internal verifier-candidate (IV-candidate) gathered to inform planning of their monitoring of the assessment process covering at least two assessors' work with at least two learners each, covering at least two assessment decisions (competent or not yet competent), for a minimum of two different assessment methods (four in total).

Potential sources of evidence may include:

- Record of assessor qualifications and experience
- Internal verification policy and procedure within the centre

2. Knowledge evidence with supporting documentation on how the internal-verifier candidate gathered information on the standards being assessed, assessment and quality assurance requirements, numbers of learners and assessors, assessment context, quality assurance risks.

Potential sources of evidence may include:

- Discussion with centre staff with regards to potential quality assurance risks.
- Assessment strategy and awarding body guidance.
- Internal verification policy and procedures.
- External qualification verification reports.
- Standardisation minutes / decision logs.

Knowledge evidence

Evidence that the internal verifier-candidate has all the knowledge specified. This may be evidenced through one or more or a combination of the following:

- discussion with their assessor
- answering written or oral questions
- providing a personal statement

Stage 2: Plan internal quality assurance.

Performance evidence

1. A plan for the monitoring of at least two assessors appropriate to their experience, the assessment cycle, learner cohorts, assessment methods, assessment principles, quality assurance principles, Assessment Strategy (where appropriate) and external quality assurance requirements. The monitoring plan should cover each assessor's work with at least two learners covering at least two assessment decisions, competent or not yet competent, and a minimum of two different assessment methods for each learner (four in total.)

Stage 2: Plan internal quality assurance (continued)

Performance evidence (continued)

Knowledge evidence

Evidence that the internal verifier-candidate has all the knowledge specified. This may be evidenced through one or more or a combination of the following:

- discussion with their assessor
- answering written or oral questions
- providing a personal statement

Stage 3: Carry out planned monitoring of the quality of assessment.

Performance evidence

1. Internal quality assurance records of planned monitoring activity of each assessor's work with at least two learners covering at least two assessment decisions, competent or not yet competent, and a minimum of two assessment methods (methods) for each learner. To include the quality assurance risks (assessor experience, assessment cycle, candidate cohorts, assessment methods, assessment strategy and/or guidance, VARCS, external quality assurance requirements) and how these will influence the sampling approach.
2. Observation by the internal verifier-candidate monitoring the assessment practice of each of the assessors they are working with, which must include the assessors providing feedback to their learners.
3. Observation by the assessor of the internal verifier-candidate monitoring the assessment activities of one of the assessors they are working with. The observation need only cover a sample of the monitoring activities such as planning, feedback, or standardisation.
4. Knowledge evidence of how the internal verifier-candidate's monitoring activities and sampling approach were appropriate to the assessors' experience, the assessment cycle, learner cohorts, assessment methods, assessment principles, quality assurance principles, Assessment Strategy / in-company standards (where appropriate) and external quality assurance requirements.
5. Records of the internal verifier-candidate's feedback, including advice and support to relevant people, agreements about any remedial action or changes to assessment processes to ensure consistency and to inform plans for CPD activity.

Knowledge evidence

Evidence that the internal verifier-candidate has all the knowledge specified. This may be evidenced through one or more or a combination of the following:

- discussion with their assessor
- answering written or oral questions
- providing a personal statement

Stage 4: Meet appropriate external quality assurance requirements.

Performance evidence

1. Internal quality assurance reports covering the activities in 'Carry out planned monitoring of the quality of assessment.'
2. An endorsing statement in relation to the acceptability of the internal verifier-candidate's work from a quality assurance practitioner such as a qualified internal verifier, centre co-ordinator or external verifier.
3. Records of their contribution to standardisation activities / events to ensure consistency in assessment.
4. Evidence the internal verifier-candidate reflects on own practice and identifies continuing professional development in the relevant area of practice by demonstrating they continue to meet the relevant assessment strategy standards.

Knowledge evidence

Evidence that the internal verifier-candidate has all the knowledge specified. This may be evidenced through one or more or a combination of the following:

- discussion with their assessor
- answering written or oral questions
- providing a personal statement

Glossary

Within this unit, the following terms and explanations are used:

Assessment method

A means of generating evidence of a learner's knowledge and / or skills. Ways of measuring learning and development, for example, observation, questioning, checking products of work, setting assignments.

Assessment requirements

A broad term used to cover assessment criteria, assessment strategies, assessment tasks.

Assessment strategy

A method of ensuring quality control for vocational qualifications which may include information such as the overall scope of the strategy, related qualifications, quality assurance information, evidence criteria, and qualification requirements for assessors and verifiers in the subject area. Assessment strategies can be found via the websites of Awarding bodies or relevant sector skills organisations.

Authentic

A means of generating evidence of a learner's knowledge and / or skills. Ways of measuring learning and development, for example, observation, questioning, checking products of work, setting assignments.

Candidate

The individual entered for a qualification. Often used interchangeably with 'learner' and can be used in reference to a learner who is at the point of assessment.

Current

Current evidence should allow decisions to be made confidently about the currency of skills and knowledge claimed and that the learner is competent at the point of assessment.

Diversity

Acknowledging that each individual is unique, and recognising our individual differences in, for example, culture, ability, gender, race, religion, wealth, sexual orientation or any other individual characteristic.

Equality

A state of fair treatment that is the right of all people regardless of differences in, for example, culture, ability, gender race, religion, wealth, sexual orientation or any other group characteristic.

Environment

This includes the physical environment in which learning and development takes place but also covers group dynamics and behaviour.

Glossary (continued)

Fair

Ensuring that everyone has an equal chance of getting an accurate assessment.

Evidence

This could be for example learner progress, learner attainment, learner satisfaction, staff engagement as appropriate to the quality indicators.

Health and safety

This includes physical health and safety as well as emotional wellbeing.

Learner

The individual entered for a qualification or in-company standards who is being assessed. Often used interchangeably with 'candidate' out with the context of Learning and Development and can be used in reference to a learner who is at the point of assessment.

Outcomes

These could be outcomes for the group, as a whole, for example, enabling team effectiveness and / or outcomes for the individuals who make up the group, for example individual skill acquisition.

Practice

This refers to the 'way' that you carry out your work and takes account of factors such as your approach to your work.

Quality requirements

These could be for example, organisational, legal / statutory, funding or awarding organisation requirements.

Reliable

Consistently achieves the same results with the same (or similar) group of learners.

Requirements for their role

This could include holding an assessor qualification and / or being an expert in the subject being assessed.

Robust

Robust evidence is able to withstand criticism and its use can be easily justified.

Role

This is used to describe the job that you are contracted to carry out and the work that you must do.

Glossary (continued)

Special Assessment Arrangement

An agreement made with the learner and the employer / organisation to ensure fair assessment of the learner without diluting the standards. For example, taking account of shift working by arranging assessment opportunities to suit the learner's work pattern.

Sufficient

Enough evidence as specified in evidence requirements or assessment strategy.

Technology

This refers to both hardware and online tools / apps which can be used in the delivery and assessment of learning programmes.

Valid

Relevant to the criteria against which the learner is being assessed.

History of changes

Edition	Description of change	Date
01	Removal of “robust” as a Principle of Assessment and the acronym; VARCS from: <i>Stage 1, Knowledge point 3; Stage 3, Knowledge point 1.</i> <i>Evidence Requirements: Stage 2, Performance evidence requirement number 1, Stage 3, Performance evidence number 1 and 4.</i> Stage 3, Knowledge point 4, “<i>Methods of monitoring assessor practice, ensuring these are in line with current Land D standard, and recording sampling to show a clear audit trail</i>” amended to “<i>Methods of monitoring assessor practice, ensuring full coverage of the assessment cycle and the recording of sampling to show a clear audit trail.</i>”	Aug 2025