OCR
Oxford Cambridge and RSA

Unit Title:	**Understanding the principles and practices of internally assuring the quality of assessment**
OCR unit number	1
Level:	4
Credit value:	6
Guided learning hours:	45
Unit accreditation no:	T/601/5320

Unit purpose and aim

The aim of this unit is to assess the knowledge and understanding a learning and development practitioner requires for the internal quality assurance of assessment.

'Practitioner' means anyone with a learning and development responsibility as the whole or a part of their role.

Learning Outcomes	Assessment Criteria	Exemplification
The Learner will:	**The Learner can:**	**The candidate may consider:**
1 Understand the context and principles of internal quality assurance	1.1 Explain the functions of internal quality assurance in learning and development	• The purpose of quality assurance • What it measures and why • What standard must be achieved and why

	1.2 Explain the key concepts and principles of the internal quality assurance of assessment	• How assessment is quality assured and when
		• The different types of quality assurance intervention that may occur e.g:
		  • observation of assessment practice
		  • sampling of decisions and evidence
		  • reviewing assessment planning and feedback
		  • opportunities for assessors to compare their practice with that of others
		  • others
		
		• Which key aspects of the assessment process should be monitored and why
		  • induction of the candidates
		  • assessment planning
		  • feedback to candidates

Learning Outcomes	Assessment Criteria	Exemplification
		• identifying and meeting learners needs • whether assessment decisions are fair, valid, reliable, safe • others
	1.3 Explain the roles of practitioners involved in the internal and external quality assurance process	• The roles of • Candidates • Assessors • Mentors • IQA personnel • EQA personnel
	1.4 Explain the regulations and requirements for internal quality assurance in own area of practice	• The NVQ Code of Practice 2006 • QCF Regulatory Framework • Awarding Body requirements • Company policy and procedures
2 Understand how to plan the internal quality assurance of assessment	2.1 Evaluate the importance of planning and preparing internal quality assurance activities	• The value of each type of intervention in relation to the qualification being quality assured and the experience of individual assessors • The timing of each intervention to achieve the desired outcomes • The importance of communicating how and when these activities will take place • Awarding Body requirements • The consequences of non-compliance
	2.2 Explain what an internal quality assurance plan should contain	• Planning records • Company policies and procedures • The timetable for each intervention • What is to be reviewed and how • Who will be involved • Qualifications/units assessed • Assessors • Candidate groups • Assessment sites • Assessment methods

Learning Outcomes	Assessment Criteria	Exemplification
		• Awarding Body and regulatory requirements
	2.3 Summarise the preparations that need to be made for internal quality assurance, including: • information collection • communications • administrative arrangements • resources	• What information is required • Who needs to be involved • Company policy and procedure • Awarding Body requirements • Staff time and associated costs • How to record outcomes
3 Understand techniques and criteria for monitoring the quality of assessment internally	3.1 Evaluate different techniques for sampling evidence of assessment, including use of technology	The value of: • Observations of assessment practice • Interviews with candidates • How to review the following • against claims to competence and/or knowledge and • understanding: • Assessor records of candidate performance • Product evidence • Records of professional discussion/question and answer sessions • Learner statements/case histories • Other evidence How to take into account: • Awarding Body requirements • regulatory requirements – eg NVQ Code of Practice 2006; QCF Regulatory Framework • Assessment strategy for each qualification • Company policy and procedure • resources required
	3.2 Explain the appropriate criteria to use for judging the quality of the assessment process	• Comparison of assessment decisions against assessment criteria and learning outcomes of each unit • Identification of the most appropriate methods of

Learning Outcomes	Assessment Criteria	Exemplification
		assessment to use for individual learners in their particular environment • Use of observation of assessment practice against current standards of best practice as a measure of quality • Comparison of decisions made by different assessors across units/types of evidence • How Assessors take into account specific assessment strategies, Awarding Body and regulatory requirements • How Assessors apply requirements for equality, diversity, inclusion, safeguarding and health & Safety to the assessment process
4 Understand how to internally maintain and improve the quality of assessment	4.1 Summarise the types of feedback, support and advice that assessors may need to maintain and improve the quality of assessment	• Providing constructive feedback after sampling decisions and observing assessment practices • Identifying Assessor learning needs and identifying how those needs can be met • Advising on opportunities for continuous professional development • Advising on the requirements of assessment strategies; regulators. Company policy and procedures • Providing opportunities to compare practice/decisions with that of other assessors • Comparing individuals skills and knowledge to the occupational competence requirements for assessors defined in the relevant assessment strategy
	4.2 Explain standardisation requirements in relation to assessment	May include: • Awarding Body requirements • regulatory requirements • company policy and procedure • consistency • fairness

Learning Outcomes	Assessment Criteria	Exemplification
	4.3 Explain relevant procedures regarding disputes about the quality of assessment	May include: • regulatory requirements • Awarding Body requirements • company policy and procedure
5 Understand how to manage information relevant to the internal quality assurance of assessment	5.1 Evaluate requirements for information management, data protection and confidentiality in relation to the internal quality assurance of assessment	• Options for safe and secure storage of information in different environments and the potential risks • Data Protection • Confidentiality
6 Understand the legal and good practice requirements for the internal quality assurance of assessment	6.1 Evaluate legal issues, policies and procedures relevant to the internal quality assurance of assessment, including those for health, safety and welfare	• Data Protection • Safeguarding • Equality of opportunity • Diversity • Health and Safety • Company policy • Awarding Body and regulatory requirements
	6.2 Evaluate different ways in which technology can contribute to the internal quality assurance of assessment	• Software packages • Electronic portfolios • Internet
	6.3 Explain the value of reflective practice and continuing professional development in relation to internal quality assurance	• What standards of performance are required • Ways of obtaining feedback on performance • How to identify gaps in knowledge or skill levels that need to be addressed and how to do this • Examples of learning that have been applied to develop practice
	6.4 Evaluate requirements for equality and diversity and, where appropriate, bilingualism, in relation to the internal quality assurance of assessment	• What the requirements are • How they apply to IQA • How they can be used to ensure fairness and consistency

Assessment

The aim of this unit is to assess knowledge and understanding of the principles and practices that underpin the internal quality assurance of assessment.

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

Evidence requirements

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.

National Occupational Standards (NOS) mapping/signposting

Learning and Development Standard 11 Internally monitor and maintain the quality of assessment

NOS can viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.ukstandards.co.uk.

Functional skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills Standards					
English		**Mathematics**		**ICT**	
Speaking and Listening	✓	Representing		Use ICT systems	✓
Reading	✓	Analysing		Find and select information	✓
Writing	✓	Interpreting		Develop, present and communicate information	✓

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications' (A850)* on the OCR website www.ocr.org.uk .