QNUK Level 4 Award in the
Internal Quality Assurance of Assessment
Processes and Practice (RQF)

601/6011/1

Contents

1. Introduction

Qualifications Network Limited (QNUK) is an Awarding Organisation recognised and regulated by the Office of Qualifications and Examinations (Ofqual) in England, the Council for Curriculum, Examinations and Assessment (CCEA) in Northern Ireland and Qualifications Wales.

This specification outlines key information required by users of the qualification to ensure they can make an informed decision about the suitability of the qualification they are taking or proposing to take for the purposes that they intend to use it.

2. Contact Us

Please get in touch if you need any advice or guidance with this qualification.

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3. Version Number

Centres should make sure they are using the most up to date document by checking the footer which will confirm the current version number.

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4. Qualification Objective

This qualification is for existing Internal Quality Assurance personnel who wish to progress onto leading a team performing Internal Quality Assurance within a centre or other place of learning. The qualification will confirm competence and will support a role in the workplace.

5. Sector Support and Industry Recognition

This qualification relates to the Professional Standards in Teaching in the Lifelong Learning Sector, supported by the Education and Training Foundation.

6. Geographical Coverage of this Qualification

This qualification is available across the UK. The qualification can be delivered internationally; however, learners should be aware that the protocols meet current UK guidelines.

7. Benefit for Learners

This qualification demonstrates competence and provides recognition of knowledge and understanding of leading the internal quality assurance of assessment processes and practices in a training provider, FE college or an organisation's inhouse training department in a variety of sectors. This qualification could help progression into a quality assurance role.

8. Progression

Learners could progress to:

- QNUK Level 4 Certificate in Leading the External Quality Assurance of Assessment Process and Practice (RQF)
- or into further employment as a Quality Assurer

9. Recognition of Prior Learning

QNUK would welcome requests for recognition of prior learning (RPL) where a learner is able to provide sufficient, reliable and valid evidence, such as:

- Achievement of the Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice (RQF)
- Achievement of the Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice (RQF)

10. Complementary Courses

This qualification will complement any course providing the learner with an additional skillset to enhance their employability.

11. Qualification Information

Qualification Number (QN)	601/6011/1
Learning Aim	60160111
Total Qualification Time (TQT)	120
Guided Learning Hours (GLH)	90
Credit value	12
Level	4
Validity	Lifetime
Assessment	Portfolio of Evidence
Achieving the qualification	Learners must achieve the 3 mandatory units

12. Qualification Structure

Unit No.	Unit Title	Level	Credit	GLH
Mandatory units				
T/601/5320	Understanding the Principles and Practices of Internally Assuring the Quality of Assessment	4	6	45
A/601/5321	Internally Assure the Quality of Assessment	4	6	45

The learning outcomes for the qualification may be found in Appendix 1. The Assessment Guidance details the assessment criteria which are used to determine if a learner has met the requirements of the learning outcomes. Further depth of coverage is also provided in the Assessment Guidance.

13. Learner Entry Requirements

It is recommended that learners have experience of assessment and hold one of the following qualifications:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Certificate in Assessing Vocational Achievement
- A1 Assess Candidate Performance using a Range of Methods
- D32 Assess Candidate Performance
- D33 Assess Candidate using a Different Sources of Evidence

Entry is at the discretion of the centre; however, learners should be aged 19 years and over to take this qualification.

Learners must have sufficient command of the English language to understand and undertake the recommended assessment methods for this qualification.

There are no other pre-requisites for this qualification. However, learners should be able to work at level 3 and above.

14. Delivery

This qualification can be delivered in a face-to-face setting or remotely by appropriate online methodology. Learners should complete the qualification within 12 months.

14.1. Venue Requirements

The training venue should be suitable for learning and meet all relevant Health and Safety requirements.

14.2. Blended Learning

Blended learning is acceptable for this qualification provided suitable controls are in place to ensure learners complete all elements.

14.3. Trainer to Learner Ratio

There is no maximum Trainer to learner ratio for this qualification; however, Trainers/Assessors must be able to support all learners robustly, equally and fairly.

15. Centre Personnel Requirements

This qualification relies on assessors, who may deliver the theory unit.

All those who assess this qualification must:

1. Already hold the qualification they are assessing and must have experience as a qualified Quality Assurance practitioner carrying out internal or external quality assurance of qualifications for a minimum of two assessors.
2. have up-to-date working knowledge and experience of best practice in assessment and quality assurance;
3. hold one of the following qualifications or their recognised equivalent:
    a. Level 3 Award in Assessing Competence in the Work Environment (QCF/RQF); or
    b. Level 3 Certificate in Assessing Vocational Achievement (QCF/RQF); or
    c. A1 Assess candidate performance using a range of methods; or
    d. D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence; and
4. show current evidence of continuing professional development in assessment and quality assurance.

Internal Quality Assurance Requirements

Each centre must have access to a suitably qualified IQA. The IQA cannot verify the delivery or assessment of individual learners or cohorts of learners where the IQA has been involved in the delivery or assessment of the qualification for those learners.

All those who are involved with the quality assurance of this qualification **internally** must:

1. have up-to-date working knowledge and experience of best practice in assessment and quality assurance;
2. hold one of the following assessor qualifications or their recognised equivalent:
    a. Level 3 Award in Assessing Competence in the Work Environment (QCF/RQF); or
    b. Level 3 Certificate in Assessing Vocational Achievement (QCF/RQF); or
    c. A1 Assess candidate performance using a range of methods; or
    d. D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence;
3. hold one of the following internal quality assurance qualifications or their recognised equivalent:

      a. Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice (QCF/RQF); or

      b. Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (QCF/RQF); or

      c. V1 Conduct internal quality assurance of the assessment process; or

      d. D34 Internally verify the assessment process; and

4. show current evidence of continuing professional development in assessment and quality assurance.

16. Assessment Requirements

There is no requirement for the units to be assessed separately. A holistic approach should be adopted wherever possible and Assessors are encouraged to use one activity as evidence for learning outcomes and assessment criteria across more than one unit. Learners must ensure that evidence for each assessment criteria is clearly identified.

Learners are assessed for this qualification through:

16.1. Portfolio of Evidence

Learners are assessed for this qualification using a portfolio of evidence. Learners are expected to produce valid, authentic and sufficient evidence for all assessment criteria in this qualification. 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.

The portfolio can include a range of assessment methods including:

- Written Questions
- Work Product
- Observation

Direct evidence such as this may be supplemented, where necessary, by:

- Professional discussion
- Reflective accounts
- Witness testimony

Language of assessment	English
Duration	As required
Pass mark	100%
Grading	Pass/Fail

Simulation is not permitted in this qualification.

17. Resits

As this qualification evidence based, resits are not required, however, appropriate referral of submitted work from the learner may be used where additional detail or depth of knowledge is required.

18. Moderation

The level of external moderation required for this qualification will be risk based and in line with the Centre Assessment Standards Scrutiny Strategy applicable to this qualification.

There may be situations within the centre devised assessment methodology that require observations, in these situations QNUK EQA Department will also require to conduct verification visits to ensure the accuracy and consistency of assessment decisions.

QNUK EQA Department will advise the centre of the required levels of moderation/verification to anticipate for this qualification upon centre approval for delivery.

19. Reasonable Adjustments

Learners are required to complete the assessments in a manner appropriate to the purpose of the qualification.

The prescribed assessment methods for this qualification should not unfairly disadvantage learners who would otherwise be able to demonstrate competence in line with the purpose of the qualification. Learners should contact their centre to discuss reasonable adjustment if they feel the prescribed assessment methods would disadvantage them.

20. Results

The centre is required to submit learner results within 10 working days of assessment to Qualifications Network UK for moderation. We will issue verified results and appropriate certification to the approved centre within 7 working days of receiving the results. Centres will forward results and/or certificates to learners, who can expect to receive them within 20 working days of taking the assessment. If learners have not received results and/or certificates within 25 working days, they should contact the centre in the first instance.

Appendix 1: Units

Unit 1 Understanding the Principles and Practices of Internally Assuring the Quality of Assessment (T/601/5320)

Unit Summary

This unit develops understanding of the principles and practices of internal quality assurance. Learners will understand how to plan the internal quality assurance of assessment, the techniques and criteria used for monitoring and how to internally maintain and improve the quality of assessment. How to manage information relevant to and the legal and good practice requirements for the internal quality assurance of assessment are also covered in this unit.

1. The learner will: Understand the context and principles of internal quality assurance		
Assessment Guidance The Learner Must		**Types of Evidence**
1.1	Explain the functions of internal quality assurance in learning and development	Written Questions
1.2	Explain the key concepts and principles of the internal quality assurance of assessment	Written Questions
1.3	Explain the roles of practitioners involved in the internal and external quality assurance process	Written Questions
1.4	Explain the regulations and requirements for internal quality assurance in own area of practice	Written Questions

2. The learner will: Understand how to plan the internal quality assurance of assessment		
Assessment Guidance The Learner Must		**Types of Evidence**
2.1	Evaluate the importance of planning and preparing internal quality assurance activities	Written Questions
2.2	Explain what an internal quality assurance plan should contain	Written Questions
2.3	Summarise the preparations that need to be made for internal quality assurance	Written Questions

3. The learner will: Understand techniques and criteria for monitoring the quality of assessment internally		
Assessment Guidance The Learner Must		**Types of Evidence**
3.1	Evaluate different techniques for sampling evidence of assessment including use of technology	Written Questions
3.2	Explain the appropriate criteria to use for judging the quality of the assessment process	Written Questions

4. The learner will: Understand how to internally maintain and improve the quality of assessment		
Assessment Guidance The Learner Must		**Types of Evidence**
4.1	Summarise the types of feedback, support and advice that assessors may need to maintain and improve the quality of assessment	Written Questions
4.2	Explain standardisation requirements in relation to assessment	Written Questions
4.3	Explain relevant procedures regarding disputes about the quality of assessment	Written Questions

5. The learner will: Understand how to manage information relevant to the internal quality assurance of assessment		
Assessment Guidance The Learner Must		**Types of Evidence**
5.1	Evaluate requirements for information management, data protection and confidentiality in relation to the internal quality assurance of assessment	Written Questions

6. The learner will: Understand the legal and good practice requirements for the internal quality assurance of assessment		
Assessment Guidance The Learner Must		**Types of Evidence**
6.1	Evaluate legal issues, policies and procedures relevant to the internal quality assurance of assessment, including those for health, safety and welfare	Written Questions
6.2	Evaluate different ways in which technology can contribute to the internal quality assurance of assessment	Written Questions
6.3	Explain the value of reflective practice and continuing professional development in relation to internal quality assurance	Written Questions
6.4	Evaluate requirements for equality and diversity and, where appropriate, bilingualism, in relation to the internal quality assurance of assessment	Written Questions

	What needs to be learnt?
1.1	• definition of quality assurance • purpose of quality assurance in assessment of product and process • learning cycle • standardisation: moderation of assessment against assessment criteria and specified standards, between assessors, between students, between qualifications and programmes of learning, between centres • checking organisation standards and national standards • requirements of Awarding Organisation, occupational/vocational standards, integrity of programmes, accountability, measure of achievement, benchmarking, identifying continuing professional development needs
1.2	• principles: ensuring quality standards; accuracy and consistency of assessment decisions; identifying issues and trends that can develop; supporting/developing assessors; ensuring accountability for assessment decisions and quality standards • planning cycle: planning stage; ongoing/final, per term, annual, per unit, per student • quality assurance of process and product: standardisation between assessment methods, between assessors, use of range of evidence; standardisation across cohorts and time; standardisation meetings, face-to-face, online, desk-based • quality improvement: via INSET activities, continuing professional development, sharing best practice
1.3	**Roles:** • **Assessors/tutors:** plan, deliver, judge, record, communicate assessment outcomes • **Internal Quality Assurer:** plan, monitor, review, intervene, organise meetings and develop standards • **External Quality Assurer:** plan, monitor, review, advise, report decisions • **Quality Assurance Manager:** overseeing quality assurance processes rather than quality assurance of products • **Peers/Mentors:** provide support, advice and guidance to colleagues
1.4	• organisational policies and procedures: Health and Safety; Equal Opportunities; Quality Assurance Strategy; recording and reporting; internal review; self-assessment review; self-improvement plans; meeting workplace requirements • regulatory bodies: Ofqual, CCEA, Quals Wales, SQA, Sector Skills Councils (SSCs), Ofsted, Awarding Organisations, employers, accountability, benchmarking, standards, levels, learning outcomes, assessment criteria, specific skills, knowledge and understanding.
2.1	• clarity for all involved on focus of activities e.g. whole qualification, unit(s); learning outcome(s); assessment criteria; standards; work products • who should be involved e.g. assessors, Internal Quality Assurers, teachers/tutors, students, workplace supervisors/employers, timing and frequency of quality assurance activity • type of assessment e.g. formative, summative • activity e.g. quality assurance of product or process, recording/sharing outcomes, providing feedback, identifying areas for development, best practice, offering support and advice.
2.2	• frequency of activity e.g. monthly, termly, annually • details of coverage e.g. unit(s), learning outcomes(s), assessment criteria, assessment methods, assessor/teacher, all/randomly selected students, specific work products • purpose of activity e.g. standardisation meetings, standardising current and new standards, completing documentation, consistent and standardised approaches • necessary flexibility to account for emerging needs such as interventions; monitoring and observation of assessment practice, interviews, feedback from assessment peers, employers, students, sharing best/good practice, work shadowing; work product; process reviews.
2.3	• **information collection** – planning appropriate ways to collect; analysis of data collected

	• **communications** – communicating and negotiating with students, assessors, colleagues, employers • **administrative arrangements** – such as venue, timing, meeting agenda, CPD activities to prepare participants • **resources** – assessor records, assessment plans, sampling, organisation documentation, templates for recording outcomes, technology required.
3.1	• **sampling of product/process:** on-site/face-to-face, desktop, remotely using appropriate technology, portfolio evidence e.g. hard copy, electronic, sampled online, sampling across students • **methods of sampling product:** random, targeted, percentage coverage, representational, across students for a single unit, observation of assessment practice, questioning, professional discussion, witness testimony.
3.2	• organisational standards: evidence trail, targets being met, student satisfaction, ongoing improvement, progression, equality and diversity, health and safety • Awarding Organisation: assessment criteria, levels, performance indicators, logging and tracking documentation, checklists, student portfolios, SSC assessment strategy, national occupational standards, government/regulatory body standards (Ofqual, Ofsted)
4.1	• **feedback:** one-to-one, written, verbal, informal / formal, online, team meetings, self-assessment report • **support:** colleagues, mentor, line manager, Quality Manager, subject specific or additional needs support e.g. staff development team providing continuing professional development, INSET activities. • **advice:** Awarding Organisations, Sector Skills Councils, Regulatory bodies
4.2	Awarding Organisations, SSCs, Regulatory bodies, standards set by external bodies; standardisation of assessment practice against specific and current criteria, standards, reliable, fair, safe, consistent, uniformly applied, judged without bias, robust, repeatable, shared with students.
4.3	• organisational policies and procedures – students should be aware of these, in line with Awarding Organisation policies and procedures, SSC requirements, Ofqual requirements • disputes – clear procedures for addressing, accessible to all students, assessors/tutors, arbitrator, peer support.
5.1	• **information management:** recording, logging, tracking documentation, outcomes shared with students • **safeguarding recording and storage of information:** organisational procedures, data protection, security and safety of paper-based records, electronic formats for recording and storage and electronic safeguards, secure environment for providing feedback to student • **confidentiality:** identifying those with legitimate access, limiting access, recording evidence in a way that can be shared with appropriate access, team meetings, assessment or standardisation meetings.
6.1	• regulatory bodies: Ofqual, CCEA, Quals Wales, SQA, SSCs, Awarding Organisations, Education and Training Foundation • regulations: Health and Safety, Data Protection, Equality and Diversity (including language requirements) • organisation policies and procedures for quality assurance: safeguarding students during assessment, standardisation, moderation and verification of assessment; assessor's qualifications and occupational competence, continuing professional development requirements.
6.2	storage, retrieving evidence from initial assessments, online testing, recording audio/visual evidence, assignments/coursework submitted electronically, electronic feedback to learners including email; using technology to record and store assessment evidence, software, Awarding Organisation's online provision, students managing own electronic records, security, authenticity

	of evidence.
6.3	• **reflective practice:** self-assessment and evaluation; analysis of strengths, weakness, opportunities, threats; setting realistic targets and goals for own development in relation to quality assurance; feedback from students, colleagues, managers, external quality assurers, other professionals; self and quality assurance team reviews; formal / informal evaluation requirements; observation reports; appraisals; milestones; monitoring; modifications. • **continual professional development:** updating assessment knowledge, occupational expertise; modifications to assessment plans; developing technologies to extend and enhance assessment process; contributing to curriculum development.
6.4	• range: inequality, discrimination and impact on individuals, relevant legislation, employment regulations, policies, codes of practice relevant to the promotion of equality and valuing of diversity such as visual auditory impairment, physical disability, bilingualism • flexibility in approach to planning of assessment and quality assurance: negotiating timing, context, providing additional resources where appropriate, recognising additional support needs, alternative approaches, evidence

Unit 2 Internally Assure the Quality of Assessment (A/601/5321)

Unit Summary

This unit develops skills in the internal quality assurance of assessment and assesses performance in assuring quality of assessment within a centre or organisation. Learners will plan and internally evaluate the quality of assessment, maintain and improve it and manage information relevant to the internal quality assurance of assessment. Learners will maintain legal and good practice requirements when internally monitoring and maintaining the quality of assessment. Learners will be assessed in the workplace. Simulation is not permitted in this unit.

1. The learner will: Be able to plan the internal quality assurance of assessment		
Assessment Guidance The Learner Must		**Types of Evidence**
1.1	plan monitoring activities according to the requirements of own role	Work Product
1.2	make arrangements for internal monitoring activities to assure quality	Work Product Observation

2. The learner will: Be able to internally evaluate the quality of assessment		
Assessment Guidance The Learner Must		**Types of Evidence**
2.1	carry out internal monitoring activities to quality requirements in accordance with agreed organisation quality assurance strategy	Observation Work Product
2.2	evaluate assessor expertise and competence in relation to the requirements of their role	Work Product Observation
2.3	evaluate the planning and preparation of assessment processes	Work Product Observation
2.4	determine whether assessment methods are safe, fair, valid and reliable	Work Product Observation
2.5	determine whether assessment decisions are made using the specified criteria	Work Product Observation
2.6	compare assessor decisions to ensure they are consistent	Work Product Observation

3. The learner will: Be able to internally maintain and improve the quality of assessment		
Assessment Guidance The Learner Must		**Types of Evidence**
3.1	provide assessors with feedback, advice and support, including professional development opportunities, which help them to maintain and improve the quality of assessment	Work Product Observation
3.2	apply procedures to standardise assessment practices and outcomes	Work Product

4. The learner will: Be able to manage information relevant to the internal quality assurance of assessment		
Assessment Guidance The Learner Must		**Types of Evidence**
4.1	apply procedures for recording, storing and reporting information relating to internal quality assurance	Work Product
4.2	follow procedures to maintain confidentiality of internal quality assurance information	Work Product Observation

5. The learner will: Be able to maintain legal and good practice requirements when internally monitoring and maintaining the quality of assessment		
Assessment Guidance The Learner Must		**Types of Evidence**
5.1	Apply relevant policies, procedures and legislation in relation to internal quality assurance, including those for Health, Safety and Welfare	Work Product
5.2	Apply requirements for equality and diversity and, where appropriate, bilingualism, in relation to internal quality assurance	Work Product Observation
5.3	Critically reflect on own practice in internally assuring the quality of assessment	Work Product Observation
5.4	Maintain the currency of own expertise and competence in internally assuring the quality of assessment	Work Product Observation

	What needs to be learnt?
1.1	• monitoring activities: standards, assessors, tutors, teachers, students, employers, product versus process • timing and context: per assessment, ongoing / interim, final, per unit, term, annual, intervention, at planning stage • methods: observation, questioning, witness statements, examination of work products, self-assessment, information collection, interrogation/analysis of data collected.
1.2	• monitoring approaches: every student, assessor, location, unit of assessment, assessment method • standardisation meetings: current and new standards, completing documentation, standardising approaches • timings / frequency • risk: traffic light system flags up those at risk • reviewing and monitoring of practice: observation of practice, interviews, feedback from students/peers/employers, sharing good practice, work shadowing • product and process checks
2.1	• internal monitoring activities: every assessor, student, location, unit of assessment, assessment method • standardisation meetings: examination of product evidence, completing documentation • flexibility: to take account of emerging needs, timings, observation of practice, interviews, feedback from students, peers and employers, sharing good practice, work shadowing.
2.2	• staff record: CVs, continuing professional development, updating of qualifications, self-assessment reports, student achievement records, progress checks, currency of occupational experience and expertise • regulatory bodies: knowledge of Ofqual, CCEA, Quals Wales, SQA, SSCs, Awarding Organisations, Education and Training Foundation • regulations: Health and Safety, Equality and Diversity, safeguarding students during assessment • standardisation, moderation and verification of assessment.
2.3	standards, involvement of assessors, teacher, trainers, tutors, students, employers; timing and context e.g. formative, summative, work-based, skills, knowledge, understanding; range of methods, e.g. observation, examination of product evidence, questioning, witness statements, professional discussion; quality assurance of process and product; recording and sharing outcomes.
2.4	• assessment methods: natural performance, discussion, observation, witness statement, student feedback • assessment of knowledge or understanding: multiple-choice questions (MCQ), written assignments, tests, questioning / discussions, reflective journal • fit for purpose: meets students' needs, context, measures of achievement i.e. performance criteria, assessment criteria; • practical limitations: numbers involved, range, opportunity, time constraints, resources, staffing, observation of performance, examining products of work, questioning students, discussion with students, use of others i.e. witness testimony, student statements, recognising prior learning (RPL).
2.5	meeting outcomes and objectives identified in the assessment plan, evidence is accessible, authentic, realistic, relevant, attributable to learner, achieved within time constraints; credible and compatible with learning programme and required assessment outcomes e.g. context, following organisation, industry, Awarding Organisation, government requirements and standards.

2.6	• decisions address quality standards: Awarding Organisations, Sector Skills Councils, Regulatory bodies, employers, professional standards bodies, standards of other external bodies • standardisation of assessment practice: reliable, fair, safe, consistent across assessors and students • context: appropriate to range of evidence, reflecting nature, level of qualification; uniformly applied and judged without bias, robust and can be replicated.
3.1	• feedback: one-to-one, written, verbal, informal / formal, online, team meetings, staff review • advice: Awarding Organisations, Sector Skills Councils, Regulatory bodies • support: colleagues, mentor, line manager, Quality Manager, subject specific or additional needs support e.g. staff development team providing continuing professional development, INSET activities.
3.2	• complying with Awarding Organisation requirements, national occupational standards requirements • team and assessor standardisation e.g. observation of practice, sharing good practice, work shadowing, observing peers, feedback, standardisation meetings, comparisons of process and product • evaluation procedures with colleagues/peers, managers, employers, students.
4.1	• procedures: organisation, complying with Awarding Organisation requirements, data protection • records e.g. written, video, audio, observation and interview, discussion, student statement, witness statement • record of quality assurance product e.g. tracking and logging documents, assessor action plans • recording evidence in a way that can be shared e.g. using appropriate technology, team meetings, assessment or standardisation meetings.
4.2	• maintaining confidentiality e.g. secure environment for providing student feedback • safeguarding recording and storage of information e.g. organisational procedures, data protection, security and safety of paper-based records, electronic formats for recording and storage and electronic safeguards, identifying those with legitimate access and limiting access.
5.1	• policies, procedures and legislation of regulatory bodies, Sector Skills Councils, Awarding Organisations, Education and Training Foundation • regulations: Health and Safety, Data Protection, Equality and Diversity (including language requirements e.g. Welsh speakers or those for whom English is not their first language) • organisation policies and procedures for quality assurance: safeguarding students during assessment, standardisation, moderation and verification of assessment; assessor's qualifications and occupational competence, continuing professional development requirements.
5.2	• Equality and Diversity e.g. visual impairment, auditory impairment, physical disability, bilingualism • flexibility in approach to planning of assessment and quality assurance, e.g. negotiating timing and context, providing additional resources where appropriate, recognising additional support needs, alternative approaches and evidence.
5.3	• **reflective practice:** self-assessment and evaluation; analysis of strengths, weakness, opportunities, threats; setting realistic targets and goals for own development in relation to quality assurance; feedback from students, colleagues, managers, external quality assurers, other professionals; self and quality assurance team reviews; formal / informal evaluation requirements; observation reports; appraisals; milestones; monitoring; modifications • **continual professional development:** updating assessment knowledge, updating occupational expertise, skills and knowledge; modifications to assessment plans; developing technologies to extend and enhance assessment process; contributing to curriculum

	development.
5.4	identifying constraints and opportunities; action planning; establishing goals and targets for occupational competence; updating occupational expertise, skills and knowledge; modifications to assessment plans; exploring alternative approaches to assessment; changes in policies, procedures or regulations relating to assessment; using technology to develop and improve own assessing; continuing professional development; Awarding Organisation provision for professional updating; monitoring Sector Skills Council websites; keeping up to date with guidance from regulatory bodies.

Appendix 2: Command Verbs

To ensure that learners can meet the requirements of each criterion, they should be explained to the learner prior to assessment and fully understood by the Assessor for this qualification.	
Apply	Explain how knowledge, practices, policies and standards can be linked to new or different situations
Carry out	Conduct
Communicate	Share / exchange information with relevant audience
Compare	Describing relative features, effectiveness or outcome of two or more examples
Critically reflect	Making judgements on own learning to consider improvements or what should be done differently next time
Determine	Conclude after observation or consideration
Evaluate	Review evidence from different perspectives and come to a valid conclusion or reasoned judgement
Examine	Exploring in detail without necessarily drawing conclusions.
Explain	Make clear / Give reasons for
Identify	Provide brief information about a subject, specific process or activity
Maintain currency	Keep up to date with occupational and educational developments
Make arrangements	Plan
Monitor	Regular surveillance or review
Plan	Organise information and activities in a logical way to achieve desired outcomes
Produce	Carry out or do / Take an action / Follow an instruction
Provide	Supply relevant information, products or resource
Review	Make a judgement about a topic, recommendations about further actions
Summarise	Brief account giving the main points