



# **Qualifications Handbook**

## **External Quality Assurance of Assessment**



# Qualifications Handbook

## SFJ Awards Level 4 Award in Understanding the External Quality Assurance of Assessment Processes and Practice

Qualification Number: 601/3268/1

## SFJ Awards Level 4 Award in the External Quality Assurance of Assessment Processes and Practice

Qualification Number: 601/3269/3

## SFJ Awards Level 4 Award in Leading the External Quality Assurance of Assessment Processes and Practice

Qualification Number: 601/3270/X

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V5	19.06.20	Remove withdrawal date for QN 601/3270/X	2, 5
V4	09.02.18	Add withdrawal date for QN 601/3270/X	2, 5
V3	21.08.17	Section 2.4 Add Total Qualification Time (TQT)	7
		Update Section 2.9 Use of Languages	8
		Update Section 3 Centre Requirements	9
		Update Section 4 Assessment (no change to assessment requirements; remove reference to Management Standards Centre)	10-18
		Add SFJ Awards copyright information	25
V2	18.01.16	Update SFJ Awards contact details	4
		Remove references to QCF	Various
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# 1 Introduction

## 1.1 About us

SFJ Awards is part of the Skills for Health and Justice Group. For over 10 years Skills for Health and Skills for Justice have been working with employers, Governments of the UK and agencies within the skills system, to better equip workforces with the right skills now and for the future.

During this time both Skills for Health and Skills for Justice have earned an enviable reputation for their knowledge of the sectors and their proactive approach to the development of skills and qualifications, along with an ability to deliver genuinely workable solutions for the employers they represent.

SFJ Awards is an awarding organisation that builds upon this reputation, and understands the specific challenges facing the Policing, Community Safety, Legal, Armed Forces and Health sectors, enabling us to quality assure learning outcomes that are suited to the needs of the sectors.

Customer satisfaction is the cornerstone of our organisation, and is delivered through an efficient, customer-led service, providing excellent value for money.

## 1.2 Customer Service Statement

Our Customer Service Statement is published on SFJ Awards website giving the minimum level of service that Centres can expect. The Statement will be reviewed annually and revised as necessary in response to customer feedback, changes in legislation, and guidance from the qualifications Regulators.

## 1.3 Centre Support

SFJ Awards works in partnership with its customers. For help or advice contact:

SFJ Awards  
Consult House  
Meadowcourt Business Park  
4 Hayland Street  
Sheffield  
S9 1BY

Tel: 0114 284 1970

E-mail: [info@sfjawards.com](mailto:info@sfjawards.com)

Website: [www.sfjawards.com](http://www.sfjawards.com)

# 2 The Qualifications

## 2.1 Overall Objective for the Qualifications

This handbook relates to the following qualifications:

- SFJ Awards Level 4 Award in Understanding the External Quality Assurance of Assessment Processes and Practice
- SFJ Awards Level 4 Award in External Quality Assurance of Assessment Processes and Practice
- SFJ Awards Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice

This suite of qualifications has been designed for learning and development practitioners who externally quality assure the assessment of qualifications.

The **SFJ Awards Level 4 Award in Understanding the External Quality Assurance of Assessment Processes and Practice** is intended for those who wish to gain an understanding of the principles and practices of external quality assurance without any requirement to practice.

The **SFJ Awards Level 4 Award in External Quality Assurance of Assessment Processes and Practice** is intended for those who maintain the quality of assessment from outside an organisation or assessment centre.

The **SFJ Awards Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice** is intended for those who lead a team of people responsible for assuring the quality of assessment from outside an organisation or assessment centre.

## 2.2 Pre-entry Requirements

There are no pre-entry requirements for learners wishing to enrol on the SFJ Awards Level 4 Award in Understanding the External Quality Assurance of Assessment Processes and Practice.

Learners undertaking the unit *Externally assure the quality of assessment* must be engaged in the external quality assurance of learners' work. Therefore achievement of the SFJ Awards Level 4 Award in External Quality Assurance of Assessment Processes and Practice and the SFJ Awards Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice requires that learners are directly involved in the external quality assurance of assessment.

## 2.3 Unit Content and Rules of Combination

### 2.3.1 Level 4 Award in Understanding the External Quality Assurance of Assessment Processes and Practice

This qualification is made up of 1 mandatory unit. To be awarded this qualification the learner must achieve 6 credits from the mandatory unit as shown in the table below.

Unit Reference Number	Unit Title	Level	Credit Value
F/601/5322	Understanding the principles and practices of externally assuring the quality of assessment	4	6

### 2.3.2 Level 4 Award in the External Quality Assurance of Assessment Processes and Practice

This qualification is made up of a total of 2 mandatory units. To be awarded this qualification the learner must achieve 12 credits from the mandatory units as shown in the table below.

Unit Reference Number	Unit Title	Level	Credit Value
F/601/5322	Understanding the principles and practices of externally assuring the quality of assessment	4	6
J/601/5323	Externally assure the quality of assessment	4	6

### 2.3.3 Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice

This qualification is made up of a total of 3 mandatory units. To be awarded this qualification the learner must achieve 17 credits from the mandatory units as shown in the table below.

Unit Reference Number	Unit Title	Level	Credit Value
F/601/5322	Understanding the principles and practices of externally assuring the quality of assessment	4	6
J/601/5323	Externally assure the quality of assessment	4	6
H/600/9674	Plan, allocate and monitor work in own area of responsibility	4	5

The detailed content of each of the units may be viewed in Section 5.

## 2.4 Total Qualification Time (TQT)

Total Qualification Time comprises of the following two elements.<sup>1</sup>

- (a) The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- (b) 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, unlike Guided Learning, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Please note these are estimated hours. It is the responsibility of centres to decide the appropriate course duration, based on their learners' ability and level of existing knowledge. It is possible, therefore, that the number of guided learning hours will vary from one centre to another according to learners' needs.

Guided learning hours consist of all occasions when a member of training centre staff is present to give specific guidance towards the learning aim of the programme. This definition includes lectures, tutorials, supervised study and assignments.

The Total Qualification Time and Guided Learning Hours for the qualifications are as follows:

Qualification Title	TQT	GLH
Level 4 Award in Understanding the External Quality Assurance of Assessment Processes and Practice	60	45
Level 4 Award in the External Quality Assurance of Assessment Processes and Practice	120	75
Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice	170	100

## 2.5 Age Restriction

These qualifications are available to learners aged 19 years and over.

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<sup>1</sup> Total Qualification Time criteria, Ofqual September 2015  
<https://www.gov.uk/government/publications/total-qualification-time-criteria>

## **2.6 Opportunities for Progression**

This qualification creates a number of opportunities for progression.

Learners can progress from the external quality assurance role to lead quality assurer and into quality systems management. Learners may also wish to add these qualifications to their teaching qualifications and/or learning and development qualifications.

## **2.7 Exemption**

No exemptions have been identified.

## **2.8 Credit Transfer**

Credits from identical units that have already been achieved by the learner may be transferred.

## **2.9 Use of Languages**

SFJ Awards business language is English and we provide assessment materials and qualification specifications that are expressed in English. Assessment specifications and assessment materials may be requested in Welsh or Irish and, where possible, SFJ Awards will try to fulfil such requests. SFJ Awards will provide assessment materials and qualification specifications that are expressed in Welsh or Irish and support the assessment of those learners, where the number of learners makes it economically viable for SFJ Awards to do so. More information is provided in the SFJ Awards' Use of Language Policy.

For learners seeking to take a qualification and be assessed in British Sign Language or Irish Sign Language, please refer to SFJ Awards' Reasonable Adjustments Policy. A learner may be assessed in British Sign Language or Irish Sign Language where it is permitted by SFJ Awards for the purpose of Reasonable Adjustment.

Policies are available on our website <http://sfjawards.com/policies/> or on request from SFJ Awards.



# 3 Centre Requirements

Centres must be approved by SFJ Awards and also have approval to deliver the qualifications they wish to offer. This is to ensure centres have the processes and resources in place to deliver the qualifications. Approved centres must adhere to the requirements detailed in the SFJ Awards Centre Handbook, which includes information for centres on assessment and internal quality assurance processes and procedures and is available in the centres' area of the SFJ Awards website <http://sfjawards.com/approved-centres>.

Centres are responsible for ensuring that their assessor and internal quality assurance staff:

- are occupationally competent and/or knowledgeable as appropriate to the assessor or IQA role they are carrying out
- have current experience of assessing/internal quality assuring as appropriate to the assessor or IQA role they are carrying out, and
- have access to appropriate training and support.

Information on the induction and continuing professional development of those carrying out assessment and internal quality assurance must be made available by centres to SFJ Awards through the external quality assurance process.

This qualification handbook should be used in conjunction with the SFJ Awards Centre Handbook, the SFJ Awards Assessment Policy and the SFJ Awards Quality Assurance (Internal and External) Policy. All policies are available on the website [www.sfjawards.com](http://www.sfjawards.com) or on request from SFJ Awards.

# 4 Assessment

## 4.1 Qualification Assessment Methods and Guidance

Assessment methods that can be used for the External Quality Assurance qualifications are as follows:

- Portfolio of Evidence
- Practical Demonstration / Assignment

Portfolio of evidence can include for example records of professional discussions, question and answer sessions, reflective accounts.

Please note that the decisions of unqualified external quality assessors should be countersigned by someone suitably qualified and experienced and so in a position to judge whether the decisions taken are valid, accurate, reliable and consistent.

There must be valid, authentic and sufficient evidence for all the unit assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one assessment criterion. There is no requirement for each unit to be assessed separately. Assessors are advised to adopt a holistic approach and, where possible, to use one activity as evidence for learning outcomes and assessment criteria for more than one unit.

For example, a discussion for *Externally assure the quality of assessment* might provide some evidence for *Understanding the principles and practices of externally assuring the quality of assessment*. In the same way, some evidence from *Externally assure the quality of assessment* could be used for *Plan, allocate and monitor work in own area of responsibility*. However, it is essential that evidence for the assessment criteria in each unit is also identified individually.

All learning outcomes in the unit *Understanding the principles and practices of externally assuring the quality of assessment* must be assessed using methods appropriate to the assessment of knowledge and understanding.

To achieve unit *Externally assure the quality of assessment* there must be evidence of the learner carrying out **at least two external centre visits**, including the preparation for and actions after the actual visit itself.

Assessment requirements for individual units are included in Section 5: Qualification Units.

## 4.2 Assessors<sup>2</sup>

All those who assess these qualifications must:

- already hold the qualification (or a recognised equivalent qualification) they are assessing and have successfully assessed learners for other 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:
  - the Level 3 Award in Assessing Competence in the Work Environment, or
  - the 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
- show current evidence of continuing professional development in assessment and quality assurance

Approved Centres will be required to provide SFJ Awards with current evidence of how each assessor meets these requirements; for example certificates of achievement, testimonials, references or any other relevant records.

## 4.3 Internal Quality Assurers<sup>3</sup>

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:
  - the Level 3 Award in Assessing Competence in the Work Environment, or
  - the 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:
  - the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice, or
  - the Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice, or

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<sup>2</sup> Qualification Guidance: Assessment and Quality Assurance Qualifications, Education and Training Foundation (February 2017) <https://www.feadvise.org.uk/i-am-ite-provider-ef-guidance-documents/assessor-and-quality-assurance-qualifications>

<sup>3</sup> Ibid note 2 above

- V1 Conduct internal quality assurance of the assessment process, or
  - D34 Internally verify the assessment process
- show current evidence of continuing professional development in assessment and quality assurance.

#### **4.4 External Quality Assurers**

External quality assurers (EQAs) are appointed by SFJ Awards to approve centres and to monitor the assessment and internal quality assurance carried out by centres. SFJ Awards is responsible for ensuring that their external quality assurance team have:

- sufficient occupational knowledge
- current experience of external quality assurance
- access to appropriate training and support.

External quality assurance is carried out to ensure that there is compliance, validity, reliability and good practice in centres. EQAs must have appropriate occupational and verifying knowledge and expertise.

EQAs must maintain their occupational and external quality assurance knowledge. They will attend training and development designed to keep them up-to-date, facilitate standardisation between staff and share good practice.

#### **4.5 Expert Witnesses**

Expert witnesses, for example line managers and supervisors, can provide evidence that a learner has demonstrated competence in an activity. Their evidence contributes to performance evidence and has parity with assessor observation. Expert witnesses do not however perform the role of assessor. The assessment guidance for individual units in Section 5 indicates where evidence from expert witnesses can be used.

##### **4.5.1 Occupational Competence**

Expert witnesses must, according to current sector practice, be competent in the functions covered by the units for which they are providing evidence.

They must be able to demonstrate consistent application of the skills and the current supporting knowledge and understanding in the context of a recent role directly related to the qualification unit that they are witnessing as a practitioner, trainer or manager.

##### **4.5.2 Qualification Knowledge**

Expert witnesses must be familiar with the qualification unit(s) and must be able to interpret current working practices and technologies within the area of work.

## 4.6 Assessing Competence

The purpose of assessing competence is to make sure that an individual is competent to carry out the activities required in their work. Assessors gather and judge evidence during normal work activities to determine whether the learner demonstrates their competence against the standards in the qualification unit(s). Competence should be demonstrated at a level appropriate to the qualification. The skills required at the different qualification levels are defined in Ofqual's level descriptors.<sup>4</sup> Further information on qualification levels is included in the SFJ Awards Assessment Guide, which is available in the centre area of our website <http://sfjawards.com/approved-centres/> or on request from SFJ Awards.

Evidence must be:

- Valid
- Authentic
- Sufficient
- Current
- Reliable.

Assessment should be integrated into everyday work to make the most of opportunities that arise naturally within the workplace.

## 4.7 Methods for Assessing Competence

Qualifications may be assessed using any method, or combination of methods in Section 4.1, which clearly demonstrate that the learning outcomes and assessment criteria have been met.

Assessors need to be able to select the right assessment methods for the competences that are being assessed, without overburdening the learner or the assessment process, or interfering with everyday work activities. SFJ Awards expects assessors to use a combination of different assessment methods to make a decision about an individual's occupational competence. Further information on assessment methods is provided below and also in the SFJ Awards Assessment Guide which is available in the centre area of our website <http://sfjawards.com/approved-centres/>, or on request from SFJ Awards.

### 4.7.1 Observation

The Education and Training Foundation guidance document on the assessment and quality assurance qualifications<sup>5</sup> includes the criteria that learners must be observed in person (i.e. the assessor must be in the same room as the trainee assessor/IQA/EQA).

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<sup>4</sup> Qualification and Component Levels: Requirements and Guidance for All Awarding Organisations and All Qualifications, Ofqual 2015, [www.gov.uk/government/publications/qualification-and-component-levels](http://www.gov.uk/government/publications/qualification-and-component-levels)

<sup>5</sup> Qualification Guidance: Assessment and Quality Assurance Qualifications, Education and Training Foundation (February 2017) <https://www.feadvice.org.uk/i-am-ite-provider-etf-guidance-documents/assessor-and-quality-assurance-qualifications>

Whilst observation of trainee assessors, IQAs and EQAs forms an important assessment method to be used by our centres with learners who are completing the assessment and quality assurance qualification(s), SFJ Awards does not mandate that the required observation must be carried out in person (the assessor carrying out the observation must be in the same room as the trainee assessor/IQA/EQA), and will continue to accept observation approaches agreed in advance with our External Quality Assurance team.

Observation can be in person, or via a suitable equivalent method such as digitally recorded, 'real time' remote observation (Skype/Facetime etc) as long as there is a suitable record of the observation for assessment, IQA and EQA purposes. All records of observation should assure that the learner being observed is the learner registered and being presented for certification (i.e. authentication should be certain). Any variation on the learner being assessed in person (i.e. the assessor in the same room) **must be agreed in advance** with SFJ Awards Quality Assurance team before being adopted to ensure it is suitable, robust, valid and reliable.

All other stated assessment requirements detailed in this handbook must also be met.

#### **4.7.2 Testimony of witnesses and expert witnesses**

Witness testimonies are an accepted form of evidence by learners when compiling portfolios. Witness testimonies can be generated by peers, line managers and other individuals working closely with the learner. Witnesses are defined as being those people who are occupationally expert in their role.

Testimony can also be provided by expert witnesses who are occupationally competent **and** familiar with the qualification unit(s). Assessors will not need to spend as long assessing expert witness testimony as they would a witness testimony from a non-expert. Therefore if expert witnesses are involved in the assessment strategy for a qualification a greater number of learners can be managed by a smaller number of assessors.

The assessor is however responsible for making the final judgement in terms of the learner meeting the evidence requirements for the qualification unit(s).

#### **4.7.3 Work outputs (product evidence)**

Examples of work outputs include plans for and records of external quality assurance activities. Assessors can use work outputs in conjunction with other assessment methods, such as observation and discussion, to confirm competence and assure authenticity of the evidence presented.

#### **4.7.4 Professional discussion**

Discussions allow the learner to describe and reflect on their performance and knowledge in relation to the standards. Assessors can use discussions to test the authenticity, validity and reliability of a learner's evidence. Written/audio records of discussions must be maintained.

#### 4.7.5 Questioning the learner

Questioning can be carried out orally or in written form and used to cover any gaps in assessment or corroborate other forms of evidence. Written/audio records of all questioning must be maintained.

#### 4.7.6 Simulations

As primary assessment methods must include observation of performance in a work environment, the use of simulation is not allowed in these qualifications. Unit *Understanding the principles and practices of externally assuring the quality of assessment* is knowledge based and simulation is therefore not applicable.

### 4.8 Assessing Knowledge and Understanding

Knowledge-based assessment involves establishing what the learner knows or understands at a level appropriate to the qualification. The depth and breadth of knowledge required at the different qualification levels are defined in Ofqual's level descriptors.<sup>6</sup> Further information on qualification levels is included in the SFJ Awards Assessment Guide which is available in the centre area of our website <http://sfjawards.com/approved-centres/>, or on request from SFJ Awards.

Assessments must be:

- Fair
- Robust
- Rigorous
- Authentic
- Sufficient
- Transparent
- Appropriate.

Good practice when assessing knowledge includes use of a combination of assessment methods to ensure that as well as being able to recall information, the learner has a broader understanding of its application in the workplace. This ensures that qualifications are a valid measure of a learner's knowledge and understanding.

A proportion of any summative assessment may be conducted in controlled environments to ensure conditions are the same for all learners. This could include use of:

- Closed book conditions, where learners are not allowed access to reference materials
- Time bound conditions
- Invigilation.

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<sup>6</sup> Qualification and Component Levels: Requirements and Guidance for All Awarding Organisations and All Qualifications, Ofqual 2015 [www.gov.uk/government/publications/qualification-and-component-levels](http://www.gov.uk/government/publications/qualification-and-component-levels)

## **4.9 Methods for Assessing Knowledge and Understanding**

Qualifications may be assessed using any method, or combination of methods in Section 4.1, which clearly demonstrate that knowledge-based learning outcomes and assessment criteria have been met. Evidence of assessment, examples listed below, can be included in a portfolio of evidence.

- a) Written tests in a controlled environment
- b) Multiple choice questions
- c) Evidenced question and answer sessions with assessors
- d) Evidenced professional discussions
- e) Written assignments (including scenario-based written assignments).

Where written assessments are used centres must maintain a sufficient bank of assignments which are changed regularly.

## **4.10 Assessment Planning**

Planning assessment allows a holistic approach to be taken, which focuses on assessment of the learner's work activity as a whole. This means that the assessment:

- reflects the skills requirements of the workplace
- saves time
- streamlines processes
- makes the most of naturally occurring evidence opportunities.

Planning assessment enables assessors to track learners' progress and incorporate feedback into the learning process; assessors can therefore be sure that learners have had sufficient opportunity to acquire the skills and knowledge to perform competently and consistently to the standards before being assessed. The assessment is therefore a more efficient, cost effective process which minimises the burden on learners, assessors and employers.

## **4.11 Standardisation**

Internal and external standardisation is required to ensure the consistency of evidence, assessment decisions and qualifications awarded over time.

### **4.11.1 Internal standardisation**

IQAs should facilitate internal standardisation events for assessors to attend and participate, in order to review evidence used, make judgments, compare quality and come to a common understanding of what is sufficient.

### **4.11.2 External standardisation**

SFJ Awards will enable access to external standardisation opportunities for centres and EQAs over time.



Further information on standardisation is available in the SFJ Awards Quality Assurance (Internal and External) Policy, available in the centre area of our website <http://sfjawards.com/approved-centres/> and the SFJ Awards Standardisation Policy, available on our website <http://sfjawards.com/policies/>. All policies are available on request from SFJ Awards.

#### **4.12 Recognition of Prior Learning (RPL)**

'Recognition of prior learning (RPL) is the process of recognising previous formal, informal or experiential learning so that the learner avoids having to repeat learning/assessment within a new qualification. RPL is a broad concept and covers a range of possible approaches and outcomes to the recognition of prior learning (including credit transfer where an awarding organisation has decided to attribute credit to a qualification)'.<sup>7</sup>

The use of RPL encourages transferability of qualifications and/or units, which benefits both learners and employers. SFJ Awards supports the use of RPL and centres must work to the principles included in Section 6 Assessment and Quality Assurance of the SFJ Awards Centre Handbook, available in the centre area of our website <http://sfjawards.com/approved-centres/>, and outlined in SFJ Awards Recognition of Prior Learning Policy, available on our website <http://sfjawards.com/policies/>. All policies are available on request from SFJ Awards.

#### **4.13 Equality and Diversity**

Centres must comply with legislation and the requirements of the RQF relating to equality and diversity. There should be no barriers to achieving a qualification based on:

- Age
- Disability
- Gender
- Gender reassignment
- Marriage and civil partnerships
- Pregnancy and maternity
- Race
- Religion and belief
- Sexual orientation

Reasonable adjustments are made to ensure that learners who are disabled are not disadvantaged in any way. Learners must declare their needs prior to the assessment and all necessary reasonable adjustment arrangements must have been approved by SFJ Awards and implemented before the time of their assessment.

Further information is available in the SFJ Awards Reasonable Adjustments and Special Considerations Policy and the SFJ Awards Equality of Opportunity Policy, which are available on our website <http://sfjawards.com/policies/> or on request from SFJ Awards.

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<sup>7</sup> After the QCF: A New Qualifications Framework, Ofqual 2015  
<https://www.gov.uk/government/consultations/after-the-qcf-a-new-qualifications-framework>

#### **4.14 Health and Safety**

SFJ Awards is committed to safeguarding and promoting the welfare of learners, employees and volunteers and expect everyone to share this commitment.

SFJ Awards fosters an open and supportive culture to encourage the safety and well-being of employees, learners and partner organisations to enable:

- learners to thrive and achieve
- employees, volunteers and visitors to feel secure
- everyone to feel assured that their welfare is a high priority.

Assessment of competence based qualifications in the justice sector can carry a high risk level due to the nature of some roles. Centres must therefore ensure that due regard is taken to assess and manage risk and have procedures in place to ensure that:

- qualifications can be delivered safely with risks to learners and those involved in the assessment process minimised as far as possible
- working environments meet relevant health and safety requirements.

# 5 Qualification Units

<b>Unit Reference</b>	F/601/5322	
<b>Title</b>	Understanding the principles and practices of externally assuring the quality of assessment	
<b>Level</b>	4	
<b>Credit Value</b>	6	
<b>GLH</b>	45	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	
1. Understand the context and principles of external quality assurance	1.1 Analyse the functions of external quality assurance of assessment in learning and development 1.2 Evaluate the key concepts and principles of external quality assurance of assessment 1.3 Evaluate the roles of practitioners involved in the quality assurance process 1.4 Explain the regulations and requirements for external and internal quality assurance in own area of practice	
2. Understand how to plan the external quality assurance of assessment	2.1 Evaluate the importance of planning and preparing external quality assurance activities 2.2 Explain what an external quality assurance plan should contain 2.3 Summarise the preparations that need to be made for external quality assurance activities, including: <ul style="list-style-type: none"> <li>• information collection</li> <li>• communications</li> <li>• administrative arrangements</li> <li>• resources</li> </ul> 2.4 Explain how to adapt external monitoring and evaluation approaches to meet customer need without compromising quality standards	

<p>3. Understand how to externally evaluate the quality of assessment and internal quality assurance</p>	<p>3.1 Explain the procedures for externally monitoring and evaluating internal quality assurance arrangements and practices</p> <p>3.2 Interpret the requirements for externally monitoring and evaluating internal assessment arrangements and practices</p> <p>3.3 Evaluate different techniques for externally sampling evidence of assessment, including those that use technology</p>
<p>4. Understand how to externally maintain and improve the quality of assessment</p>	<p>4.1 Critically compare the types of feedback, support and advice that internal assessment and quality assurance staff may need to maintain and improve the quality of assessment</p> <p>4.2 Evaluate standardisation requirements relevant to the external quality assurance of assessment</p> <p>4.3 Explain the importance of providing feedback, support and advice to internal assessment and quality assurance staff that is consistent with standardisation requirements</p> <p>4.4 Explain the relevant procedures to follow when there are disputes concerning quality assurance and assessment</p>
<p>5. Understand how to manage information relevant to external quality assurance</p>	<p>5.1 Evaluate the requirements for information management, data protection and confidentiality in relation to external quality assurance</p>
<p>6. Understand the legal and good practice requirements relating to external quality assurance</p>	<p>6.1 Evaluate legal issues, policies and procedures that are relevant to external quality assurance, including those for health, safety and welfare</p> <p>6.2 Critically compare different ways in which technology can contribute to external quality assurance</p> <p>6.3 Evaluate requirements for equality and diversity and, where appropriate, bilingualism, in relation to the external quality assurance of assessment</p> <p>6.4 Explain the value of reflective practice and continuing professional development in relation to external quality assurance</p>

**Additional information about the unit**

Unit aim(s)

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

Assessment requirements specified by a sector or regulatory body (if appropriate)

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

<b>Unit Reference</b>	J/601/5323	
<b>Title</b>	Externally assure the quality of assessment	
<b>Level</b>	4	
<b>Credit Value</b>	6	
<b>GLH</b>	30	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	
1. Be able to plan the external quality assurance of assessment	1.1	Plan procedures for the external quality assurance of assessment
	1.2	Communicate procedures for external quality assurance to the organisations and individuals concerned
	1.3	Ensure arrangements and resources are in place for external monitoring and evaluation
2. Be able to externally evaluate internal quality assurance and assessment	2.1	Carry out monitoring activities to quality requirements
	2.2	Evaluate the quality of internal quality assurance systems
	2.3	Evaluate the quality of internal administrative arrangements
	2.4	Evaluate the quality of internal staffing and internal staff expertise and competence
	2.5	Determine whether assessment arrangements, methods and decisions meet quality requirements
3. Be able to maintain and improve internal quality assurance processes	3.1	Provide staff with feedback, advice and support which help them maintain and improve the quality of assessment
	3.2	Apply procedures for the standardisation of assessment practices and outcomes
4. Be able to manage information relevant to the external quality assurance of assessment	4.1	Apply procedures for recording, storing, reporting information relating to external quality assurance
	4.2	Apply procedures to maintain confidentiality of information relating to external quality assurance

<p>5. Be able to maintain legal and good practice requirements when externally monitoring and maintaining the quality of assessment</p>	<p>5.1 Apply policies, procedures and legislation relevant to the external quality assurance of assessment, including those for health, safety and welfare</p> <p>5.2 Apply requirements for equality and diversity and, where appropriate, bilingualism, to the external quality assurance of assessment</p> <p>5.3 Critically reflect on own practice in externally assuring the quality of assessment</p> <p>5.4 Maintain the currency of own expertise and competence as relevant to external quality assurance</p>
<p><b>Additional information about the unit</b></p>	
<p>Unit aim(s)</p>	<p>The aim of this unit is to assess the performance of a learning and development practitioner with responsibility for the external quality assurance of assessment – usually an external verifier.</p>
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>All learning outcomes in this unit must be assessed using methods appropriate to the candidate EQA's performance. These must include:</p> <ul style="list-style-type: none"> <li>• observation of performance</li> <li>• examining products of work</li> <li>• questioning</li> </ul> <p>Direct evidence of this kind may be supplemented, where necessary, by professional discussion, reflective accounts or witness testimony.</p> <p>Simulations are not allowed.</p> <p>Evidence must come from performance in the work environment. There must be evidence of carrying out <b>at least two external centre visits</b>, including the preparation form and actions after the actual visit itself.</p>

<b>Unit Reference</b>	H/600/9674	
<b>Title</b>	Plan, allocate and monitor work in own area of responsibility	
<b>Level</b>	4	
<b>Credit Value</b>	5	
<b>GLH</b>	25	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	
1. Be able to produce a work plan for own area of responsibility	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
2. Be able to allocate and agree responsibilities with team members	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
3. Be able to monitor the progress and quality of work in own area of responsibility and provide feedback	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
4. Be able to review and amend plans of work for own area of responsibility and communicate changes	4.1 Review and amend work plan where changes are needed	4.2 Communicate changes to team members
<b>Additional information about the unit</b>		
Unit aim(s)	The aim of this unit is to assess performance in leading the work of a team responsible for the external quality assurance of assessment centres.	



<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>All learning outcomes in this unit must be assessed using methods appropriate to the candidate EQA's performance. These must include:</p> <ul style="list-style-type: none"><li>• observation of performance</li><li>• examining products of work</li><li>• questioning</li></ul> <p>Direct evidence of this kind may be supplemented, where necessary, by professional discussion, reflective accounts or witness testimony.</p> <p>Evidence must come from performance in the work environment.</p>
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