



Assignment Briefs

OTHM Level 4 Award in Internal Quality
Assurance of Assessment Processes and Practice
Qualification Number: 603/5203/6

OTHM Level 4 Certificate in Leading the Internal
Quality Assurance of Assessment Processes and
Practice

Qualification Number: 603/5202/4

January 2023

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Qualification Structure

OTHM Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice

Unit Ref. No.	Unit title
D/617/8463	Understanding the Principles and Practices of Internally Assuring the Quality of Assessment
H/617/8464	Internally Assure the Quality of Assessment

OTHM Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice

Unit Ref. No.	Unit title
D/617/8463	Understanding the Principles and Practices of Internally Assuring the Quality of Assessment
H/617/8464	Internally Assure the Quality of Assessment
K/617/8465	Plan, allocate and monitor work in own area of responsibility

Assessment guidance for criterion referenced marking

The assessment grading criteria characterises the level of complexity and demand expected of students at each level of qualification. Please note that these are generic descriptors which apply mainly, though not exclusively, to written academic work.

Any further unit-specific assessment criteria, such as number of words, should be clearly stated in each individual assignment brief.

Result.	Level 3	Level 4	Level 5	Level 6	Level 7
Pass	Detailed answers to all parts of the questions or tasks. Clearly structured and focused, demonstrating overall coherence and in-depth understanding of the unit content and assessment requirements. Evidence of the use of independently sourced material, well applied in all contexts. Very few errors in grammar as appropriate.	Detailed response to all relevant parts of the questions or tasks, with evidence of clear understanding of the issues. Well-structured with evidence of independent reading supporting the argument. Clear evidence of a range of independently sourced material, well applied in all contexts. Very few errors in referencing or grammar or syntax as appropriate.	Very full, independent response to the assignment, applying relevant material well beyond any module input, demonstrating independent study. Excellent understanding and application of relevant theory, concepts and models. Very clear logical structure. Very few errors in referencing or grammar or syntax as appropriate.	Excellent links between relevant ideas, theories and practice. Evidence of independent learning and the ability to engage critically and analytically with a wide range of contextually relevant resource material. Demonstration of original insights supported by well structured overall argument. Very few errors in referencing or grammar or syntax as appropriate.	The work demonstrates engagement in an academic debate which presents clear evidence of a considered understanding of the topics studied. There is evidence of clear synthesis of theoretical issues and practice. A critical analysis of theoretical models and/or practical applications has resulted in originality. Very few errors in referencing or grammar or syntax as appropriate.

Fail	Little attempt to engage with assignment brief. Learning outcomes not fully met. Inadequate demonstration of knowledge or understanding of key concepts, theories or practice.	Little attempt to engage with assignment brief. Learning outcomes not fully met. Inadequate demonstration of knowledge or understanding of key concepts, theories or practice.	Little attempt to engage with assignment brief. Learning outcomes not fully met. Inadequate demonstration of knowledge or understanding of key concepts, theories or practice.	Little attempt to engage with assignment brief. Learning outcomes not fully met. Inadequate demonstration of knowledge or understanding of key concepts, theories or practice.	Whilst some of the characteristics of a pass have been demonstrated, the work does not address each of the outcomes for the specified assessment task. The work may be an overly descriptive account demonstrating minimal interpretation, and there is very limited evidence of analysis, synthesis or evaluation. No counterarguments or alternative frames of reference are generated or considered.
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UNDERSTANDING THE PRINCIPLES AND PRACTICES OF INTERNALLY ASSURING THE QUALITY OF ASSESSMENT

Unit Reference Number	D/617/8463
Unit Title	Understanding the Principles and Practices of Internally Assuring the Quality of Assessment
Unit Level	4
Number of Credits	6
Total Qualification Time (TQT)	60 Hours
Guided Learning Hours (GLH)	45 Hours
Mandatory / Optional	Mandatory
Unit Grading Structure	Pass / Fail

Unit Aims

The aim of this unit is to assess the knowledge and understanding a learning and development practitioner requires in order to carry out internal quality assurance of assessments carried out.

Learning Outcomes and Assessment Criteria

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the context and principles of internal quality assurance.	1.1 Explain the functions of internal quality assurance in learning and development. 1.2 Explain the key concepts and principles of the internal quality assurance of assessment. 1.3 Explain the roles of practitioners involved in the internal and external quality assurance process. 1.4 Explain the regulations and requirements for internal quality assurance in own area of practice.
2. Understand how to plan the internal quality assurance of assessment.	2.1 Evaluate the importance of planning and preparing internal quality assurance activities. 2.2 Explain what an internal quality assurance plan should contain. 2.3 Summarise the preparations that need to be made for internal quality assurance. 2.4 Analyse requirements for information management, data protection and confidentiality in relation to internal quality assurance.
3. Understand how to internally maintain and improve the quality of assessment.	3.1 Explain the criteria used for judging the quality of the assessment process. 3.2 Summarise the types of feedback, support and advice that assessors may need to maintain and improve the quality of assessment. 3.3 Explain standardisation requirements in relation to assessment. 3.4 Explain relevant procedures regarding disputes about the quality of assessment.

4. Understand the legal and practice requirements for the internal quality assurance of assessment.	4.1 Evaluate legal issues, policies and procedures relevant to the internal quality assurance of assessment. 4.2 Evaluate different ways in which technology can contribute to the internal quality assurance of assessment. 4.3 Explain the value of reflective practice and continuing professional development in relation to internal quality assurance. 4.4 Evaluate requirements for equality and diversity in relation to the internal quality assurance of assessment.
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Scenario

Task 1 of 2 – Exploration of provision. (ACs 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4)

For this assignment, you are required to prepare a report on the context and functions of internal quality assurance.

You are required to:

- Explain the key functions and concepts and principles of the internal quality assurance of assessment.
- Explain the roles of practitioners involved in the internal and external quality assurance process.
- Explain the regulations and requirements for internal quality assurance in own area of practice.
- Evaluate the importance of planning and preparing internal quality assurance activities.
- Explain what an internal quality assurance plan should contain.
- Summarise the preparations that need to be made for internal quality assurance.
- Analyse requirements for information management, data protection and confidentiality in relation to internal quality assurance.

Task 2 of 2 –The needs of learners. (ACs 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4)

For this task you are required to prepare a training resource which can be used with the assessor and IQA team.

Prepare a PowerPoint presentation and supporting narrative and guidance.

This should:

- Explain the criteria used for judging the quality of the assessment process.
- Summarise the types of feedback, support and advice that assessors may need to maintain and improve the quality of assessment.
- Explain standardisation requirements in relation to assessment.
- Explain relevant procedures regarding disputes about the quality of assessment.
- Evaluate legal issues, policies and procedures relevant to the internal quality assurance of assessment.
- Evaluate different ways in which technology can contribute to the internal quality assurance of assessment.
- Explain the value of reflective practice and continuing professional development in relation to internal quality assurance.
- Evaluate requirements for equality and diversity in relation to the internal quality assurance of assessment.

Summative Delivery and Submission

- Evidence generated for Tasks 1 and 2
- Word count 3500

INTERNALLY ASSURE THE QUALITY OF ASSESSMENT

Unit Reference Number	H/617/8464
Unit Title	Internally assure the quality of assessment
Unit Level	4
Number of Credits	6
Total Qualification Time (TQT)	60 Hours
Guided Learning Hours (GLH)	45 Hours
Mandatory / Optional	Mandatory
Unit Grading type	Pass / Fail

Unit Aims

The aim of this unit is to assess the performance of a learning and development practitioner with responsibility for the internal quality assurance of assessment.

'Practitioner' can be taken to mean anyone with a learning and development responsibility as part of their role.

Learning Outcomes and Assessment Criteria

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to plan the internal quality assurance of assessment.	1.1 Plan monitoring activities according to the requirements of own role. 1.2 Make arrangements for internal monitoring activities.
2. Be able to internally evaluate the quality of assessment.	2.1 Carry out internal monitoring activities to quality requirements. 2.2 Evaluate the planning and preparation of assessment processes. 2.3 Determine whether assessment methods are safe, fair, valid and reliable. 2.4 Determine whether assessment decisions are made using the specified criteria. 2.5 Compare assessor decisions to ensure they are consistent.
3. Be able to internally maintain and improve the quality of assessment.	3.1 Provide assessors with feedback, advice and support which helps them to maintain and improve the quality of assessment. 3.2 Apply procedures to standardise assessment practices and outcome.
4. Be able to manage information relevant to the internal quality assurance of assessment.	4.1 Apply procedures for recording, storing and reporting information relating to internal quality assurance. 4.2 Follow procedures to maintain confidentiality of internal quality assurance information.
5. Be able to maintain legal and good practice requirements when internally monitoring the quality of assessment.	5.1 Apply relevant policies, procedures and legislation in relation to internal quality assurance. 5.2 Critically reflect on own practice in internally assuring the quality of assessment. 5.3 Create a plan to maintain the currency of own expertise and competence in internally assuring the quality of assessment.

Scenario

Task 1 of 1 – Guidance

(AC1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, 5.3)

In your role as Internal Quality Assurer (IQA), you are required to plan how to monitor assessment activity, carry out the planned monitoring activities, providing feedback to assessors.

For this activity you are required to generate and provide evidence of IQA monitoring activities for at least two assessors, this should include reflective accounts of work carried out, observation of performance, work products-for example sign-off forms, and witness testimony or written feedback.

The evidence should be presented in a portfolio, and must demonstrate how you:

- plan monitoring activities according to the requirements of own role.
- make arrangements for internal monitoring activities.
- carry out internal monitoring activities to quality requirements.
- evaluate the planning and preparation of assessment processes.
- determine whether assessment methods are safe, fair, valid and reliable.
- determine whether assessment decisions are made using the specified criteria.
- compare assessor decisions to ensure they are consistent.
- provide assessors with feedback, advice and support which helps them to maintain and improve the quality of assessment.
- apply procedures to standardise assessment practices and outcome.
- apply procedures for recording, storing and reporting information relating to internal quality assurance.
- follow procedures to maintain confidentiality of internal quality assurance information.
- apply relevant policies, procedures and legislation in relation to internal quality assurance.
- critically reflect on own practice in internally assuring the quality of assessment.
- create a plan to maintain the currency of own expertise and competence in internally assuring the quality of assessment.

Summative Delivery and Submission

- Portfolio of evidence generated for task 1
- Evidence of IQA monitoring activities for at least two assessors.
- Reflective account of work
- Observation of performance
- Work products, for example sign-off forms
- Witness testimony/written feedback.

PLAN, ALLOCATE AND MONITOR WORK IN OWN AREA OF RESPONSIBILITY

Unit Reference Number	H/617/8464
Unit Title	Plan, Allocate and Monitor work in own area of responsibility
Unit Level	4
Number of Credits	6
Total Qualification Time (TQT)	60 Hours
Guided Learning Hours (GLH)	45 Hours
Mandatory / Optional	Mandatory
Unit Grading type	Pass / Fail

Unit Aims

The aim of this unit is to develop learners' ability to plan, allocate and monitor work in their own area of responsibility, and to change work plans when justified or necessary.

Learning Outcomes and Assessment Criteria

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to allocate and agree responsibilities with team members.	1.1 Agree responsibilities and SMART (Specific, Measurable, Achievable, Realistic and Timebound) objectives with team members. 1.2 Identify team members' responsibilities for identified work activities.
2. Be able to monitor the progress and quality of work in own area of responsibility and provide effective feedback.	2.1 Monitor and evaluate progress against agreed standards and provide feedback to team members. 2.2 Identify ways to monitor progress and quality of work.
3. Be able to produce a work plan for own area of responsibility.	3.1 Communicate changes to team members. 3.2 Review and amend work plan where changes are needed.
4. Be able to review and amend work plans and communicate changes to work plans for own area of responsibility.	4.1 Explain the context in which work is to be undertaken. 4.2 Identify the skills base and the resources available. 4.3 Examine priorities and success criteria needed for the team. 4.4 Produce a work plan for own area of responsibility.

Scenario

You have been promoted and now manage a team in the education and training organisation you work in. You are required to prepare a work plan, detailing roles and responsibilities and monitoring the progress made.

Task 1 of 2–Preparing a work plan (AC 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4)

You are required to prepare guidance which will inform the preparation of a work plan. You could do this physically in your own setting or select an organisation and prepare a work plan relevant to your team, and your role and responsibilities.

For the report, you are required to:

- Explain the aspects to be included when preparing a work plan.
- Agree team members' responsibilities for identified work activities.
- Agree responsibilities and SMART (Specific, Measurable, Achievable, Realistic and Timebound) objectives set with team members.
- Monitor and evaluate progress against agreed standards and provide feedback to team members.
- Identify ways to monitor progress and quality of work.
- Communicate changes to team members.
- Review and amend work plan where changes are needed.

Task 2 of 2 – Evaluating the work plan (AC 4.1, 4.2, 4.3, 4.4)

Once the work plan has been implemented, carry out a review, detailing your findings. Write a short report, to:

- Explain the context in which further work is to be undertaken.
- Identify the skills base and the resources available.
- Examine priorities and success criteria needed for the team.
- Produce a work plan for own area of responsibility

Delivery and Submission

- Evidence generated for activities 1 and 2
- Word count 3500