

NCFE Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice

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I confirm this is my authentic work, which has been presented for assessment. Work from other sources has been appropriately referenced. I am aware that Focus Professionals Training will investigate should I be found to have plagiarised. This could result with the matter being referred to the awarding body and any appropriate parties such as employers and professional bodies. I am aware that, I could also be withdrawn from the course.

You are expected to use ring binder dividers to separate each section and parts of your portfolio. For example under Portfolio Index (1) we expect to see at least 5 dividers. Please do not use plastic wallets. As a tip you can turn fold any normal A4 Document and punch with a two-hole puncher to produce four holes.

Signature: _____ Date _____



CANDIDATE PROFILE

(Dr, Mr, Mrs, Miss, Ms) Please circle

Candidate Name:

Course: Level 4 Award in Understanding the internal quality assurance of assessment processes and practice

Course Start Date:

Tel no (H)

Mobile:

Email address:

Contact Address:

Qualifications and Work Experience:



LEARNER & ASSESSOR SUMMATIVE STATEMENT

Candidate Name											
Registration Number:											
Course											
Number of units completed for this claim											
Full Award: Yes/No?											
UNIT NO	Summative Assessment Date	Candidate Initials	Assessor Initials	Internal Verifier Date	IV Initials						

LEARNER STATEMENT FOR THE UNITS/AWARD TO BE CLAIMED

I confirm the evidence I have submitted to claim competence is authentic and is my own work. I have not copied from someone else or allowed another candidate to copy from me.

Candidate Signature	Date

ASSESSOR SUMMATIVE STATEMENT FOR THE UNITS/AWARD TO BE CLAIMED

I confirm the evidence I have assessed is authentic

Assessor Signature	Date

IV Signature	Date



Specimen Signatures

Name	Position	Signature
	Trainee IV	
	Assessor	
	Internal Moderator	



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

LEARNING AGREEMENT

Candidate Name	
Course Start Date	
Assessor	

I have had access to the Learners Handbook and read about Health and Safety, Confidentiality, Equality and Diversity, complaints and appeals procedure. I am aware of how this course will be assessed. I agree that it is my responsibility to compile a portfolio of evidence for my Level 4 Award in the understanding the internal quality assurance of assessment processes and practice. I am also responsible for tracking my evidence and submitting my portfolio on time. I am aware that I should not submit more than 2 questions within one week without the agreement of my assessor.

I will have access to a computer, Internet, word processor (Microsoft Office or equivalent) and PDF reader necessary for the course. I agree that the work I will produce is authentic and is based on my real work experience. I will use Harvard referencing and acknowledge any source. I am aware that I have to use the Contact Centre (<http://www.focusprofessionals.co.uk/contact>) to submit assessments.

I am aware this course is not just about completing and submitting coursework. I am expected to actively participate in the learning and assessment process. I agree to actively participate in course activities that will count as contact time and guided learning hours (GHL's). This includes the online forums and webinars. I will also utilise the assignment planner and complete learning logs. I am aware that my assessor may not sign off any work if I do not participate in course activities. I am aware this is a competency-based course, which will require evidence from the work place.

I am expected to complete the course within 4 weeks from enrolment. I am aware that the course can be extended to 10 weeks without incurring charges. Any further extension will incur charges and is subject to Focus Professionals Training discretion or any identified learner needs. I am aware that my assessor may be withdrawn if I do not make any contact for at least 8 weeks. I am also aware that I may be withdrawn if I do not make contact within 10 weeks.

I agree that it is my responsibility to provide evidence for my course within deadlines set by my assessor, internal moderator, Focus Professionals Training and my employer (if part of a corporate booking). I agree that I shall adhere to any relevant code of practice and relevant practice standards of my specialist subject area. I agree that I shall maintain confidentiality at all times and display professionalism throughout my training. I shall adhere to Focus Professionals Training policies and terms. I will also adhere to my employer or placement organisation (if applicable) terms and policies. It is my duty to obey any legislation and respect inclusion, equality and diversity.

I will inform Focus Professionals Training whenever there are circumstances affecting my learning. I will also inform Focus Professionals if there is any change to my circumstances such as suspension at work or placement, loss of a job or any activity that may bring my profession as an assessor into disrepute.

Candidate Signature:.....

Date:.....

Learning Style Questionnaire

The following Style Inventory will help you discover your learning style.

Determine your learning style preference.

Complete each sentence by ticking on what best describes you.

No answer is correct or better than another. Tick the answer you prefer.

	A	B	C
I learn best when I	See information	Hear information	Have hands on experience
I like	Pictures and illustrations	Tapes and listening to stories	Working with people and going on field trips
For pleasure and relaxation, I love to	Read	Listen to music and tapes	Play sports or be active
I tend to be	A thinker	A talker	A doer
To remember a Post Code, I like to	Write it down several times	Say it out loud several times	Doodle and draw it on any available paper
In a learning situation, I learnt best when	I have a good text book, visual aids, and written information	The instructor is interesting and clear	I am involved in doing activities
When I study for a test	I read my notes and write a summary	I look at my notes, read them aloud and talk to others	I like to study in a group and use models and charts
I have	A strong fashion sense and pay attention to visual details	Fun telling stories and jokes	A great time building things and being active
I plan the upcoming week by	Making a list and keeping a detailed calendar	Talking it through with someone	Creating a computer calendar or using a project board
When preparing for a math's test, I like to	Write formulas on note cards or use pictures	Memorise formulas or talk aloud	Use marbles, Lego or three-dimensional models
I often	Remember faces, but not names	Remember names, but not faces	Remember events but not names or faces
I remember best	When I read instructions and use visual images	When I listen to instructions and use rhyming words	With hands on activities and trial and error

When I give directions, I might say	“Turn right at the yellow house and left when you see the large oak tree. Do you see what I mean?”	Turn right, I go three blocks, and left at buttermilk lane. OK? Got that? Do you hear what I’m saying?”	““Follow me,” after giving directions by using gestures.
When driving in a new city, I prefer	To get a map and find my own way	To stop and get directions from someone	To drive around and figure it out by myself
Total Choices	A	B	C

If most of your answers were “**A**”, you are a **Visual Learner**. If you answered “**B**”, most of the time you are an **Auditory Learner**. If mostly “**C**” this indicates that you are a **Kinaesthetic Learner**

Learning Styles

Someone with a **Visual Learning Style** has a preference for seen or observed things, including pictures, diagrams, demonstrations, displays, handouts, films, flip-chart, etc. These people will use phrases such as ‘show me’, ‘let’s have a look at that’ and will be best able to perform a new task after reading the instructions or watching someone else do it first. These are the people who will work from lists and written directions and instructions.

Auditory Learners: (If you hear it, remember it.)

What you may be like:

- Prefers to get information by listening
- Needs to hear it to know it
- Difficulty following written directions
- Difficulty with reading and writing

Learning Tips:

- Use tapes for reading and for class and lecture notes
- Learn by interviewing or by participating in discussions
- After you have read something, summarize it on tape
- Verbally review spelling words and lectures with a friend

Kinaesthetic or Tactual Learners: (If you can touch it with your hands, you will remember it.)

What you may like:

- Prefers hands on learning
- Can assemble parts without reading directions
- Difficulty sitting still
- Learns better when physical activity is involved
- May be very well co-ordinated and have athletic ability

Learning Tips:

- Experimental learning (make models, do lab work, and role play)
- Frequent breaks in study periods
- Trace letters and words to learn spelling and remember facts
- Use a computer to reinforce learning through a sense and touch
- Memorise or drill facts to be learned while walking or exercising
- Write out facts to be learned several times

Candidate Name		
Assessor		
Unit 1	Understanding the principles and practices of internally assuring the quality of assessment	
	What you've done to show this	Portfolio page number
You will: Understand the context and principles of internal quality assurance		
You can:		
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	
You will: Understand how to plan the internal quality assurance of assessment		
You can:		
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, including: <ul style="list-style-type: none"> • information collection • communications • administrative arrangements • resources 		
You will: Understand techniques and criteria for monitoring the quality of assessment internally		
You can:		
3.1 Evaluate different techniques for sampling evidence of assessment, including use of technology		
3.2 Explain the appropriate criteria to use for judging the quality of the assessment process		
You will: Understand how to internally maintain and improve the quality of assessment		
You can:		
4.1 Summarise the types of feedback, support and		

<p>advice that assessors may need to maintain and improve the quality of assessment</p>		
<p>You will: Understand how to manage information relevant to the internal quality assurance of assessment</p>		
<p>You can:</p>		
<p>5.1 Evaluate requirements for information management, data protection and confidentiality in relation to the internal quality assurance of assessment</p>		
<p>You will: Understand the legal and good practice requirements for the internal quality assurance of assessment</p>		
<p>You can:</p>		
<p>6.1 Evaluate legal issues, policies and procedures relevant to the internal quality assurance of assessment, including those for health, safety and welfare</p>		
<p>6.2 Evaluate different ways in which technology can contribute to the internal quality assurance of assessment</p>		
<p>6.3 Explain the value of reflective practice and</p>		

continuing professional development in relation to internal quality assurance		
6.4 Evaluate requirements for equality and diversity and, where appropriate, bilingualism, in relation to the internal quality assurance of assessment		
Candidate Signature	Date	
Assessor Signature	Date	
IV Signature (if sampled)	Date	



Unit 1

Understanding the principles and practices of internally assuring the quality of assessment with a credit value of 6

To be successful for this unit you should be able to demonstrate all the statements that come under "The learner can:"

Unit 01 Understanding the principles and practices of internally assuring the quality of assessment (T/601/5320)

The learner will:

1 Understand the context and principles of internal quality assurance

The learner can:

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

The learner will:

2 Understand how to plan the internal quality assurance of assessment

The learner can:

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, including:

- information collection
- communications
- administrative arrangements
- resources

The learner will:

3 Understand techniques and criteria for monitoring the quality of assessment internally

The learner can:

3.1 Evaluate different techniques for sampling evidence of assessment, including use of technology

3.2 Explain the appropriate criteria to use for judging the quality of the assessment process

The learner will:

4 Understand how to internally maintain and improve the quality of assessment

The learner can:

4.1 Summarise the types of feedback, support and advice that assessors may need to maintain and improve the quality of assessment

4.2 Explain standardisation requirements in relation to assessment

4.3 Explain relevant procedures regarding disputes about the quality of assessment

The learner will:

5 Understand how to manage information relevant to the internal quality assurance of assessment

The learner can:

5.1 Evaluate requirements for information management, data protection and confidentiality in relation to the internal quality assurance of assessment

The learner will:

6 Understand the legal and good practice requirements for the internal quality assurance of assessment

The learner can:

6.1 Evaluate legal issues, policies and procedures relevant to the internal quality assurance of assessment, including those for health, safety and welfare

6.2 Evaluate different ways in which technology can contribute to the internal quality assurance of assessment

6.3 Explain the value of reflective practice and continuing professional development in relation to internal quality assurance

6.4 Evaluate requirements for equality and diversity and, where appropriate, bilingualism, in relation to the internal quality assurance of assessment

Please confirm you have read the learning outcomes and assessment criteria in this document.

Name:

Signature

Date:



Portfolio Check

Learner:			
Assessor			
IV:			
Course:			
Course start date :		Course End date:	
			Y N
Portfolio			
1. Has all the evidence been clearly referenced?			
2. Are the evidence matrix's completed and signed by both the candidate and assessor?			
3. Is there evidence of assessment planning?			
4. Is there evidence of the assessment cycle having taken place?			
5. Is there evidence the candidate has been supported?			
6. Is the Signature Log List complete?			
7. Has all the evidence been signed by the learner?			
8. Have the minimum course guidelines including GLH met?			
9. Has the learner participated sufficiently on the e-learning platform?			
10. Is the Portfolio ready for Certification?			