



**Qualification Guidance Document**

# **BIIAB Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice**

**England – 601/5103/1**

## About Us

At BIIAB Qualifications Limited we continually invest in high quality qualifications, assessments and services for our chosen sectors. As a UK leading sector specialist, we continue to support employers and skills providers to enable individuals to achieve the skills and knowledge needed to raise professional standards across our sectors.

BIIAB Qualifications Limited have an on-line registration system to help customers register learners on its qualifications, units and exams. In addition, it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

The system is accessed via a web browser by connecting to our secure website using a username and password: [Skills and Education Group Awards Secure Login](#)

## Sources of Additional Information

The [BIIAB Qualifications Limited](#) website provides access to a wide variety of information.

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This document may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

## Specification Code

The specification code is A9539-04.

| Issue | Date      | Details of change                                 |
|-------|-----------|---------------------------------------------------|
| 3.1   | July 2023 | Reformatted Qualification Guide into new branding |
| 3.2   | Aug 2024  | Revised review date                               |

|     |                |                                 |
|-----|----------------|---------------------------------|
| 3.3 | April 2025     | Revised review date             |
| 3.4 | September 2026 | Updated to new company branding |

This guide should be read in conjunction with the Indicative Content document which is available on our secure website using the link above.

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This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Specification is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

## Qualification Summary

| <b>BIIAB Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice</b> |                                                                                                                                                                                                                           |  |       |  |     |   |     |   |
|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-------|--|-----|---|-----|---|
| <b>Qualification Purpose</b>                                                                      | To allow learners to obtain and then demonstrate the skills and knowledge to work at a high level in assessing competence.                                                                                                |  |       |  |     |   |     |   |
| <b>Age Range</b>                                                                                  | Pre 16                                                                                                                                                                                                                    |  | 16-18 |  | 18+ | ✓ | 19+ | ✓ |
| <b>Regulation</b>                                                                                 | The above qualification is regulated by: <ul style="list-style-type: none"> <li>&gt; Ofqual</li> <li>&gt; CCEA Regulation</li> </ul>                                                                                      |  |       |  |     |   |     |   |
| <b>Assessment</b>                                                                                 | <ul style="list-style-type: none"> <li>&gt; Coursework</li> <li>&gt; Oral Examination</li> <li>&gt; Portfolio of Evidence</li> <li>&gt; Practical Demonstration/Assignment</li> <li>&gt; Practical Examination</li> </ul> |  |       |  |     |   |     |   |
| <b>Type of Funding Available</b>                                                                  | See FaLA (Find a Learning Aim)                                                                                                                                                                                            |  |       |  |     |   |     |   |
| <b>Grading</b>                                                                                    | Pass/Fail<br>To achieve a Pass grade, learners <b>must</b> achieve all the Learning Outcomes and Assessment Criteria in all the units completed                                                                           |  |       |  |     |   |     |   |
| <b>Operational Start Date</b>                                                                     | 01/12/2014                                                                                                                                                                                                                |  |       |  |     |   |     |   |
| <b>Review Date</b>                                                                                | 31/07/2028                                                                                                                                                                                                                |  |       |  |     |   |     |   |
| <b>Operational End Date</b>                                                                       |                                                                                                                                                                                                                           |  |       |  |     |   |     |   |
| <b>Certification End Date</b>                                                                     |                                                                                                                                                                                                                           |  |       |  |     |   |     |   |
| <b>Guided Learning (GL)</b>                                                                       | 90 hours                                                                                                                                                                                                                  |  |       |  |     |   |     |   |
| <b>Total Qualification Time (TQT)</b>                                                             | 120 hours                                                                                                                                                                                                                 |  |       |  |     |   |     |   |
| <b>Credit Value</b>                                                                               | 12                                                                                                                                                                                                                        |  |       |  |     |   |     |   |
| <b>BIIAB Qualifications Limited Sector</b>                                                        | Education and Skills Workforce                                                                                                                                                                                            |  |       |  |     |   |     |   |

|                                        |                             |
|----------------------------------------|-----------------------------|
| <b>Regulator Sector</b>                | 13.1 Teaching and Lecturing |
| <b>Support from Trade Associations</b> |                             |

## Introduction

BIIAB Qualifications Limited is regulated to deliver this qualification by Ofqual in England. The qualification has a unique Qualification Number (QN) which is shown below. Each unit within the qualification will also have a regulatory Unit Reference Number (URN).

The QN code will be displayed on the final certificate for the qualification.

| <b>Qualification Title</b>                                                                 | <b>Qualification Number (QN)</b> |
|--------------------------------------------------------------------------------------------|----------------------------------|
| BIIAB Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice | 601/5103/1                       |

## Pre-requisites

There are no entry requirements for this qualification. However, learners must be assessed to ensure they have a reasonable chance of achievement and will be able to generate the required evidence.

BIIAB Qualifications Limited expects approved centres to recruit with integrity on the basis of a trainee's ability to contribute to and successfully complete all the requirements of a unit(s) or the full qualification.

## Qualification Structure and Rules of Combination

### **Rules of Combination: BIIAB Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice**

To achieve the BIIAB Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice learners **must** gain a total of **12** credits from the 2 mandatory units listed below.

| Unit Title                                                                                  | Unit Number        | Level | Credit Value | GL |
|---------------------------------------------------------------------------------------------|--------------------|-------|--------------|----|
| <b>Mandatory Minimum Credit Target – 12</b>                                                 |                    |       |              |    |
| Understanding the principles and practices of internally assuring the quality of assessment | T/601/5320<br>IQA1 | 4     | 6            | 45 |
| Internally assure the quality of assessment                                                 | A/601/5321<br>IQA2 | 4     | 6            | 45 |

## Aim

The IQA qualifications have been designed to allow learners to obtain and then demonstrate the skills and knowledge to work at a high level in assessing competence.

Due to constant regulatory, policy and funding changes users are advised to check this qualification has been placed in the relevant Apprenticeship Framework and / or is funded for use with individual learners before making registrations. If you are unsure about the qualification's status, please contact BIIAB head office.

## Target Group

This qualification is appropriate for use in the following age ranges:

- > 18+
- > 19+

## Assessment

This qualification is internally assessed and requires internal and external moderation. Specific requirements and restrictions may apply to individual units within qualifications. Please check unit and qualification details for specific information.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

## Resources

BIIAB Qualifications Limited provides the following additional resources for this qualification:

- > Purpose Statement
- > Learner Unit Achievement Checklist
- > Evidence matrixes for competence / NVQ units

## Evidence Matrixes

BIIAB Qualifications Limited provide a matrix that supports each unit. These are also identified within each of the unit information sections identified below. It is not essential that these resources are used to support the delivery of the content of the qualification; however, they have been mapped against the learning outcomes and assessment criteria.

The evidence matrix is designed to help the learner and assessor with evidence collection. It is a mapping activity to ensure that all the 'Assessment Criteria' contained in the learning outcomes are covered and is intended to help to keep the volume of evidence to a minimum. One matrix (or appropriate equivalent recording device) must be completed for each unit.

It is expected that a selection of various types of evidence is used as appropriate; columns in the matrix enable the assessor to enter the evidence type, e.g. Report, Log, Written Statement, and also the assessment method, e.g. Obs (= Observation), as shown in the assessment method key. By inserting portfolio reference numbers in the box provided, it will enable the assessor, IQA and EQA quickly to locate the evidence which is being submitted to demonstrate competence.

Examples of types of evidence learners could provide to prove competence:

- > Record of observation of performance in the workplace
- > Professional discussion
- > Reflective account
- > Product evidence (e.g.. implementation plans, correspondence, work records)
- > Testimony from senior colleagues/clients
- > Personal report of actions and circumstances
- > Recognition of Prior Achievement (RPA)
- > Records of questioning
- > Other

## **Practice Assessment Material**

BIIAB Qualifications Limited confirm that there is no practice assessment material for this qualification.

## **Teaching Strategies and Learning Activities**

Centres should adopt a delivery approach which supports the development of all individuals. The aims and aspirations of all the learners, including those with identified special needs or learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

## **Progression Opportunities**

The qualification is designed to equip learners with the knowledge and skills to work effectively in assessing competence. It also will allow for a number of progression routes into Level 4 qualifications, to employment or into other areas of learning.

Achievement of the qualification offers opportunities for progression, including:

- > SEG Awards Level 4 Award in the External Quality Assurance of Assessment Processes and Practice
- > Career progression

Centres should be aware that Reasonable Adjustments, which may be permitted for assessment, may in some instances limit a learner's progression into the sector. Centres must, therefore, inform learners of any limits their learning difficulty may impose on future progression.

## **Tutor / Assessor Requirements**

BIIAB Qualifications Limited require those involved in the teaching and assessment process to be suitably experienced and / or qualified. Assessors should also be trained and qualified to assess or be working towards appropriate qualifications.

Those responsible for Internal Quality Assurance (IQA) must be knowledgeable of the subject/occupational area to a suitable level to carry out accurate quality assurance practices and processes.



## **Language**

This specification and associated assessment materials are in English only.

## Unit Details

| Understanding the principles and practices of internally assuring the quality of assessment |                                                                                                                                               |                                                                                                    |
|---------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| <b>Unit Reference</b>                                                                       | T/601/5320                                                                                                                                    |                                                                                                    |
| <b>Level</b>                                                                                | 4                                                                                                                                             |                                                                                                    |
| <b>Credit Value</b>                                                                         | 6                                                                                                                                             |                                                                                                    |
| <b>Guided Learning (GL)</b>                                                                 | 45                                                                                                                                            |                                                                                                    |
| <b>Unit Summary</b>                                                                         | The purpose of the unit is to enable the learner to understand the principles and practices of internally assuring the quality of assessment. |                                                                                                    |
| <b>Learning Outcomes (1 to 6)</b>                                                           | <b>Assessment Criteria (1.1 to 6.4)</b>                                                                                                       |                                                                                                    |
| <b>The learner will</b>                                                                     | <b>The learner can</b>                                                                                                                        |                                                                                                    |
| 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, including:         |

|                                                                                                         |     |                                                                                                                                                                              |
|---------------------------------------------------------------------------------------------------------|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                         |     | <ul style="list-style-type: none"> <li>&gt; information collection</li> <li>&gt; communications</li> <li>&gt; administrative arrangements</li> <li>&gt; resources</li> </ul> |
| 3. Understand techniques and criteria for monitoring the quality of assessment internally               | 3.1 | Evaluate different techniques for sampling evidence of assessment, including use of technology                                                                               |
|                                                                                                         | 3.2 | Explain the appropriate criteria to use for judging the quality of the assessment process                                                                                    |
| 4. Understand how to internally maintain and improve the quality of assessment                          | 4.1 | Summarise the types of feedback, support and advice that assessors may need to maintain and improve the quality of assessment                                                |
|                                                                                                         | 4.2 | Explain standardisation requirements in relation to assessment                                                                                                               |
|                                                                                                         | 4.3 | Explain relevant procedures regarding disputes about the quality of assessment                                                                                               |
| 5. Understand how to manage information relevant to the internal quality assurance of assessment        | 5.1 | Evaluate requirements for information management, data protection and confidentiality in relation to the internal quality assurance of assessment                            |
| 6. Understand the legal and good practice requirements for the internal quality assurance of assessment | 6.1 | Evaluate legal issues, policies and procedures relevant to the internal quality assurance of assessment, including those for health, safety and welfare                      |
|                                                                                                         | 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                           |

### Internally assure the quality of assessment

|                                                                         |                                                                                                  |                                                                                                                   |
|-------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| <b>Unit Reference</b>                                                   | A/601/5321                                                                                       |                                                                                                                   |
| <b>Level</b>                                                            | 4                                                                                                |                                                                                                                   |
| <b>Credit Value</b>                                                     | 6                                                                                                |                                                                                                                   |
| <b>Guided Learning (GL)</b>                                             | 45                                                                                               |                                                                                                                   |
| <b>Unit Summary</b>                                                     | The purpose of the unit is to enable the learner to Internally assure the quality of assessment. |                                                                                                                   |
| <b>Learning Outcomes (1 to 5)</b>                                       | <b>Assessment Criteria (1.1 to 5.4)</b>                                                          |                                                                                                                   |
| <b>The learner will</b>                                                 | <b>The learner can</b>                                                                           |                                                                                                                   |
| 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 to ensure quality                                            |
| 2. Be able to internally evaluate the quality of assessment             | 2.1                                                                                              | Carry out internal monitoring activities to quality requirements                                                  |
|                                                                         | 2.2                                                                                              | Evaluate assessor expertise and competence in relation to the requirements of their role                          |
|                                                                         | 2.3                                                                                              | Evaluate the planning and preparation of assessment processes                                                     |
|                                                                         | 2.4                                                                                              | Determine whether assessment methods are safe, fair, valid and reliable                                           |
|                                                                         | 2.5                                                                                              | Determine whether assessment decisions are made using the specified criteria                                      |
| 3. Be able to internally maintain and improve the quality of assessment | 2.6                                                                                              | Compare assessor decisions to ensure they are consistent                                                          |
|                                                                         | 3.1                                                                                              | Provide assessors with feedback, advice and support, including professional development opportunities, which help |

|                                                                                                                                  |     |                                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------|-----|-----------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                  |     | them to maintain and improve the quality of assessment                                                                                        |
|                                                                                                                                  | 3.2 | Apply procedures to standardise assessment practices and outcomes                                                                             |
| 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 and maintaining the quality of assessment | 5.1 | Apply relevant policies, procedures and legislation in relation to internal quality assurance, including those for health, safety and welfare |
|                                                                                                                                  | 5.2 | Apply requirements for equality and diversity and, where appropriate, bilingualism, in relation to internal quality assurance                 |
|                                                                                                                                  | 5.3 | Critically reflect on own practice in internally assuring the quality of assessment                                                           |
|                                                                                                                                  | 5.4 | Maintain the currency of own expertise and competence in internally assuring the quality of assessment                                        |

## Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies

BIIAB Qualifications Limited policy enables learners to avoid duplication of learning and assessment in a number of ways:

- > **Recognition of Prior Learning (RPL)** – a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
- > **Exemption** – Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within BIIAB Qualifications Limited qualification, but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the BIIAB Qualifications Limited qualification to be achieved in order to determine its equivalence.
  - > Any queries about the relevance of any certificated evidence should be referred in the first instance to your centre's internal moderator and then to BIIAB Qualifications Limited.
  - > It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.
  - > Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.
- > **Credit Transfer** – BIIAB Qualifications Limited may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred must share the same learning outcomes and assessment criteria along with the same unit number. Assessors must ensure that they review and verify the evidence through sight of:
  - > Original certificates OR
  - > Copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator.
- > **Equivalencies** – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit must have the same credit value or greater than the unit(s) in question and be at the same level or higher.

BIIAB Qualifications Limited encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption, Credit Transfer and Equivalencies. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Further guidance can be found in 'Delivering and Assessing Qualifications' which can be downloaded from [biiab.co.uk/for-centres/](http://biiab.co.uk/for-centres/)

## **Certification**

Learners will be certificated for all units and qualifications that are achieved and claimed.

BIIAB Qualifications Limited policies and procedures are available on the website.

## **Exemptions**

This qualification contains no exemptions. For further details see Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies.

## Glossary of Terms

### **GL (Guided Learning)**

GL is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – ‘Would I need to plan for a member of staff to be present to give guidance or supervision?’

GL is calculated at qualification level and not unit/component level.

Examples of Guided Learning include:

- > Face-to-face meeting with a tutor
- > Telephone conversation with a tutor
- > Instant messaging with a tutor
- > Taking part in a live webinar
- > Classroom-based instruction
- > Supervised work
- > Taking part in a supervised or invigilated formative assessment
- > The learner is being observed as part of a formative assessment.

### **TQT (Total Qualification Time)**

The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.’ The size of a qualification is determined by the TQT.

TQT is made up of the Guided Learning (GL) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit/component level.

Examples of unsupervised activities that could contribute to TQT include:

- > Researching a topic and writing a report
- > Watching an instructional online video at home/e-learning
- > Watching a recorded webinar
- > Compiling a portfolio in preparation for assessment
- > Completing an unsupervised practical activity or work
- > Rehearsing a presentation away from the classroom
- > Practising skills unsupervised
- > Requesting guidance via email – will not guarantee an immediate response.