

# Qualification Handbook

## BIIAB Internal Quality Assurer Qualifications Handbook

BIIAB Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice 601/5102/X

BIIAB Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice 601/5103/1

BIIAB Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice 601/5104/3

Version 3

## **Table of Contents**

<b>1. About the BIIAB Internal Quality Assurer Qualifications.....</b>	<b>1</b>
<b>2. About this pack .....</b>	<b>1</b>
<b>3. BIIAB Customer Service .....</b>	<b>2</b>
<b>4. What are Rules of Combination (ROC)?.....</b>	<b>2</b>
<b>5. BIIAB Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice Rules of Combination (ROC) and Structure .....</b>	<b>3</b>
<b>6. BIIAB Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice Rules of Combination (ROC) and Structure.....</b>	<b>3</b>
<b>7. BIIAB Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice Rules of Combination (ROC) and Structure .....</b>	<b>4</b>
<b>8. Age Restriction.....</b>	<b>4</b>
<b>9. Entry Requirements and Progression .....</b>	<b>5</b>
<b>10. Assessment .....</b>	<b>5</b>
<b>11. Initial Assessment and Induction .....</b>	<b>9</b>
<b>12. Initial Registration .....</b>	<b>10</b>
<b>13. Delivery.....</b>	<b>10</b>
<b>14. Resources.....</b>	<b>11</b>
<b>15. Design and delivery .....</b>	<b>12</b>
<b>16. Format of Units .....</b>	<b>13</b>
<b>17. Mandatory Units .....</b>	<b>15</b>

## 1. About the BIIAB Internal Quality Assurer Qualifications

BIIAB has obtained accreditation to deliver these by Ofqual. The qualifications have a unique Qualification Number (QN) which is shown below.

Each unit within the qualifications will also have a unit regulation number (URN).

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

Qualification title	Qualification Number (QN)
BIIAB Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice	601/5102/X
BIIAB Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice	601/5103/1
BIIAB Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice	601/5104/3

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

## 2. About this pack

This support pack has been developed to provide guidance for learners, assessors and verifiers undertaking, delivering, or quality assuring this qualification.

The purpose of the support pack is to provide the majority of the key information that may be needed to prepare for, and help support, the successful delivery of the qualifications, in one place.

If this pack is updated, centres will be notified via the BIIAB monthly newsletter which goes to approved centres.

## 3. BIIAB Customer Service

BIIAB is committed to giving the highest possible levels of customer service. BIIAB's Service Level Agreement is available via [www.biiab.org](http://www.biiab.org)

Our Customer Service team can be contacted between the hours of 0900 and 1700 Monday to Friday by using the contact details below, or outside those hours, by leaving a message on our voicemail service.

Customer Service Contact Details: 01276 684449

Email: [customersupport@bii.org](mailto:customersupport@bii.org)

Our Customer Service team will be happy to assist with any administration-related enquiries you may have. For example:

- registration and certification enquiries
- re-certification issues
- Centres available in the local area
- appeals
- whistleblowing.

## 4. What are Rules of Combination (ROC)?

Under the Regulatory Framework qualifications can be made up of a combination of mandatory and/or optional units. The units and credits required to complete a qualification are set out by the rules of combination (RoC). The RoC allows for flexibility and transferability.

The ROC will specify:

- The total credit value of the qualification
- The amount of credit that must be achieved within specific groupings of units (e.g. Mandatory, Optional Unit, and Optional groups)
- The minimum credit which must be achieved at the level or above the level of the qualification
- The Total Qualification Time (TQT)
- The title, Unit Regulation Number and BIIAB Unit number for each unit, alongside its level, credit, and Guided Learning Hours (GLH)
- Any barred units (units that cannot be taken together as part of the qualification).

When choosing the appropriate route for a learner or group of learners, it is the responsibility of the centre to ensure the rules of combination are adhered to.

## 5. BIIAB Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice learners **must** gain a **total of 6 credits**. This **must** consist of:

- **Minimum total** unit credit: **6**
- Mandatory group A **minimum** credit: **6**
- GLH: **45**
- TQT: **60**

Listed below are the qualification units.

### Mandatory Group A

Unit no	UAN	Unit Title	Credit	Level	GLH
IQA1	T/601/5320	Understanding the principles and practices of internally assuring the quality of assessment	6	4	45

## 6. BIIAB Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice learners **must** gain a **total of 12 credits**. This **must** consist of:

- **Minimum total** unit credit: **12**
- Mandatory group A **minimum** credit: **12**
- GLH: **90**
- TQT: **120**

Listed below are the qualification units.

### Mandatory Group A

Unit no	UAN	Unit Title	Credit	Level	GLH
IQA1	T/601/5320	Understanding the principles and practices of internally assuring the quality of assessment	6	4	45
IQA2	A/601/5321	Internally assure the quality of assessment	6	4	45

## **7. BIIAB Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice Rules of Combination (ROC) and Structure**

To achieve the BIIAB Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice learners **must** gain a **total of 17 credits**. This **must** consist of:

- **Minimum total** unit credit: **17**
- Mandatory group A **minimum** credit: **17**
- GLH: **115**
- TQT: **170**

Listed below are the qualification units.

<b>Unit no</b>	<b>UAN</b>	<b>Unit Title</b>	<b>Credit</b>	<b>Level</b>	<b>GLH</b>
IQA1	T/601/5320	Understanding the principles and practices of internally assuring the quality of assessment	6	4	45
IQA2	A/601/5321	Internally assure the quality of assessment	6	4	45
IQA3	H/600/9674	Plan, allocate and monitor work in own area of responsibility	5	4	25

## **8. Age Restriction**

These qualifications are appropriate for use in the following age ranges:

- 18 +

## 9. Entry Requirements and Progression

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.

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:

- BIIAB Level 4 Award in Understanding the External Quality Assurance of Assessment Processes and Practice
- BIIAB Level 4 Award In the External Quality Assurance of Assessment Processes and Practice
- BIIAB Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice
- Career progression

## 10. Assessment

### Overview of assessment strategy

The learner needs to demonstrate competence against all the Assessment Criteria within the Assessment. The most appropriate way of covering this is through a discussion with the Learner. BIIAB requirements for carrying out a discussion apply (see below). If you wish to use an alternative assessment methodology, this needs to be agreed with BIIAB in advance of the assessment taking place.

### Assessment process

Assessment is the process used to judge the competence, of a learner, against set standards.

The assessor is the person who is responsible for determining learners' competence. The assessor may be a work place supervisor or an external person who is trained and qualified, or working towards a qualification relevant to the assessor role.

Assessors base their judgement on performance and decide how it compares to the national standard. The assessor will also ask questions based on the knowledge required to do the work, to ascertain the knowledge and understanding of the learner.

When the required units have been completed and the assessor is satisfied that the learner has met the national standard, a recommendation for a certificate will be made.

An Internal Quality Assurer (IQA) is responsible for the quality assurance of the qualifications within the training organisation and will provide advice, guidance and support to the assessors. IQAs also

ensure that the assessors apply the standards consistently and fairly. The IQA will see review the portfolio of evidence during the assessment process.

An External Quality Assurer (EQA), who is appointed by BIIAB, will verify the assessment and internal verification decisions involved in the development of the portfolio. The EQA will quality assure the qualification process, which ensures that certification of the qualification is reliable, consistent and to the national standard, by checking the consistency of assessments made by the training provider, and across training providers.

## **Requirements of assessors, external and internal verifiers**

Candidates may be assessed, moderated or verified at work either by one or several appointed individuals.

**Assessors** - The primary responsibility of an assessor is to assess candidates' performance in a range of tasks and to ensure the evidence submitted by the candidate meets the requirements of the assessment criteria. It is important that an assessor can recognise occupational competence as specified by the national standard. Assessors therefore need to have a thorough understanding of assessment and quality assurance practices, as well as have in-depth technical understanding related to the qualifications for which they are assessing candidates. To be able to assess candidates, assessors **must**:

- hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to assess candidates undertaking competence-based units and qualifications. Assessors holding older qualifications **must** be able to demonstrate that they are assessing to the current standards;

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. Any assessors working towards an appropriate qualification **must** ensure their decisions are countersigned by a suitably-qualified assessor/verifier and should be supported by a qualified assessor throughout their training period.
- be 'occupationally competent'. Assessors must provide current evidence of competence, knowledge and understanding in the areas to be assessed. This will normally be achieved through demonstrating competence in the roles which are to be assessed, or demonstrated by relevant experience and continuing professional development (CPD) which may include the achievement of qualifications relevant to the areas being assessed.
- have a full and current understanding of the units of competence and requirements of the qualifications being assessed, including the quality of assessment and the assessment process. It is the responsibility of approved centres to select and appoint assessors.

**Internal Quality Assurer (IQA)** - A primary responsibility of IQAs is to assure the quality and consistency of assessments by the assessors for whom they are responsible. IQAs therefore need to have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally verifying. It will be the responsibility of the approved centre to select and appoint IQA's.

IQAs **must**:



- hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to internally verify competence-based assessments and candidates. IQAs holding older qualifications **must** be able to demonstrate that they are verifying to the current standards

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If an IQA is working towards an appropriate qualification, his/her decisions **must** be countersigned by a suitably qualified IQA and should be supported by a qualified IQA throughout the training period.
- be 'occupationally competent'. IQAs **must** demonstrate sufficient and current understanding of the qualifications to be internally verified, and know how they are applied in business.
- demonstrate competent practice in internal verification of assessment, and demonstrate understanding of the principles and practices of internal verification of assessment, including the quality of assessment and the assessment process.

**External Quality Assurer (EQA)** - The primary responsibility of EQAs is to assure quality of internal verification and assessments across the centres for which they are responsible. EQAs **must** have a thorough understanding of quality assurance and assessment practices, as well as in-depth technical knowledge related to the qualifications that they are externally verifying.

EQAs **must**:

- hold an appropriate qualification as specified by the appropriate regulatory authority, confirming their competence to verify competence-based assessments. EQAs holding older qualifications **must** be able to demonstrate that they are verifying to the current standards;

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If EQAs are working towards an appropriate qualification, their decisions **must** be countersigned by a suitably qualified EQA and should be supported by a qualified EQA throughout their training period.
- be 'occupationally competent'. EQAs must demonstrate sufficient and current understanding of the qualifications to be verified, and know how they are applied in business.
- demonstrate competent practice in external verification of assessment, and demonstrate understanding of the principles and practices of external verification of assessment, including the quality of assessment and the assessment process. It is the responsibility of the awarding organisation to select and appoint EQAs.

BIIAB and awarding organisations require all assessors, moderators and verifiers to maintain current competence to deliver these functions. BIIAB recognises this can be achieved in many ways. However, such information **must** be formally recorded in individual CPD records that are maintained in assessment centres.

## Evidence from Workplace Performance

- Evidence of occupational competence of all competence units at any level, should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria of the competence units.
- These conditions would be those typical to the candidate's normal place of work. The evidence collected under these conditions should also be as naturally occurring as possible. It is accepted that not all employees have identical workplace conditions and therefore there cannot be assessment conditions that are identical for all candidates. However, assessors **must** ensure that, as far as possible, the conditions for assessment should be those under which the candidate usually works.

## Level 4 IQA Units

When planning the assessment of IQA1 Understanding the principles and practices of internally assuring the quality of assessment unit with a learner, BIIAB encourages the following approach in most instances, however the individual requirements of each learner should be taken into account.

Due to the size of this unit it is impractical to assess this unit in one discussion. It is more appropriate to cover within two discussions although this could be increased further depending on the learner's individual needs. The discussions would cover the following:

- 1<sup>st</sup> Discussion – An overview of the learners understanding of the Internal Quality Assurance process.
- 2<sup>nd</sup> Discussion – The learners understanding of the required Internal Quality Assurance activity

When carrying out the discussion, it is important to set some scenarios eg:

- “If you were planning an assessment to cover...”
- “How would you deal with ...”?
- “What if...”?

When assessing this unit in conjunction with the following unit:

- IQA2 Internally assure the quality of assessment

the process may be holistic and the discussions can be based around the performance evidence produced by the Internal Quality Assurer Candidate.

Evidence for all learning outcomes must come from performance in your work environment. All learning outcomes in this unit (IQA2) must be assessed using methods appropriate to the candidate IQA's performance. These must include:

- observation of performance
- examining products of work
- questioning

Direct evidence of this kind may be supplemented, where necessary, by discussion, reflective accounts or witness testimony.

Simulations are not allowed.

## Carrying out a Discussion

When carrying out a discussion, BIIAB recommends that discussions are kept to 20 minutes or less. For this length of discussion there is no requirement to breakdown the discussion, detailing at which point of the discussion each Assessment Criteria has been covered. However, for discussions longer than 20 minutes, a breakdown is required. 20 minutes is a lengthy period of time for a discussion and if it is expected to take longer than this, BIIAB recommends that the Assessor plans to conduct two separate discussions.

## Appeals

If learners are dissatisfied with an assessment outcome, they have the right to appeal. The main reasons for an appeal are likely to be:

- Learners do **not** understand why they are **not** yet regarded as competent, because of unsatisfactory feedback from the assessor
- Learners believe they are competent and that the assessor has misjudged them, or has failed to utilise some vital evidence.

BIIAB expects most appeals from candidates to be resolved within the centre. BIIAB will only consider a candidate's appeal after the centre's internal appeals procedure has been fully exhausted.

For full details of BIIAB's appeals procedure please refer to [www.biiab.org](http://www.biiab.org).

## 11. Initial Assessment and Induction

Prior to the start of any programme it is recommended that centres should make an initial assessment of each learner. This is to ensure that the learners are entered for an appropriate type and level of qualification.

The initial assessment should identify the specific training needs that the learner has, and the support and guidance that they may require when working towards their qualification.

The centre must also identify any units the learner has already completed, or credits they have accumulated, relevant to the qualification.

BIIAB suggests that centres provide an induction programme to ensure the learner fully understands the requirements of the qualification they will work towards, their responsibilities as a learner, and the responsibilities of the centre.

## 12. Initial Registration

### Registration and certification

Learners should be registered and certificated via BIIABs On-line Registration and Certification Service (ORCS) [www.orcs.biiab.org](http://www.orcs.biiab.org) . Please refer to BIIAB's Centre Guidance for using ORCS.

### Equal Opportunities and Diversity Policy

BIIAB has in place an equal opportunities policy, a copy can be found at <http://centrezone.bii.org/thehub/apprenticeships/qadocuments>

BIIAB is committed to ensure that:

- Approved centres operate an equal opportunities policy
- Approved centres communicate the policy to staff and learners
- Approved centres have an effective complaints and appeals procedure of which both staff and learners are made aware
- Approved centres are aware of their responsibilities in providing equality of opportunity, particularly with regard to provision for learners with particular assessment requirements.

### Reasonable Adjustment Policy

Learners who require reasonable adjustments for their assessments must inform their assessor at the beginning of their course of their requirements. BIIAB has a reasonable adjustment policy in place, a copy of which is provided to all BIIAB approved centres and can be found at <http://centrezone.bii.org/thehub/apprenticeships/qadocuments>.

## 13. Delivery

Centres **must** refer to the units that form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes and assessment criteria that form part of the delivery.

## 14. Resources

BIIAB provides the following additional resources for this qualification:

- Evidence matrixes for the competence / NVQ units, including a Summative Reflective account template.
- Access to the units.

All of these resources are available for download via The Hub on [centrezone.bii.org](http://centrezone.bii.org).

The Hub is a secure area within CentreZone which centres approved for the qualification can access. The Hub contains documents relevant to the qualification. Centres will find The Hub on the list of tabs in CentreZone.

### Evidence matrixes

BIIAB provide a matrix that supports each competence 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 and 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 (eg 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.

## Access to the units

Units form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes, assessment criteria and the indicative content that form part of the delivery. BIIAB includes the mandatory units within this pack, and makes all units available via [centrezone.bii.org](http://centrezone.bii.org).

## Summative Reflective Account

In order to claim the unit(s) for the qualification, the learner will need to complete a summative reflective account, to reflect on their qualification, what they have learnt and how they have been able to apply this within their work role.

## 15. Design and delivery

Each unit within these qualifications has been allocated a number of guided learning hours (GLH). GLH are defined as the times when a tutor, trainer, mentor or line manager are giving specific advice relating to a learning outcome of the unit. This can include activities such as training sessions, tutorials, supervised study or 'on-the-job' learning. It could also include time spent by managers or mentors assessing learner's achievements. When planning how to deliver the qualification it is important to refer to this definition.

BIIAB will not prescribe how the qualification is delivered, but centres must ensure the delivery chosen meets their learner's needs.

## **16. Format of Units**

All units within this qualification will be presented in a standard format that is consistent with the format for all units of assessment. The format will give tutors and learners guidance as to the requirements of the unit for successful completion. Each unit within this specification will be in the format below:

### **Unit Title**

This will be shown as it appears on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk>).

### **Unit Reference Number (URN)**

The Unit Reference Number is the unique code that the unit is given by the Regulator. This unit will be referenced on the final qualification certificate. The same unique code for the unit applies in whichever qualification the unit is included within. BIIAB also assign unique unit numbers which normally is consistent when the unit is used in multiple BIIAB qualifications.

### **Level**

This identifies the level of demand for the unit, but may be a different level to that of the overall qualification. The level of the units will be set according to either National Occupational Standards or the level descriptors.

### **Credit**

When a whole unit is completed the learner will achieve credits specified by the number of hours learning time it will take an average learner to complete the unit including the assessment.

### **Guided Learning Hours (GLH)**

The time required by the unit for specific guidance to be provided by a tutor, mentor or expert in the subject area, for example in a training session or a one-to-one.

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

Total Qualification Time (TQT) is defined by Ofqual as 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. TQT is comprised of the following two elements:

- The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and

- 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.

TQT is always assigned to the qualification however a similar calculation may on occasions also be assigned to a unit.

## **Learning Outcomes and Assessment Criteria**

Learning Outcomes are what is expected that the learner will know, understand or be able to do upon successful completion of the unit.

Assessment Criteria are descriptions of the requirements that a learner is expected to meet in order to demonstrate that a learning outcome has been achieved.



## **17. Mandatory Units**

The following units are mandatory for this qualification.

<b>Unit Title</b>	<b>Understanding the principles and practices of internally assuring the quality of assessment</b>	
<b>BIIAB Reference</b>	<b>IQA1</b>	
<b>Level</b>	<b>4</b>	
<b>Credit Value</b>	<b>6</b>	
<b>GLH</b>	<b>45</b>	
<b>Unit Reference No.</b>	<b>T/601/5320</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - 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>• information collection</li> <li>• communications</li> <li>• administrative arrangements</li> <li>• 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

<b>Unit Title</b>	<b>Internally assure the quality of assessment</b>	
<b>BIIAB Reference</b>	<b>IQA2</b>	
<b>Level</b>	<b>4</b>	
<b>Credit Value</b>	<b>6</b>	
<b>GLH</b>	<b>45</b>	
<b>Unit Reference No.</b>	<b>A/601/5321</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - 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 assure 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
	2.6	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, 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

<b>Unit Title</b>	<b>Plan, allocate and monitor work in own area of responsibility</b>	
<b>BIIAB Reference</b>	<b>IQA3</b>	
<b>Level</b>	<b>4</b>	
<b>Credit Value</b>	<b>5</b>	
<b>GLH</b>	<b>25</b>	
<b>Unit Reference No.</b>	<b>H/600/9674</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Be able to produce a work plan for own area of responsibility	1.1 1.2 1.3 1.4	Explain the context in which 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.
2 Be able to allocate and agree responsibilities with team members	2.1 2.2	Identify team members' responsibilities for identified work activities. 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 3.2	Identify ways to monitor progress and quality of work. 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 4.2	Review and amend work plan where changes are needed. Communicate changes to team members.

## Notices

This book does not purport to contain an authoritative or definitive statement of the law or practice on any subject appertaining to the operation of licensed premises and the publishers supply the information on the strict understanding that no legal or other liability attaches to them in respect of it. References to sources of further guidance or information have been made where appropriate.

© BIIAB November 2017

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, whether electronic, mechanical, photocopying, scanning, recording or otherwise, without written permission of the publisher except in accordance with the provisions of the Copyright, Designs and Patents Act 1988. Applications for written permission to reproduce any part of the publication should be addressed in writing to the publisher. Any unauthorised or restricted act in relation to this publication may result in civil proceedings and/or criminal prosecution.

Infor House  
1 Lakeside Road  
Farnborough  
Hampshire  
GU14 6XP