



Qualification Specification

ProQual Level 4 Qualifications in External Quality Assurance of Assessment Processes and Practice

ProQual Level 4 Qualifications in External Quality Assurance of Assessment Processes and Practice



This qualification is part of ProQual's broad offer of qualifications in the Teaching, Training and Assessment Sector.

To find out more about other qualifications in this, or any other sector, or for our latest fees; check our Fees Schedule via the QR code below:



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Introduction

The ProQual Level 4 qualifications in external quality assurance provides a nationally recognised qualification for professionals working in the training and assessment sector and who wish to become EQAs, or who are currently working as an EQA and wish to progress into a management role.

The aims of this qualification are:

- To develop the knowledge and understanding a learning and development practitioner requires for the external quality assurance of assessment.
- To assess the performance of a learning and development practitioner with responsibility for the external quality assurance of assessment – usually an external verifier.
- To provide a pathway for career progression for those currently working as, or wishing to work as, EQAs.

The awarding body for this qualification is ProQual AB. This qualification has been approved for delivery in England. The regulatory body for this qualification is Ofqual, and this qualification has been accredited onto the Regulated Qualification Framework (RQF), and has been published in Ofqual's Register of Qualifications.

This qualification is not eligible for continuous certification.

Qualification Profile

This specification contains 3 qualifications.

Candidates who complete a smaller qualification may progress onto a larger qualification within the suite.

The three qualifications within this specification are:

| | |
|--|---|
| Qualification Title: | ProQual Level 4 Award in Understanding the External Quality Assurance of Assessment Processes and Practice. |
| Qualification Number: | 610/5056/8 |
| Level: | 4 |
| Total Qualification Time (TQT): | 60 Hours 6 Credits |
| Guided Learning Hours (GLH): | 45 Hours |
| Assessment: | Pass/Fail |
| | Internally assessed and verified by centre staff |
| | External verified by ProQual external verifiers. |
| Qualification Start Date: | 25/11/2024 |
| Qualification Review Date: | 25/11/2027 |

| | |
|--|---|
| Qualification Title: | ProQual Level 4 Award in the External Quality Assurance of Assessment Processes and Practice. |
| Qualification Number: | 600/2176/7 |
| Level: | 4 |
| Total Qualification Time (TQT): | 120 Hours 12 Credits |
| Guided Learning Hours (GLH): | 75 Hours |
| Assessment: | Pass/Fail |
| | Internally assessed and verified by centre staff |
| | External verified by ProQual external verifiers. |
| Qualification Start Date: | 01/07/2011 |
| Qualification Review Date: | 25/11/2027 |

| | |
|--|---|
| Qualification Title: | ProQual Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice. |
| Qualification Number: | 600/2177/9 |
| Level: | 4 |
| Total Qualification Time (TQT): | 170 Hours 17 Credits |
| Guided Learning Hours (GLH): | 100 Hours |
| Assessment: | Pass/Fail |
| | Internally assessed and verified by centre staff |
| | External verified by ProQual external verifiers. |
| Qualification Start Date: | 01/07/2011 |
| Qualification Review Date: | 25/11/2027 |

Learner Profile

There are no formal academic entry requirements for these qualifications, however it is recommended that candidates should already hold a qualification in assessment and/or internal quality assurance.

Centres should carry out an initial assessment to identify any gaps and develop an assessment plan.

Candidates for these qualifications must be **at least 18 years of age** on the day that they are registered. Centres are reminded that no assessment activity may take place until a candidate has been registered.

Candidates for qualifications 600/2176/7 and 600/2177/9, must be able to take part in, or at least formally shadow, live EQA visits that take place on behalf of an awarding organisation regulated by Ofqual, Qualifications Wales, CEA, and/or SQA or to otherwise externally quality assure the assessment and internal verification of qualifications regulated by one or more of these bodies. This is because unit J/601/5323 is a mandatory unit for these qualifications and evidence of practical skills within this unit cannot be simulated.

Qualification Structure

ProQual Level 4 Award in Understanding the External Quality Assurance of Assessment Processes and Practice.

This qualification consists of **one** mandatory unit. Candidates must complete the mandatory unit to complete this qualification. There are no optional units.

| Unit Number | Unit Title | Level | TQT | GLH |
|--|---|-------|-----|-----|
| Mandatory Units – Candidates must complete all units in this group. | | | | |
| F/601/5322 | Understanding the Principles and Practices of Externally Assuring the Quality of Assessment | 4 | 60 | 45 |

ProQual Level 4 Award in the External Quality Assurance of Assessment Processes and Practice.

This qualification consists of **two** mandatory units. Candidates must complete both of the mandatory units to complete this qualification. There are no optional units.

| Unit Number | Unit Title | Level | TQT | GLH |
|--|---|-------|-----|-----|
| Mandatory Units – Candidates must complete all units in this group. | | | | |
| F/601/5322 | Understanding the Principles and Practices of Externally Assuring the Quality of Assessment | 4 | 60 | 45 |
| J/601/5323 | Externally Assure the Quality of Assessment | 4 | 60 | 45 |

ProQual Level 4 Certificate in the Leading External Quality Assurance of Assessment Processes and Practice.

This qualification consists of **three** mandatory units. Candidates must complete all of the mandatory units to complete this qualification. There are no optional units.

| Unit Number | Unit Title | Level | TQT | GLH |
|--|---|-------|-----|-----|
| Mandatory Units – Candidates must complete all units in this group. | | | | |
| F/601/5322 | Understanding the Principles and Practices of Externally Assuring the Quality of Assessment | 4 | 60 | 45 |
| J/601/5323 | Externally Assure the Quality of Assessment | 4 | 60 | 45 |
| H/600/9674 | Plan, Allocate and Monitor Work in Own Area of Responsibility | 4 | 50 | 25 |

Centre Requirements

Centres must be approved to deliver this qualification. If your centre is not approved to deliver this qualification, please complete and submit the **ProQual Additional Qualification Approval Form**.

Materials produced by centres to support candidates should:

- Enable them to track their achievements as they progress through the learning outcomes and assessment criteria.
- Provide information on where ProQual's policies and procedures can be viewed.
- Provide a means of enabling Internal and External Quality Assurance staff to authenticate evidence.

Centres must have the appropriate equipment to enable candidates to carry out the practical requirements of this qualification.

Certification

Candidates who achieve the requirements for this qualification will be awarded:

- A certificate listing all units achieved, and
- A certificate giving the full qualification title:

ProQual Level 4 Award in Understanding the External Quality Assurance of Assessment Processes and Practice.

ProQual Level 4 Award in the External Quality Assurance of Assessment Processes and Practice.

ProQual Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice.

Claiming certificates

Centres may claim certificates for candidates who have been registered with ProQual and who have successfully achieved the qualification. All certificates will be issued to the centre for successful candidates.

Unit certificates

If a candidate does not achieve all of the units required for a qualification, the centre may claim a unit certificate for the candidate which will list all of the units achieved.

Replacement certificates

If a replacement certificate is required a request must be made to ProQual in writing. Replacement certificates are labelled as such and are only provided when the claim has been authenticated. Refer to the Fee Schedule for details of charges for replacement.

Assessment Requirements

Each candidate is required to produce a portfolio of evidence which demonstrates their achievement of all of the learning outcomes and assessment criteria for each unit.

Evidence can include:

- Observation report by assessor
- Assignments/projects/reports
- Professional discussion
- Witness testimony
- Candidate product
- Worksheets
- Record of oral and written questioning
- Recognition of Prior Learning

Candidates must demonstrate the level of competence described in the units. Assessment is the process of measuring a candidate's skill, knowledge and understanding against the standards set in the qualification.

Centre staff assessing this qualification must be **occupationally competent** and qualified to make assessment decisions. Assessors who are suitably qualified may hold a qualification such as, but not limited to:

- ProQual Level 3 Certificate in Teaching, Training and Assessment.
- ProQual Level 3 Award in Education and Training.
- ProQual Level 3 Award in Assessing Competence in the Work Environment.
(Suitable for assessment taking place in a working salon only.)
- ProQual Level 3 Award in Assessing Vocational Achievement.
(Suitable for assessment taking place in a simulated training environment only.)

Candidate portfolios must be internally verified by centre staff who are **occupationally knowledgeable** and qualified to make quality assurance decisions. Internal verifiers who are suitably qualified may hold a qualification such as:

- ProQual Level 4 Award in the Internal QA of Assessment Processes and Practice.
- ProQual Level 4 Certificate in Leading the Internal QA of Assessment Processes and Practice.

Occupationally competent means capable of carrying out the full requirements contained within a unit. **Occupationally knowledgeable** means possessing relevant knowledge and understanding.

Enquiries, Appeals and Adjustments

Adjustments to standard assessment arrangements are made on the individual needs of candidates. ProQual's Reasonable Adjustments Policy and Special Consideration Policy sets out the steps to follow when implementing reasonable adjustments and special considerations and the service that ProQual provides for some of these arrangements.

Centres should contact ProQual for further information or queries about the contents of the policy.

All enquiries relating to assessment or other decisions should be dealt with by centres, with reference to ProQual's Enquiries and Appeals Procedures.

Units – Learning Outcomes and Assessment Criteria

| | | | | | |
|---|---|---|---|---------------|----|
| Title: | Understanding the Principles and Practices of Externally Assuring the Quality of Assessment | | | Level: | 4 |
| Unit Number: | F/601/5322 | TQT: | 60 | GLH: | 45 |
| Learning Outcomes <i>The learner will be able to:</i> | | Assessment Criteria <i>The learner can:</i> | | | |
| 1 | Understand the context and principles of external quality assurance. | 1.1 | Analyse the functions of external quality assurance of assessment in learning and development. | | |
| | | 1.2 | Evaluate the key concepts and principles of the external quality assurance of assessment. | | |
| | | 1.3 | Evaluate the roles of practitioners involved in the quality assurance process. | | |
| | | 1.4 | Explain the regulations and requirements for external and internal quality assurance in own area of practice. | | |
| 2 | Understand how to plan the external quality assurance of assessment. | 2.1 | Evaluate the importance of planning and preparing external quality assurance activities. | | |
| | | 2.2 | Explain what an external quality assurance plan should contain. | | |
| | | 2.3 | Summarise the preparations that need to be made for external quality assurance, including: <ul style="list-style-type: none"> • Information collection. • Communications. • Administrative arrangements. • Resources. | | |

| | | | |
|---|---|-----|---|
| 2 | <i>Continued</i> | 2.4 | Explain how to adapt external monitoring and evaluation approaches to meet customer needs without compromising quality standards |
| 3 | Understand how to externally evaluate the quality of assessment and internal quality assurance. | 3.1 | Explain the procedures for externally monitoring and evaluating internal quality assurance arrangements and practices. |
| | | 3.2 | Interpret the requirements for externally monitoring and evaluating internal assessment arrangements and practices. |
| | | 3.3 | Evaluate different techniques for externally sampling evidence of assessment, including those that use technology. |
| 4 | Understand how to externally evaluate the quality of assessment and internal quality assurance. | 4.1 | Critically compare the types of feedback, support and advice that internal assessment and quality assurance staff may need to maintain and improve the quality of assessment. |
| | | 4.2 | Evaluate standardisation requirements relevant to the external quality assurance of assessment. |
| | | 4.3 | Explain the importance of providing feedback, support and advice to internal assessment and quality assurance staff that is consistent with standardisation requirements. |
| | | 4.4 | Explain relevant procedures to follow when there are disputes concerning quality assurance and internal assessment. |
| 5 | Understand how to manage information relevant to the external quality assurance. | 5.1 | Evaluate requirements for information management, data protection and confidentiality in relation to the external quality assurance. |

| | | | |
|---|---|-----|---|
| 6 | Understand the legal and good practice requirements relating to external quality assurance. | 6.1 | Evaluate legal issues, policies and procedures relevant to the external quality assurance, including those for health, safety and welfare. |
| | | 6.2 | Critically compare different ways in which technology can contribute to external quality assurance. |
| | | 6.3 | Evaluate requirements for equality and diversity and, where appropriate, bilingualism, in relation to the external quality assurance of assessment. |
| | | 6.4 | Explain the value of reflective practice and continuing professional development in relation to external quality assurance. |

Additional Assessment Information

This unit is **knowledge based**. This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Centres may use the appropriate ProQual Candidate Workbook, or their own, centre devised, assignments.

| Title: | Externally Assure the Quality of Assessment | | Level: | 4 |
|---|--|---|---|----------------|
| Unit Number: | J/601/5323 | TQT: | 60 | GLH: 45 |
| Learning Outcomes <i>The learner will be able to:</i> | | Assessment Criteria <i>The learner can:</i> | | |
| 1 | Plan the external quality assurance of assessment. | 1.1 | Plan procedures for the external quality assurance of assessment. | |
| | | 1.2 | Communicate procedures for external quality assurance to the organisations and individuals concerned. | |
| | | 1.3 | Ensure arrangements and resources are in place for external monitoring and evaluation. | |
| 2 | Externally evaluate internal quality assurance and assessment. | 2.1 | Carry out monitoring activities to quality requirements. | |
| | | 2.2 | Evaluate the quality of internal quality assurance systems. | |
| | | 2.3 | Evaluate the quality of internal administrative arrangements. | |
| | | 2.4 | Evaluate the quality of internal staffing and internal staff expertise and competence. | |
| | | 2.5 | Determine whether assessment arrangements, methods and decisions meet quality requirements. | |
| 3 | Maintain and improve internal quality assurance processes. | 3.1 | Provide staff with feedback, advice and support which help them maintain and improve the quality of assessment. | |
| | | 3.2 | Apply procedures for the standardisation of assessment practices and outcomes. | |

| | | | |
|---|---|-----|--|
| 4 | Manage information relevant to the external quality assurance of assessment | 4.1 | Apply procedures for recording, storing, reporting information relating to external quality assurance. |
| | | 4.2 | Apply procedures to maintain confidentiality of information relating to external quality assurance. |
| 5 | Maintain legal and good practice requirements when externally monitoring and maintaining the quality of assessment. | 5.1 | Apply policies, procedures and legislation relevant to the external quality assurance of assessment, including those for health, safety and welfare. |
| | | 5.2 | Apply requirements for equality and diversity and, where appropriate, bilingualism, to the external quality assurance of assessment. |
| | | 5.3 | Critically reflect on own practice in externally assuring the quality of assessment. |
| | | 5.4 | Maintain the currency of own expertise and competence as relevant to external quality assurance. |

Additional Assessment Information

This unit is **competency based**. This means that the candidate is expected to perform the tasks, and demonstrate the level of competence, outlined in the assessment criteria. It is expected that evidence will be a combination following:

- Photographic and/or video evidence of the candidate's practical work.
- Documentation produced by the candidate.
- Assessor's observation report.
- Expert witness testimony.
- Candidate reflection on own practical work.

An observation report and witness testimony are differentiated as follows:

- An **assessor's report** is completed by a qualified assessor who observes the candidate carrying out practical work. The assessor will make assessment decisions as they observe and record these in the report, alongside a commentary of what they observe.
- A **witness statement** is completed by a suitably qualified or experienced expert who observes the candidate carrying out practical work. The witness statement will contain **only** a commentary of what has been observed. An assessor must then use the witness statement, alongside any additional evidence to make assessment decisions.
- In all cases, an assessor's report is preferred as evidence over a witness statement; as it is always better for an assessor to observe a candidate live.

Assessors may wish use to use a checklist or evidence matrix to organise and track the assessment outcomes that have been achieved, but these **do not**, in themselves, constitute evidence of achievement.

An assessor's report or witness statement alone is unlikely to be sufficient evidence of achievement. Reports and statements should always be accompanied by photographic and/or video evidence.

Centres may use the appropriate ProQual Candidate Workbook to organise candidate evidence or may use their own portfolio templates.

It is expected that competence of each assessment criteria will be observed **at least twice** before it is awarded.

Simulation is not allowed. Evidence must be gathered from performance in a work environment, in which the candidate has carried out at least two external centre visits, including the preparation for and actions after the visit. These visits must be conducted for the purpose of externally quality assuring the assessment and internal verification of qualifications that are regulated by Ofqual, Qualifications Wales, CEA and/or SQA. They **must not** take place at the centre where the candidate is registered as a learner.

| Title: | | Plan, Allocate and Monitor Work in Own Area of Responsibility. | | Level: | 4 |
|---|--|--|---|---------------|----------------|
| Unit Number: | | H/600/9674 | TQT: | 50 | GLH: 25 |
| Learning Outcomes <i>The learner will be able to:</i> | | Assessment Criteria <i>The learner can:</i> | | | |
| 1 | Produce a work plan for own area of responsibility. | 1.1 | Explain the context in which work is to be undertaken. | | |
| | | 1.2 | Identify the skills base and the resources available. | | |
| | | 1.3 | Examine priorities and success criteria needed for the team. | | |
| | | 1.4 | Produce a work plan for own area of responsibility. | | |
| 2 | Allocate and agree responsibilities with team members. | 2.1 | Identify team members' responsibilities for identified work activities. | | |
| | | 2.2 | Agree responsibilities and SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives with team members. | | |
| 3 | Monitor the progress and quality of work in own area of responsibility and provide feedback. | 3.1 | Identify ways to monitor progress and quality of work. | | |
| | | 3.2 | Monitor and evaluate progress against agreed standards and provide feedback to team members. | | |
| 4 | Review and amend plans of work for own area of responsibility and communicate changes | 4.1 | Review and amend work plan where changes are needed. | | |
| | | 4.2 | Communicate changes to team members. | | |

Additional Assessment Information

Some assessment criteria are **knowledge based**. This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Other assessment criteria are **competency based**. This means that the candidate is expected to perform the tasks, and demonstrate the level of competence, outlined in the assessment criteria. It is expected that evidence will be a combination following:

- Photographic and/or video evidence of the candidate's practical work.
- Working Documentation produced by the candidate.
- Assessor's observation report.
- Expert witness testimony.
- Candidate reflection on own practical work

An observation report and witness testimony are differentiated as follows:

- An **assessor's report** is completed by a qualified assessor who observes the candidate carrying out practical work. The assessor will make assessment decisions as they observe and record these in the report, alongside a commentary of what they observe.
- A **witness statement** is completed by a suitably qualified or experienced expert who observes the candidate carrying out practical work. The witness statement will contain **only** a commentary of what has been observed. An assessor must then use the witness statement, alongside any additional evidence to make assessment decisions.
- In all cases, an assessor's report is preferred as evidence over a witness statement; as it is always better for an assessor to observe a candidate live.

Assessors may wish use to use a checklist or evidence matrix to organise and track the assessment outcomes that have been achieved, but these **do not**, in themselves, constitute evidence of achievement.

An assessor's report or witness statement alone is unlikely to be sufficient evidence of achievement. Reports and statements should always be accompanied by photographic and/or video evidence.

Centres may use the appropriate ProQual Candidate Workbook to organise candidate evidence or may use their own portfolio templates. It is expected that competence of each assessment criteria will be observed **at least twice** before it is awarded.

Evidence of practical skills **may not be simulated**

Appendix One – Command Verb Definitions

The table below explains what is expected from each **command verb** used in an assessment objective. Not all verbs are used in this specification

| | |
|---------------------------|---|
| Apply | Use existing knowledge or skills in a new or different context. |
| Analyse | Break a larger subject into smaller parts, examine them in detail and show how these parts are related to each other. This may be supported by reference to current research or theories. |
| Classify | Organise information according to specific criteria. |
| Compare | Examine subjects in detail, giving the similarities and differences. |
| Critically Compare | As with compare, but extended to include pros and cons of the subject. There may or may not be a conclusion or recommendation as appropriate. |
| Describe | Provide detailed, factual information about a subject. |
| Discuss | Give a detailed account of a subject, including a range of contrasting views and opinions. |
| Explain | As with describe, but extended to include causation and reasoning. |
| Identify | Select or ascertain appropriate information and details from a broader range of information or data. |
| Interpret | Use information or data to clarify or explain something. |
| Produce | Make or create something. |
| State | Give short, factual information about something. |
| Specify | State a fact or requirement clearly and in precise detail. |



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