



---

# Handbook

UEA4 – VTCT (Skillsfirst) Level 4 Award in  
Understanding the External Quality Assurance of  
Assessment Processes and Practice (RQF)

600/4119/5

Version 3

---

# About Skillsfirst

VTCT is a market-leading Awarding, Assessment and End-point Assessment (EPA) Organisation offering vocational and technical qualifications in a range of 'services to people' sectors.

The VTCT group of companies are comprised of three innovative awarding brands: VTCT, iTEC and Skillsfirst. Together they have over 2,500 approved centres in over 40 countries across the world.

The qualifications suite offered by VTCT (Skillsfirst) spans a range of sectors including Childcare, Business Services, Health & Social Care, Recruitment and Social Media.

For more information visit us at [www.vtct.org.uk](http://www.vtct.org.uk) and [www.skillsfirst.co.uk](http://www.skillsfirst.co.uk), contact our dedicated Customer Support Team via email at [customersupport@vtct.org.uk](mailto:customersupport@vtct.org.uk) and [customerservices@skillsfirst.co.uk](mailto:customerservices@skillsfirst.co.uk) or call 0121 270 5100

All material in this publication is copyright of VTCT © Vocational Training Charitable Trust, 2023.

---

# Contents

About Skillsfirst .....	2
Contents .....	3
1 Qualification at a glance.....	4
2 Qualification information.....	5
2.1 Qualification aim and design .....	5
2.2 Progression opportunities.....	5
3 Qualification structure .....	6
4 Centre requirements.....	7
4.1 Resources .....	7
4.2 The Learning and Skills Improvement Service (LSIS).....	7
4.3 Occupational expertise of those who assess and quality assure assessments.....	8
4.4 Continuous professional development (CPD).....	8
4.5 Total Qualification Time (TQT).....	8
5 Assessment .....	9
5.1 Summary of assessment methods .....	9
5.2 Assessing performance .....	9
5.3 Simulation .....	9
5.4 Recognition of prior learning (RPL).....	9
6 Units .....	10

---

# 1 Qualification at a glance

<b>Qualification title</b>	VTCT (Skillsfirst) Level 4 Award in Understanding the External Quality Assurance of Assessment Processes and Practice (RQF)
<b>Qualification number</b>	600/4119/5
<b>Product code</b>	UEA4
<b>Age range</b>	There are no age limits attached to learners undertaking this qualification, unless this is a legal requirement of the process or the environment.
<b>Credits</b>	6
<b>Total Qualification Time (TQT)</b>	60
<b>Guided Learning (GL) hours</b>	45
<b>Assessment</b>	To be awarded this qualification, learners must successfully achieve the following assessments: <ul style="list-style-type: none"><li>• Portfolio of evidence</li><li>• Skills-based assessment (if applicable)</li></ul>
<b>Entry requirements</b>	There are no formal entry requirements for learners undertaking this qualification; however centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place.
<b>Legal considerations</b>	There are no formal entry requirements for learners undertaking this qualification however, centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place.
<b>Support materials</b>	Support materials can be found on the website (if applicable)

---

## 2 Qualification information

### 2.1 Qualification aim and design

This qualification is intended for individuals who wish to gain an understanding of the principles and practices of external quality assurance of assessment (UEA4). It also provides a national benchmark of good practice, capturing the knowledge and understanding required for the key activities of external quality assuring assessment.

### 2.2 Progression opportunities

On completion of individual qualification(s), learners may develop within the external quality assurance role or progress either into leading a team of the external quality assurance practitioners or onto teaching or direct delivery higher learning programmes.

---

## 3 Qualification structure

To be awarded the VTCT (Skillsfirst) Level 4 Award in Understanding the External Quality Assurance of Assessment Processes and Practice (RQF) learners must achieve all mandatory units. All **6** credits must be achieved.

The minimum TQT required to achieve this qualification is **60**.

Product code	Unit title	Level	Credit	Unit reference number
<b>Mandatory units (Group M): 6 credits</b>				
EV01	Understanding the principles and practices of externally assuring the quality of assessment	4	6	F/601/5322

---

## 4 Centre requirements

### 4.1 Resources

Centres must possess the physical resources needed to support the delivery of the programme and the assessment of knowledge and skills, which should therefore be of industry standard. Where specific resources are required these have been indicated in individual units.

### 4.2 The Learning and Skills Improvement Service (LSIS)

Level 4 external quality assurance of assessment processes and practices qualifications are based on the units developed by Lifelong Learning UK (LLUK) who were the sector skills council for lifelong learning. These units have been endorsed by LSIS who are the sector-owned improvement body dedicated to the development of the learning and skills sector. Their contact details are:

Friars House  
Manor House Drive  
Coventry  
West Midlands  
CV1 2TE

Switch board: 02476 627 900

Email: [enquiries@lsis.org.uk](mailto:enquiries@lsis.org.uk)

This handbook provides details from LSIS's assessment strategy, which centres will need to apply in order to assess and quality assure the Level 4 external quality assurance of assessment processes and practices qualifications and includes the:

- occupational expertise of those who assess performance, and moderate and verify assessments
- continuous professional development
- summary of assessment methods

The complete assessment strategy is available for view and to download from the LSIS website [www.LSIS.org.uk](http://www.LSIS.org.uk)

### 4.3 Occupational expertise of those who assess and quality assure assessments

All those who externally quality assure these qualifications must:

- have up-to-date working knowledge and experience of best practice in assessment and quality assurance
  - hold one of the following assessor qualifications or their recognised equivalent:
    - the Level 3 Award in Assessing Competence in the Work Environment or
    - the Level 3 Certificate in Assessing Vocational Achievement, or
    - A1 Assess learner performance using a range of methods, or
    - D32 Assess learner performance and D33 Assess learner using differing sources of evidence
- hold one of the following external quality assurance qualifications or their recognised equivalent:
  - the Level 4 Award in Externally Assuring the Quality of Assessment Processes and Practice, or
  - the Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice, or
  - V2 Conduct external quality assurance of the assessment process, or
  - D35 Externally verify the assessment process
- show current evidence of continuing professional development in assessment and quality assurance

Best practice would suggest that external quality assurance staff should also hold an appropriate internal quality assurance qualification, either:

- the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice, or
- the Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice, or
- V1 Conduct internal quality assurance of the assessment process, or
- D34 Internally verify the assessment process

### 4.4 Continuous professional development (CPD)

The sector requires all assessors and those carrying out quality assurance to maintain current assessment and quality assurance competence as necessary to deliver these functions. The LSIS recognises this can be achieved in many ways but must be recorded in individual continual professional development (CPD) records that are maintained in the Learning and Skills Improvement Service assessment centres

### 4.5 Total Qualification Time (TQT)

Each qualification has a Total Qualification Time (TQT) value based on the total number of hours learning required to achieve it. The TQT value reflects the number of supervised learning hours required to achieve the knowledge and assessment requirements, plus the length of time a learner would need to take to achieve the skills and capabilities to be deemed competent. All RQF qualifications are subject to an evaluation process to determine their fitness-for-purpose.



---

# 5 Assessment

## 5.1 Summary of assessment methods

For this qualification, learners will be required to provide a portfolio of evidence for **each** unit.

## 5.2 Assessing performance

Assessment of individual units of the Level 4 external quality assurance of assessment processes and practice qualifications are detailed within the evidence requirements and assessment guidance for each unit.

## 5.3 Simulation

See individual units.

## 5.4 Recognition of prior learning (RPL)

RPL is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a component of a qualification through knowledge, understanding or skills that they already possess and do not need to develop through a course of learning. Should any opportunities for RPL be identified, it is important that a complete process of recognising prior experience and learning is undertaken, by ensuring that:

- it covers relevant or appropriate experience for previous activities, as well as accredited learning and qualifications
- it is incorporated into the assessment planning, with details of how this will take place
- mapping of prior learning to the national occupational standards to identify gaps is documented and auditable
- assessment methods or processes for recognising prior experience and learning, are documented and made available to the external verifier
- the audit trail covers the whole process and methodology of RPL
- the authenticity and currency of presented evidence is established by the assessor

This evidence will need to be referenced clearly on recording documentation and will need to be appropriately authenticated and validated, perhaps by an employer or expert witness.

Assessment must be valid and reliable to ensure the integrity of the award. The evidence gathered must meet the standards of the qualification or component and the assessment process must be subject to the same quality assurance procedures as any other assessment process. In summary, evidence submitted to the RPL process must:

- be authentic and prove conclusively that RPL is based on the learner's own work;
- meet the requirements of the current the skills and knowledge requirements and be appropriate to the content of the component or qualification being considered for RPL;
- be sufficient to conclusively prove consistency of learner performance in meeting the skills and knowledge requirements

---

# 6 Units

---

# Unit Handbook

EV01 – Understanding the principles and practices of externally assuring the quality of assessment

Unit reference number: F/601/5322

**Level: 4**

**Credit value: 6**

**Guided Learning (GL) hours: 45**

## Unit aim

The aim of this unit is to assess the knowledge and understanding a learning and development practitioner requires for the external quality assurance of assessment.

## Learning outcomes

There are six outcomes to this unit. The learner will:

LO1 Understand the context and principles of external quality assurance

LO2 Understand how to plan the external quality assurance of assessment

LO3 Understand how to externally evaluate the quality of assessment and internal quality assurance

LO4 Understand how to externally maintain and improve the quality of assessment

LO5 Understand how to manage information relevant to external quality assurance

LO6 Understand the legal and good practice requirements relating to external quality assurance

---

# Unit content

## **Evidence requirements**

There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one assessment criterion.

## **Assessment guidance**

All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding.

## **Details of the relationship between the unit and relevant national occupational standards (if appropriate)**

This unit is linked to the National Occupational Standards for Learning and Development NOS Standard 12: Externally monitor and maintain the quality of assessment.

## **Endorsement of the unit by a sector or other appropriate body**

This unit has been developed by Lifelong Learning UK (LLUK) who were the sector skills council for lifelong learning and endorsed by Learning and Skills Improvement Service (LSIS), the sector-owned body for the learning and skills sector.

There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one assessment criterion.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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 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

Learning Outcome	Assessment Criteria
LO2 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 activities, including: <ul style="list-style-type: none"> <li>• information collection</li> <li>• communications</li> <li>• administrative arrangements</li> <li>• resources</li> </ul>
	2.4 Explain how to adapt external monitoring and evaluation approaches to meet customer need without compromising quality standards

Learning Outcome	Assessment Criteria
LO3 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

<b>Learning Outcome</b>	<b>Assessment Criteria</b>
LO4 Understand how to externally maintain and improve the quality of assessment	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 the relevant procedures to follow when there are disputes concerning quality assurance and assessment

<b>Learning Outcome</b>	<b>Assessment Criteria</b>
LO5 Understand how to manage information relevant to external quality assurance	5.1 Evaluate the requirements for information management, data protection and confidentiality in relation to external quality assurance

<b>Learning Outcome</b>	<b>Assessment Criteria</b>
LO6 Understand the legal and good practice requirements relating to external quality assurance	6.1 Evaluate legal issues, policies and procedures that are relevant to 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

### EV01 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

#### UEA4 Document History

Version	Issue Date	Changes	Role
v3	13/02/2023	Formatting and re-branding. No content amendment.	Data Administrator