

Externally monitor and maintain the quality of assessment

Overview

This standard is about monitoring assessment processes and decisions from outside an organisation, and helping to maintain and improve relevant quality assurance systems.

Performance criteria

You must be able to:

1. prepare for the external verification process by ensuring that all relevant information and intelligence has been identified, gathered and utilised.
2. establish an appropriate sampling strategy to meet the requirements of the external assessment and quality assurance process.
3. agree the plan for external quality assurance with relevant parties.
4. verify that assessors and internal quality assurance staff meet current occupational and qualification requirements
5. verify that internal quality assurance plans and administrative arrangements meet current requirements
6. verify that assessment arrangements, methods and decisions meet requirements
7. sample assessment and internal quality assurance activity
8. provide advice and support to help improve internal quality assurance and assessment arrangements and practices
9. work with internal quality assurers and others to support the standardisation of assessment practice and outcomes
10. follow the agreed procedures when internal quality assurance and assessment arrangements and practices do not meet requirements
11. follow agreed procedures for the recording, storing, reporting and confidentiality of information
12. participate in wider quality assurance activities which contribute to the quality of assessment and support your own development
13. reflect on own practice and identify professional development needs

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Knowledge and understanding

You need to know and understand:

1. the organisational, legal and professional requirements that should be followed when planning learning and development programmes/assessments
2. the key concepts and principles of assessment
3. the key concepts and principles of quality assurance
4. the role of the assessor and internal quality assurance staff and the current relevant requirements to undertake these roles
5. the national occupational standards for workplace assessment and internal verification
6. the principles and techniques of sampling when monitoring assessment and internal quality assurance decisions
7. the current requirements that must be met for internal and external quality assurance
8. the current requirements that must be met for internal assessment arrangements and practices
9. how to monitor and evaluate internal quality assurance arrangements and practices, including the use of technology
10. how to monitor and evaluate internal assessment arrangements and practices, including the use of technology
11. the procedures to follow when internal quality assurance and assessment arrangements do not meet requirements
12. the types of support and advice that organisations need on internal quality assurance and assessment arrangements and practices
13. the importance of providing consistent support and advice that follows agreed guidance and requirements
14. how to adapt monitoring and evaluation approaches when required without compromising standards
15. issues related to equality and diversity that may affect assessment and quality assurance and how to address these
16. different methods of providing appropriate support and advice in line with own organisation's guidance
17. record keeping procedures relating to external quality assurance
18. the requirements for information management relating to external quality assurance
19. the requirements for data protection and confidentiality in relation to external quality assurance

20. the value and purpose of continuing professional development for assessment and quality assurance practitioners

Glossary

Assessment method

Ways of measuring learning and development, for example, observation, questioning, checking products of work, setting assignments.

Current

Current evidence should allow decisions to be made confidently about the currency of skills and knowledge claimed, and that the candidate is competent at the point of assessment.

Diversity

Acknowledging that each individual is unique, and recognizing our individual differences in, for example, culture, ability, gender, race, religion, wealth, sexual orientation, or any other individual characteristic.

Equality

A state of fair treatment that is the right of all people regardless of differences in, for example, culture, ability, gender race, religion, wealth, sexual orientation, or any other group characteristic.

Organisation

For example, an awarding organisation, internal department or any other organisation involved in learning and development delivery and/or assessment.

Outcomes

These could be outcomes for the group as a whole – for example enabling team effectiveness – and/or outcomes for the individuals who make up the group – for example individual skill acquisition.

Practice

This refers to the 'way' that you carry out your work and takes account of factors such as your approach to your work.

Role

This is used to describe the job that you are contracted to carry out and the work that you must do.

Staff competence

This could include holding an assessor qualification and/or being expert in the subject being assessed.

Technology

This refers to both hardware and online tools/apps which can be used in the delivery and assessment of learning programmes.

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