

# AIM Qualifications Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice Specification

**(600/6373/7)**

VERSION 1 OCTOBER 2023



REF: Allocated

## Document version history

Version number	Date	Description
1	October 2023	▪ Document created

# Contents

<b>About us .....</b>	<b>1</b>
Qualification specification .....	1
About this qualification specification .....	1
Find out more .....	1
Offering this qualification .....	1
<b>Section 1 – Qualification overview .....</b>	<b>2</b>
About this qualification .....	3
Qualification details .....	3
Regulated Qualification Framework (RQF) .....	4
Total Qualification Time (TQT) and Guided Learning Hours (GLH) .....	4
Progression opportunities .....	4
Entry requirements .....	4
Requirements to deliver this Qualification .....	5
Resource requirements .....	5
<b>Section 2 – Qualification structure .....</b>	<b>6</b>
Qualification structure and components .....	7
Level descriptors .....	7
<b>Section 3 – Assessment .....</b>	<b>8</b>
How this qualification is assessed .....	9
Reasonable adjustment and special considerations .....	9
<b>Section 4 – Operational guidance .....</b>	<b>10</b>
Offering this qualification .....	11
Approval to offer qualifications .....	11
Registration and certification .....	11
<b>Section 5 – Links .....</b>	<b>12</b>
Link 1 - AIM Centre handbooks and forms .....	13
Link 2 - AIM Qualifications: Assessment Handbook .....	13
Link 4 - Fees and Charges .....	13

Link 5 - Qualification Search .....13  
Command verbs .....14

# About us

## Qualification specification for Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice

AIM Qualifications and Assessment Group is a leading Awarding Organisation supplying hundreds of centres with high-quality regulated vocational and technical qualifications. We also offer non-accredited provision and apprenticeship end-point assessments.

AIM qualifications cover a range of academic levels from Entry Level to Level 6 across a wide range of subject areas. All our UK Level 3 qualifications carry UCAS tariff points which can count towards university entry requirements.

### About this qualification specification

This specification is intended for tutors, internal quality assurers, centre managers and other staff within AIM recognised centres and/or prospective centres. It provides information about the structure and delivery of the qualification. The specification should be read in conjunction with the AIM Centre Handbook and other policy documents available on the website and in the MIA portal.

### Find out more

Your centre lead will be happy to discuss the details of this qualification with you by emailing [centreleads@aimgroup.org.uk](mailto:centreleads@aimgroup.org.uk) or calling 0844 225 3377.

### Offering this qualification

In order to offer this qualification, you must be an AIM recognised centre and be approved to deliver this qualification. If your centre is not yet recognised, please contact our business development team to discuss becoming an AIM recognised centre. They can advise you on the best qualifications for your organisation.

You can arrange a meeting by emailing [businessdevelopment@aimgroup.org.uk](mailto:businessdevelopment@aimgroup.org.uk) or calling [0844 225 3377](tel:08442253377). More information can be found on: [www.aim-group.org.uk/newcentre](http://www.aim-group.org.uk/newcentre)



**Section 1 – Qualification overview**

## About this qualification

Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice is suitable for learners currently undertaking an internal verifier or internal moderator role or who aspire to become moderators/verifiers:

This qualification is specified as a requirement by some awarding organisations and sectors skills councils in order to carry out an internal verification role for certain qualifications.

## Qualification details

AIM Qualifications Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice	
Qualification	Professional
Assessment	Internally set, internally marked and externally verified portfolio of evidence
Grading	Assessment is competent / not competent. There is no grading
Geographical coverage	England
Operational start date	01/08/2012
Review date	31/12/2023
Sector	13.1 Teaching and Lecturing
Qualification number	600/6373/7
Guided Learning Hours (GLH)	90
Total Qualification Time (TQT)	120
Minimum learner age	16+
Rules of combination	To achieve this qualification learners must achieve all the mandatory components.

## Regulated Qualification Framework (RQF)

The Regulated Qualifications Framework (RQF) provides a single, simple system for cataloguing all qualifications regulated by Ofqual. Qualifications are indexed by their level and size. Levels indicate the difficulty and complexity of the knowledge and skills associated with any qualification. There are eight levels supported by three “entry levels”. Size refers to the estimated total amount of time it could typically take to study and be assessed for a qualification. Size is expressed in term of Total Qualification Time (TQT). The part of the TQT spent being taught or supervised is known as Guided Learning Hours (GLH).

## Total Qualification Time (TQT) and Guided Learning Hours (GLH)

Total Qualification Time (TQT) is the number of notional hours it takes a typical learner to achieve the full qualification and is **made up of two elements:**

- the minimum number of Qualification Guided Learning Hours (GLH) - the number of Tutor led contact hours
- the number of hours spent on preparation, studying and the assessment that is non-guided

For example, the number of tutor-led contact hours (GLH) for a qualification is 30 and the number of hours spent by the learner (non-GLH) on preparation, studying and the assessment is 6 hours. Therefore, the Total Qualification Time (TQT) for the qualification is 36 hours.

## Progression opportunities

Learners may progress onto:

- Awards and Certificates within the Suite of External Quality Assurance qualifications at Level 4
- Education and Training qualifications

## Entry requirements

It is recommended that learners have a minimum of Level 2 literacy and numeracy skills or Grade 4/C GCSE English and Maths, or equivalent.

## Requirements to deliver this Qualification

As an Awarding Organisation, we require that:

Tutors have relevant teaching experience and/or a qualification and experience and/or a qualification in the relevant subject area. Suitable teaching qualifications include:

- Level 3 or 4 Preparing to Teach in the Lifelong Learning Sector (PTLLS) or above
- Level 3 Education and Training or above
- Diploma or Certificate in Education
- Bachelors or Masters Degree in Education

Assessors have an assessor qualification or evidence of recent relevant experience. Suitable assessor qualifications include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 Assess Candidate Performance using a Range of Methods
- D32 Assess Candidate Performance and D33 Assess Candidate using Differing Sources of Evidence

**In addition, specifically for these qualifications, Assessors must hold a Level 5 Leadership and Management qualification or equivalent.**

Internal Verifiers (IV) have an internal verification qualification or evidence of recent relevant experience. Suitable internal verification qualifications include:

- Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 Conduct Internal Quality Assurance of the Assessment Process
- D34 Internally Verify the Assessment Process

**In addition, specifically for these qualifications, Internal Verifiers must hold a Level 5 Leadership and Management qualification or equivalent.**

## Resource requirements

There are no specific resource requirements for these qualifications. You must ensure that your centre has appropriate resources in place to deliver the component(s) in this qualification.

---

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

[www.aimgroup.org.uk/qualifications](http://www.aimgroup.org.uk/qualifications)

0333 034 8833



## **Section 2 – Qualification structure**



## Qualification structure and components

This section details the rules of combinations for the qualifications. Select the component titles to view the component details.

<b>Rules of combination for:</b>		<b>Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice</b>	
Learners must achieve all mandatory components to achieve this qualification.			
Component code	Component title	Level	GLH
<b>Mandatory</b>			
T/601/5320	<a href="#">Understanding the Principles and Practices of Internally Assuring the Quality of Assessment</a>	Four	45
A/601/5321	<a href="#">Internally Assure the Quality of Assessment</a>	Four	45

## Level descriptors

Components are assigned a level based in the current requirements for the RQF as issued by OFQUAL.

Level	Knowledge descriptor	Skills descriptor
Level 4	<p>Has practical, theoretical or technical knowledge and understanding of a subject or field of work to address problems that are well defined but complex and non-routine.</p> <p>Can analyse, interpret and evaluate relevant information and ideas.</p> <p>Is aware of the nature of approximate scope of the area of study or work.</p>	<p>Identify, adapt and use appropriate cognitive and practical skills to inform actions and address problems that are complex and non-routine while normally fairly well-defined.</p> <p>Review the effectiveness and appropriateness of methods, actions and results.</p>



## **Section 3 – Assessment**



## How this qualification is assessed

This qualification is assessed through an internally set, internally marked and externally verified portfolio of evidence. Each component is graded Pass, Merit or Distinction. A minimum of Pass must be achieved for each of the components to achieve the qualification.

## Reasonable adjustment and special considerations

Reasonable adjustments and Special Considerations are available for all assessments, irrespective of whether they are internally or externally set. Where a learner or group of learners may not be able to access the assessment without Reasonable Adjustments, centres should ensure that they apply in good time for relevant reasonable adjustments to be made, using the [AIM Qualifications Reasonable Adjustments and Special Considerations Policy](#) which gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without compromising the achievement of the assessment criteria.



## **Section 4 – Operational guidance**



## Offering this qualification

Centres wishing to offer this qualification must be an AIM recognised centre. New centres can apply to become a centre using the centre recognition application process on our website: [www.aim-group.org.uk](http://www.aim-group.org.uk).

We can advise centres of the best and most efficient methods for offering this qualification. All procedures for the use of this qualification, including approval, registration of learners, verification and certification will be completed through AIM and all centres will have an allocated customer experience advisor to support them.

## Approval to offer qualifications

Centres wishing to offer this qualification must complete and submit a qualification approval request. [This can be found on the AIM website when choosing a qualification](#). Some qualifications require centres to have specific resources in place and/or their assessors/internal verifiers should hold certain qualifications. Where this is the case, centres must provide evidence of resources/staff qualifications when completing the Qualification Approval request.

## Registration and certification

Once your centre has approval to offer a qualification, you will be able to register learners using the AIM portal. Learners must be registered onto the correct qualification via the portal. Centres then select their chosen components.

For all registration and certification processes, please refer to the portal guidance document which can be downloaded from our website's [centre handbooks and forms page](#). Details of assessment, internal verification and external verification can be found in the [AIM Qualifications: Assessment Handbook](#).

Learners achieving a qualification will be issued with a qualification certificate detailing the achieved qualification and components. Learners who have not achieved a qualification will, on request, be issued with a component certificate detailing the components achieved.



## **Section 5 – Appendices and links**



## Links

Select an appendix or link from the list below to view the document.

### Useful links

Link 1 - [AIM Centre handbooks and forms](#)

Link 2 - [AIM Qualifications: Assessment Handbook](#)

Link 4 - [Fees and Charges](#)

Link 5 - [Qualification Search](#)

## Command verbs

<b>Analyse</b>	Learners present the outcome of methodical and detailed examination either: breaking down a theme, topic or situation in order to interpret and study the interrelationships between the parts and/or of information or data to interpret and study key trends and interrelationships.
<b>Assess</b>	Learners present careful consideration of varied factors or events that apply to a specific situation or identify those which are the most important or relevant and arrive at a conclusion.
<b>Critically analyse</b>	As analyse in addition Learners make a judgement about the quality of evidence and include when it can and can't support the argument.
<b>Compare and Contrast</b>	Learners can identify the main factors relating to two or more items/situations or aspects of a subject that is extended to explain the similarities, differences, advantages, and disadvantages. This is used to show depth of knowledge through selection and isolation of characteristics.
<b>Create</b>	To produce work in response to a brief or to apply skills and techniques to meet an intention.
<b>Demonstrate</b>	Learners' work or practice shows the ability to carry out and apply knowledge, understanding and/or skills in a practical situation.
<b>Describe</b>	Learners give a clear, objective account in their own words showing recall and, in some cases application, of the relevant features and information about a subject.
<b>Discuss</b>	Explore issues, lines of reasoning and situations, articulating different viewpoints.
<b>Estimate</b>	Give an approximate decision or opinion using previous knowledge or experience.
<b>Evaluate</b>	Review information then bring it together to form a conclusion, drawing on evidence including strengths, weaknesses, alternative actions, relevant data or information. Come to a supported judgement of a subject's qualities and relation to its context.
<b>Explain</b>	Learners' work shows clear details and gives reasons and/or evidence to support an opinion, view, or argument. It could show how conclusions are drawn.
<b>Justify</b>	Learners are able to give reasons or evidence to support an opinion or prove something right or reasonable.
<b>Outline</b>	Learners provide a general description or plan showing the essential features of something but not the detail.
<b>Summarise</b>	Briefly present an abstract of the main points.
<b>Implement</b>	Learners can put (a decision, plan, agreement, etc.) into effect.