

Abu Dhabi Centre for Technical and Vocational Education and Training
Internal Verification
Qualification title: Level 5 Component Award in Internal Verification
Qualification code: CAPF90050112

Qualification structure

Qualification Type: Unit Certification	Discipline: P	Sector: F90	Level: 5	No in series: 01	Year of approval: 12
---	------------------	----------------	-------------	---------------------	-------------------------

Credit value: 10 Credit hours	Certification requirement: 2 Core Units
----------------------------------	--

Qualification aims

The aim of the Level 5 Component Award in Internal Verification is to give a depth of knowledge, skill and application to learner who are practitioners in the workplace. The aim of this unit is to assess the knowledge and understanding an internal verifier practitioner is required to have for the internal quality assurance of assessment in learning that form the whole or part of their work role.

Qualification units

Core units

Unit code:	Unit no:	Unit title:	Level:	Credit value
PF900500112	1	Understand internal verification of assessment	5	5
PF900500212	2	Internally assure the quality of assessment	5	5

Specialist units

Unit code:	Unit no:	Unit title:	Level:	Credit value:

Optional units

Unit code:	Unit no:	Unit title:	Level:	Credit value:

Prerequisites

Entry requirements	Requirements
<p>Learners will require the following skills for completion of this unit as follows: Analytical skills, communication skills, effective business relationships, information management skills, presentation skills, research and data collection skills, relate to people from diverse backgrounds, and diverse abilities. The unit is open to candidates of either gender and there are no entry barriers on grounds of race, creed or previous academic attainment or learning. There should be equality of access for candidates and candidates must be enabled and supported to undertake this qualification. All institute staff involved in the assessment or delivery of these qualifications should understand</p>	<ul style="list-style-type: none"> • IELTS level 5.0 is preferred. • Level of knowledge, skill and performance of human resources on entry is minimum requirement. • Functional IT skills would be an advantage. • Assessor Award, D32, 33 36 or A1 or equivalent. <p>Credit transfer is available as published.</p>

learner's requirements and through initial assessment, match them to the needs and capabilities before entering learners as candidates for this qualification.		
Qualification pathways		
This Qualification	Pathways	
Level 5 Component Award in Internal Verification		
Copyright and ownership		Modification history
Copyright of units, Intellectual Property Rights and ownership of the qualification will be owned by ACTVET.	Release no: 1	Previous code:
	Comment:	New code:
National Occupational Standards	Not available	

Abu Dhabi Centre for Technical and Vocational Education and Training
Internal Verification
Qualification title: Level 5 Component Award in Internal Verification
Qualification code: CAPF90050112

Qualification overview

This qualification is suitable for	Learners should be working in the field of and have background knowledge of the assessment, training, learning and development, quality or internal verification of quality assured and controlled processes profession as a minimum requirement.
Target market	The target market for this qualification is office administrators and business administrators, managers, generalists, small company owners and staff with an administration role.
Job activities/tasks	The core component of this unit contains competencies in: the knowledge and understanding of an internal verifier practitioner requires to have for the internal quality assurance of assessment in learning that forms the whole or part of their work role.
Work context/conditions	This unit is for any individual who is, or wishes to be involved assessment, training, learning and development, quality or internal verification of quality assured and controlled processes.
Example employers	Government organisations. Private sector employers.
Example jobs	Related occupations
Training manager Developer of qualifications Assessor Internal Verifier Quality Assurance Manager	Persons with responsibility in this field
Professional association	International professional association such as Chartered Institute of Management.

Abu Dhabi Centre for Technical and Vocational Education and Training
 Internal Verification
 Qualification title: Level 5 Component Award in Internal Verification
 Qualification code: CAPF90050112

Delivery and Assessment

Mode of delivery

Mode of delivery will be classroom or any other mode of delivery that meets the needs of the learner, ensuring learner has access to appropriate resources.
 It is strongly advised that learning and development of subject content and associated skills be referenced to real vocational situations in an office environment.

Arrangements for learners with special assessment requirements

Arrangements for learners with special assessment requirements may need to be adapted to meet;

- language requirements
- cultural or religious requirements
- physical disabilities
- particular learning needs.

Trainer qualifications

Training of learners will be by qualified Licensed Vocational Trainers who meet the requirements for employment in an ACTVET licensed institute and hold the required qualifications of Licensed Vocational Trainer (proposed). Licensed Vocational Trainers should be qualified and have recent experience of work in office environments.
 The trainer will comply with all licensing and accreditation requirements for an ACTVET Licensed Trainer.

Training methods

Licensed Vocational Trainers must use appropriate methods of training for classroom environment that reflects the vocational requirements of a workplace setting. Learning must be paced to meet the learner’s needs, preferred style of learning and is taught at a level where all learners comprehend the concepts trained.

Assessment

Assessment will be in classroom environment conducted by Assessors who meet the requirements for employment in an ACTVET licensed institute and hold the required qualifications of Licensed Vocational Assessor.
 Assessment methodology will be selected to utilise the most appropriate methods of assessment for the knowledge or skill involved and will be tailored to meet the requirements of the Unit Standards.
 Assessors must take into consideration any special assessment arrangements for learners to ensure learners are not disadvantaged in the assessment process.

Assessors must have:

- licensed Vocational Assessor qualifications or similar
- applied industrial experience
- assessment practices that meet QFEmirates National Standards of assessment
- regular professional development practices.

Assessment methods	
<p>All assessment methods must use the appropriate assessment methods to assess knowledge and skill. There must be fair, valid, reliable, authentic and sufficient evidence for all assessment criteria.</p> <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this qualification:</p> <ul style="list-style-type: none"> • assessment of written reports summarising results of candidate skills assessment and selection outcomes • observation of techniques • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • oral or written questioning • review of authenticated documents from the workplace or training environment • review of testimony from team members, colleagues, supervisors, managers, clients or candidates. 	
Assessor decisions will make assessments that will be coded according to the following schedule:	Code to be inserted on record sheet
<p>Observation of the candidate by the assessor (Role play scenarios included)</p> <p><i>Examination of the evidence by the assessor:</i></p> <p>Examination of a product</p> <p>Examination of the witness/expert testimony</p> <p>Examination of a case history</p> <p>Examination of a personal statement</p> <p>Examination of written answers to questions</p> <p><i>Questioning of the candidate or witness by the assessor:</i></p> <p>Questioning of the candidate</p> <p>Questioning of the witness</p> <p>Professional Discussion</p> <p>Realistic working environment</p> <p>Simulation</p>	<p>O</p> <p>EP</p> <p>EWT</p> <p>ECH</p> <p>EPS</p> <p>EWQ</p> <p>QC</p> <p>QW</p> <p>PD</p> <p>RWE</p> <p>S</p>
Verifier	Vocational verifiers must have
The Verifier will observe Assessors carrying out assessments, review assessment decisions from the evidence provided and hold meetings with the assessment team to ensure consistency in the use of paperwork and interpretation of the qualification's requirements. Verifiers will ensure that learner tracking of registration for qualifications, assessment decisions and achievement, are recorded and maintained accurately and timely and are open to scrutiny.	<ul style="list-style-type: none"> • verifier qualifications or similar • applied industrial experience • verification practices that meet NQEmirates National Standards of verification • regular professional development practices • ability to manage the learner's work environment for the verification process • ability to evidence standardisation processes.

Verification method	
Assessment and verification process will conform to the following:	
<ul style="list-style-type: none"> • Institute systems for learner, assessment and verification are unified. • Qualified Assessors must be used for all assessment. • Learner’s achievement is evidenced and recorded. • Learner is included in the assessment decision making process. • Assessment of learner’s achievement is evidenced by best practice. • Assessment takes into account diversity and language differences. • Assessment of learner’s achievement is tracked and recorded. • Learner will be able to compile their portfolio using their preferred technology. • Assessment uses valid, fair, authentic and reliable practice and reduces barriers to assessment. 	<ul style="list-style-type: none"> • Evidence collection makes efficient use of assessment opportunities and work production. • Licensed Vocational Verifiers must be used for all verifications. • Verification of learner’s achievement is evidenced by best practice. • Verification of learner’s achievement is tracked and recorded. • Standardisation of assessment and verification processes are evidenced • Evidence of sharing of learner, assessor and verifier best practice. • Evidence that complaints are addressed, recorded and solved effectively. • National Industry Sector Classification Code (SIC) to classify units and qualifications as per the guidance in the QFEmirates handbook.
Assessing and grading	
<p>This qualification is a knowledge, skills and application qualification. Assessment should, where possible, take a holistic approach. Assessment in one unit can be used as the assessment for another, if the assessed piece of work covers the criteria in the units. Assessment must be accessible for learners and the process of assessment as simple as possible. Learners must demonstrate competence by producing a portfolio of evidence.</p> <p>This qualification is examined in two ways: assessment of performance and underpinning knowledge. All performance is assessed by an assessor against the performance criteria and recorded in the Cumulative Assessment Record. Competence recognises all qualification requirements have been achieved. Not yet competent means all requirements have been attempted but yet to be achieved, insufficient evidence means all requirements have not been attempted. Underpinning knowledge is examined that more than 80% of the predetermined marking criteria should be met.</p> <p>This qualification is internally assessed by qualified Assessors and verified by Qualified Internal and External Verifiers of Approved Provider status institutions. Simulations in assessment are not recommended will require prior approval from the External Verifier.</p>	
Learner evidence	
Learners must demonstrate knowledge and skill achievement in a presented portfolio.	
Integrated assessment	
Opportunities for integrated assessment are possible between units 1 and 2.	

Risk in assessment

The learner's work environment needs proper management and risk management analyses. The following risks will be observed in the training, assessment and verification phases:

- health and safety
- stressing the learner
- inauthentic evidence/collation/unjustifiable support to the learner
- over-assessment
- potential of unfairness to the learner
- failing to meet assessment strategy of a qualification.

Appeals procedure

In the event that a learner judges that he is being unfairly considered in the assessment or verification process he has the right to appeal using the recognised appeals procedure and documentation (not included in this submission).

In the event that an assessor judges that he is being unfairly considered in the assessment or verification process he has the right to appeal using the recognised appeals procedure and documentation.

Abu Dhabi Centre for Technical and Vocational Education and Training
 Internal Verification
 Qualification title: Level 5 Component Award in Internal Verification
 Qualification code: CAPF90050112

Unit: 1
 Unit title: Understand internal verification of assessment
 Unit code: PF900500112
 Internal verification

Level: 5	Credit value: 5	Notional learning hours: 75 hours
Unit Information		
Unit description of content		
<p>The aim of this unit is to assess the knowledge and understanding an internal verifier (learning and development) practitioner is required to have for the internal quality assurance of assessment whose learning and development responsibilities form the whole or part of their role.</p>		
Information for learning and achievement		
<p>The unit requires learners to demonstrate and achieve the key required skills and knowledge embedded in the unit including knowledge and understanding of the principles and practices that underpin the internal quality assurance of assessment</p> <p>This unit is a knowledge, skill and application unit (KSA). Learners must attempt all aspects of the unit requirements and demonstrate achievement in all aspects of evidence requirements. It is strongly advised that learning and development of knowledge and associated skills be referenced to real vocational situations in the workplace. Evidence must be at the level required by the unit standard and all related criteria. Candidates must contribute to group work by playing a role of both individuals as well as team members in varied roles and parts in group activities. Groups must perform as a group but individuals within the group must perform different tasks to demonstrate achievement of evidence requirements.</p>		
Assessment strategy		
<p>Assessment of the evidence requirements, to confirm that learning outcomes have been met, is considered holistically where evidence in one unit or learning outcome may provide the evidence for other units and learning outcome.</p> <p>This qualification is examined in two ways: assessment of underpinning knowledge and performance.</p> <p>Underpinning knowledge is examined so that more than 80% of the predetermined marking criteria must be met.</p> <p>Performance is assessed by an assessor in the workplace against the performance criteria and recorded in the Cumulative Assessment Record. ‘Competent’ recognises all unit criteria have been achieved. ‘Not yet competent’ means all criteria have been attempted but yet to be achieved, ‘insufficient evidence’ means not all criteria have been attempted.</p> <p>This qualification is internally assessed by qualified Assessors and verified by Qualified Internal and External Verifiers of Approved Provider status institutions. Simulations in assessment are not recommended and will require prior approval from the External Verifier.</p> <p>Assessment can include role play, scenario setting, drama, presentations, written material, notes, checklists, lists, statements, comparative charts, or diagrammes.</p>		
Recording and storing of learner achievement		
<p>Keep evidence of learner’s work in the centre for up to one year.</p> <p>Maintain learning logs and evidence of professional development.</p> <p>Maintain learner portfolios of work as evidence of achieving learning outcomes.</p>		

Abu Dhabi Centre for Technical and Vocational Education and Training
 Internal Verification
 Qualification title: Level 5 Component Award in Internal Verification
 Qualification code: CAPF90050112

Unit: 1
 Unit title: Understand internal verification of assessment
 Unit code: PF900500112
 Internal verification

Level: 5	Credit value: 5	Notional learning hours: 75 hours
----------	-----------------	-----------------------------------

Assessment criteria: Knowledge, skills and application (KSA)

Learning outcomes

Learning outcome 1: Understand the context and principles of internal quality assurance

Performance criteria:
 1.1. Functions of internal quality assurance are explained.
 1.2. Key concepts and principles of the internal quality assurance of assessment are explained.
 1.3. Roles of practitioners involved in the internal and external quality assurance process are explained.

Learning outcome 2: Understand how to plan the internal quality assurance of assessment

Performance criteria:
 2.1. The importance of planning and preparing internal quality assurance activities is evaluated.
 2.2. Content of an internal quality assurance plan is explained.
 2.3. Techniques for sampling assessment evidence including use of technology are evaluated.
 2.4. Criteria for judging the quality of the assessment process are explained.

Learning outcome 3: Understand how to internally maintain and improve the quality of assessment

Performance criteria:
 3.1. Types of feedback, support and advice needed to maintain and improve assessors' quality of assessment are summarized.
 3.2. Requirements of standardisation of assessment are explained.
 3.3. Procedures for disputes about the quality of assessment are explained.
 3.4. Information management requirements for data protection and confidentiality in relation to the internal quality assurance assessment are evaluated.

Learning outcome 4: Understand the legal and best practice requirements for the internal quality assurance

Performance criteria:
 4.1. Internal quality assurance process, legal issues, policies and procedures for assessment, including those for health, safety and welfare, equality and diversity and where appropriate bilingualism, are evaluated.
 4.2. Contribution of technology to the internal quality assurance assessment is evaluated for its contribution.
 4.3. The value of reflective practice and continuing professional development in relation to the internal quality assurance are explained.

Evidence guideline

- Formative evidence for this unit can be written, oral or diagrammatic, as directed for given situations.
- Formative evidence ought to assist learners to learn and increase performance to reach summative assessment requirements.
- Summative assessment is project based from real live work situations. Simulation is only

permissible with the written approval of the Internal Verifier.

- Learners should demonstrate no less than 80% of the requirements for the summative assessment.
- Re submissions are permissible.

Evidence requirements

1. Learners understand the context and principles of internal quality assurance and evidence with a report on functions, key concepts and principles of internal quality assurance and the role of practitioners involved in quality assurance of assessment.
2. Learners understand how to plan the internal quality assurance of assessment and evidence with a report on the importance of planning and preparing internal quality assurance activities, the contents of an internal quality assurance plan, techniques for sampling assessment evidence using technology and criteria for judging the quality of the assessment process.
3. Learners understand how to internally maintain and improve the quality of assessment and evidence with a report on requirements to information and input to assessment, standardisation of assessment, procedures for disputes about the quality of assessment and information management requirements for data protection and confidentiality.
4. Learners understand the legal and best practice requirements for the internal quality assurance and evidence with a report on requirements to and best practices in internal quality assurance of assessment, the contribution of technology and the value of reflective practice and continuing professional development.
5. Learners review own work and identify performance improvement strategies.

Abu Dhabi Centre for Technical and Vocational Education and Training
Internal Verification

Qualification title: Level 5 Component Award in Internal Verification

Qualification code: CAPF90050112

Unit: 1

Unit title: Understand internal verification of assessment

Unit code: PF900500112

Internal verification

Mapping of CoreLife Skills

Learning outcomes	Performance Criteria	Collecting, analysing, organising and applying information in a given context	Communicating information, concepts and ideas	Initiating and organising self and activities, including motivation, exploration and creativity	Working with others in teams including leadership	Solving problems including using mathematical ideas and techniques	Applying information and communication technology	Participating in social and civic life including ethical practice
1	1.1	X	X					
	1.2	X	X					
	1.3	X	X					
2	2.1	X	X	X				
	2.2	X	X					
	2.3	X	X					
	2.4	X	X	X			X	
3	3.1	X	X		X		X	
	3.2	X	X					
	3.3	X	X		X			
	3.4	X	X	X		X	X	
4	4.1	X	X	X			X	X
	4.2	X	X	X			X	
	4.3	X	X	X				

Abu Dhabi Centre for Technical and Vocational Education and Training
 Internal Verification
 Qualification title: Level 5 Component Award in Internal Verification
 Qualification code: CAPF90050112

Unit: 2
 Unit title: Internally assure the quality of assessment
 Unit code: PF900500212
 Internal Verification

Level: 5	Credit value: 5	Notional learning hours: 75 hours
Unit Information		
Unit description of content		
<p>The aim of this unit is to assess the performance competency, knowledge and understanding of an internal verifier (learning and development) practitioner with responsibilities for the internal quality assurance of assessment. The unit requires learners to demonstrate competency and achieve the key required skills and knowledge embedded in the unit in assuring the quality of assessment from within an organisation including planning and monitoring all stages of assessment; sampling and evaluating decisions; observing practices; reviewing records; comparing assessor's performance and approaches; comparing standards against national standards; carry out Continuing Professional Development activities; apply procedures to standardize assessment practices, reporting feedback; maintain confidentiality; applying External Quality Assurance requirements, legislative policy and procedures and critically reflect on own practices and expertise.</p>		
Information for learning and achievement		
<p>This unit is a knowledge, skill and application unit (KSA). Learners must attempt all aspects of the unit requirements and demonstrate achievement in all aspects of evidence requirements. It is strongly advised that learning and development of knowledge and associated skills be referenced to real vocational situations in the workplace. Evidence must be at the level required by the unit standard and all related criteria. Candidates must contribute to group work by playing a role of both individuals as well as team members in varied roles and parts in group activities. Groups must perform as a group but individuals within the group must perform different tasks to demonstrate achievement of evidence requirements.</p>		
Assessment strategy		
<p>Assessment of the evidence requirements, to confirm that learning outcomes have been met, is considered holistically where evidence in one unit or learning outcome may provide the evidence for other units and learning outcome.</p> <p>This qualification is examined in two ways: assessment of underpinning knowledge and performance.</p> <p>Underpinning knowledge is examined so that more than 80% of the predetermined marking criteria must be met.</p> <p>Performance is assessed by an assessor in the workplace against the performance criteria and recorded in the Cumulative Assessment Record. 'Competent' recognises all unit criteria have been achieved. 'Not yet competent' means all criteria have been attempted but yet to be achieved, 'insufficient evidence' means not all criteria have been attempted.</p> <p>This qualification is internally assessed by qualified Assessors and verified by Qualified Internal and External Verifiers of Approved Provider status institutions. Simulations in assessment are not recommended and will require prior approval from the External Verifier.</p> <p>Assessment can include role play, scenario setting, drama, presentations, written material, notes, checklists, lists, statements, comparative charts, or diagrammes.</p>		

Recording and storing of learner achievement
Keep evidence of learner's work in the Centre for up to one year. Encourage learners to maintain learning logs and evidence of professional development. Ensure learners maintain portfolios of work as evidence of achieving learning outcomes

Abu Dhabi Centre for Technical and Vocational Education and Training
 Internal Verification
 Qualification title: Level 5 Component Award in Internal Verification
 Qualification code: CAPF90050112

Unit: 2
 Unit title: Internally assure the quality of assessment
 Unit code: PF900500212
 Internal Verification

Level: 5	Credit value: 5	Notional learning hours: 75 hours
Assessment criteria: Knowledge, skills and application (KSA)		
Learning outcomes		
Learning outcome 1: Be able to plan the internal quality assurance of assessment		
Performance criteria: 1.1. Verification activities and requirements of own role are planned. 1.2. Arrangements for internal verification activities are made.		
Learning outcome 2: Be able to internally evaluate the quality of assessment		
Performance criteria: 2.1. Internal verification activities are carried out to quality requirements. 2.2. Expertise and competence are evaluated in relation to the requirements of the assessor's role. 2.3. Planning and preparation of assessment processes are evaluated. 2.4. Whether assessment methods are safe, fair, valid and reliable are determined. 2.5. Assessment decisions are made using the specified criteria. 2.6. Assessor decisions are compared and are consistent.		
Learning outcome 3: Be able to internally maintain and improve the quality of assessment		
Performance criteria: 3.1. Assessors are provided with feedback, advice and support, including professional development opportunities in order to help them maintain and improve the quality of assessment. 3.2. Procedures to standardise assessment practices and outcomes are applied.		
Learning outcome 4: Be able to manage information relevant to the internal quality assurance of assessment		
Performance criteria: 4.1. Procedures for recording, storing and reporting information relating to internal quality assurance are applied. 4.2. Procedures to maintain confidentiality of internal quality assurance information are followed.		
Learning outcome 5: Be able to maintain legal and good practice requirements when internally monitoring and maintaining the quality of assessment		
Performance criteria: 5.1. Relevant policies, procedures and legislation are applied in relation to internal quality assurance, including those for health, safety and welfare, equality and diversity and where appropriate bilingualism. 5.2. Own practice in internally assuring the quality of assessment is reflected upon critically. 5.3. Currency of own expertise and competence is maintained in occupational area and in internally verifying and assuring the quality of assessment.		

Evidence guideline
<ul style="list-style-type: none"> ▪ Formative evidence for this unit can be written, oral or diagrammatic, as directed for given situations. ▪ Formative evidence ought to assist learners to learn and increase performance to reach summative assessment requirements. ▪ Summative assessment is project based from real live work situations. Simulation is only permissible with the written approval of the Internal Verifier. ▪ Learners should demonstrate no less than 80% of the requirements for the summative assessment. ▪ Re submissions are permissible.
Evidence requirements
<ol style="list-style-type: none"> 1. Learners plan the internal quality assurance of assessment and evidence with a report on the planning of verification activities, requirements to own role and arrangements made for internal verification. 2. Learners internally evaluate the quality of assessment and evidence with a report on quality requirements, requirements of the assessor's role, internal verification activities, planning and preparation of assessment, assessment methods and assessment and assessor decisions. 3. Learners internally maintain and improve the quality of assessment and evidence with a report on feedback, support, advice and recommendations to assessors and the application of procedures to standardize assessment practices and outcomes. 4. Learners manage information relevant to the internal quality assurance of assessment and evidence with a report on procedures regarding recording, storing, and reporting of information and maintaining confidentiality. 5. Learners maintain legal and good practice requirements when internally monitoring and maintaining the quality of assessment and evidence with a report on requirements to and best practices in internal quality assurance of assessment and regarding own practice, expertise and competence. 6. Learners review own work and identify performance improvement strategies.

Abu Dhabi Centre for Technical and Vocational Education and Training

Internal Verification

Qualification title: Level 5 Component Award in Internal Verification

Qualification code: CAPF90050112

Unit: 2

Unit title: Internally assure the quality of assessment

Unit code: PF900500212

Internal Verification

Mapping of CoreLife Skills

Learning outcomes	Performance Criteria	Collecting, analysing, organising and applying information in a given context	Communicating information, concepts and ideas	Initiating and organising self and activities, including motivation, exploration and creativity	Working with others in teams including leadership	Solving problems including using mathematical ideas and techniques	Applying information and communication technology	Participating in social and civic life including ethical practice
1	1.1	X	X	X			X	
	1.2	X	X	X			X	
2	2.1	X	X				X	
	2.2	X	X		X	X		
	2.3	X	X	X				
	2.4	X	X	X		X		
	2.5	X	X	X		X		
	2.6	X	X	X		X		
3	3.1	X	X	X	X			
	3.2	X	X	X	X	X		
4	4.1	X	X	X			X	
	4.2	X	X	X		X	X	
5	5.1	X	X	X		X	X	
	5.2	X	X	X				
	5.3	X	X	X		X		