



TRANSCEND

AWARDS

QUALIFICATION & UNIT SPECIFICATION

Transcend Level 4 Suite in Internal Quality Assurance of Assessment Processes and Practice

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Welcome to the Transcend Level 4 Suite in Internal Quality Assurance — Qualification & Unit Specification

About This Document

Transcend Awards is an Ofqual regulated awarding organisation. This combined Qualification & Unit Specification confirms the qualification delivery and assessment conditions, and the detailed unit specifications for all units within the Level 4 IQA suite.

This document must be read and complied with in conjunction with the Transcend Centre Recognition Conditions and Assessment Guidance.

Further information about this suite can be found in the Qualification Purpose Statement.

Regulated Qualification

This qualification is regulated by Ofqual in England and sits on the Register of Regulated Qualifications.

ETF Professional Standards

This suite is aligned in full to the Education and Training Foundation (ETF) Professional Standards for Learning and Development: Internal Quality Assurance of Assessment, and to the L&D leadership ETF standards where applicable.

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Part 01 Qualification Details

Qualification Scope

The Transcend Level 4 Suite in Internal Quality Assurance of Assessment Processes and Practice is a progressive, Ofqual-regulated suite of qualifications for professionals working in education, training and assessment environments

Qualification Regulation

Regulator Reference	Qualification Title	Qualification GLH	Qualification DSH	Qualification TQT	Qualification Credit
610/7482/2	Transcend Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice	45	15	60	6
610/7483/4	Transcend Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice	90	30	120	12
610/7484/6	Transcend Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice	115	55	170	17
Qualification Start Date	20 May 2026	Qualification Review Date		20 May 2029	
Qualification Sector	13.1 Teaching and Lecturing				
Qualification Awarding	This qualification is solely awarded by Transcend Awards Limited as the recognised awarding organisation regulated by Ofqual in England.				
Registration Period	All learning, assessment, reassessment, and quality assurance activities must be completed within the 2-year registration period for each qualification.				
Qualification Standards	This suite is aligned in full to the Education and Training Foundation (ETF) Professional Standards for Learning and Development: Internal Quality Assurance of Assessment, and to the L&D leadership ETF standards where applicable.				
Qualification Regulation	This qualification is regulated by Ofqual in England. It is published as a Level 4 qualification on the Register of Regulated Qualifications and is equivalent to Level 5 on the European Qualifications Framework (EQF) .				
Partners	Transcend is actively exploring endorsement opportunities with the Society for Education and Training (SET), the CPD Certification Service, and awarding organisation partners in the vocational assessment sector.				

Qualification Overview

Qualification Aim	The aim of this suite is to confirm occupational competence in the internal quality assurance (IQA) of assessment across regulated and vocational learning environments. The Award (Understanding) develops IQA theory; the Award (IQA) confirms applied IQA competence; the Certificate (Leading IQA) confirms the capability to plan, allocate and monitor the work of an IQA team and lead continuous improvement.
Qualification Objective	The objective is to prepare learners for employment and progression in IQA roles across FE, adult skills, apprenticeships and vocational training. Whilst attending qualifications in this suite, learners will develop the knowledge to enable them to: › Explain the principles, context and regulation of the internal quality assurance of assessment › Describe the functions of sampling, standardisation and feedback in maintaining assessment quality › Explain the legal, ethical and inclusive practice requirements of IQA Successful learners will develop skills to enable them to: › Plan, conduct and record IQA activities including risk-based sampling and observation › Provide developmental feedback and support to assessors to improve assessment quality › [Certificate only] Plan, allocate and monitor the work of an IQA team and lead continuous improvement of a centre's IQA system
Target Learners	This suite is for learners aged 18+ who aspire to gain, retain and progress in roles involving the internal quality assurance of assessment in education, training and vocational learning environments. Typical learners include assessors moving into IQA, existing IQAs seeking regulated confirmation of competence, Lead IQAs, quality managers, curriculum coordinators and centre compliance staff. Learners must be at least 18, communicate effectively in English, and (for the competence-based qualifications) have access to at least two assessors whose work they can quality assure.
Learner Prerequisites	The recognised centre is required to ensure that prior to registration for qualifications in this suite learners are required to: › Be accurately identified › Be at least 18 years of age › Be able to evidence prior engagement in assessment or vocational training (e.g. a Level 3 Award in Assessing Competence or equivalent experience) › Be able to evidence access to at least two assessors whose practice they can quality assure (Award in IQA and Certificate in Leading IQA) › Be able to communicate effectively in English if registered in England [reading, speaking, listening, and writing] Learners on the competence-based qualifications must be in, or preparing for, a role that involves the monitoring, support and improvement of assessment practice.

Employability Progression

This suite may lead to paid employment as a centre-approved Internal Quality Assurer, Lead Internal Quality Assurer, Quality Manager or Centre Compliance Lead across FE, adult skills, apprenticeships and independent training.

Education Progression

This suite is integral to a progressive pathway:

- › Level 5 Diploma in Education and Training (DET)
- › Centre-recognised External Quality Assurer (EQA) pathways and Level 5 qualifications in educational leadership or quality management

Part 02

Qualification Delivery

This qualification must be delivered in accordance with the Transcend Recognised Centre Conditions. The rules below are supplementary conditions specific to this qualification. Recognised Centres must ensure full compliance with ALL conditions to establish and maintain centre recognition and qualification approval status.

How do I offer this qualification?

Applicant Organisations: Access the Transcend Awards Website to submit a Centre Recognition enquiry.

Recognised Centres: Access the Transcend Awards Management System (TAMS) to create and submit the Transcend Recognised Centre Extension Request Form.

Qualification Delivery Workforce

Workforce Requirements

The recognised centre must evidence workforce competence to show that tutors, assessors and IQAs hold or are working towards the recognised qualifications as outlined in the recognition conditions, including the following:

All tutors, assessors and IQAs must:

- › Hold a recognised qualification in assessment and/or internal quality assurance (e.g. TAQA, V1, D34 or equivalent)
- › Demonstrate occupational competence in assessment and/or IQA within regulated qualifications
- › Maintain up-to-date CPD in line with regulatory and sector expectations; be proficient in applying Ofqual assessment principles, the VARCS rules of evidence, and standardisation procedures; and have recent, relevant experience in assuring the quality of vocational assessment in live or simulated environments.

Occupational competence must be evidenced through:

- › A regulated IQA qualification (e.g. Level 4 Award/Certificate in the Internal Quality Assurance of Assessment, or legacy V1/D34)

- › A minimum of two years' professional experience in the internal quality assurance of regulated vocational assessment

All new assessors and internal quality assurance staff must be given an action plan for achieving the required qualification. They need to be countersigned by an appropriately qualified individual, and the plan approved by Transcend's allocated EQA.

Centre Resources

Learning & Training Resources

The recognised centre is required to have access to learning and training resources that support the breadth of the blended IQA training and assessment programme, which include:

- › Inclusive teaching and learning materials mapped to all unit LOACs
- › A centre IQA policy and sample documentation (IQA plans, sampling records, observation forms, standardisation records)
- › Access to a digital learning environment (e.g. Moodle, Canvas, or equivalent) to support GLH and DSH
- › Current copies of the Ofqual General Conditions of Recognition and relevant awarding organisation handbooks

Assessment Environment & Tools

The recognised centre is required to have access to an appropriate real or simulated work-based IQA assessment environment:

- › At least two assessors per learner whose practice can be quality assured (Award in IQA and Certificate in Leading IQA)
- › Access to organisational IQA systems, documentation and sampling processes
- › Opportunities for learners to contribute to or lead standardisation activities
- › Secure recording tools for observation and professional discussion

Key Notes

Learners must be supported in the workplace by a designated mentor, line manager or IQA supervisor. At least two formal work-based observations must be included in the portfolio for competence-based qualifications.

Delivery Model

The recognised centre must document their delivery model, mapped to TQT, GLH, learning outcomes, assessment criteria, delivery content and attainment indicators. The model must be agreed in writing by the awarding organisation.

AO devised delivery model

Phase 1 Induction & Understanding	Phase 2 Planning IQA	Phase 3 Applying IQA	Phase 4 Leading IQA
› Programme induction › Introduction to Ofqual/ETF context › IQAU01 — Understand principles of IQA › Reflective practice baseline › Initial needs analysis and placement confirmation	› IQAU02 LO1 — plan monitoring activities › Risk-based sampling design › Preparation of IQA documentation › Review of centre policies and regulation	› IQAU02 LO2-LO5 — applied IQA practice › Sampling, observation and standardisation › Professional discussion 1 › Formative feedback and portfolio building	› IQAU03 — leading IQA (Certificate only) › Team allocation and SMART objectives › Monitoring and evaluation of team work › Professional discussion 2 · summative review
15 GLH · 5 DSH	25 GLH · 10 DSH	35 GLH · 15 DSH	40 GLH · 25 DSH (Certificate only)

Assessment Strategy

The assessment framework is externally set by Transcend as the awarding organisation and marked internally by a qualified assessor within the recognised centre.

Assessment Strategy	This suite can be assessed using AO supplied assessment tasks, which are outlined below. › Centres using AO assessment materials must apply them consistently. These are designed to promote validity, reliability, manageability and comparability. › Centres developing own materials must submit to the AO for approval prior to delivery, with detailed qualification mapping.
Assessment Grading	All units in this suite are assessed on a pass-only basis. Learners must pass ALL learning outcomes and assessment criteria within each unit.
Assessment Environment	Portfolio of evidence — a real or simulated work-based IQA environment with access to at least two assessors (competence-based qualifications). Professional discussion — may be conducted in person or via secure video conferencing with robust authentication. Observation of practice — planned and structured against unit assessment criteria, carried out by a qualified assessor; at least two assessors per observation for IQAU02; a broader IQA team for IQAU03.
Assessment Authentication	The centre must ensure learners complete all assessment tasks independently. All work must be the learner's own. Assessors authenticate work during practical observations and professional discussions. The portfolio must be authenticated by the lead mentor and the employer, and the learner must provide an authentication statement before submission.
Assessment Marking	Assessments must only be marked by assessors approved by the AO, in accordance with the fair and VARCS rules of evidence: Fair, Valid, Authentic, Relevant, Current and Sufficient. Learners dissatisfied with decisions should follow the centre's appeals process.
Assessment Attainment	Assessment is graded on a pass-only basis. Attainment indicators are confirmed in the unit specifications in Part 3. Learners must produce evidence against each task, marked in line with the attainment indicators.
Assessment Retakes	Learners are granted three assessment opportunities per component. Charges for reassessment are at the centre's discretion. All assessments must be completed within the 2-year registration period.
Assessment Remarks	Re-marks must be enforced at the request of internal or external moderators or in the event of a learner appeal. Written work must be re-marked by an alternative assessor. Where two outcomes differ, a third re-mark is required. Where there are insufficient qualified assessors, contact the Transcend Team.

AO devised assessment strategy

The recognised centre must ensure the following assessment strategy is complied with. The assessment methods are comprised of a portfolio of evidence, practical observations, and professional discussions.

Task A: Knowledge

Learners must complete a structured written task that assesses their understanding of the principles, roles, responsibilities, and legal requirements of internal quality assurance. This task must be mapped directly to the learning outcomes and assessment criteria of Unit IQAU01.

The knowledge questions must:

- be sufficiently varied in format and depth to assess both breadth and depth of understanding
- require the learner to apply knowledge to realistic IQA scenarios or workplace contexts
- be designed to elicit responses that demonstrate independent thought, interpretation of key legislation, and critical reflection on IQA practices.

The assessor must:

- confirm that all responses are the learner's own work, free from plagiarism or third-party input
- review the submission and provide developmental feedback aligned to the learning outcomes
- offer the learner the opportunity to revise or expand on responses to meet any unmet criteria
- ensure each response is mapped clearly to the relevant LOAC from IQAU01 using a marking grid or mapping template.

This task may be completed digitally or in hard copy. Remote submission is permitted provided authenticity is verified in line with Transcend's assessment conditions.

Task B: Planning

Learners must produce a comprehensive set of planning documents that demonstrate their ability to prepare for and manage internal quality assurance activity. This task is mapped to Unit IQAU02 (IQA Practice) and, where applicable, IQAU03 (Leading IQA).

Learners are required to provide:

- a clearly structured risk-based sampling strategy that accounts for assessor risk level, assessment methods, and learner cohort
- a detailed sampling schedule aligned to the planned assessment cycle
- documented communication records evidencing planning conversations or instructions given to assessors
- a brief reflective statement summarising how the planning was implemented and adjusted in practice.

Where Unit IQAU03 is being assessed, the learner must demonstrate how this planning influenced system-wide monitoring and support across a team of assessors or IQAs.

The assessor must:

- review all documentation for relevance, sufficiency, authenticity and clarity
- confirm that the plans demonstrate alignment to regulatory requirements and organisational policy
- ensure evidence is mapped directly to each relevant learning outcome and assessment criterion
- provide feedback and request additions where gaps are identified

Simulation of planning activity is permitted only where live workplace conditions are unavailable. In such cases, documentation must be based on a realistic scenario approved by the recognised centre and reflect current sector practice.

Task C · Application

Learners completing Unit IQAU02 must be observed carrying out real-time IQA activities involving a minimum of two assessors. The observation must demonstrate the learner's ability to monitor and support assessment practice in an environment that reflects occupational standards.

The observation must include:

- sampling of assessor decisions and candidate evidence
- review of assessment documentation
- providing verbal and/or written feedback to assessors
- application of organisational and regulatory requirements
- professional conduct within an IQA role

If the learner is also completing Unit IQAU03, this task may partially contribute toward demonstrating the learner's ability to lead or manage quality assurance systems, provided it includes supervisory or coordination elements.

The assessor must:

- conduct a planned, documented observation of the learner's IQA activity
- ensure observation is mapped directly to LOAC for IQAU02 (and IQAU03 if applicable)
- use a structured observation record and feedback form
- facilitate a follow-up professional discussion where any LOAC not covered by the observation must be confirmed verbally
- validate the authenticity and sufficiency of evidence presented

Where workplace access is limited, simulation may be used with prior approval and must reflect sector-relevant scenarios, documentation, and assessor interaction.

Task D · Evidence

This task enables learners to compile and present evidence that reflects the ongoing responsibilities of the IQA, including standardisation, documentation, and reflective practice. It also includes a structured professional discussion to confirm understanding, judgement, and insight into IQA processes.

The portfolio must include:

- evidence of contributing to or leading standardisation meetings
- communication records with assessors and/or IQAs
- monitoring records (e.g. sampling review forms, checklists, reports)
- CPD or performance feedback given to assessors
- risk assessment summaries, action logs or quality improvement plans
- reflective accounts on IQA practice and development

For learners completing Unit IQAU03, evidence must also demonstrate:

- oversight or delegation of IQA responsibilities
- review and improvement of IQA systems
- leading team-level quality assurance actions

The professional discussion must:

- be pre-planned and focused on LO/AC not fully evidenced through documentation
- explore ethical responsibilities, professional judgement, and decision-making
- allow learners to contextualise evidence and reflect on its impact
- be recorded, mapped, and authenticated by the assessor

This task can be delivered remotely or in-person and must follow all authentication and fair assessment protocols outlined by Transcend.

Task E · Leading

This task applies only to learners completing Unit IQAU03 as part of the Level 4 Certificate in Leading IQA. It requires learners to demonstrate competence in leading, managing, and improving internal quality assurance systems within an organisation or team.

The learner must show their ability to:

- oversee the IQA process across multiple assessors or IQAs

- manage planning, communication and delegation of IQA responsibilities
- lead standardisation and improvement activities
- evaluate the effectiveness of internal quality assurance systems
- contribute to the development of assessor and IQA performance

Learners must provide a combination of observed practice and portfolio documentation, including:

Observation of practice showing the learner:

- chairing or facilitating a standardisation meeting
- providing direction, support, or challenge to IQAs/assessors
- communicating strategic actions or outcomes

Supporting evidence, such as:

- standardisation meeting agendas, minutes, or outcomes
- communication logs with IQAs or assessment teams
- team sampling plans showing oversight and delegation
- improvement action plans or evaluations of IQA systems
- reflective accounts analysing the learner's leadership approach

Where live observation is not feasible and only with prior agreement from Transcend, centres may submit with:

- a video recording (with consent and secure handling)
- a case study scenario with simulated interaction and written rationale
- a detailed professional discussion supported by mapped documentation

The assessor must:

- observe or review authentic examples of leadership in practice
- conduct a professional discussion to explore judgement, strategic thinking, and impact
- verify that evidence meets the LOAC for Unit IQAU03
- record assessment decisions clearly and provide feedback

All evidence must be current, sufficient, and demonstrate the learner's leadership contribution to maintaining and improving the internal quality assurance process.

N.B Observation with Professional Discussion

Learners on IQAU02 and IQAU03 must complete a planned observation of live IQA activity (sampling, feedback, standardisation) followed by a professional discussion. The observation and discussion must together confirm coverage of all LOACs not fully evidenced by the portfolio. For IQAU02 the observation must involve at least two assessors; for IQAU03 it must involve a broader IQA team. Observation and discussion together should last 60–90 minutes.

Quality Assurance Conditions

The recognised centre is required to supplement RC5.5 of the Transcend Recognised Centre Conditions with the following rules noting that this suite has been assigned a **medium-risk** profile based on the risk indicators below.

Qualification Risk indicator	Low	Medium	High
Qualification purpose	Personal development	Professional development	Professional practice
Qualification size	Award	Certificate	Diploma
Qualification level	EL3 – L2	L3-L4	L5-8
Qualification assessment method	Portfolio, Practical, PD and Presentation	Portfolio and Practical or PD or Presentation	Portfolio only
Qualification assessment manageability	Real time assessment not required	Real time assessment on course/programme	Real time assessments in workplace
Qualification assessment authentication	Assessor present	Assessor part present	Assessor not present
Qualification Risk Profile	MEDIUM RISK		

EQA

The recognised centre must refer to Transcend Recognised Centre Conditions for EQA requirements.

Part 03 Unit Specifications

Qualification Structure

This suite is comprised of mandatory units. Each qualification within the suite is awarded on completion of all mandatory units associated with that title. The structure is pre-determined and fixed to maintain qualification integrity, consistency and alignment to the Education and Training Foundation (ETF) Professional Standards. Each unit specification sets out the learning outcomes, assessment criteria, delivery content and assessment attainment indicators.

Unit	Title	AO Ref	Ofqual Ref	Level	GLH	DSH	TUT	Credit
IQAU01	Understanding the Principles and Practices of Internally Assuring the Quality of Assessment	QU001802	T/601/5320	4	45	15	60	06
IQAU02	Internally Assure the Quality of Assessment	QU001867	A/601/5321	4	45	15	60	06
IQAU03	Plan, Allocate and Monitor Work in Own Area of Responsibility	QU001871	F/600/9676	4	25	25	50	05
Summary (Certificate — all 3 units)					115	55	170	17

QAN	Qualification Title	IQAU01	IQAU02	IQAU03
610/7482/2	Transcend Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice	✓		
610/7483/4	Transcend Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice	✓	✓	
610/7484/6	Transcend Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice	✓	✓	✓

Unit Aim	To develop knowledge and understanding of the principles and practices that underpin the internal quality assurance of assessment. This is a knowledge-only unit and is a prerequisite for practical IQA work.
References	AO Ref: QU001802 · Ofqual Ref: T/601/5320 · Level: 4 · GLH: 45 · DSH: 15 · TUT: 60 · Credits: 6

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
LO1 Understand the context and principles of internal quality assurance	AC1.1 Explain the functions of internal quality assurance in learning and development	Functions and value of IQA › How internal quality assurance maintains standards across assessment practice › How IQA supports assessors and improves learner experience › The distinction between IQA and delivery/assessment functions › The role of IQA in managing malpractice, safeguarding and compliance › Variation in IQA functions across centres and awarding organisations › How IQA contributes to continual improvement in a professional setting Attainment Indicator: <i>Learner explains at least four functions of internal quality assurance, illustrating each with an applied example and distinguishing IQA from assessment and teaching.</i>
	AC1.2 Explain the key concepts and principles of the internal quality assurance of assessment	IQA principles: VRACS › Definitions of validity, reliability, authenticity, sufficiency and currency › How sampling strategies are designed using IQA principles › How standardisation supports reliable assessment decisions › Examples of effective and ineffective application of IQA principles › Implications of poor application of IQA principles in practice Attainment Indicator: <i>Learner defines each core IQA principle (validity, reliability, authenticity, sufficiency, currency) and applies each to a scenario.</i>
	AC1.3 Explain the roles of practitioners involved in the internal and external quality assurance process	Roles and accountabilities in QA › Responsibilities of assessors, IQAs, Lead IQAs and EQAs › How internal and external roles work together to maintain standards › Professional behaviours required in each role › Variation across organisations and awarding bodies › Lines of accountability and reporting structures Attainment Indicator: <i>Learner differentiates the responsibilities of assessor, IQA, Lead IQA and EQA and explains the interdependencies between internal and external roles.</i>

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
	AC1.4 Explain the regulations and requirements for internal quality assurance in own area of practice	Regulatory context for IQA › Internal policies and external regulations that apply to IQA › How own centre ensures compliance with awarding organisation requirements › Professional responsibilities relating to data protection and confidentiality › Identification and mitigation of non-compliance risks › How malpractice and appeals are managed through IQA procedures Attainment Indicator: <i>Learner identifies the regulatory framework, awarding-organisation requirements and centre policies that apply to IQA in their own area of practice.</i>
LO2 Understand how to plan internal quality assurance of assessment	AC2.1 Evaluate the importance of planning and preparing internal quality assurance activities	The value of IQA planning › How planning contributes to validity, reliability and efficiency in IQA › Risks that arise from poor or inconsistent IQA planning › The role of IQA plans in managing assessor workload and learner progression › Alignment of IQA planning with centre policy and awarding requirements › Value of preparation for sampling consistency across qualifications Attainment Indicator: <i>Learner evaluates the importance of IQA planning using at least three distinct consequences of weak or absent planning, supported by examples.</i>
	AC2.2 Explain what an internal quality assurance plan should contain	Components of an IQA plan › Essential elements: assessors, units, methods, dates and rationale › How learner and assessor risk influences sampling type and frequency › Inclusion of direct and indirect monitoring methods › Embedding standardisation and feedback opportunities in planning › Applying proportionality across the IQA plan Attainment Indicator: <i>Learner explains the core components of an IQA plan and demonstrates how each contributes to a defensible, risk-based sampling rationale.</i>
	AC2.3 Summarise the preparations required for internal quality assurance, including: • information collection • communications • resources • administrative arrangements	IQA preparation requirements › Information gathered in advance (assessment plans, learner progress, prior IQA records) › Establishing communication with assessors and stakeholders › Physical and digital resources needed to support efficient IQA › Administrative arrangements (bookings, forms, consent, confidentiality) › How insufficient preparation can compromise validity and reliability Attainment Indicator: <i>Learner produces a summary of IQA preparation covering information, communication, resources and administration and how each supports a valid, reliable activity.</i>

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
LO3 Understand techniques and criteria for monitoring the quality of assessment internally	AC3.1 Evaluate different techniques for sampling evidence of assessment, including use of technology	Sampling techniques and the role of technology › Purpose of sampling in internal quality assurance › Horizontal, vertical and diagonal sampling methods › Strengths and limitations of each sampling technique › Application to live, remote and hybrid assessment settings › Using digital platforms and e-portfolios to support sampling › Benefits and risks of technology-enabled monitoring of evidence Attainment Indicator: <i>Learner evaluates at least three distinct sampling techniques, including at least one technology-enabled approach, with a considered judgement about appropriate use.</i>
	AC3.2 Explain the appropriate criteria to use for judging the quality of the assessment process	Quality criteria for IQA judgement › Key quality criteria: validity, fairness, consistency and accuracy › Application of criteria when reviewing assessor decisions › How professional standards guide assessor judgement › Use of criteria to give constructive and developmental feedback › Comparison of centre and awarding organisation criteria Attainment Indicator: <i>Learner explains the criteria used to judge assessment quality and how each is operationalised in an IQA review.</i>
LO4 Understand how to internally maintain and improve the quality of assessment	AC4.1 Summarise the types of feedback, support and advice that assessors may need to maintain and improve the quality of assessment	Developmental feedback and assessor support › Why ongoing feedback is essential for assessment standards › Verbal, written, formal and informal feedback strategies › Examples of feedback that improves assessor planning and judgement › Coaching, mentoring and CPD as assessor development tools › Addressing assessor bias, inconsistency and inaccuracy through IQA Attainment Indicator: <i>Learner summarises the range of feedback, support and advice assessors may need, distinguishing developmental from corrective feedback.</i>
	AC4.2 Explain standardisation requirements in relation to assessment	Standardisation of assessment › The purpose of standardisation in consistency and fairness › Contribution of standardisation to reliability and comparability › Standardisation activities: cross-marking, sampling reviews, case studies › The IQA's role in leading or facilitating standardisation › Embedding standardisation within organisational quality systems Attainment Indicator: <i>Learner explains the purpose, scope and frequency of standardisation and describes at least three standardisation activities used in IQA practice.</i>

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
	AC4.3 Explain relevant procedures regarding disputes about the quality of assessment	Managing disputes in assessment › Common causes of disputes (learner appeals, assessor disagreement, evidence sufficiency) › How disputes are raised, documented and escalated › Stages of the centre's appeals or complaints process › The IQA's role in investigating and resolving disputes fairly › How clear procedures support transparency and learner trust Attainment Indicator: <i>Learner explains the centre's dispute and appeals procedures, describing the IQA's role at each stage.</i>
LO5 Understand how to manage information relevant to the internal quality assurance of assessment	AC5.1 Evaluate requirements for information management, data protection and confidentiality in relation to the internal quality assurance of assessment	Information management and data protection in IQA › What constitutes personal and sensitive data in IQA › Types of information IQAs collect, use and store › How UK GDPR and Data Protection Act 2018 apply to IQA records › Best practice for secure data handling, access, storage and retention › Confidentiality responsibilities during sampling and feedback Attainment Indicator: <i>Learner evaluates the information management and data-protection requirements that apply to the IQA role, referencing UK GDPR, DPA 2018 and centre policy.</i>
LO6 Understand the legal and good practice requirements for the internal quality assurance of assessment	AC6.1 Evaluate legal issues, policies and procedures relevant to the internal quality assurance of assessment, including those for health, safety and welfare AC6.2 Evaluate different ways in which technology can contribute to the internal quality assurance of assessment	Legal framework for IQA › Legal frameworks and statutory responsibilities (HSE, Equality Act, GDPR) › How organisational policies address these requirements › Impact of legal non-compliance on learners, assessors and the organisation › The IQA's contribution to a safe and supportive assessment environment › Comparison of centre practices in managing safety and welfare in IQA Attainment Indicator: <i>Learner evaluates the main legal and policy requirements that bear on IQA, including health, safety and welfare, with reference to own practice.</i> Technology in IQA › Digital platforms used for IQA (e-portfolios, tracking systems, sampling tools) › How technology streamlines feedback, standardisation and documentation › Benefits of digital tools for monitoring and evidencing decisions › Comparison of traditional and digital IQA methods › Emerging technologies and the future of IQA practice Attainment Indicator: <i>Learner evaluates at least three ways technology contributes to IQA, considering accessibility, transparency, security and authenticity.</i>

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
	AC6.3 Explain the value of reflective practice and continuing professional development in relation to internal quality assurance AC6.4 Evaluate requirements for equality and diversity and, where appropriate, bilingualism, in relation to the internal quality assurance of assessment	Reflective practice and CPD in IQA › Reflective practice in the context of IQA › How IQAs reflect on decisions, behaviours and feedback methods › CPD's contribution to professional judgement and industry relevance › Reflective models (e.g. Gibbs, Kolb) and their use by an IQA › How standardisation activities support team-wide reflection Attainment Indicator: <i>Learner explains the value of reflective practice and CPD in maintaining IQA currency, referencing at least one recognised reflective model.</i> Equality, diversity and inclusion in IQA › How equality, diversity and inclusion apply within IQA › Organisational responsibilities to prevent bias or discrimination › Inclusive IQA through adaptive sampling and communication › Language accessibility and bilingual approaches where relevant › Upholding fair and inclusive IQA practices across a diverse learner base Attainment Indicator: <i>Learner evaluates equality, diversity and (where applicable) bilingualism requirements that shape sampling, observation and feedback in IQA.</i>

Unit Assessment Strategy	This unit is assessed via Knowledge evidence only. Learners must complete a structured written assignment mapped to all learning outcomes and assessment criteria. All evidence must satisfy VARCS (Valid, Authentic, Reliable, Current and Sufficient).
Assessment Method	Knowledge (written assignment)
What the learner produces	A single structured written assignment covering all 17 ACs across 6 LOs. Knowledge-only unit underpinning practical IQA work.
Practice Requirement	No workplace practice required; previous assessing experience helpful for contextualising examples.
Authenticity Controls	Plagiarism and AI-detection checks. Reference list required. Assessor authenticity declaration per AC.

Unit Aim	To confirm the learner's competence in planning, conducting, and recording internal quality assurance activities in a live or simulated assessment context. The unit enables learners to apply principles of internal quality assurance by sampling evidence, providing feedback, monitoring assessor practice, and contributing to quality improvement in line with regulatory requirements and centre policies.
References	AO Ref: QU001867 · Ofqual Ref: A/601/5321 · Level: 4 · GLH: 45 · DSH: 15 · TUT: 60 · Credits: 6

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
LO1 Be able to plan the internal quality assurance of assessment	AC1.1 Plan monitoring activities according to the requirements of own role	Role-specific IQA planning › The purpose of monitoring activities in internal quality assurance › Centre policies and regulatory requirements that shape planning › How the scope of own role affects IQA planning decisions › Linking monitoring plans to quality assurance strategy and standards › How planning supports continuous improvement and organisational needs Attainment Indicator: <i>Learner produces a monitoring plan that addresses who is sampled, when, how and why, with a defensible risk-based rationale aligned to centre policy.</i>
	AC1.2 Make arrangements for internal monitoring activities to assure quality	Arrangements for IQA delivery › Advance arrangements: communication with assessors, booking observations, preparing forms › Monitoring plans that are risk-based, timely and fit for purpose › Preparing documentation for planned IQA activity › Adapting planning for remote, hybrid and digital assessment environments › How planning influences assessor engagement and confidence Attainment Indicator: <i>Learner evidences the practical arrangements made in advance of at least two monitoring activities, including scheduling, documentation and communication.</i>
LO2 Be able to internally evaluate the quality of assessment	AC2.1 Carry out internal monitoring activities to quality requirements	Carrying out IQA monitoring › Monitoring activities: observations, reviews, sampling › Applying quality requirements (consistency, sufficiency, fairness) during IQA › Recording and reporting monitoring in line with centre policies › Developing professional judgement through monitoring practice › Authentication of monitoring evidence by qualified assessor Attainment Indicator: <i>Learner carries out at least two distinct monitoring activities (e.g. sampling, observation) and presents recorded outputs against the centre's quality requirements.</i>

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
	AC2.2 Evaluate Assessor expertise and competence in relation to the requirements of their role AC2.3 Evaluate the planning and preparation of assessment processes AC2.4 Determine whether assessment methods are safe, fair, valid and reliable AC2.5 Determine whether assessment decisions are made using the specified criteria	Evaluating assessor competence › Criteria used to evaluate assessor performance and qualification status › How assessor competence is confirmed and recorded › Comparison of assessor performance across similar activities › How feedback supports assessor improvement › Records of assessor evaluation outcomes Attainment Indicator: <i>Learner evaluates the expertise and competence of at least one assessor against role requirements, with recorded justification.</i> Evaluating assessment planning › What good planning and preparation by assessors should include › Where poor planning impacts learner experience or validity › Extent to which assessor materials meet policy and standards › Supporting assessor planning through guidance or training › Recording of evaluation and recommendations Attainment Indicator: <i>Learner evaluates the planning and preparation of at least one assessment process in own or observed context, recording strengths, gaps and recommendations.</i> Judging assessment method integrity › Distinguishing validity, reliability, fairness and safety › Applying the principles to real-world assessor practice › Evaluating the effectiveness of specific assessment methods › Supporting appropriate method selection and design › Recording determination and rationale Attainment Indicator: <i>Learner applies VRACS (and safety) principles to a sampled assessment method and produces a reasoned determination as to its safety, fairness, validity and reliability.</i> Judging decisions against criteria › Review of sample assessment records against specified Los and criteria › Consistency of judgements across assessors › How to challenge or confirm assessment decisions › Safeguarding standards in decision-making › Recording of judgements and follow-up actions Attainment Indicator: <i>Learner samples a minimum of two assessor decisions and determines, against specified criteria, whether each was made appropriately.</i>

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
	AC2.6 Compare Assessor decisions to ensure they are consistent	Consistency of assessor decisions › Examples of consistent and inconsistent assessor judgements › Applying standardisation to resolve discrepancies › Professional discussion, peer review and moderation to support alignment › Team collaboration in ensuring assessment quality › Records of consistency review outcomes Attainment Indicator: <i>Learner compares the decisions of at least two assessors and records a judgement about consistency, with standardisation action where needed.</i>
LO3 Be able to internally maintain and improve the quality of assessment	AC3.1 Provide Assessors with feedback, advice and support, including professional development opportunities, which help them to maintain and improve the quality of assessment	Supporting assessor improvement › Verbal and written feedback mechanisms used during IQA › Feedback that supports assessor development and improves practice › Coaching, mentoring and CPD recommendations › Developmental vs corrective feedback — tone, timing and structure › Impact of poor feedback on assessor performance and learner outcomes Attainment Indicator: <i>Learner provides documented feedback, advice and/or support to at least one assessor, including at least one professional development recommendation.</i>
	AC3.2 Apply procedures to standardise assessment practices and outcomes	Applying standardisation procedures › How standardisation activities ensure consistency in assessor judgements › The purpose of standardisation meetings and their contribution › Use of standardisation records, sampling plans and documentation › Comparison of standardisation methods across environments › How standardisation supports fairness and reliability Attainment Indicator: <i>Learner applies standardisation procedures to at least one activity and produces associated records showing contribution to consistency.</i>
LO4 Be able to manage information relevant to the internal quality assurance of assessment	AC4.1 Apply procedures for recording, storing and reporting information relating to internal quality assurance	Records, storage and reporting › Maintaining accurate IQA records (sampling plans, observations, feedback) › Secure storage in organisational systems › Retrieving and presenting information for standardisation, EQA visits or management reviews › Recording monitoring outcomes to support traceability and audit › Version control and data accuracy across IQA documents Attainment Indicator: <i>Learner applies recording, storage and reporting procedures to own IQA activity, producing a complete, accurate and retrievable record set.</i>

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
	AC4.2 Follow procedures to maintain confidentiality of internal quality assurance information	Confidentiality in IQA › Identifying confidential or sensitive information in IQA documents › Secure handling: password protection, encrypted platforms, restricted access › Anonymising data for standardisation or moderation › Storing, transferring and disposing of confidential documentation (GDPR/DPA 2018) › Professional conduct when discussing sensitive information Attainment Indicator: <i>Learner evidences that confidentiality procedures have been followed across at least two IQA activities, compliant with GDPR/DPA 2018.</i>
LO5 Be able to maintain legal and good practice requirements when internally monitoring and maintaining the quality of assessment	AC5.1 Apply relevant policies, procedures and legislation in relation to internal quality assurance, including those for health, safety and welfare AC5.2 Apply requirements for equality and diversity and, where appropriate, bilingualism, in relation to internal quality assurance AC5.3 Critically reflect on own practice in internally assuring the quality of assessment	Applying IQA-relevant policy and legislation › Relevant policies and legislation (Equality Act, DPA, H&S at Work) › How these frameworks influence internal monitoring practice › Applying centre-specific procedures to IQA tasks › Upholding policies during observations, feedback and record-keeping › Recording of policy application in IQA activities Attainment Indicator: <i>Learner evidences application of relevant policies, procedures and legislation across at least two IQA activities.</i> Equality, diversity and inclusion in practice › Inclusive scheduling, accessible formats and bias mitigation in IQA › Bilingual or language support in IQA documentation and communication › Inclusive practice as part of the wider centre quality strategy › Reasonable adjustments in IQA activity › Recording of inclusive practice in IQA Attainment Indicator: <i>Learner evidences application of equality, diversity and (where appropriate) bilingualism requirements across at least two IQA activities.</i> Reflective practice › Written reflective accounts on IQA activity (sampling, observation, feedback) › Identifying strengths and areas for improvement in own approach › Referring to assessor/learner feedback in reflection › How CPD has supported improvements in own practice › Use of recognised reflective models Attainment Indicator: <i>Learner produces a critical reflective account of own IQA practice referencing specific activities and linked development.</i>

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
	AC5.4 Maintain the currency of own expertise and competence in internally assuring the quality of assessment	Maintaining IQA currency › Why ongoing CPD is essential for credible IQA practice › Strategies to maintain up-to-date knowledge of practice and regulation › Professional learning opportunities: CPD events, standardisation, networking › How feedback, self-evaluation and peer collaboration support improvement › Personal CPD plan linked to the learner's IQA role Attainment Indicator: <i>Learner produces a CPD record and forward-looking development plan demonstrating how IQA expertise is maintained.</i>

Unit Assessment Strategy	This unit is assessed via Planning, Application, Portfolio and Reflection. Learners must produce IQA planning documents including a risk-based sampling strategy, be observed conducting live IQA activity with at least two assessors, compile a portfolio of IQA monitoring and standardisation evidence, and complete a reflective professional discussion (60–90 minutes). All evidence must satisfy VARCS (Valid, Authentic, Reliable, Current and Sufficient).
Assessment Method	Planning + Application + Portfolio + Reflection
What the learner produces	A sampling plan / schedule and communication log, observed IQA activity covering at least 2 assessors, portfolio of monitoring records / feedback / standardisation, and a reflective account on own IQA practice.
Observation	Minimum 1 observed IQA activity covering at least 2 assessors by a qualified observer (IQA or equivalent).
Practice Requirement	Workplace practice: minimum 30 hours of IQA activity sampling at least 2 assessors' decisions.
Authenticity Controls	Sampling records retained. Assessor feedback retained. Witness statements where appropriate. Reflective account in learner own voice.

Unit Aim

To develop the knowledge and skills required to lead the internal quality assurance of assessment within an organisation. This includes planning and managing IQA processes, allocating responsibilities, monitoring team performance, and driving continuous improvement across assessment practices.

References

AO Ref: QU001871 · Ofqual Ref: F/600/9676 · Level: 4 · GLH: 25 · DSH: 25 · TUT: 50 · Credits: 5

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
LO1 Be able to plan work in own area of responsibility	AC1.1 Explain the context in which work is to be undertaken	The IQA planning context › Internal and external contexts that influence IQA planning › Organisational strategy, centre delivery models and regulatory compliance › Comparison of different IQA delivery environments › Examples from own or observed context to evidence awareness › How context shapes the work plan Attainment Indicator: <i>Learner explains the organisational, sector and regulatory context of own IQA work, with reference to centre, AO and regulatory drivers.</i>
	AC1.2 Identify the skills base and the resources available	IQA team skills and resources › Qualifications, experience and capacity of IQAs, assessors and contributors › Mapping resources (assessment materials, digital systems, CPD) to IQA tasks › Alignment of team skills with required standardisation and sampling approach › Evaluating and addressing resource constraints › Recording the skills/resources audit Attainment Indicator: <i>Learner identifies the skills base and resources available to the IQA function in a structured summary, linked to specific IQA tasks.</i>
	AC1.3 Examine priorities and success criteria needed for the team	Priorities and success criteria for IQA › Priorities that support effective IQA (timely sampling, CPD, compliance) › Success indicators (learner outcomes, standardisation quality, assessor support) › Organisational strategic priorities as drivers of IQA targets › Performance indicators/KPIs in own or observed context › How priorities are reviewed and updated Attainment Indicator: <i>Learner examines and articulates the priorities and success criteria for the IQA team, identifying at least three measurable indicators.</i>

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
	AC1.4 Produce a work plan for own area of responsibility	The IQA work plan › A detailed, structured IQA work plan aligned to the assessment cycle › Timelines, responsibilities, sampling strategy, standardisation and reporting milestones › Feedback loops and opportunities for team review › A plan that is contextualised, realistic, and strategically coherent › Plan approved by line management and documented Attainment Indicator: <i>Learner produces a complete and contextualised IQA work plan covering sampling, standardisation, feedback, reporting and review cycles.</i>
LO2 Be able to allocate work to team members	AC2.1 Identify team members' responsibilities for identified work activities	Allocating IQA responsibilities › Principles of effective team delegation in an IQA context › Using role descriptors to identify specific assessor and IQA duties › Comparison of distribution of responsibilities across centres › Aligning responsibilities with assessment and quality assurance objectives › Personal leadership style and its influence on delegation Attainment Indicator: <i>Learner identifies and records the responsibilities of each team member for agreed IQA activities, with evidence of communication.</i>
	AC2.2 Agree responsibilities and SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives with team members	Agreeing SMART team objectives › SMART objectives and their relevance in IQA leadership › How SMART targets improve team performance › Collaborative agreement of responsibilities through effective communication › Recording and reviewing agreed actions and responsibilities › Clear agreement of responsibilities and its contribution to accountability Attainment Indicator: <i>Learner agrees, in a documented conversation with at least two team members, a set of SMART objectives appropriate to the IQA plan.</i>
LO3 Be able to manage team members to achieve objectives	AC3.1 Identify ways to monitor progress and quality of work	Monitoring team progress and quality › Methods for monitoring team performance and IQA quality (observation, sampling reports, feedback, KPIs) › How these methods evidence team effectiveness and compliance › Formal and informal monitoring approaches in IQA › Organisational systems (digital trackers, audit schedules) that support review › Selecting monitoring approaches to suit team structures and settings Attainment Indicator: <i>Learner identifies and documents at least three methods used to monitor team progress and quality, evaluating the fit of each.</i>

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
	AC3.2 Monitor and evaluate progress against agreed standards and provide feedback to team members	Monitoring and evaluating team performance › Measuring performance against defined benchmarks, policies or qualification standards › Accurate and objective recording of findings › Feedback techniques: coaching conversations, written reports, one-to-one reviews › Feedback as a lever for quality improvement and professional growth › Balancing challenge and support in developmental feedback Attainment Indicator: <i>Learner monitors the work of at least two team members against agreed objectives, records findings objectively and provides documented developmental feedback.</i>
LO4 Be able to revise plans to meet changed circumstances	AC4.1 Review and amend work plan where changes are needed AC4.2 Communicate changes to team members	Reviewing and amending the IQA work plan › Reviewing existing IQA work plans for alignment with team performance and organisational needs › Identifying gaps (workload imbalance, delays, inconsistent sampling) › Impact of changes in learner numbers, assessor availability or regulatory updates › Amending plans to improve team allocation, timeframes or resources › Improvements made in response to quality assurance review outcomes Attainment Indicator: <i>Learner reviews their IQA work plan, identifies at least one substantive change required, amends accordingly and records a reasoned justification.</i> Communicating plan changes [Note: regulated wording numbers this AC as 4.3.] › Effective communication strategies for cascading updates to assessors and IQAs › Communication tools (briefings, written updates, shared calendars) › Transparency in communication as a driver of team cohesion and responsiveness › Barriers to communication (remote delivery, resistance to change) and mitigations › Linking communication to leadership behaviours (clarity, support, consistency) Attainment Indicator: <i>Learner communicates the amended plan to the IQA team in an appropriate format and documents the communication. [Note: regulated wording numbers this AC as 4.3.]</i>

Unit Assessment Strategy	This unit is assessed via Planning, Application, Portfolio, Reflection and Leading. Learners must demonstrate competence in leading and managing IQA activity across a broader team, including planning, observed practice with a broader IQA team, portfolio evidence of team leadership and delegation, reflective professional discussion, and evidence of leading the IQA function. All evidence must satisfy VARCS (Valid, Authentic, Reliable, Current and Sufficient).
Assessment Method	Planning + Application + Portfolio + Reflection + Leading
Learner Evidence	A leadership portfolio with team-level monitoring records, system improvement actions, CPD records given to assessors, a reflective account analysing leadership approach, and oversight / delegation records.
Observation	Observation of standardisation chairing OR an equivalent leadership activity by a qualified observer.
Practice Requirement	Workplace practice: leadership role with team responsibility for IQA processes.
Authenticity Controls	Team records, line manager confirmation, reflective account, professional discussion records.

Appendix 01 Version Control

This document is subject to version control. Transcend Awards will request feedback from centres in advance of any change, inform centres in advance of re-publication, and track all changes here.

Version	Publication Date	Details
Version 01	20.05.2026	Initial publication. Migration of content from the Level 4 Suite in IQA Qualification Specification (V0.2) and Unit Specification (V0.2) into the combined QUS format, with refreshed attainment indicators aligned to ETF Professional Standards. Filename: TL4_IQA_Suite_QUS_V1_2026 VS

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