

Policy Quality Assurance

Approver	Senior Management Team
Policy	Quality Assurance
Authors	Jennifer Hudson
Revision Date	25.01.24
Revised by	Jennifer Hudson
Related Documents	Fair assessment policy Anti Bribery policy Appeals policy Conflict of interest policy Special considerations, access and reasonable adjustments policy Equality and Diversity policy
Location	OneDrive

 Recoverable Signature

X Jennifer Hudson

Jennifer Hudson
Managing director
Signed by: 3c2a01dd-c599-4d98-93b1-90d742b40058

Contents

1. Introduction.	1
2. Roles and responsibilities Tutors and assessors-	2
3. Roles and Responsibilities Internal Quality Assurer-.....	2
4. Observations.....	3
5. Evidence.....	3
6. Sampling Plan	4
7. Conflict of interest.....	5

1. Introduction.

1.1. The internal quality assurance sampling strategy involves reviewing the quality of the Assessor's judgements at both interim and summative stages. This will include but is not limited to, reviewing learner portfolios before a

Policy Quality Assurance

decision is made. It will be a holistic assessment of the different stages within Planning, Review and Feedback given to learners so that guidance and support can be given to the assessor at any stage through the learner's journey to enable a fair and complete assessment. This IQA will feed into the service as a whole and enable us to grow and provide a reflective, consistent, fair, and high-quality provision.

- 1.2. The IQA process is to ensure we meet the requirements placed on us by awarding bodies. The IQA is to ensure they are aware of the different IQA needs of different bodies where applicable.

2. Roles and responsibilities Tutors and assessors-

- 2.1. Provide evidence or qualifications, experience and current CPD in relevant disciplines.
- 2.2. Complete self-reflection, including SWOT to be reviewed with their IQA.
- 2.3. Plan deliver, and assess qualifications in line with the qualification specification.
- 2.4. Ensure that delivery and assessment is explained to learners so they are aware of the requirements.
- 2.5. Make learners aware of policies and procedures including equal opportunities and reasonable adjustments.
- 2.6. Report any concerns relating to other tutors or assessors to centre management.
- 2.7. Maintain up to date records.
- 2.8. Give constructive and accurate feedback.

3. Roles and Responsibilities Internal Quality Assurer-

- 3.1. Monitor and conduct assessment via desk-based sampling and observations.
- 3.2. Create sample plans in line with this policy for each cohort.
- 3.3. Sample learner's evidence to verify decision.
- 3.4. Ensure assessors' judgements are impartial, consistent, fair and reliable
- 3.5. Ensure evidence appears valid, authentic, current, reliable and sufficient
- 3.6. Ensure all evidence is signed and dated
- 3.7. Support and advise assessors and create action points to complete within a specified timeframe
- 3.8. Follow up any action points issued to assessors
- 3.9. Quality assurance record keeping for audit trail purposes
- 3.10. Provide reports to the centre for analysis

Policy Quality Assurance

- 3.11. Complete the relevant paperwork for the ATC and/or awarding organisation
- 3.12. Maintain their own competency and remain current by completing appropriate CPD and standardisation activities, provide evidence to the centre management
- 3.13. Take part in appeals process when needed
- 3.14. Work with the centre management to provide samples for EQA visits/sampling

4. Observations

- 4.1. The IQA will carry out annual IQA observations on every tutor and assessor, this may be conducted in person or via a video calling function. During an observation, the IQA will complete a Tutor Observation Performance Report and/or Assessor Observation Performance Report and discuss any action points and feedback with the tutor/assessor. The IQA will also take this opportunity to review the risk rating score and the assessor's SWOT analysis to identify ongoing learning needs and review developments. The IQA will return the relevant documentation to the centre coordinator for IQA records upon completion.
- 4.2. The observation must cover the following activities:
 - Both practical and theory aspects of the course for a minimum of one hour,
 - Observe the briefing of learners undertaking the assessment,
 - Observation of assessment, covering a variety of assessment methods,
 - Feedback given to learners post-assessment.

5. Evidence

- 5.1. Correct Sampling will entail a review of the quality of the assessment judgement by evaluating HOW the assessor has reached that decision. The IQA must be able to view and follow a trail from work to outcome without question.
- 5.2. The IQA must be able to determine that the evidence provided meets the centre's rules and standards.
- 5.3. Evidence must be confirmed as
 - Valid -Relevant to the qualification
 - Authentic- Produced by the learner.

Policy Quality Assurance

- Current- The learner still maintains the same level of competence and knowledge at the time of assessment as at the same time the work was produced.
 - Sufficient- Meets the needs of all the Learning outcomes requirements.
- 5.4. Evidence may come in the form of Observation, Testimony, Professional Discussion, RPL, Produced product (work completed or event attendance), Assignment, Test, or Simulation.
- 5.5. The IQA must consider any additional needs or reasonable adjustments of the learners given by the assessor. Evidence must be included on what adjustments have been allowed/allocated.

6. Sampling Plan

- 6.1. The IQA must complete a sampling plan at the start of the cohort registration. The sampling plan will dictate the number of samples and at what stage they will take that sample. They must also record the reasons for that plan and the number of samples within a risk assessment. The sampling must be dictated by a “general rule of thumb” i.e. 10% and each cohort must be sampled according to the risk assessment based on factors such as cohort size, facilitator or assessor competence, experience and familiarity with qualification.
- 6.2. For the first 3 cohorts, ALL learners will be sampled due to the qualification risk and centre being in infancy. After the first 3 cohorts at least 50% must be sampled, and any other number to be included in the sample plan risk assessment.
- 6.3. All assessors are to be included in the sample plan. However, it is expected that new assessors will have a higher level of samples for the first 3 cohorts.
- 6.4. If the IQA has concerns regarding a particular assessor, then this needs to be reflected in the sampling plan, and the percentage for that assessor needs to be increased again.
- 6.5. The sample plan needs to consider the following risks:
- Assessor competence and relationship with learners
 - Use of tech and its reliability
 - Possible plagiarism
 - Pressures of work
 - Expected targets
 - Changes to qualifications

Policy Quality Assurance

Reliability of witnesses

Expectations of awarding orgs or external bodies – these will help aid risk

6.6.

7. Conflict of interest

7.1. If any individuals need to declare a conflict of interest (examples below) they are required to inform centre management who will carefully manage any identified conflict of interest and do so in line with any policies. Examples include:

- Assessor or IQA conducting activities on their own family members/members of their household.
- Tutors/assessors/IQA conducting activity on their own delivery/assessment decisions.
- Tutors/assessors/IQA conducting assessment on a course whereby one of the learners is a member of their own family or household.

8. Standardisation activities

8.1 Standardisation is defined as - the process of reviewing and agreeing consistency for the qualification delivery, assessment and IQA processes. This in turn will support a clear understanding of the qualification requirements in line with the assessment principles.

8.2 This process will usually take the form of a meeting between Tutor/Assessors and Internal Quality Assurers to ensure a standardised approach.

8.3 Good practice would be for standardisation to take place initially before any delivery is started and then on a regular basis throughout the duration of the qualification being offered at the centre.

8.4 Standardisation activities involve all of those involved in making decisions about a learner's achievement. It is important to standardise regularly throughout the qualification delivery and always following each IQA event so that good practice is disseminated across the team.

8.5 Standardisation supports development, refines practice, develops confidence and provides a forum for action planning. Standardisation activities must include all aspects of the assessment and internal quality processes.

8.6 Outcomes of IQA processes should inform the planning of standardisation activities. Consideration should also be given to changes within the sector

Policy Quality Assurance

during standardisation activities such as the introduction of new qualifications. In the same way, outcomes from the IQA process should inform individual professional development plans for Assessors. All standardisation must be recorded, identifying attendees and any action to be taken.

8.7 Standardisation activities could include a meeting to discuss centre records, unit/theme delivery, audit trails (centre records including planning and feedback), assessment methods, observing Assessor practice, learner/employer interviews, IQA report writing, grade descriptors, grade outcomes, as applicable, and preparing for Centre EQA Reviews.

8.8 Meeting question examples to aid the process should be

- Which assessment methods are we as a centre going to use?
- Which assessment methods are suitable for knowledge/understanding criteria?
- Which assessment methods are suitable for competency/skills?
- What are the most common types of evidence used and why?
- Why is it important that we as a team are consistent with the assessment methods being used?

Full examples are in appendix

REMEMBER!!!

- **See the assessors in action.**
- **Talk to the learners.**
- **Use a checklist to remain objective, sample according to plan, interim and summative, you are not reassessing, just deciding if the assessment was fair, safe and ethical.**
- **Keep all records and feedback.**
- **Actions must be followed up!**

Policy Quality Assurance

Appendix

Two examples of standardisation activities:

Example 1 – Evidence methods used by the centre

Aim: To standardise the use of evidence methods used across the centre and facilitate access to assessment across the centre and reflect consistency of approach.

What is required?

The list of accepted assessment methods covering both knowledge/understanding and competency/skills and their descriptions.

The following questions may help:

- Which assessment methods are we as a centre going to use?
- Which assessment methods are suitable for knowledge/understanding criteria?
- Which assessment methods are suitable for competency/skills?
- What are the most common types of evidence used and why?
- Why is it important that we as a team are consistent with the assessment methods being used?

The findings should be discussed, and the agreed outcomes or actions should be recorded.

The outcome from this activity should then inform the IQA sampling plans for the individual Assessors.

Sufficient evidence of the standardisation activity should be retained for the centre's records. This evidence must include the date of standardisation, the names of the Internal Quality Assurer/s and Assessor/s attending, and an outline of the activities undertaken at each standardisation meeting.

Records of standardisation activities must be retained as they will be required to be seen by the External Quality Assurer (EQA) as part of the centre review.

Example 2 – Assessment plans and feedback:

Aim: To standardise the provision of an assessment audit trail for each Assessor and learner.

What is required?

- Assessment plans prepared by Assessors with the learner.
- Assessors' feedback to learners.

The following questions may help:

Policy Quality Assurance

The centre may consider the following questions in relation to each assessment plan. (It may be useful to develop a checklist for this standardisation exercise).

- Are there holistic plans in place in the portfolio?
- Is there sufficient information on the plan to ensure that the learner is fully aware of what the Assessor will be observing?
- Is there sufficient information on the plan for the learner to know what diverse evidence they should be gathering and when they should have gathered it by?
- Do the assessment plans make use of work products for evidence?
- Is the assessment plan signed and dated by the learner and the Assessor?
- Is there valuable feedback to the learner on the assessment?
- Does the feedback from Assessor to learner relate to the assessment plan?
- Do the dates relate clearly to the assessment process e.g., planned date, review date, followed by date of assessment feedback to learner?

The following outcomes may be discussed:

- Was assessment planning and feedback consistent across all Assessors?
- Was there evidence that learners were supported and valued as individuals? Section 4 33
- Are there any actions that we need to address from the findings?
- Is the assessment cycle being completed?

Sufficient evidence of the standardisation activity should be retained for the centre's records. This evidence must include the date of standardisation, the names of the Internal Quality Assurer/s and Assessor/s attending, and an outline of the activities undertaken at each meeting.

Records of standardisation activities must be retained as they will be required to be seen by the External Quality Assurer (EQA) as part of the review.