

Internal Quality Assurance of Assessment Policy

POLICY STATEMENT:

Organise Happy is committed to fair assessment procedures for all learners and it is the purpose of this policy to set out the quality assurance processes and procedures that play an essential part in ensuring this. To ensure that the policy suitably reflects the diverse nature of all the awards offered within the Group, each team will have their own personalised strategy.

Internal quality assurance is a mandatory requirement of all Awarding Bodies, across all qualifications, to ensure that Assessors and Tutors are making fair, valid, accurate and consistent assessment decisions. This policy sets out how **Organise Happy** will assess, monitor and reduce the risk to quality of assessment within the organisation. The quality assurance process is a continual cycle, with the aim of maintaining and improving the learning journey.

PURPOSE AND SCOPE:

Assessors and Internal Quality Assurers (IQA)

To ensure a quality provision all Assessors and IQA should have the appropriate qualifications (or be working towards them) in line with awarding body requirements and occupational competence in the vocational area that they are working in as set out by the awarding body. Continual professional development (CPD) must be kept up to date and recorded for inspection as and when required.

Internal quality assurance sampling activities

Sampling activities will include, but not be limited to:

- Portfolio sampling – planned formative and summative sampling across Candidates /Learners, Assessors / Teachers, methods of assessment, evidence, records and Assessment sites;
- Observations of Assessor / Teacher with a learner at least once a year;
- Regular team meetings;
- Regular Centre Assessor meetings – Assessors & IQA to attend a minimum of 2 meetings a year
- Regular external quality assurance visits
- Learner interviews;
- Planned standardisation meetings, at least two a year for each qualification;
- Regular training and CPD activities to develop practice;
- Quality Assurance records maintained and monitored regularly;
- Keeping a centre file of staff records;
- Ensuring competence of assessors / teachers and the use of specialist assessors for certain units;
- Good knowledge of the standards and required evidence to ensure competent practice is being delivered;
- Access to all policies and procedures relevant to the quality delivery of the awards.

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Owner: Managing Director

Approved By: Board of Directors

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Portfolio sampling

Portfolio sampling must be planned in advance and include formative and summative sampling. “End loaded” sampling is discouraged as this does not meet the requirements of quality assurance as a continual process. Spreadsheets may be used for planning sampling activities where relevant, and they must be kept up to date with all new candidates and planned sampling. Sampling should be based around the following;

- Number of learners in the cohort or qualification;
- Numbers of tutors and assessors;
- Centre model (including any alternative locations or sub-contracted providers);
- Experience and confidence of tutors and assessors;
- Changes to the qualifications;
- Units with a low take up /unusual units;
- Units that are at a higher level than the qualification the candidate is taking;
- Known problem areas /units /learning outcomes;

The internal quality assurer must confirm during the sampling that the evidence within the portfolio is:

- **Valid** – appropriate to the standards for which competence is claimed.
- **Authentic** – learners own work.
- **Reliable** – proof that competence has been proved consistently over a period of time.
- **Current** – sufficiently recent to prove both practical skills and knowledge /understanding is up to date and exists at the time of claim.
- **Sufficient** – meets in full all the requirements of the standards. (Also known as VARCS)

Formative sampling (interim sampling)

In order to enable the IQA to evaluate the quality of formative guidance given to learners, it is vital that the IQA participates in the process at different stages in their work. This might include reviewing learner work:

- early on in the programme;
- before decisions have been made on any unit and
- sampling evidence when one or two of the units or requirements are completed.

It will also include checking progress review reports given to learners by tutors and assessors. Interim internal sampling enables the IQA to pick up problems at an early stage and so avoid the potential situation of disagreeing with tutor practice or assessment judgements. It can also highlight individual team member needs for support or development which in turn may be used to develop the team as a whole. Similarly, it provides an opportunity to identify and share good practice within the team, particularly where one or more of the team members have wider or more extensive experience.

Summative sampling

Summative sampling includes reviewing the quality of learning completed and assessment judgements taken in their entirety. The IQA must be able to follow an audit trail which clearly demonstrates that tutors and assessors have covered all the relevant requirements and checked that all work presented meets the rules of evidence, whatever format it is presented in.

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Standardisation

Standardisation is an important part of quality assurance and provides good support for inexperienced and unqualified Assessors /Teachers and IQA. Standardisation helps to ensure that assessment decisions are consistent and fair across a range of Assessors /Teachers. As a minimum, standardisation will take place twice per year, across all qualifications. Examples of activities that can be carried out during standardisation meetings include:

- discussing the qualification /programme requirements;
- preparing materials for induction and initial assessments;
- creating schemes of work, session plans and course materials;
- discussing how to give a consistent delivery by different teachers delivering the same programme or units;
- interpreting policies and procedures;
- designing or revising assessment and quality assurance documents;
- discussing decisions made by other assessors / teachers;
- comparing learners evidence for pre-determined criteria or unit;
- comparing how documents and records have been completed;
- creating assessment materials, assignments and recommended answers;

All standardisation activities must be recorded, as well as any decisions made on minimum standards, use of documentation etc.

Recording of feedback

The IQA must ensure that their written feedback to team members is recorded on awarding body / consistent and appropriate templates. The feedback must be directed to each person and should address their practice. The IQA should avoid generalised statements (e.g. 'well done to both of you. Lots of hard work undertaken'), and to ensure focus and consistency should relate directly to VARCS (see above). Precise, focused comments on the work sampled will support tutor /assessor development and evidence the rigour of internal quality assurance activity. In addition:

- The IQA will also note whether the records have been signed and dated by tutors (where required) and assessors and authenticated by learners.
- Depending on the experience and qualifications of tutors and assessors, the IQA may review more than one unit during an internal quality assurance session.
- Where necessary the IQA will check that assessments are countersigned and that the appropriate records are made on the countersigning report form.
- If a standardisation issue is identified, the IQA will need to record and discuss this at the IQA meeting with tutors and assessors.
- On action plans for tutors and assessors, the IQA will record what action is required and by what date it must be completed, ensuring that the target is SMART. Once this action has been completed, the IQA will also record this.
- Occasionally the IQA may have serious concerns which need to be brought to the attention of the relevant manager. Concerns of this nature should be reported as soon as possible.
- Full records of assessment and internal quality assurance are to be made available, to ensure they are accurate, up to date and that they are processed and stored in the required manner.

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External Quality Assurance (EQA) feedback

It is essential that following an EQA visit that feedback including and actions / recommendations are reviewed by the team and a timeline for completion is put in place and added to the strategy to ensure timely improvement. This may also need to be added to the Quality Improvement Plan (QIP).

Internal quality assurance of assignment briefs

Where awarding bodies allow / insist on the assessor / teacher creating their own assignment briefs, all assignments will be internally quality assured prior to release to learners. Verification / Moderation decisions will be made promptly and within the awarding organisation's required timeframe and feedback given to assessors / teachers to allow timely amendments before they are issued to learners.

Appeals

All assessors / teachers and candidates are to be made aware of the appeals procedure in line with group policies and awarding body requirements and the importance of this process.